



Northumberland
County Council

The Northumberland SENCo Handbook

June 2019

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Introduction

The way in which schools are required to meet the needs of learners with Special Educational Needs and Disabilities (SEND) is laid out in the SEND Code of Practice 2015. Chapter 6 in particular focuses on schools. You can find a link [here](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

The document clearly specifies that responsibility for learners with special educational needs and disabilities is shared within schools, with roles to play for governors, headteachers, SENCos, class teachers and support staff. In practical terms, this extends to every member of staff within a school community; only by everyone understanding their roles and responsibilities can schools be inclusive and offer equality of access to the curriculum and wider school life. A commitment to this will underpin positive outcomes for all learners, including those who are most vulnerable.

The following information may be of help to schools and governing bodies in ensuring compliance with the Code of Practice with regard to their roles and responsibilities towards learners with Special Educational Needs and/or Disabilities (SEND). An essential point is that the Code makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such it reflects that high quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs. For pupils that need special educational provision, the Code sets out the principle of a graduated approach which acknowledges that some children will benefit from specific support from the school or external experts (such as an Educational Psychologist, a Speech and Language Therapist, a specialist teacher or other appropriate professional). This graduated approach will secure the best outcomes for pupils if leaders and managers of provision have ambitious vision and action plans, and all those who teach and support pupils with SEND have high aspirations for them. The Northumberland Graduated Approach Guidance (2018) can be found [here](#).(see below)

Other Relevant Documents:

- ❖ Northumberland Graduated Approach Guidance 2018 - *describes the graduated approach to meeting special educational needs. Available at www.northumberland.gov.uk/senguide*
- ❖ Northumberland Best Inclusive Practice Document 2018 - *a document produced by the Local Authority which describes key features of good inclusive practice. Available at www.northumberland.gov.uk/senguide*
- ❖ Key Characteristics of Quality First Teaching 2018 - *a reminder of the range of teaching strategies that can be employed by classroom teachers to support the learning of pupils with special educational needs. Available at www.northumberland.gov.uk/senguide*
- ❖ Northumberland Education Training Directory 2018/19 and 2019/20 - *a list of the Education and Skills training offer with booking links. Available at <http://northumberlandeducation.co.uk/training-offer/>*

School Responsibilities for SEND

It is the responsibility of school leaders (Headteachers and Governors) to ensure that their school is meeting the requirements set within legislation and guidance. Of note, these are the Children and Families Act 2014, the SEND Code of Practice 2015 and the Equalities Act 2010.

Under the **Equality Act 2010**, all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. You can read more about this [here](https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils). (<https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>). These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to promote equality of opportunity and to foster good relations between disabled and non disabled pupils. (More detailed information can be found on pages 16 and 17 of the Code). This duty is now reflected in the OFSTED School Inspection Handbook 2019.

According to the **Code of Practice 2015**, every school is required to identify and address the SEN of the pupils that they support. They must:

- use their best endeavours to ensure that the needs of children and young people are met. 'There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.'
- ensure that children and young people with SEN engage in activities alongside others who do not have SEN
- inform parents when they are making special educational provision for a child
- make known their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time ie how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information (6.2)
- must make arrangements for supporting pupils with medical conditions This involves having due regard to the relevant statutory guidance and publishing a policy on 'Supporting Pupils with Medical Conditions'. (6.11)
- ensure that their SENCO has sufficient time and resources to carry out their functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school. (6.91)
- have regard to ensuring that children, parents and young people are actively involved in decision making throughout all stages of the graduated approach to meeting needs (6.7)

In addition to the points above, specific guidance can be found related to Governing Bodies and Headteachers:

Governing Bodies are expected to: (Code of Practice 2015)	Headteachers are expected to: (Code of Practice 2015, and National Standards of Excellence for Headteachers, January 2015)
<ol style="list-style-type: none"> 1. Ensure that schools do not discriminate against disabled pupils (6.9) 2. Ensure that they publish an SEN information report and update it annually. There is very specific guidance around what must be included in the SEN Information report (6.79-83) 3. Appoint a SENCO who is a qualified teacher. New to role SENCOs with less than 12 months' experience must achieve the NASENCO qualification within 3 years of appointment (6.85) 4. Along with the SENCO and Headteacher, establish a clear picture of the resources that are available to the school ie funding from within notional budget. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium (6.97) 	<ol style="list-style-type: none"> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes 2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society 3. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability 4. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils 5. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils 6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education 7. Advise the governing body or proprietor on policies to meet their SEN and disability responsibilities 8. Ensure that the role of SENCO is efficiently orchestrated. The SENCO will be most effective in their role in strategic development of SEN policy and provision if they are part of the leadership team (6.87) 9. Regularly review how SEN expertise and resources contribute to the quality of whole-school provision and school improvement (6.3) 10. Ensure that the progress made by pupils with SEN forms a core part of performance management and professional development for all staff (6.4)

The SEND Code of Practice makes it clear that class/subject teachers are directly responsible and accountable for all pupils in their class(es), even when they are receiving support from a teaching assistant or other specialist staff. The SENCo provides professional guidance and should perform the roles laid out below:

Class Teachers (Teachers Standards 2012, Code of Practice 2015)	Special Educational Needs Coordinator (SENCo) (Code of Practice 2015)
<ol style="list-style-type: none"> 1. Be accountable for attainment, progress and outcomes 2. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 3. Adapt teaching to respond to the strengths and needs of all pupils 4. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 5. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these 6. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 7. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 8. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 9. Fulfil wider professional responsibilities - deploy support staff effectively <p>According to the Code of Practice all teachers are responsible and accountable for:</p> <ol style="list-style-type: none"> 10. the progress and development of all the pupils in their class (6.36) 11. high quality teaching differentiated for individual pupils (6.37 onwards) 12. meeting parents of pupils with SEN at least three times a year, supported by the SENCo (6.65) 	<ol style="list-style-type: none"> 1. The SENCO has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. (6.88) 2. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. (6.89) 3. The key responsibilities of the SENCO may include: <ul style="list-style-type: none"> • overseeing the day-to-day operation of the school's SEN policy • co-ordinating provision for children with SEN • liaising with the relevant Designated Teacher where a looked after pupil has SEN • advising on the graduated approach to providing SEN support • advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • liaising with parents of pupils with SEN • being a key point of contact and liaising with external agencies and partners across all sectors, especially the local authority and its support services • liaising with previous and potential next providers of education to ensure a pupil and their parents are informed about options and smooth transitions are planned and orchestrated • working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • ensuring that the school keeps the records of all pupils with SEN up to date (6.90)
<p>The responsibility and accountability for the progress and development of pupils with SEN lies with the class or subject teacher, not with the SENCo or learning support department. This is embedded in both Teachers Standards (2012) and the Ofsted framework.</p>	

Assessing and Identifying Special Educational Needs

Where to Start?

Class and subject teachers, supported by the senior leadership teams in their schools, will be making regular assessments of progress for all pupils. This will be in line with the whole school approach to assessment chosen by individual schools. These assessments should be used in the first instance to identify pupils making less than average progress given their age and individual circumstances:

The Code (6.17) provides guidance:

'Class and subject teachers, supported by the SLT (senior leadership team), should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances...progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Before a decision is reached about whether a child's progress is a cause for concern and suggestive of a special educational need, the teacher and senior leaders should consider whether the student has received high quality teaching. Indeed, 'making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require support that is different from or additional to that available to pupils of the same age' (CoP 6.15)

Class teachers may be supported by the SENCo and senior leaders to adopt quality first teaching strategies which support all learners. This could involve specific advice about particular strategies that may enhance the learning for pupils whose progress is faltering. Adults usually accessible within the classroom may carry out interventions which are usually available. Although pupils may require an 'initial concerns' record here, they are still only receiving intervention and support which is usually available, ie which is within the school's universal offer. Their progress should be assessed using the usual means to check that these measures are proving effective; or to raise a question if it remains slower than that of their peers, not matching their previous rates of progress, or with a widening gap between their attainment and that of their peers.

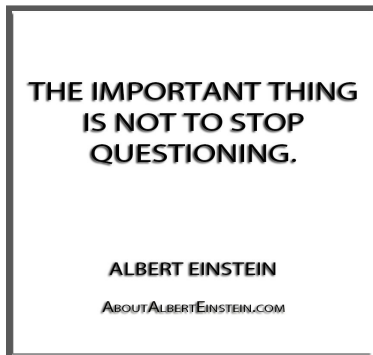
What Next?

Where high quality teaching along with what is 'usually available' is not supporting a pupil to make acceptable progress, there is potentially a special educational need which needs to be explored. The approach to assessment needs to become more personalised. This will help to identify what exactly is the nature of the need, ie what are the causes of the barriers to learning.

The SEND Code of Practice states that in identifying a pupil as needing SEN Support, it should be the class or subject teacher, working with the SENCo, who carries out a clear assessment of the pupil's needs. This assessment should be evidence based, and may include areas in which the pupil is perceived to be 'not making the expected progress'. By assessing pupils in the areas that schools are concerned about, a clear understanding of the barriers to learning will be gained. The code suggests a range of sources of information that teachers/SENcos can draw on in order to further assess the situation:

- Teacher assessment and knowledge of the pupil
- Information on pupil progress, attainment and behaviour
- Their development in comparison with their peers
- The views and experience of parents
- The pupils own views
- Advice from external support services

It may be necessary to look further for answers, by using a range of other options. Schools may have standardised tests that they use for diagnostic purposes, and a range of profiling tools. There may also be checklists and observation schedules. Questionnaires for parents and pupils can be good sources of information. Examples of some of these resources can be found in the Graduated Approach Guidance 2018, and also within the subsequent pages of this handbook.

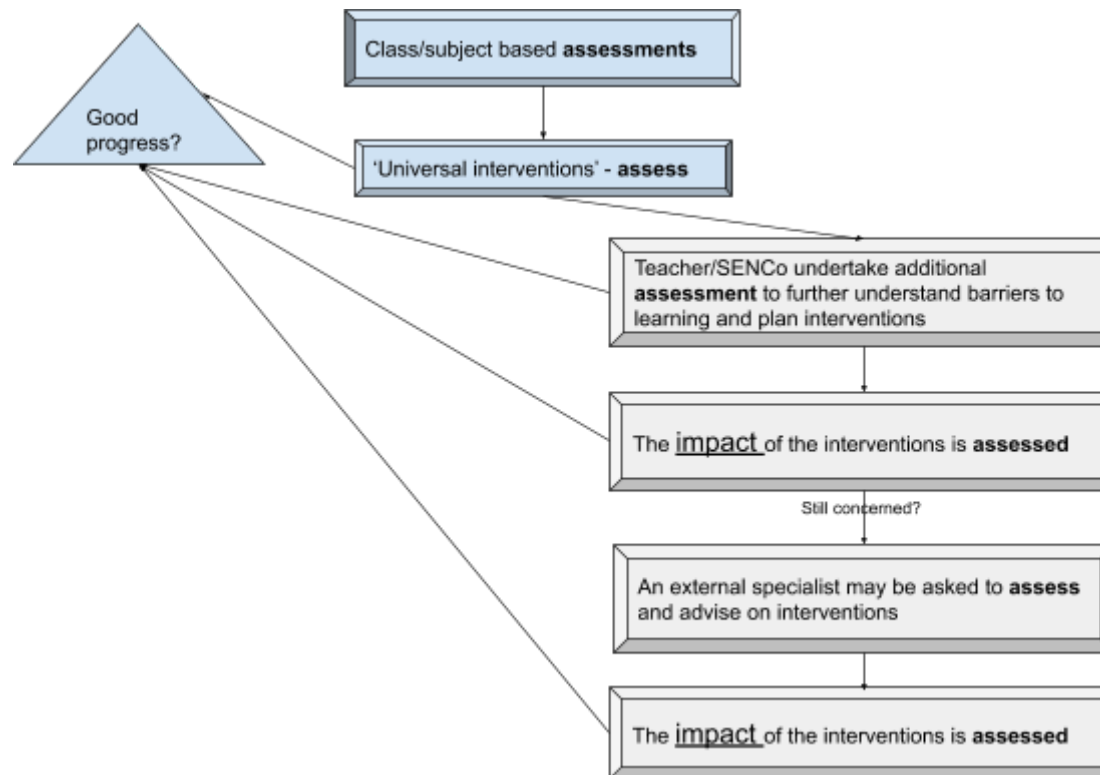


The root of these problems may lie beyond the presenting symptom, in that a problem evident with literacy/numeracy may be rooted in an underlying learning difficulty or communication difficulty. An understanding of this will allow the planning of targeted interventions led by individual need rather than curriculum need. Behaviour may be the result of an unmet other need, ie it is the symptom of, rather than a cause of a barrier to learning.

How to use this handbook

The following pages provide information on the different areas of need, as described within the SEND Code of Practice. For each area of need you will find a description of what you might observe within school if pupils are experiencing low and moderate levels of difficulty, and some recommended interventions and strategies that schools can provide to mitigate the impact of these needs and overcome barriers to learning. The suggested interventions can be used as part of the universal offer ie informing how teaching can be inclusive for all learners, and subsequently as part of SEN Support plans. All would form part of the **Assess, Plan, Do, Review** cycles for individual learners.

The place of assessment is explained below:



**Is there a need and does it require intervention?
What can we do?
What outcomes are we trying to achieve?**

Social Emotional and Mental Health (SEMH)

This section describes what you may see in a learner who has a low level or emerging social, emotional and/or mental health, whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

Where learners are operating broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other learners, whole school systems and Quality First Teaching (QFT) provision should be used; this is universal provision.

Some children may experience short term emotional, social and/or personal issues leading to difficulties with behaviour and/or mental health at some stage. Usually these can still be managed effectively through whole school systems and QFT.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
<p>SOCIAL BEHAVIOUR</p> <p>Pupils will largely:</p> <ul style="list-style-type: none"> ● Behave respectfully towards adults ● Show respect for other pupils in the school ● Seek attention in appropriate ways ● Show respect for possessions and property, whether their own or others' ● Be able to learn and socialise effectively within a group setting ● Be receptive and responsive to, and respectful of, authority ● Be physically peaceable ● Have an investment in their school and make a positive contribution <p>Some pupils may have emerging / low level issues with:</p> <ul style="list-style-type: none"> ● Difficulties with interpersonal communication or relationships, with adults and peers ● Reluctance to share materials, attention 	<p>There are things schools can do for all students to promote emotional wellbeing and prevent more serious mental health needs from developing. <i>(DfE, 2014).</i></p> <p>The school environment and ethos has a significant impact on the wellbeing of staff and pupils <i>(Public Health England, 2014)</i></p> <p>A whole school approach is, therefore, considered to be key in promoting social and emotional wellbeing for all students <i>(NICE, 2008, 2009; NCB, 2015)</i></p> <p>Promoting positive relationships between staff and pupils, between pupils, and developing a sense of belonging in school have been linked to high levels of emotional wellbeing and academic attainment <i>(Public Health England, 2014)</i></p>	<ul style="list-style-type: none"> ● Peaceful conflict resolution is established via whole school practice that is positive and restorative ● Pupil behaviour is effectively deescalated by improved staff confidence in managing behaviour that challenges which leads to fewer physically or verbally aggressive incidents ● Pupils and staff feel a sense of belonging ● Pupils feel safe in school ● Pupils show reduced risk-taking behaviour ● Learners are confident, resilient and reflective. They have high aspirations and a growth mindset meaning they are willing to persevere and face challenges in order to make the best progress they can

<p>and/or participate in social groups</p> <ul style="list-style-type: none"> • Verbal challenges to peers or adults which do not cease with verbal intervention and requires adult intervention and/or time out from the situation • Small signs of distress in usual social situations or activities, e.g. withdrawing, refusing, avoiding, lack of engagement that requires adult acknowledgement and a need for space or time out • Behaviour that can be challenging and/or upsetting towards peers or adults, that is perceived to be intentional • Some anti-authoritative behaviour <p>EMOTIONAL BEHAVIOUR</p> <p>Pupils will largely:</p> <ul style="list-style-type: none"> • Show empathy • Show social awareness • Be happy • Be confident • Be emotionally stable, show self-control and be able to self regulate • Feel safe and secure in school, knowing that they belong within the community • Have trusting relationships with adults in school <p>Some pupils may have emerging / low level issues with:</p> <ul style="list-style-type: none"> • Feeling withdrawn and isolated, generally seeking too little or too much adult attention with limited or selective communication • May not communicate feelings appropriately • Difficulty in controlling their own emotions, 	<p>WHOLE SCHOOL</p> <ul style="list-style-type: none"> • There is a culture & climate which is accepting & supportive for staff, parents and pupils • Mechanisms are in place for pupil, parent and staff voice • School is an emotionally secure and safe environment which provides predictability and consistency • Clear expectations and routines where rules and boundaries are communicated and applied consistently and fairly • Support for adults in schools is provided to develop knowledge & skills in relation to SEMH and emotional wellbeing • Mechanisms are in place and prioritised by senior leaders to support the emotional wellbeing and mental health of all staff • There is a clear whole school behaviour for learning policy, which is differentiated according to need and context with systems in place which: support conflict resolution & restorative work; include anti bullying strategies & interventions; promote emotional intelligence and accountability for actions • Well evidenced systems are used to track progress and monitor both learning and social emotional wellbeing and associated behaviour. • A whole school framework has been implemented to support social emotional and mental health such as <i>Thrive, Mindfulness, Emotion Coaching, Growth Mindset</i> • The school has a solution-focused culture in which staff and students are encouraged to look for solutions and the role they can play in these rather than an over-focus on problems • There is a well embedded and prioritised PSHE and emotional literacy curriculum 	<ul style="list-style-type: none"> • Pupils are emotionally aware and literate, enabling them to self regulate and manage their own emotions effectively • Positive engagement and participation in learning • Increased levels of independence within pupils promotes self confidence and develops thinking skills in learners • Improved concentration and attention enables learners to make expected progress • Improved friendships and relationships as a result of positive social interaction and relationships with others • Learners are able to work collaboratively and independently, aiding their learning • Learners can identify and talk about emotions that are both comfortable and uncomfortable • Learners are more able to manage uncomfortable feelings such as anger • Improved attendance data • Accelerated progress and good levels of attainment • Improved emotional and mental health • Pupils know who to seek support from, and feel comfortable asking for help with their behaviour or emotional wellbeing
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<p>feelings of frustration or distress in response to social or environmental situations</p> <ul style="list-style-type: none"> ● Anxiety and/or low mood impacting on ability to participate, engage and maintain attention requiring regular adult support and reassurance (may be situationally dependent) ● Some self-esteem and/or resilience difficulties leading to avoidance of new experiences/fear of failure <p>LEARNING BEHAVIOUR & ATTITUDE TOWARDS SCHOOL</p> <p>Pupils will largely:</p> <ul style="list-style-type: none"> ● Be attentive and have an interest in learning ● Demonstrate organisational skills that support their learning ● Want to be at school ● Be ready to learn ● Have a growth mindset and resilience in their learning, demonstrating perseverance when facing challenges and seeking support when appropriate ● Be able to manage change and transition so that they can settle into different learning environments ● Respond to positive behaviour management strategies and systems, albeit at different paces <p>Some pupils may have emerging / low level issues with:</p> <ul style="list-style-type: none"> ● Involvement in low level distractions which hinder their own concentration and that of others due to task avoidance and/or with 	<p>QUALITY FIRST TEACHING</p> <ul style="list-style-type: none"> ● Staff communication ensures relevant information is shared and consistent approaches are adopted and used ● Regular communication is established (both positive and negative) and maintained with parents about how they can support their child's learning needs, eg during parents' evenings, parent workshops on specific learning themes, home/school diaries ● Teachers take into account the impact which emotional needs may have on the pupil's learning, and appropriate support is provided ● Teachers use specific praise that focuses on the learning behaviour and process ● There is consistency in approach from all adults working with the learner ● There is a calm, consistent learning environment with clear expectations, routines and rules ● Secure and explicit boundaries are established in all curriculum areas. This is especially important for less structured times of the day. (E.g lunchtime or room transition) ● Teaching is planned to ensure the learner accesses a continuous loop of progression - : Assess, Plan, Do, Review ● The learner is enabled to participate in setting, monitoring and reviewing their targets ● Visual evidence of their success as a result of their effort is regularly reviewed by the learner, to enhance confidence and intrinsic motivation ● An appropriately differentiated curriculum is made available to the learner to ensure they are included within the mainstream classroom ● The learner remains part of the mainstream teaching timetable for all appropriate activities 	<ul style="list-style-type: none"> ● Pupils recognise that they are responsible for their own choices and behaviour ● Learners feel valued and respected which promotes higher levels of self esteem ● Learners demonstrate resilience and perseverance when facing challenges ● Learners demonstrate a sense of belonging in the class by choosing to talk about themselves with a member of staff or a peer
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<p>intent to gain attention</p> <ul style="list-style-type: none"> • Have a fixed mindset towards learning and lack resilience when facing challenges • Have reluctance to be in school 	<ul style="list-style-type: none"> • Appropriate differentiation enables success-based learning (to enhance both learning and motivation) and provides an appropriate level of challenge and support • A variety of teaching and learning styles are used and catered for. Teachers identify and build on preferred learning styles and strengths • A variety of social learning experiences/ groupings provide opportunities for peer modelling and positive social interaction • Staff are confident to be creative and flexible in their use of rewards and sanctions e.g. 'catch them being good' • Positive language is used consistently to re-direct and reinforce expectations e.g. use of others as role models • Seating arrangements are carefully considered eg. social seating, free from distraction • There are time out systems within the classroom which all children understand and can access when appropriate • Behaviour management systems are used consistently with the learner and positive praise given often to provide motivation • A consistent, stepped approach with logical consequences encourages pupils to self-regulate and make appropriate choices in order to develop their skills • After school activities and other personal development and play/ leisure opportunities are provided • Whole class movement breaks are planned and taught • Adults use the student's name and make eye contact when talking to them (but don't always demand eye 	
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	<p>contact in return, depending on the needs of the pupil)</p> <ul style="list-style-type: none"> • Access to concentration tools eg. theraputti, stress ball, is provided for learners with clear boundaries and expectations for their use • Adults celebrate and praise success and steps of progress (no matter how small) 	
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In this next section you will find information relating to learners who have social, emotional and/or mental health issues and who require additional support beyond universal provision. Suggested interventions and targeted responses are provided to help schools plan effective SEN Support. It presupposes that the interventions/responses available universally are already in place. The final column provides information about the possible outcomes of this support for the learner.

SEN Support		
Needs	Interventions and Targeted Response	Outcomes
<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</p> <p>Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any</p>	<p>In addition to QFT (see above), pupils will access support through more focused and targeted interventions, resources and strategies overseen by the SENCO.</p> <p>OVERVIEW</p> <ul style="list-style-type: none"> • SENCO facilitates identification of hidden learning needs e.g. anxiety, depression, ADHD, attachment difficulties • SEN support plans are implemented with clear cycles of Assess - Plan - Do - Review • Targets / outcomes are Specific, Measurable, Achievable, Realistic and Time Bound (SMART) linked to the learner's need with a clearly defined purpose • Areas of progress are identified, highlighted and built on. Progress is monitored and reviewed, with constructive feedback and next steps 	<ul style="list-style-type: none"> • Reduction in feelings of anxiety, fear, anger lead to better engagement with learning • Risk assessments and care plans are co-produced with parents and the child so that everyone involved can work collaboratively • Clear emergency procedures and care plans are shared with staff, parents and pupils to ensure consistency of approach across the school and home • Decrease in incidents of high level challenging behaviour leading to more participation • Learners feel safer and more secure in school, resulting in a reduction in exclusions

disruptive behaviour so it does not adversely affect other pupils.

Department of Education (2015)

SOCIAL BEHAVIOUR

Learners may demonstrate some or all of the following characteristics:

- May have difficulty in forming positive relationships. They may struggle to make and keep friends. This could then prevent them from being able to cooperate with other peers or adults
- May experience difficulty in successfully participating within the whole class group for a significant part of the day

EMOTIONAL BEHAVIOUR

Learners may demonstrate some or all of the following characteristics:

- May struggle to manage and accept change in systems and routines
- May not be able to understand or appreciate the changes that they could make (with support) in order to make progress
- May find it hard to express themselves verbally and instead may communicate their thoughts and feelings through challenging behaviour
- May sometimes be anxious, distressed or aggressive, or they may withdraw from the situation be (social or learning)
- May have a negative view of themselves at times and may make deprecating comments. The learner is more likely to give up easily

- Staff work closely with parents within the ADPR cycle
- Advice and guidance from outside agencies are sought and implemented (Eg. SEND Support teams, Inclusion Support, School Health, Primary Mental Health, CYPS, Hub referral)
- Multi agency working and collaboration are promoted so that there is effective support working towards similar outcomes (Early Help Assessment EHA)
- Staff are trained with the essential knowledge, skills and are confident to prevent, decelerate and de-escalate crisis situations
- Staff are trained with the necessary skills to manage risk behaviour when it does occur and, where deemed appropriate, physical intervention training should be accessed through an accredited training provider (eg. Management of Actual and Potential Aggression - MAPA)
- Physical intervention strategies are included within whole school policies and procedures

STAFF ATTITUDES & RELATIONSHIPS

- Positive relationships between adults and children are promoted across the school setting
- Vulnerable pupils have at least one positive adult relationship within school
- A key adult is identified who can provide attuned emotional support and regulation along with a sense of security and development of trust
- Adults meet and greet the learner and take time to get to know them
- Emotional “check ins” are built into the timetable
- Adults recognise behaviour as a means of communication and commit to working with the learner to see beyond the behaviour

- Learners can access all areas of the curriculum and make the expected levels of progress (for them)
- Learners are included in all extra-curricular activities reducing feelings of isolation and exclusion
- Learners are fully involved with the ADPR process so take more ownership and responsibility for making changes
- Learners can identify their own strengths, increasing levels of self esteem
- Learners develop trust in key relationships which enables them to open up and be honest about any issues they are having, therefore access the help and support they need more quickly
- Staff are upskilled in working with SEMH issues, and supported in their own wellbeing, enabling them to provide the right level of targeted support for pupils quickly
- Learners feel safe and secure in school so have increased motivation to engage and make progress with their learning
- Adults are able to keep all members of the school community safe
- Pupils will have reduced feelings of frustration and therefore reductions in outbursts of challenging behaviour due to feel listened to, understood and supported
- Learners develop a stronger peer network leading to increased self

<p>when there is a challenge facing them or avoid it altogether</p> <ul style="list-style-type: none"> • May have significant and enduring difficulties in managing learning, their emotions, their behaviour and social situations <p>LEARNING BEHAVIOUR AND ATTITUDES TOWARDS SCHOOL</p> <p>Learners may demonstrate <i>some or all</i> of the following characteristics:</p> <ul style="list-style-type: none"> • Difficulty in developing a positive behaviour for learning attitude. This could affect the learning skills needed to attend school, to start and to complete tasks • The learner may demonstrate difficulty in keeping their attention on one thing (directed adult tasks) • Their progress may be inhibited (though this may be in certain areas only and sporadic). • Their actions may also be hindering the learning of others • The learner may find some subjects difficult (for example literacy) in that they are not motivated by the learning • The learner may show some areas of learning in which they are more successful. The learner may find it easier or harder to learn, which can be addressed through careful planning <p>Some learners may be experiencing longer term or more significant levels of difficulty, despite targeted interventions. Some may have a neurodevelopmental condition which has been diagnosed that helps in the understanding of the behaviour and thus in the planning of intervention.</p>	<ul style="list-style-type: none"> • Adults monitor their own behaviour (body language, facial expression, tone of voice) and emotional triggers so that they can de-escalate issues rather than escalate them • Adults explicitly role model positive social interactions and self-regulation strategies • All staff have up to date CPD opportunities re. SEMH needs and strategies <p>CURRICULUM / IN CLASS SUPPORT</p> <ul style="list-style-type: none"> • A highly personalised curriculum (and/or alternative provision) is provided to meet the learner's needs • Planned provision is implemented by a suitably trained, experienced and confident member of school staff • Group size, composition, staff levels and environment are adjusted to facilitate access to/engagement with the curriculum • Seating and classroom layouts are adjusted to meet sensory / attention needs • Strategies which allow time out from the situation are available with clear boundaries and expectations • Adults risk assess and proactively plan strategies to support success during less structured times / clearly identified trigger points (eg. assembly, breaktimes, PE) • Pupils are given 1:1 support where needed and appropriate with clear intended outcomes for this level of support eg. to promote independence, to teach strategies to remain focused, to be able to access learning opportunities • Individualised extrinsic reward systems are developed which the learner is actively involved with and has ownership of 	<p>confidence and understanding of themselves</p> <ul style="list-style-type: none"> • Learners reflect on their own behaviour and triggers then problem solve what to change in future, thus empowering them to feel in control of their lives and choices
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<p>For these pupils a wide range and degree of mental health problems may manifest such as:</p> <ul style="list-style-type: none"> ● Problems of mood (anxiety or depression) ● Problems of conduct (oppositional problems or significant aggression) ● Eating disorders ● Physical symptoms that can not be explained ● Recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) and conduct disorder ● Attachment disorder ● An anxiety disorder ● Risk taking behaviours such as self harming, sexualised behaviour or substance misuse 	<ul style="list-style-type: none"> ● Verbal scripts and visual prompts are used to reinforce expectations ● Learners are given processing time during lessons and conversations, explicitly modelled where necessary ● There are systems and opportunities for peer support eg. Peer mediation; peer mentoring, buddy systems & other forms of peer support ● Pupils can access concentration tools and movement breaks as and when appropriate to aid their focus and remain engaged with their learning ● Pupils are taught, giving opportunities to practice and encouraged to develop independence in managing their behaviour ● Change and transition are planned for in advance so that pupils are suitably prepared ● A safe / calm space is provided that pupils can access when required ● Tasks and learning are broken into small, short chunks with frequent breaks and / or rewards ● Opportunities for reflection and debriefing (pupil and staff) post incident are provided which promote self awareness, personal accountability and are solution focused ● The language of choice (specific targeted language to offer a choice of 2 options) is used so that pupils have some control over the outcome but the adult is in charge of the structure and process ● Positive behaviour strategies are consistently used, such as praising desired behaviour, separating behaviour from the learner, reminding of expectations eg. <ul style="list-style-type: none"> ○ Say what you want him or her to do, rather than what you don't ○ Label the behaviour but not the learner 	
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	<ul style="list-style-type: none"> ○ Remind the learner of a rule rather than telling them off, or praise someone who is following the rules <p>INTERVENTION PROGRAMMES</p> <ul style="list-style-type: none"> ● Targeted support groups / 1:1 interventions are planned and delivered to develop skills in social, emotional and behavioural development eg. <ul style="list-style-type: none"> ○ Circle of Friends (peer support, social skills) ○ SEAL (Social and emotional aspects of learning) ○ Circle Time (emotional literacy) ○ ELSA (emotional literacy) ○ Nurture Groups ○ Zones of Regulation (emotional awareness & self regulation) ○ Anti-bullying interventions ○ Art Therapy ○ Play Therapy ○ Lego Therapy ○ Theraplay ○ Social stories ○ Friends Programme ○ Thrive ○ Growth Mindset 	
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Suggested Resources and Links
<ul style="list-style-type: none"> ● Support and advice is available from the Behaviour Support Team on 01670 624802 email: asd.behaviourservices@northumberland.gov.uk ● Request for support forms can be found on the Service website, reached via the Local Offer page. Click on this link. ● Schools may need to consider referrals to Health teams via the Hub (School Nursing, Primary Mental Health Team, CYPS) if specialist support is required. Children at risk must be appropriately referred at the earliest opportunity. ● All of the resources below are universal and can be used by school staff to support the Graduated Approach and whole school approaches.

ASSESSMENTS

- Boxall Profile: <https://boxallprofile.org/>
 - Requires purchase
- PIVATS 5 - Personal, social and emotional development (PSED): <http://www3.lancashire.gov.uk/corporate/web/?PIVATS/14585>
 - Requires purchase
- Behaviour logs / timetable ragging
 - Free
- ABC forms (Antecedent, Behaviour, Consequence)
 - Free
- Strengths and Difficulties Questionnaire (SDQ) <https://youthinmind.com/products-and-services/sdq/>
 - Paper version is free. Online version with scoring is £0.25 per assessment
- PASS (Pupil Attitudes to Self and School) <https://www.gi-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/>
 - Requires purchase

EMOTIONAL LITERACY, SOCIAL SKILLS, SELF-REGULATION

- Social and Emotional Aspects of Learning (SEAL) <https://webarchive.nationalarchives.gov.uk/20110812101121/http://nsonline.org.uk/node/87009>
 - Free
- Emotional Literacy Support Assistant (ELSA): <https://www.elsa-support.co.uk/>
 - Free
- Circle of Friends:
http://www.complexneeds.org.uk/modules/Module-3.4-Emotional-well-being-and-mental-health/All/downloads/m12p050c/the_circle_of_friends_approach.pdf
 - Free
- Zones of Regulation <http://www.zonesofregulation.com/index.html>
 - Requires purchase

WHOLE SCHOOL APPROACHES

- Attachment Aware Behaviour Policy:
https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf
- Management of Actual and Potential Aggressions (MAPA): Training provided through ASD & Behaviour Support Teams. Email mapa@northumberland.gov.uk for information
- Emotion Coaching: <https://www.emotioncoachinguk.com/>
- Growth Mindset by Carol Dweck
- When the Adults Change, Everything Changes by Paul Dix: <https://pivotaleducation.com/product/adults-change-everything-changes/>

ATTACHMENT & DEVELOPMENTAL TRAUMA

- Beacon House: <https://beaconhouse.org.uk/useful-resources/>
- 'Settling to Learn' by Louise Bombèr
- 'Inside I'm Hurting' by Louise Bombèr
- 'The Attachment Aware' School Series by Louise Bombèr

ANXIETY

- 'Hey Warrior' by Karen Young <https://www.heysigmund.com/product/hey-warrior/>
- <https://www.heysigmund.com/>
- <http://www.worrywisekids.org/node/40>
- <https://youngminds.org.uk/find-help/conditions/anxiety/>
- <http://www.schoolcounselingfiles.com/activities-for-anxious-kids.html>

ADHD

- Young Minds: <https://youngminds.org.uk/find-help/conditions/adhd-and-mental-health/>
- ADHD Foundation: <https://www.adhdfoundation.org.uk/information/schools/>

GENERAL

- Mind Ed: <https://www.minded.org.uk/>
- Young Minds: <https://youngminds.org.uk/>
- Anna Freud Centre: <https://www.annafreud.org/>
- Mental Health and Behaviour in Schools - DfE 2018: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Mentally Healthy Schools: <https://www.mentallyhealthyschools.org.uk/>
- PSHE Association: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and>

Autism & Social Communication Difficulties (ASD)

This section describes what you may see in a learner who has ASD and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively. Please note that ASD should only be recorded as a primary need if there is a confirmed diagnosis. Otherwise, the primary need should be recorded as how the learner's difficulties mainly present eg SLCN, SEMH etc.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
<p>Communication and Language</p> <ul style="list-style-type: none"> Verbally communicates in a meaningful way with some echolalia or unusual delivery Has mild difficulty understanding non-verbal communication – for example body language/facial expressions Recognises the need for help but may be unable to seek it effectively May have difficulty following instructions without support May have difficulty sustaining attention for extended periods May attend better to non-language based tasks than language based ones May find it hard to listen when engaged in a focus task 	<p>Communication and Language</p> <ul style="list-style-type: none"> Adults should keep language clear and avoid sarcasm, ambiguities and idioms Pupils may benefit from the use of a scribe, use of IT or exploration of alternative means of recording Pupils should be cued into instructions and key pieces of information Teacher/TAs could use a pointing stick or similar to help cue and maintain pupil's attention to a focus item Planning should be shared with all staff members visual support such as: class visual timetable to prepare for change; task planners; prompts to show good listening and sitting Regular opportunities to listen to adults reading to them in a quiet environment adults taking time to listen to what pupils are saying and modelling positive listening behaviours clear introduction of key topic specific vocabulary Language should be clear and positive 	<p>Communication and Language</p> <ul style="list-style-type: none"> Learners will make progress at the expected levels of attainment due to having differentiated access to the curriculum Learners can maintain attention and concentration due to having individualised seating positions and access to learning materials based on need Learner will experience independent learning and access to the environment due to having visual prompts and cues in place which are referred to at key points Learner will develop communication skills via work on a 1:1 basis, in small groups and as part of larger group settings Learner will have improved curriculum access via pre teaching and overlearning of subject specific vocabulary Learner will understand clear behavioural expectations which are linked to positive motivators and reward systems. They will experience an improvement in desired behaviours and decreasing numbers of frustrated and/or aggressive behaviours

<p>Emotional and Social Development</p> <ul style="list-style-type: none"> • Demonstrates some understanding of simple feelings but does not recognise more subtle emotions such as disappointment • Is able to take turns with some low level adult support • Tolerates play/social interaction alongside peers but may not initiate an interaction appropriately • Has limited self-confidence in a range of settings • May be unusually quiet • May exhibit significant anxiety • Unclear about the ways to become involved in group activities • May have difficulty maintaining a topic of conversation appropriately 	<ul style="list-style-type: none"> • Adults should provide time for the processing/understanding of the language • There should be clear classroom routines to establish good listening skills • Teach colloquial language • Teach language for sexual awareness and relationships • When addressing the pupil, speak clearly, slowly, calmly yet in an age-appropriate way and give pupils time to respond • Engage in listening games and activities to develop skills • Support to understand the benefits of developing good attention and listening skills • Priming to support listening and accurate responses • Adult support to engage in social and learning conversations <p>Emotional and Social Development</p> <ul style="list-style-type: none"> • Pupils should be grouped appropriately – working alongside good role models and pupils they are likely to socialise with on the playground • Staff should affirm appropriate social interaction working alongside good role models • Staff should support self-esteem by working on and emphasising abilities/interests/social skills • Opportunities to take part in learning discussions with peers and adults • Opportunities to be able to socially interact with peers and adults • Buddy support to facilitate peer interaction • Adults teaching the names of 	<ul style="list-style-type: none"> • Learner will be able to apply strategies of what to do when unsure or unclear about learning <p>Emotional and Social Development</p> <ul style="list-style-type: none"> • Whole school practice that is positive and restorative and aids resolution of conflict peacefully • Improved staff confidence in managing behaviour that challenges so that situations are managed consistently and effectively, therefore having a positive impact on pupil wellbeing and learning • Learners able to identify emotions that are both comfortable and uncomfortable so they become emotionally aware and more able to self regulate • Learners will develop a more positive perception of self which will raise self esteem and aspirations
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<p>Thinking Flexibly</p> <ul style="list-style-type: none"> ● Could be distracted from interaction by repetitive behaviours ● Continues to experience some difficulty with change, even when prepared by adult ● Demonstrate some ritualistic behaviour, but can be managed within existing arrangements ● Can organise materials for a task and follow familiar routines with verbal and/or visual prompts ● With support, the pupils can cope with different requirements and routines across a range of subjects ● May struggle to make choices about their 	<p>other pupils in the pupil's class</p> <ul style="list-style-type: none"> ● adults monitor pupil's physical and emotional well-being understanding that pupils with autism may not be able to do this for themselves ● Adults support the student to develop peer awareness ● Pupils take part in a social skills programme such as 'The Friendship Formula' by Alison Schroeder and by using approaches such as a 'Circle of Friends' ● access to programmes to an understanding of emotions using programmes such as Graded feelings work ● access to programmes to develop an understanding of emotions such as 'The Incredible Five Point Scale' by Kari Dunn Buron <p>Thinking Flexibly</p> <ul style="list-style-type: none"> ● clear class rules and routines which have been written by the class, understood and displayed visually ● clear rules and routines for moving around the school ● Tasks should be broken down into manageable steps with a clear start and finish ● Tasks should show a finished example wherever possible ● Clear separation between visual timetable and 'First, Then' (or similar) as they serve different purposes and should not be confused by the pupil 	<ul style="list-style-type: none"> ● Positive social interaction and relationships with others resulting in improved friendships and relationships ● Learners will be able to work collaboratively and independently ● Learners will develop their social skills so that they are able to socialise with their peer group ● Learners will have a deeper understanding of social norms and their ability to socialise will improve ● Learners will develop their understanding and self-awareness of types of behaviour they may have developed due to their social communication difficulties <p>Thinking Flexibly</p> <ul style="list-style-type: none"> ● Learner's social engagement will improve, as will their attainment, via access to 1:1 work opportunities, small group and whole class learning experiences ● Increased retention of key instructions and information to improve generalisation of key skills and vocabulary ● Improved attainment due to improved access to learning ● Improved engagement and desire to learn/motivation ● Learners will be able to work independently and collaboratively resulting in a sense of self and community
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<p>future</p> <ul style="list-style-type: none"> • Has some difficulties with motivation even with appropriately differentiated materials • Requires verbal and/or visual prompts to follow self-care routines such as dressing/toileting <p>Sensory Needs</p> <ul style="list-style-type: none"> • Experiences some discomfort with sensory stimuli and/or may seek out certain sensory stimuli 	<ul style="list-style-type: none"> • There should be clear identification of the purpose of activities and links to previous learning • Clear routines for homework • Rehearsals for further education life skills • There is visual warning of change throughout the day including staff and room changes • Generalisation of learning is taught • There should be alternative arrangements for tests & exams • Preliminary work on the physical changes around puberty should take place • There is recognition that pupils with autism are highly anxious and will need to learn relaxation techniques/ have access to a relaxation box • A modified curriculum with a focus on life skills and preparation for the world of work • Only being required to focus on one adult voice at a time • Encouragement and motivation of pupils with autism by meaningfully using their strengths, favourite activities and special interests • Involvement of pupils with ASD, at a level relevant to them, in formulating their learning goals • Equality of access, including the extended curriculum and exam concessions, as appropriate <p>Sensory Needs</p> <ul style="list-style-type: none"> • Pupils should work in a well-organised classroom – equipment easily accessible, drawers 	<ul style="list-style-type: none"> • Learners will have access to the curriculum through appropriately modified and adapted resources to increase attainment and social outcomes • Children with anxiety will develop their skills in self regulation via the use of individualised resources <p>Sensory Needs</p> <ul style="list-style-type: none"> • Learner anxiety will be reduced by ensuring appropriate access arrangements are in place in situations of stress
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<ul style="list-style-type: none"> • Displays inappropriate behaviours and unusual responses in some settings • May well struggle with the demands of group work due to sensory overload 	<p>for equipment labelled clearly, furniture arranged to best effect</p> <ul style="list-style-type: none"> • Pupils should have a quiet area within the classroom • Pupils should work in an environment that is as calm and quiet as possible • Strategies for obtaining time out, as necessary, in an age-appropriate way 	<ul style="list-style-type: none"> • Independent learning will develop via the use of appropriate rewards and motivators • Learners will be able to increase attention and concentration skills by having access to areas of low arousal and reduced stimulus to increase attention, concentration and curricular access • Learners will have access to the curriculum and develop independent learning skills via access to specialist equipment such as wobble cushions, angles boards, specialist pencil grips
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In this section you will find information relating to learners who have ASD and who require additional support beyond universal provision. Suggested interventions and targeted responses are provided to help schools plan effective SEN Support. It presupposes that the interventions/responses available universally are already in place. The final column provides information about the possible outcomes of this support for the learner.

SEN Support		
Needs	Interventions and Targeted Response	Outcomes
<p>Communication & Language</p> <ul style="list-style-type: none"> • Has limited verbal communication and lacks spontaneity. Sometimes need visual prompts to support communication • Understanding tends to be literal • Has significant difficulty with understanding non-verbal communication – for example body language/facial expressions • Difficulties demonstrating joint attention • Communication and understanding are mostly non-verbal with significant difficulty understanding spoken language and gestures • Uses augmentative communication for 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Adults cue pupil into instructions and key pieces of information by always calling them by name first • Tasks should be rehearsed or modelled, showing a finished example wherever possible • Pupils should be given time to process information/expectations • There should be a visual means to request help • Staff should explain colloquial, idiomatic and non-literal language 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Functional communication skills will develop by consistent use of alternative augmentative communication assessment and appropriate aids when required • Independence skills will develop by the use of high tech low tech systems • Independent communication skills will develop by consistent use of a variety of specialist strategies for effective communication – e.g. Picture Exchange Communication System (PECS), Widget, visual supports, Makaton, objects of reference, symbols, signs

<p>example PECS (Picture Exchange Communication System) or Makaton</p> <ul style="list-style-type: none"> • May display extreme, challenging inappropriate behaviour that is very difficult to manage, including extremely withdrawn behaviour • Displays adverse/extreme or behaviourally inappropriate responses that are very difficult to manage 	<ul style="list-style-type: none"> • Pupils should have key language supported visually • Pupils should be alerted to the need to listen through using their name • Pupils will have access to a programme of 'Intensive Interaction' to develop communication • Teaching social language and the language of self-help • Use of PECS (Picture Communication Exchange System) • Alternative means of recording work including ICT and the use of a scribe should be promoted • Buddy/peer support systems in place • Staff to focus on language being reduced, chunked and simplified to support accurate retention – verbal bullet points • Pre-teaching of topic-specific vocabulary takes place • Develop understanding through direct modelling and teaching 	<ul style="list-style-type: none"> • Facilitate access to speech and language therapy • Social and curricular access will improve for learners through the use of sensory assessments/audits and the subsequent implementation of appropriate modifications • Learners will develop communication skills in a social context by the use of social interaction programmes/small group work as an integral part of the curriculum (e.g. Talking Partners, Circle of Friends, buddy systems) • Learners will increase in confidence and clarity of spoken language by having specialist communication sessions
<p>Emotional & Social Development</p> <ul style="list-style-type: none"> • Unable to take turns unless given significant adult support • Has limited understanding of own feelings and cannot recognise feelings in others • There is a marked lack of awareness of others • Tends to avoid interactions with peers; has little interest in peer interactions • Approaches others in odd or unusual manner (for example from behind /with poor eye contact) • Appears aloof or indifferent to others 	<p>Emotional and Social Development</p> <ul style="list-style-type: none"> • Peer support is arranged– peers using visuals to support their understanding • Good teaching of the understanding of how to make friends and the meaning of true friendship takes place. • Staff teach social play skills in class and on the playground. • Pupils participate in a social skills programme such as 'Time to Talk' (Alison Schroeder) • Staff to teach the passage of time by visual means – photo diaries, scrapbooks, diaries 	<p>Emotional and Social Development</p> <ul style="list-style-type: none"> • Specialist nurture provision across the school to focus on key areas of difficulty • Holistic, consistent support is available for the learner by supporting parents/carers to understand mental health and guidance on appropriate techniques and skills to use • Learner confidence in emotional wellbeing will develop via emotion coaching from trained staff • Pupils will utilise strategies to manage their behaviour and understand the systems in place for reward and sanction through the

<ul style="list-style-type: none"> ● If interaction is unavoidable, it is usually on his/her terms ● Is unaware of the concept of feelings ● Displays adverse/extreme or behaviourally inappropriate responses ● Can be withdrawn /isolated ● Demonstrates a high level of anxiety (possibly around self-image), with some verbalisation ● Extremely negative thoughts about self ● Has limited understanding of own feelings and cannot recognise feelings in others. There is a marked lack of awareness of others ● Tends to avoid interactions with peers ● Still developing Theory of Mind <p>Thinking Flexibly</p> <ul style="list-style-type: none"> ● Has significant ongoing difficulties managing change even if prepared ● Repetitive and/or ritualistic behaviour or special interests interfere with learning or are all consuming 	<ul style="list-style-type: none"> ● Turn taking skills are taught ● Staff have access to programmes to an understanding of emotions using programmes such as 'The Incredible Five Point Scale' by Kari Dunn Buron and Mitzi Curtis Graded feelings work. understanding through direct modelling and teaching ● Peer support is arranged– peers using visuals to support their understanding ● Good teaching takes place around understanding of how to make friends and the meaning of true friendship ● Staff teach social play skills in class and on the playground. Staff need to provide inclusion in a social skills group ● Phrases about safety and help are taught and modelled ● Partner work with supportive peers is arranged ● Pupils are seated in a position with a good view of the teacher to enable use of non-verbal communication such as gestures and facial expression ● Pupils should be taught to understand the passage of time ● Pupils are taught strategies to help them to manage their anxieties ● Staff support the skills into adult life around dating, sexual health <p>Thinking Flexibly</p> <ul style="list-style-type: none"> ● Staff teach what the rules are and who polices them ● Pupils are taught skills to make their own visual cues 	<p>use of targeted behavioural modification programmes</p> <ul style="list-style-type: none"> ● Learners will develop their social skills to be able to socialise with their peer group appropriately ● Learners will have a deeper understanding of social norms and their ability to socialise will improve as will social confidence ● Learners will develop their understanding and self-awareness of types of behaviour they may have developed due to their social communication difficulties <p>Thinking Flexibly</p> <ul style="list-style-type: none"> ● Learners make good progress based on: ● having access to individualised curricula closely tailored to identified long and short term outcomes.
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<ul style="list-style-type: none"> ● Is extremely difficult to motivate - can be totally absorbed in own interests ● Has significant and persistent difficulties in organising self, (for example, to collect items for a task or follow daily routines), without visual cues/objects and adult modelling ● May not generalise learning from one setting to another ● Has considerable difficulty with motivation, with erratic response to classroom rewards ● Has difficulty organising materials for a task even with visual and verbal prompts and adult modelling ● Requires adult intervention/ close supervision and visual/verbal prompts to support self-care routines ● Is unaware of the need to ask for help with a task ● Needs a high level of support to sustain attention in most contexts ● Tends to flit between activities and is easily distracted 	<ul style="list-style-type: none"> ● Young people need to learn how to cope with free lessons in a timetable ● Young people need to develop an awareness of the law and what they can and cannot do ● There are clear expectations of rules and routines shown which are shown visually ● There should be personalised visual supports – visual timetable to prepare for change, task planners, prompts to show good listening and sitting ● Pupils should have tasks broken down into manageable steps with a clear start and finish by using task planners that have been personalised for the pupil ● There should be visual prompts to support organisational skills ● There should be a calm, firm and consistent approach to managing learning behaviour related to rewards that are motivating for the pupil ● A suitably motivating and personalised reward system where the pupil is rewarded for small achievements and good citizenship ● Staff teach imaginative play skills using strategies such as ‘Identiplay’ ● Staff help the pupil to cope with surprise (such as a surprise picture to indicate change on the timetable) ● Pupils are prepared for change by visuals and/or simple Social Stories ● Staff recognise the onset of anxiety and what to do about it ● Pupils are given hope for the future; 	<ul style="list-style-type: none"> ● having pre-subject based learning and functional life skills ● the use of Multi-sensory teaching strategies to encourage curriculum access ● the use of high level of appropriate ‘catch-up’ interventions which support accelerated progress and skills in generalising information ● the use of appropriately modified and adapted resources ● Pupils will experience a sense of achievement via the use of a ‘small steps’ approach to assessment ● Learners will develop independence skills by being given appropriate time to complete tasks and reinforce understanding ● Independence in learning will develop by staff ensuring that learners have an awareness of topics and activities in preparation for a lesson ● Understanding will be reinforced through pre teaching and overlearning. Learning will be supported with visual prompts and cues. Gaps in knowledge and understanding will be specifically taught in 1:1 learning environment
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<p>Sensory Needs</p> <ul style="list-style-type: none"> • Has unusual responses to certain sensory stimuli with some behavioural reactions or signs of stress - may seek sensory feedback such as rocking, mouthing objects • Is unable to tolerate certain sensory stimuli and shows extreme reactions • Is difficult to distract from preferred sensory stimuli • At risk of self-harm due to sensory needs 	<p>promoting a positive attitude towards the future</p> <ul style="list-style-type: none"> • Staff to ensure work is differentiated, chunked and suitably motivating – the use of a task, reward system • There should be small step approaches such as ‘backward chaining’ • Encouragement and motivation of pupils with autism by meaningfully using their strengths, favourite activities and special interests • Involvement of pupils with ASD, at a level relevant to them, in formulating their learning goals • Equality of access, including the extended curriculum and exam concessions, as appropriate • Staff ensure that the order of action reflects the order of mention <p>Sensory Needs</p> <ul style="list-style-type: none"> • There should be a distraction-free area within the classroom such as a workstation • Distractions to be minimised within the classroom – the pupil should be sat away from strong visual stimuli • There should be a place of calm within the class or school – book corner or library • There should be a designated space for sitting on the carpet • Movement breaks are provided • A sit and move cushion/writing slope/pencil grip is provided as necessary • Time out of class possibly in a sensory room or similar area • There is provision of a sensory diet/ 	<p>Sensory Needs</p> <ul style="list-style-type: none"> • Learners will be able to take steps to self manage by withdrawing both with support and independently to areas of sanctuary • Learners will be able to self regulate using strategies and resources available, thereby increasing access to social and academic curricula • Situations of overstimulation and distress will be reduced by alternative arrangements being made available for pupils who are hypersensitive to sounds etc in busy times, such as lunch times, so that they are not overstimulated or distressed. This may include alternative places to have meals
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	<p>regular movement breaks/heavy work</p> <ul style="list-style-type: none"> ● There is provision of a sensory diet/ regular movement breaks/heavy work ● There should be a place of safety/sanctuary within school ● There is access to a quiet space at lunchtime and playtime ● There is a private place in which to get changed for PE. ● There is an alternative available to classroom toilets ● Adapted scissors and pencils grips are provided 	<ul style="list-style-type: none"> ● The school will have completed the Standards Specific to the Environment audit as identified by the Autism Education Trust
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Suggested Resources and Links
<p>For advice and guidance contact Northumberland Autism SEND Support Service on 01670 624802 email : asd_behaviourservices@northumberland.gov.uk. Further information can be found on the Northumberland Local Offer, click on the link here. https://www.northumberland.gov.uk/Children/Needs/Autism-Service.aspx</p> <p>Autism Competency frameworks: https://www.autismeducationtrust.org.uk/resources/schools-resources/ Autism Standards: https://www.autismeducationtrust.org.uk/shop/schools-standards-shop/ Post 16 Resources:https://www.autismeducationtrust.org.uk/post-16-resources/ Tools for Teachers: https://www.autismeducationtrust.org.uk/resources/t4t/</p> <p>Resources to support the development of Language and communication skills: “Looking & Thinking” books 1-5. http://www.learningmaterials.co.uk/Literacy/Looking-and-Thinking “Language for Thinking” http://thinkingtalking.co.uk/language-for-thinking/</p> <p>Resources to develop Social Communication & Interaction skills:</p> <ol style="list-style-type: none"> 1. Talkabout for Children 1 – Developing Self Awareness & Self Esteem 2. Talkabout for Children 2 – Developing Social Skills

3. Talkabout for Children 3 – Developing Friendship Skills
4. Talkabout for Teenagers
5. Talkabout Sex and Relationships 1
6. Talkabout Sex and Relationships 2

All found on <http://alexkelly.biz/product-category/talkabout-books/>

The Incredible 5 Point Scale

The Zones of Regulation

- Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety (Attwood, T)
- Exploring Feelings: Cognitive Behaviour Therapy to Manage Anger (Attwood, T)
- 'The Red Beast: Controlling Anger in Children with Asperger's Syndrome' by K.I Al-Ghani
- 'My Mouth is a Volcano' by Julia Cook

Autism Education Trust online resources for younger pupils: <https://www.autismeducationtrust.org.uk/kids-zone/>

Autism Education Trust online resources for teens: <https://www.autismeducationtrust.org.uk/resources/>

Sensory resources:

- Sensory assessment checklists: <http://www.aetraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf>
- Sensory profile checklists (Bogdashina, Olga)
- "A Buffet of Sensory Interventions: Solutions for Middle and High School Students with Autism Spectrum Disorders" (Culp, Susan)
- 'Write from the Start' handwriting programme
- 'Speed Up' writing programme

Resources identifying specialist OT equipment: <https://www.tts-group.co.uk/primary/sen-special-direct/>

The Autism Education Trust (AET): www.autismeducationtrust.org.uk

National Autistic Society: www.autism.org.uk

Toby Henderson Trust: www.ttht.co.uk

Autism Northumberland: www.autismnorthumberland.co.uk

Calmer Therapies: www.calmertherapy.co.uk

Cognition and Learning (C&L)

This section describes what you may see in a learner who has a mild/moderate learning difficulty, and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
<p>Difficulties with learning: e.g. despite appropriate differentiation, making inadequate progress over time across the curriculum or in specific subjects.</p>	<ul style="list-style-type: none"> ● Assessment / consideration of other areas of development that may be impacting on learning eg attendance, speech and language, social and emotional development etc ● Assessment through teaching to identify the areas of need in consultation with the learner ● Differentiated resources.- teach the curriculum appropriate to the child not their chronological age (e.g. year five child may be accessing year one objectives in the same context) ● Structure activities to reduce working memory demands ● Clear and simple instructions, breaking down longer instructions and giving one at a time ● Visual timetable ● Visual cues and prompts ● Give time before response is needed Give pupils thinking time or the chance to work with talking partners or say, "I'm going to come back in a minute to hear your idea" ● Pre-teaching – e.g. provision support to help prepare the learner for the new topic ● Shared next steps – so the learner knows 	<p>Learners will show:</p> <ul style="list-style-type: none"> ● Greater rate of gain in skills and knowledge in targeted areas ● Improved ability to predict/recount content of lesson ● Increasingly able to demonstrate understanding in manner appropriate (ie not necessarily in writing) ● Awareness of and willingness to seek help when needed ● Increased engagement with the curriculum ● Greater retention of information ● Increased self efficacy (belief that they can achieve) ● Improved motivation ● Greater independent working ● Increase in confidence, more positive self image in relation to learning ● Decreased anxiety ● More on task behaviour/ less work avoidance strategies employed

	<p>what to expect</p> <ul style="list-style-type: none"> ● Make links between new and past learning explicit , provide 'anchors' e.g. use mindmaps of what students already know about a topic ● Opportunities to rehearse skills/ knowledge and transfer across contexts ● Use a variety of recording options, not just pencil and paper tasks. Provide opportunities for practical and interactive tasks ● Give lots of examples of new concepts and take these examples from the children's own experiences rather than using more abstract examples ● Use writing frames to help structure thinking ● Provide prompt sheets containing things like key words, questions to answer, paragraph openings etc. ● Routinely teach independent study skills. Encourage pupils to take charge of their learning and develop strategies that work best for them ● Use a variety of flexible groupings and pairs e.g. ability, mixed ability, study buddies ● Marking policies celebrate positive aspects of pupils' work and how their work can be developed/improved ● Differentiate homework and independent tasks to present an equal level of challenge to all pupils ● Encourage the use of personal jotters to record homework and to aid memory. ● Ensure a consistent learning environment with established practices and routines are established and shared with the learner 	
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	<ul style="list-style-type: none"> • Pupils are involved in setting, monitoring and review of their targets • Regular communication is established and maintained with parents about how they can support their child's learning needs, e.g. during parents' evenings, parent workshops on specific learning themes • Use worked examples to model appropriate steps • Give specific feedback • Use of assistive technology Ongoing teaching through assessment is used. • Model and explicitly teach metacognitive strategies (thinking about thinking and learning how to learn things) • Find out what motivates the pupil and use their interests to engage them in learning • Find out the strengths of the pupil and use these to help facilitate learning 	
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In this section you will find information relating to learners who have a mild/moderate learning difficulty and who require additional support beyond universal provision. Suggested interventions and targeted responses are provided to help schools plan effective SEN Support. It presupposes that the interventions/responses available universally are already in place. The final column provides information about the possible outcomes of this support for the learner.

SEN Support		
Needs	Interventions and Targeted Response	Outcomes
<p>Continued difficulties with learning despite all strategies put in place as described above</p> <p>Increasing gap between learner and their peers, the learner is working at a year or more below</p>	<ul style="list-style-type: none"> • SENCo and other staff are aware of and use appropriate evidence based teaching approaches and interventions 	<ul style="list-style-type: none"> • Reduction in gap between attainments and those peers, or reduction of rate at which gap increasing. • As for universal provision above.

<p>age related expectations</p>	<ul style="list-style-type: none"> ● Retention of learning is enhanced by daily short practice sessions rather than longer weekly sessions ● Teach one skill at a time ● Use cumulative learning to aid retention. A small amount of material is learnt to fluency, then a small amount is added and practiced alongside the original. Any new material is always combined with the old ● Increased differentiation of individual tasks and materials used ● Use of visual and practical resources as much as possible ● Regular intervention (with group or individual is provided by the teacher /other trained adults) ● Any support provided by teaching assistants or other adults must continue to be planned, monitored and reviewed by the teacher ● Careful consideration is given to staff who support pupils with intervention, ensuring that staff have the thorough subject knowledge required to enable them to identify pupils' misconceptions and rapidly process suggestions and strategies to help pupils to address them ● Interventions are closely monitored by subject and/or senior leaders so that impact can be measured and, where interventions are not working, they can quickly be adapted or removed to avoid disengaging the pupil ● All support / activities are developed to promote independent working skills where appropriate ● Timetable planning allows for required interventions to be implemented consistently 	
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	<ul style="list-style-type: none"> • Individual programmes to address specific targets may be delivered in small group sessions but also need to be explicitly reinforced in whole class activities to aid the transfer of skills • When a pupil demonstrates uneven performance from one day to the next and from task to task, staff understand that increased skill practice to develop automaticity/fluency is required and then following this, enable increased practice at generalising skills to different contexts • There is increased use of technology to support learning such as touch typing programmes and Apps • Support sought from specialist agencies (NCC or private providers) eg specialist teachers, educational psychologists 	
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Suggested Resources and Links
<p>For further advice and guidance contact SEND Psychological Services on 01670 624813. Email: psychservices@northumberland.gov.uk. There is further information on the Northumberland Local Offer, click on this link. https://www.northumberland.gov.uk/Children/Needs/Psychological-Services.aspx</p> <p>Resources and strategies: Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.</p> <ul style="list-style-type: none"> ❖ Effective use of IT equipment to support learning ❖ TAs who are trained and skilled in supporting students with general and specific learning difficulties ❖ Group consultation and collaboration across parents/carers, professionals and school ❖ Advice or support from specialists eg Educational Psychologists, specialist teachers ❖ Evidenced based literacy and numeracy interventions:

- Brooks (2016) What works for children and young people with literacy difficulties? The effectiveness of Intervention Schemes, 5th edition. The Dyslexia-SpLD Trust. www.interventionsforliteracy.org.uk is the website related to this research.
- Department for Education (2015) Special Educational Needs and Disability Code of Practice: 0-25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.
- Department for Education and Skills (2005) Supporting children with gaps in their mathematical understanding. Primary National Strategies.
- Department for Children, Schools and Families (2009) What works for children with mathematical difficulties? The effectiveness of intervention schemes. (Based on research by Dowker A. 2004)
- Dowker A. and Sigley G. (2010) Targeted interventions for children with arithmetical difficulties. Understanding Number Development and Difficulties, 65-81. BJEP Monograph Series 11, 7. The British Psychological Society.
- Gathercole S. and Alloway T. (2007) Understanding Working Memory: A Classroom Guide. Harcourt Assessment.
- National Centre for Excellence in Teaching Mathematics <https://www.ncetm.org.uk/resources/teaching-resources>
- The Sutton Trust - EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. <http://educationendowmentfoundation.org.uk/toolkit>

Literacy (SpLD)

This section describes what you may see in a learner who has a specific learning difficulty around literacy, and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
<ul style="list-style-type: none"> ● Difficulties answering questions in class ● Difficulty contributing to class discussion ● Difficulty completing tasks in the time allocated for them ● Difficulty giving sustained attention to literacy tasks ● Difficulty getting ideas down on paper. ● Limited vocabulary ● Difficulty sequencing ideas ● Low levels of attainment ● Phonological difficulties ● Possible short-term memory difficulties ● Difficulty acquiring new skills (particularly in literacy) ● Some possible speech and language difficulties e.g. generalising information, understanding abstract language 	<ul style="list-style-type: none"> ● Task instructions are clear and longer instructions are broken down into chunks, giving one at a time ● Tasks are well explained, modelled and scaffolded and staff check for pupil understanding ● Specific activities e.g. spellings are appropriately differentiated ● Tasks are practical and interactive as well as written, adopting multi-sensory methods ● Pupils are given 'thinking time' or opportunities to discuss their answers with peers before answering questions ● Key vocabulary is displayed within the classroom and staff teach the meaning of each word ● Learning aids are easily accessible: letter and number charts, high-frequency word banks, dictionaries, topic word mats etc. ● Staff use writing frames to structure thinking ● Staff make use of differentiated reading materials to enable pupils to access learning 	<p>The learner will experience:</p> <ul style="list-style-type: none"> ● Improved curriculum access ● Increased retention of key instructions and information ● Increase in confidence and self esteem ● Reduced anxiety ● Decrease in number of frustrated and/or aggressive behaviours ● Improved listening and attention ● Improved engagement and desire to learn/motivation ● Increased range of secure concepts ● Increased ability to apply 'next step' strategies when unsure or unclear about learning ● Increased ability to predict/recount content of lesson ● Ability to work with increasing independence ● Increased ability to record information in a variety of ways ● Increased self-confidence and self-esteem ● Improved social inclusion

	<ul style="list-style-type: none"> ● Use of ICT to support learning ● Staff allow alternatives to traditional written recording (such as bullet points, oral presentation, voice-recorders) ● Staff use learner groupings to support pupils with difficulties: paired recording with a fluent writer, dictation to a helper, groups where pupils take different responsibilities) 	
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In this section you will find information relating to learners who have a specific learning difficulty around literacy and who require additional support beyond universal provision. Suggested interventions and targeted responses are provided to help schools plan effective SEN Support. It presupposes that the interventions/responses available universally are already in place. The final column provides information about the possible outcomes of this support for the learner.

SEN Support		
Needs	Interventions and Targeted Response	Outcomes
<p>Continued difficulties with learning despite all strategies put in place as described. Increasing gap between learner and their peers. Specifically, there may be problems in the following areas:</p> <p>Phonological awareness</p> <ul style="list-style-type: none"> ● Difficulties with phonological awareness (awareness of sounds in words). The learner may struggle to blend and isolate sounds in words or to manipulate sounds in words (removing, adding or exchanging them). 	<ul style="list-style-type: none"> ● Northumberland Assessment Tool completed in order to identify possible areas of literacy difficulty, analyse the extent of difficulties and prioritise need. From this, individual targets can be developed. ● Additional opportunities to develop awareness of alliteration and rhyme and production of rhyming pairs of words. ● Opportunities to identify syllables in words, to identify single sounds in words. ● Opportunities to practise deleting sounds from spoken words and being able to say what is left (using counters to provide visual support, if needed). 	<p>Priority areas of need are identified and outcomes of intervention may include:</p> <ul style="list-style-type: none"> ● Learner will develop a more confident understanding of sounds in spoken words as a good foundation for developing phonic knowledge.

<p>Phonics</p> <ul style="list-style-type: none"> • Difficulties with acquiring and/or applying phonic knowledge: knowing which sounds are made by individual letters and groups of letters, alternative ways to write each sound. • Difficulties with reading (accuracy, fluency and comprehension). <p>Reading</p> <ul style="list-style-type: none"> • Reading accuracy, having difficulty accurately decoding words and sentences • Reading fluency, having difficulty decoding words at sufficient pace so that the meaning of the text is understood • Reading comprehension, having difficulty remembering the content of text and gaining meaning from it • Difficulty retrieving key facts from text or showing literal understanding • Difficulty making inferences from text and working out other information from what is written in the text • Difficulty tracking along text evenly (e.g. without missing out suffixes, words, lines etc) • Difficulty seeing text on the page <p>Spelling/writing</p> <ul style="list-style-type: none"> • Difficulties with spelling: acquiring age-appropriate spellings, learning and applying spelling patterns in own writing. Some learners may spell the same word differently each time it is used within the same piece of writing. 	<ul style="list-style-type: none"> • Additional phonics sessions including recognising phonic patterns in isolation, within words (reading and spelling) as well as within texts - in small group sessions or 1:1 phonics tutoring, depending upon age/progress/need. <ul style="list-style-type: none"> • Reading interventions currently available within school eg Read, Write, Inc, Toe by Toe • Paired reading • Reciprocal reading • Secondary pupils: reading pens, audio books, simplified versions of texts). • Fluency practise through speed reading tasks • ‘Expression’ practice • Comprehension modelling • Additional comprehension practice • Visual tracking activities including shapes, letters, words, phonic patterns • Use of lines guides, reading rulers. • Eye tests, coloured overlays, • Increased font size, sans serif fonts <ul style="list-style-type: none"> • HFW spelling intervention • Precision monitoring • Phonic spelling practise • Opportunities to practise spellings in school • Multi-sensory spelling interventions 	<ul style="list-style-type: none"> • Learner will have a developing or complete phonic knowledge in order to support decoding of increasingly complex words. <ul style="list-style-type: none"> • The learner will develop skills in reading accurately to improve the ability to comprehend what has been read • Greater fluency starts to support the understanding of the texts read • Learner will develop more generalised understanding of texts that are read: <ul style="list-style-type: none"> • able to demonstrate literal and inferential understanding of the text. • able to track text consistently and evenly to support accuracy and comprehension. <ul style="list-style-type: none"> • Learner will move towards age related spelling expectations • Learner will be able to be understood within own written communication • Learner will be able to write confidently for a range of purposes, as a life skill as well as
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<ul style="list-style-type: none"> • Difficulties with remembering to use punctuation • Difficulties with writing: letter formation, sizing, joining and spacing. • Difficulties with the use of punctuation <p>Verbal memory</p> <ul style="list-style-type: none"> • Difficulties with memory for words and verbal items <p>Verbal processing speed</p> <ul style="list-style-type: none"> • Difficulties responding to questioning in a timely manner. Problems in focussing attention to scan, discriminate between, and sequentially order visual information. 	<ul style="list-style-type: none"> • Mnemonics • Punctuation prompt cards/pyramids. • Correcting unpunctuated sentences. • Paired /peer marking • Specific handwriting programmes • 'Sky, grass,soil' paper to encourage correct letter proportions • Lollipop stick spacers • Wipeable handwriting boards • Checking/encouraging tripod grip, pen/pencil grips/ergonomic pens and pencils <ul style="list-style-type: none"> • Visual prompts for key actions/stages in a process. • Access to word mats for key vocabulary • Opportunity to make a verbal recording of instructions • Mini whiteboard containing key prompts • Use of highly structured writing frames • Sentence starter prompts. <ul style="list-style-type: none"> • Given extra thinking time and time to respond in oral and written formats • Not being placed under strict time pressure • Given additional time in assessments. 	<p>for a range of academic purposes</p> <ul style="list-style-type: none"> • The learner's written ideas can be understood by an audience, and by the learner themselves <ul style="list-style-type: none"> • The cognitive load of tasks will be reduced, improving task completion and success, and therefore self esteem and motivation <ul style="list-style-type: none"> • Learners are able to show true potential by participating in tasks fully with barriers to learning reduced
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Suggested Resources and Links

For advice and guidance contact the Literacy Support Team on 01670 624807, or follow the [link](https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx) to the Local Offer website;

Resources

- ❖ Differentiation of tasks to support the development of reading, spelling and writing.
- ❖ Effective use of ICT to support learning

❖ Evidence-based literacy interventions

Additionally, and specifically:

- Laptop/iPad
- ICT resources e.g. Clicker 7, Textease, Texthelp, Wordshark, Nessy, Lexia, IDL programme
- Electronic reader pens
- Talking tins or verbal recording apps (such as Keezy)
- Sound Linkage Phonological Programme
- Phonological awareness activities
- Letters & Sounds
- Reading buddies
- Paired reading
- Reading rulers or typoscope reading guides
- Coloured resources e.g. overlays for reading, paper
- Visual prompts
- Modified resources
- Individual whiteboards for drafting
- Writing frames
- Cloze procedure tasks
- Letter orientation prompt cards
- ACE Spelling dictionary
- Spellcheckers
- Ergonomic/weighted pens
- Pen/pencil grips
- Northumberland Assessment Tool: helping staff to identify possible areas of literacy difficulty.
- Crown (2009) Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties An Independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families
- Brooks (2016) What works for children and young people with literacy difficulties? The effectiveness of Intervention Schemes, 5th edition. The Dyslexia-SpLD Trust. www.interventionsforliteracy.org.uk is the website related to this research.
- The Sutton Trust -EEF Teaching and Learning Toolkit provides an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. <http://educationendowmentfoundation.org.uk/toolkit>
- educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/

- Nasen guide for Supporting Pupils with SpLD in Secondary Schools: www.nasen.org.uk/.../download.286D7D63-9AA4-4E39-85E3A04B72D0C618.htmlEEF Improving Literacy at KS1 <https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>
- EEF Improving Literacy at KS2 <https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

Communication and Interaction (C&I)

Difficulties with Speech, Language and Communication can occur as a **PRIMARY** need, specific to the speech and language systems associated with making and using speech sounds, understanding, using sentences, and social interaction. Speech, Language and Communication needs (SLCN) can also arise as a **SECONDARY** need, related to, for example, autism, physical, hearing or cognitive difficulties affecting the development of speech, language and communication skills. Children with SLCN present with a unique profile of strengths and needs which may and do change over time. This means the impact on the young person and those around him/her will need to be regularly reviewed.

A speech and language difficulty arises if a child or young person has a difficulty in one or more of the following areas:

- Listening and attention
- Understanding of language
- Expressive language skills
- Speech and phonological awareness (processing, producing and manipulating sounds)
- Social communication (the capacity to use language successfully to interact and learn).

Children who are learning English as an Additional Language (EAL) should not be considered as having a special educational need purely on the basis of the additional language needs.

This section describes what you may see in a learner who has a mild/moderate learning difficulty, and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
Listening and Attention	Listening and Attention	Listening and Attention

<ul style="list-style-type: none"> ● Immature attention skills (consider child's attention skills using <u>Reynell levels of attention</u>) ● Difficulty sustaining attention and focus to tasks relative to peers ● Difficulty attending to verbal information, e.g. class teaching, discussion and stories ● Difficulty attending to an adult directed rather than self chosen activity ● Difficulty independently following instructions <p>Understanding of Language</p> <ul style="list-style-type: none"> ● Has difficulties understanding some question types, instructions and explanations, needing additional time for clarification ● Has difficulties understanding some general vocabulary, as well as relational or abstract concepts, needing additional time for explanation ● Has some difficulties retaining and processing information 	<ul style="list-style-type: none"> ● Organise seating arrangements ● Consider levels of ambient/ background noise and use furniture arrangements to attenuate sound if possible ● Focus attention using children's names before giving instructions ● Move from self chosen to adult directed activities to develop attention skills ● Have clear classroom routines and explicit teaching of 'Good Listening' rules, using visual prompts ● Reinforce good listening and attention by highlighting when demonstrated by pupils and provide reward if appropriate ● Use personal/classroom visual timetable to ensure pupil knows what is happening ● Ensure purpose of activities is clear and links made explicitly to learning ● Use visual cues/pictures/colour to supplement/reinforce verbal information, including task sheets. ● Have regular breaks/change activities ● Use barrier games to support listening skills <p>Understanding of Language</p> <ul style="list-style-type: none"> ● Use clear language, accessible to pupil ● Use short, grammatically simple sentences, emphasising key words ● Give instructions in order of completion, e.g. 'Finish your writing and go to the carpet' not 'go to the carpet after you have finished your writing' ● Use task sheets (pictures or text) to promote independence / understanding ● Use child friendly lesson objectives 	<ul style="list-style-type: none"> ● Learner demonstrates development of listening and attention skills in terms of <u>Reynell levels of attention</u> ● Learner able to switch attention from activity to adult instruction supported by adult strategies (eg calling name) ● Learner has increased access to learning opportunities ● Learner has improved social relationships and friendships ● Learner participates in more social interactions ● Learner shows Improved behaviour in learning unstructured times ● Learner understands 'Good Listening' rules and how these apply to pupils ● Learner shows extended engagement in curriculum tasks ● Learner knows what to do when given a task ● Learner shows increased independence in the classroom ● Learner makes progress in their learning ● Learner can work successfully in paired activities/small groups <p>Understanding of Language</p> <ul style="list-style-type: none"> ● Learner is increasingly included in educational environment ● Learner shows improved understanding of lessons resulting in improved attainment ● Learner shows improved understanding of humour and non literal language ● More efficient processing of verbal information is evident ● Learner shows improved understanding of longer/more complex instructions
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<ul style="list-style-type: none"> • Has some difficulty understanding language that is non literal, also involving irony and jokes • Has difficulty understand texts in English/ literacy work • Has difficulty processing language beyond single word/2/3/4/ key words where this is below age expectations, see Northumberland Early Years Toolkit • Has difficulty understanding how to reason through language <p>Expressive Language</p> <ul style="list-style-type: none"> • Need support to use new vocabulary appropriately, including subject specific vocabulary and descriptive words • Needs support to recall known words 	<ul style="list-style-type: none"> • Give time to process information - use frequent pauses to help understanding • Adults to use differential questioning to develop target skills such as application of knowledge, links to prior knowledge, understanding of emotions, prediction etc. • Check understanding regularly, simplify and repeat questions when necessary • Draw attention to new or different vocabulary and link to other known words. Use visual displays to maintain access to key vocabulary • Pre-teach new vocabulary • Create an asking friendly classroom encourage questions by pupils • Encourage adults to ‘talk aloud’ when making predictions, inferences, etc., so pupils begin to understand the processes involved in linking new learning to existing knowledge, problem solving etc. • Introduce idioms, puns etc. so that pupils can begin to appreciate how language can be used in non- literal ways • Encourage partner talk and opportunities for peer working with language activities • Encourage pupils to use strategies to organise ideas and information, e.g. mind maps, narrative frameworks (spoken and written), colour coding, use of bullet points. <p>Expressive Language</p> <ul style="list-style-type: none"> • Teach pupils new vocabulary using both sound and meaning of a word • Encourage use of self-cueing strategies to recall known words, (category, location function and known associated words 	<ul style="list-style-type: none"> • Learner has a greater understanding of written texts • Learner has understanding of language containing 2/3/4 key information carrying words • Learner understands how to make basic predictions • Learner understands how to make an inference from picture/text/spoken information • Learner understands how to solve a problem through language • Learner understands the meaning of question words such as <i>why/where/how</i> and question words relating to own experiences • Learner is able to respond to questions which draw on knowledge beyond own experience • Learner has improved understanding of core/describing words • Learner understands language of emotions • Learner understands and can identify the key elements of a story, and can organise information to identify key points • Learner has improved well being as they understand more of what is happening in the classroom/around them. • Greater participation in class <p>Expressive Language</p> <ul style="list-style-type: none"> • Learner uses a wider vocabulary • There is an improved recall of words • Learner is able to use utterances containing 1/2/3/4 key information carrying words • Learner’s verbal output/utterances increase
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<ul style="list-style-type: none"> Needs support to use utterances containing 1/2/3/4 key words Has difficulty structuring ideas to successfully convey thoughts and meaning within sentences and longer utterances Has difficulty sequencing ideas and using the language of sequence Has difficulties using areas of syntax such as pronouns, verbs. May use shorter less complex sentences than peers and for older children which will impact upon content of written language Lacks confidence to contribute to group or whole-class activities, needing support to join in. Use sentence starters to support roles. May be unable to join through fear of speaking (see advice from SMIRA) or significant difficulties with stammering (see advice from British Stammering Association) May find some aspects of conversation difficult, such as maintaining a topic and awareness of a listener's needs <p>Speech and Phonological Awareness</p> <ul style="list-style-type: none"> Some speech immaturities, some sound restrictions, can be difficult to understand Frustrated by/ aware of own speech difficulties Speech difficulties impacting upon development of phonological awareness and thus literacy skills (poor decoding skills) 	<ul style="list-style-type: none"> Model and teach correct grammatical forms to reinforce desired target and extend spoken utterances as appropriate Use a narrative approach to developing spoken language, with structured framework (who, when, where, what happened etc). Support with pictures Use colourful semantics structure Provide pupils with opportunities to prepare a response/rehearse a contribution to class discussions Use role play, paired work, group work to encourage expressive language. Use dedicated roles to help pupils develop group working skills, such as having a chairperson, questioner, challenger, etc. or equivalent roles for younger children, such as found in building block therapy. Model to children how to work together and understand language associated with different roles when learning in groups Give additional time to pupils to formulate language. Use 3 second pauses before seeking responses to questions, giving all children longer to plan a response <p>Speech and Phonological Awareness</p> <ul style="list-style-type: none"> Adults model correct production of a sound/word made in error. NB when a sound is modelled, take great care to ensure that it is the sound in isolation, e.g. when correcting 'p', model 'p' only, not 'puh'. The additional sound will cause confusion when a child is learning to blend 	<p>with an improvement in</p> <ul style="list-style-type: none"> ability to convey meaning organisation of sentences grammar in spoken sentences <ul style="list-style-type: none"> Learner shows improvements in spoken sentences transferring into written sentences They show use of extended spoken/written sentences containing a range of connectives Learner makes increased contributions in class, and participates more in group work Learner is able to use questioning to elicit information Learner has increased confidence with peers Learner shows improved conversational skills and therefore better communication with peers/adults Increased content of responses when replying to questions Learner is able to retell a story or event which is followed by a listener in a way that means it can be followed by a listener Learner experiences Improved well due to being able to better express needs and ideas Learner shows increasing independence as they are better able to communicate needs and ideas Improvements in educational attainment <p>Speech and Phonological Awareness</p> <ul style="list-style-type: none"> Learner shows improved production of sounds in isolation, in words, in words in phrases/sentences during structured activities There is improved production of sounds in words during spontaneous speech There are improved skills of segmentation -
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<ul style="list-style-type: none"> Needs support to develop age related syllable/sound awareness Needs support to identify sounds at the beginning, end and middle of words <p>Social Communication and Interaction</p> <ul style="list-style-type: none"> May display some difficulty with understanding and using non-verbal communication, e.g. tone of voice, facial expressions, personal space (own and others'), body language Some difficulties with conversation skills,e.g. turn taking, sharing topics beyond own interest, knowing how to join and end conversations May have some difficulties using language appropriate to the situation May have difficulties working collaboratively with peers May need support to develop/maintain friendships 	<ul style="list-style-type: none"> Give children time to say target word if they wish to try. Sound group activities Introduce activities designed to develop phoneme awareness - distinguishing sounds at the beginning of words, end of words and then middle of words. Words should comprise consonant -vowel -consonant structure (CVC) so as not to confuse a child Opportunities to hear and use rhyme to be included in speaking and listening activities Use Letters and Sounds to support phonological awareness development Use of visual aids to help children develop sound skills, such as the picture cues used for Read Write Inc. etc. Assessment and advice from a Specialist Teacher/ Speech and Language Therapist <p>Social Communication and Interaction</p> <ul style="list-style-type: none"> Have a calm/relaxed learning environment Use class times, such as circle times, to target social communication skills Use sitting spaces, include carpet squares/designated cushions Target skills at break time with adult facilitation Visual prompt card/ pictures, e.g. to show facial expressions, indicate social skills such as looking, listening Use 'my turn' cards to share talking roles Adult modelling of non verbal language skills in different contexts. Draw attention to skills in natural situations Role play, enabling discussion of specific social skills and practise using them 	<p>the learner is more able to clap syllables in words</p> <ul style="list-style-type: none"> Learner is able to identify/generate rhyming words Learner is able to recognise that single sounds are represented by letters The learner shows that letter sound correspondence is established (or a given number of sounds-letters) There is evidence of growing self esteem and confidence when talking to others The learner is developing the necessary skills to support literacy in R/Year1/Year 2 etc Learner shows improved engagement in literacy lessons <p>Social Communication and Interaction</p> <p>The learner shows:</p> <ul style="list-style-type: none"> Improved ability to work independently Increased ability to work collaboratively Improved understanding of non verbal communication (specify areas) Reduction in anxiety when with peers Increased interactions with peers Increased incidence of initiation of play Increased range of social play, role play, cooperative play Improved friendships Improved use of appropriate expressive language Improved ability to join in with class during whole teaching times
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<ul style="list-style-type: none"> • Difficulties coping with change and new situations • Difficulties managing transitions • Difficulties with understanding aspects of language (see Language section), including sarcasm, humour, simile, idioms and metaphor • May repeat what has been said or use learnt phrases (echolalia) without meaning (see Language section) • Difficulties anticipating/predicting behaviour and feelings of others • May be a rigid thinker and have own routines which must be followed • May be anxious in busy/ novel environments • May experience challenges transferring learning • Difficulties may arise with dating and relationships through poor understanding of social rules • Difficulties speaking/talking when expected to do so • Difficulties speaking fluently, ie has episodes of stammering 	<ul style="list-style-type: none"> • Consider environmental adaptations in relation to the classroom routine and environment (e.g. use of visual timetables, sand timers, reducing unnecessary distractions where necessary) • Model language for different situations, e.g. talking with teacher and peers • Introduce group role cards (appropriate for age but reflecting roles: use building block therapy roles for younger children and roles such as chair, contributor, questioner, summariser, challenger for older children). • Provide structured opportunities for partner / group work with non academic focus, e.g. roles around school which involve collaboration • Use TEACCH approach with visual schedules and workstation • Provide opportunities to discuss situations (familiar and new) and behaviours of people. • Adults in class to model verbal responses (with careful questioning and prompts) to challenging situations to enable students to reflect on how to approach a problem/ issue they face/transfer learned skills. • Use social stories • Use comic strip conversations • Offer social skills groups with identified targets, measured pre and post from baselines (teacher or pupil identified) • Use advice sheets from specialist organisations such as <u>SMIRA</u> (reluctant talkers/selective mute)and <u>BSA</u> (stammering) see <i>resources</i> below 	<ul style="list-style-type: none"> • Improved turn taking skills with a group • Improved ability to cope with changes/ new situations • Increased understanding of humour and non literal language • Improved understanding of use of language in different situations/ with different people. • Increased awareness of the feelings of others • Increased awareness of own feelings • Increased awareness of the rules (explicit and implicit) of relationships • Increased understanding of social situations • Increased inclusion in setting/ school activities • Increased cooperation within setting/school • Increased ability to participate in lessons/ with peers • Increased ability to understand/ know how to respond when a situation causes anxiety • Indications that they identify self as happier in play/learning situations/ increased quality of life in school • Reduced behaviours suggestive of distress
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In this section you will find information relating to learners who have speech, language and communication difficulties and who require additional support beyond universal provision. Suggested interventions and targeted responses are provided to help schools plan effective SEN Support. It presupposes that the interventions/responses available universally are already in place. The final column provides information about the possible outcomes of this support for the learner.

SEN Support		
Needs	Interventions and Targeted Response	Outcomes
<p>Listening and Attention</p> <ul style="list-style-type: none"> • Pupil's level of attention is significantly behind that expected for age (see Reynell scales) • Support to attend is needed in almost all contexts and for most activities • Significantly distracted and unable to follow classroom instructions/ discussions/ attend to work for appropriate time 	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Target small group listening games/activities with younger pupils, with a focus on responding to verbal information • Participation in a relevant evidence based language group with activities related to attention and listening such as Talk Boost (appropriate from preschool to KS2, training provided by SEND Services) • Provide task sheets, picture or written, which give a stepped approach to a task and encourage independent working • Use timers/visual cues to indicate time for pupil to spend upon an activity. Extend time as appropriate (can begin with seconds and build to minute etc) 	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Learner demonstrates development of listening and attention skills in terms of Reynell levels of attention • There is an improvement noted in their attention and listening tracker scores (pre and post, for Early Talk Boost and Talk Boost KS2) • The learner is able to switch attention from activity to adult instruction with adult strategies in place to support (eg calling name) • Learner is able to switch attention without adult support • Learner shows improved/better ability to cooperate in setting/school • Learner has increased access to learning opportunities • Learner shows improved behaviour in

<p>Understanding of Language</p> <ul style="list-style-type: none"> • Has significant difficulties understanding verbal information/written material, including many questions types, directions and explanations • Vocabulary understanding is very limited and related to familiar situations • Has significant difficulties retaining and processing information • Has significant difficulty following the pace of learning and content of the curriculum 	<p>Understanding of Language</p> <ul style="list-style-type: none"> • Pre-teach vocabulary • Provide opportunities for pupils to develop their skills of sequencing information (including teaching of language of time) • Directly teach skills of categorisation and understanding of idioms • Introduce question cards in class: all pupils to have two and use one to respond to and the other to ask a question during specified times. This ensures all children participate in responding to and asking a question • Opportunity to develop inferential understanding and verbal reasoning skills through pictures and text using <u>Language for Thinking</u> approach (assessment included in book) • Visual support in all curriculum areas • Direct teaching of information carrying words to ensure understanding/ processing of longer sentences • Participation in a relevant evidence based language group such as Talk Boost (appropriate from preschool to KS2, training provided by SEND Services). This targets understanding of language. • Bespoke language programme as advised by Speech and Language Therapist/ Specialist Teacher following detailed assessment 	<p>learning/unstructured times</p> <ul style="list-style-type: none"> • Learner knows what to do when given a task. • Learner is more independent in classroom <p>Understanding of Language</p> <ul style="list-style-type: none"> • Learner is increasingly included in educational environment • Learner shows improved understanding of lessons resulting in improved attainment • Learner shows improved understanding of humour and non literal language • More efficient processing of verbal information is evident • Learner shows improved understanding of longer/more complex instructions • Learner has a greater understanding of written texts • Learner has understanding of language containing 2/3/4 key information carrying words • Learner understands how to make basic predictions • Learner understands how to make an inference from picture/text/spoken information • Learner understands how to solve a problem through language • Learner understands the meaning of question words such as <i>why/where/how</i> and question words relating to own experiences • Learner is able to respond to questions which draw on knowledge beyond own experience • Learner has improved understanding of core/describing words • Learner understands language of emotions
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<p>Expressive Language</p> <ul style="list-style-type: none"> • Has significantly limited expressive vocabulary • Has significant difficulty verbalising needs and ideas • Uses unusual /inaccurate sentence structure which is very difficult for a listener to follow • Has significant difficulties providing information beyond a sentence • Has significant difficulty interacting with peers and participating in classroom activities • Has significant difficulties talking due to anxiety • Has a significant dysfluency • May use augmentative and/or alternative communication (AAC), such as signing, e.g. Makaton, communication aids, or visual based system such as Picture Exchange Communication System (PECS) 	<p>Expressive Language</p> <ul style="list-style-type: none"> • Bespoke programme as advised by Speech and Language Therapist/ Specialist teacher following detailed assessment • Guidance from <u>SMIRA</u> • Guidance from <u>British Stammering Association</u> and Specialist Speech and Language Therapist (NHS). • Participation in a relevant evidence based language group such as Talk Boost (appropriate from preschool to KS2, training provided by SEND Services). This includes supporting targets expressive language skills. • Adult support to assist pupil to maintain topic focus and reciprocity in conversation • Adults support use of alternative and/or augmentative communication • Spoken language skill development to precede written language • Written language skills to be supported by use of IT programmes, apps such as Clicker 5 	<ul style="list-style-type: none"> • Learner understands and can identify the key elements of a story, and can organise information to identify key points • Learner has improved well being as they understand more of what is happening in the classroom/around them. • Greater participation in class <p>Expressive Language</p> <ul style="list-style-type: none"> • Learner uses a wider vocabulary • There is an improved recall of words • Learner is able to use utterances containing 1/2/3/4 key information carrying words • Learner's verbal output/utterances increase with an improvement in <ul style="list-style-type: none"> - ability to convey meaning - organisation of sentences - grammar in spoken sentences • Learner shows improvements in spoken sentences transferring into written sentences • Learner They shows use of extended spoken/written sentences containing a range of connectives • Learner makes increased contributions in class, and participates more in group work • Learner is able to use questioning to elicit information • Learner has increased confidence with peers • Learner shows improved conversational skills and therefore better communication with peers/adults • LearnersIncreased content of responses show increased content when replying to questions • Learner is able to retell a story or event which is followed by a listener in a way that means it can be followed by a listener
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<p>Speech and Phonological Awareness</p> <ul style="list-style-type: none"> Minimal speech sounds, pupil unable to verbalise a message Persisting speech errors, restricted or disordered sound repertoire, significantly affecting listener intelligibility, even when the subject of conversation is known Unable to segment and blend sounds as would be typically expected by age, significantly impacting upon literacy development (poor decoding and spelling skills) <p>Social Communication and Interaction</p>	<p>Speech and Phonological Awareness</p> <ul style="list-style-type: none"> A programme to support speech and phonological awareness skills as devised by a Speech and Language Therapist. This may include the use of augmentative and alternative communication (AAC), including Makaton A quiet room will be needed for speech work, e.g. listening for sounds. Classrooms can be noisy and distracting environment, especially when distinguishing between similar sounds, such as 'p' and 'b' Teach children to identify, segment and produce syllables in multisyllabic words where their production is causing difficulty Children who are struggling to blend and segment phonemes to be taught skills using syllables, beginning by identifying the number of syllables in a word and then using compound words (e.g. foot and ball) to make a word (football) Additional group/ individual work focusing on phonological awareness skills and differentiated activities to target specific areas of need <p>Social Communication and Interaction</p> <ul style="list-style-type: none"> Establish regular social skills group, with specific targets with pre and post measures to track progress 	<ul style="list-style-type: none"> Learner experiences improved well being due to being able to better express needs and ideas Learner shows increasing independence as they are better able to communicate needs and ideas Improvements in educational attainment <p>Speech and Phonological Awareness</p> <ul style="list-style-type: none"> Learner shows improved production of sounds in isolation, in words, in words in phrases/sentences during structured activities There is improved production of sounds in words during spontaneous speech There are improved skills of segmentation - the learner is more able to clap syllables in words Learner is able to identify/generate rhyming words Learner is able to recognise that single sounds are represented by letters The learner shows that letter sound correspondence is established (for a given number of sounds-letters) There is evidence of growing self esteem and confidence when talking to others The learner is developing the necessary skills to support literacy in R/Year1/Year 2 etc Learner shows improved engagement in literacy lessons <p>Social Communication and Interaction</p> <p>The learner shows:</p>
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<ul style="list-style-type: none"> • Does not understand/use non-verbal communication, with consequent frequent breakdowns in communication • Significant difficulties present with social interactions • Significant difficulties with conversations • Significant difficulties working/interacting with peers • Experiences sensory-based difficulties within the environment which impact on attention levels and understanding of the instructions provided • Very resistant to changes to routines • Highly anxious in new and less predictable situations • Very literal understanding • Unable to identify own feelings and those of others • Significant difficulties with talking/speaking in situations /with people where this would typically be expected to occur. • Significant difficulties speaking fluently, ie has episodes of stammering 	<ul style="list-style-type: none"> • Direct teaching of key elements of non-verbal communication • Direct teaching of social rules as required by child/young person. Ensure that this is reinforced through regular opportunities to demonstrate/ to practise • Teach non literal language understanding/use • Teach vocabulary knowledge in relation to emotions (see Language section). • Use social stories to target a single behaviour • Use comic strip conversations to support conversation skills and underlying feelings/thoughts • Seek specialist advice to support child/ young person who presents with behaviours of selective mutism/reluctant talker • Seek specialist dysfluency advice from the specialist NHS Speech and Language Therapist 	<ul style="list-style-type: none"> • Improved ability to work independently • Increased ability to work collaboratively • Improved understanding of non verbal communication (specify areas) • Reduced anxiety when with peers • Increased interactions with peers • Increased incidence of initiation of play • Increased range of social play, role play, cooperative play • Improved friendships • Improved use of appropriate expressive language • Improved ability to join in with class during whole teaching times • Improved turn taking skills within a group • Improved ability to cope with changes/ new situations • Increased understanding of humour and non literal language • Improved understanding of use of language in different situations/ with different people. • Increased awareness of the feelings of others • Increased awareness of own feelings • Increased awareness of the rules (explicit and implicit) of relationships • Increased understanding of social situations • Increased inclusion in setting/ school activities • Increased cooperation within setting/school • Increased ability to participate in lessons/ with peers • Increased ability to understand/ know how to respond when a situation causes anxiety • Indications that they identify self as happier in play/learning situations/ increased quality
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		<ul style="list-style-type: none"> of life in school • Reduced behaviours suggestive of distress
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Suggested Resources and Links
<p>Advice and guidance can be sought from the SEND Communication Support Service on 01670 624807 or email: sendcommunicationservice@northumberland.gov.uk. There is further information on the Northumberland Local Offer, click on this link. https://www.northumberland.gov.uk/Children/Needs/Speech-Language-Communication-Service.aspx</p> <p>Schools and parents can make referrals to NHS Speech and Language Therapy Services, see: https://www.northumbria.nhs.uk/our-services/childrens-services/childrens-speech-and-language-therapy/ for further information.</p> <p>All staff should be aware of the central role of speech, language and communication in teaching and learning and their responsibility to develop these skills. Children develop these skills differently but a general guide to typical development of speech and language skills can be found at http://www.talkingpoint.org.uk/teachers. Schools may wish to use the progression tools (primary and secondary) available through the Communication Trust to explore language skills of their learners. Further in depth assessment can be undertaken and advice provided by Speech and Language Therapists from either from SEND Support or the NHS.</p> <p>The Early Years Curriculum as well as the spoken language element of the National Curriculum in England, Key Stages 1-4, outline the statutory requirements in relation to spoken language. Guidance relating to measuring the progress of pupils using the primary spoken language curriculum can be found at https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-curriculum/</p> <p>Successful personal and social development, as well as access to all areas of the curriculum, depend upon good spoken language skills. Staff in schools should be aware of the classroom language environment as well as the impact of SLCN on a pupil. Recommendations for supportive language environments for all children can be found at https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-friendly-checklists/. A more In-depth resource designed to identify features of communication supportive classrooms in Reception and Key Stage One is available here. This resource arose from The Better Communication Research Project (BCRP, 2012, DfE). In addition, useful advice to help school staff in creating an inclusive friendly environment with suggestions for supporting pupils who are experiencing speech and language difficulties can be found here. Information about programmes such as Talk Boost (see below) and other interventions, including details of the evidence base for their use, can be found on the What Works website which was established following the BCRP (2012) and has been continually revised since then.</p>

The following links provide a wealth of information around speech and language development / needs for children and young people of all ages. They have helpful suggestions, resources and advice for parents as well as practitioners.

- www.thecommunicationtrust.org.uk
- www.ican.org.uk
- www.talkingpoint.org.uk
- <http://www.afasic.org.uk>

For children with selective mutism/ who are reluctant talkers, useful advice for parents/carers and teachers can be obtained from <http://www.selectivemutism.org.uk/>

Advice for parents/carers and teachers of children who stammer/ stutter can be obtained from www.stammering.org

There are numerous suppliers of resources to support areas of speech, language and communication skills, including the publisher [Black Sheep Press](http://www.black-sheep-press.co.uk) who provide an extensive catalogue across all areas. The [Language for Thinking](http://www.languageforthinking.co.uk) approach is very helpful for primary aged children and young people to develop their reasoning skills. Language skills can be supported through the use of the different Talk Boost interventions (Early Talk Boost, Talk Boost Key Stage 1 and Talk Boost Key Stage 2). SEND Speech and Language staff are licensed to train staff in delivering these interventions and regularly offer training and can be contacted by schools who wish to access these programmes. In addition, SEND staff offer accredited training ([ELKLAN](http://www.elklan.co.uk)) for educational staff to support children and young people with speech, language and communication needs as well as course for their parents/carers.

Social interaction skills can be addressed using published programmes such as Time to Talk for 4-8 year olds (Alison Schroeder) and Socially Speaking for 7-11 year olds (Alison Schroeder) and the TalkAbout series by Alex Kelly(for all ages with specific books for teenagers and for relationships). Building block therapy approaches such as lego club are useful for younger children. Information about social stories and comic strip conversations can be found online including on the website of their creator, Carol Gary who has also written books in these areas.

Finally, the SEND Service represents a resource which schools can use as required. Contact them on 01670 624807 or email: sendcommunicationservice@northumberland.gov.uk

Physical (S&P)

This section describes what you may see in a learner who has a mild or moderate physical impairment, and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
<p>Learner has a functionally mild physical impairment that may be unilateral (one side of the body) or bilateral (both sides of the body). It could be neurological in nature or linked to a Developmental Coordination Disorder. Child may or may not have a formal diagnosis. They are attaining at school in line with their cognitive ability and age related expectations but their physical needs could affect their understanding of the world and access to the curriculum.</p> <p>Learner has a functionally moderate physical impairment achieving in school in line with age expectations through the use of their personal aids and equipment.</p> <p>Learner has a short term or fluctuating condition which may necessitate the use of additional</p>	<ul style="list-style-type: none"> • Make sure all relevant staff are familiar with any relevant therapy programmes that may have been provided by an occupational therapist or physiotherapist • Ensure relevant school risk assessments have been completed eg. fire • Additional time should be given to allow the learner to be able to change for PE • Reasonable adjustments should be made to allow the learner to be included in PE lessons to the best of their ability • Additional time should be provided to allow the learner to be able to move between classes at quieter times and negotiate stairs as required. If a lift within school is available, the learner should be given appropriate access to it • Learners should be allowed to leave heavy school bags in a safe place 	<ul style="list-style-type: none"> • Learner will have good access to the curriculum as they will be able to access the school building and have appropriate access to relevant equipment to address their individual learning needs

<p>equipment on a temporary basis eg. Wheelchair or toileting equipment.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Make sure all relevant staff are familiar with any specialist equipment assigned to the learner. This could include mobility equipment (walking frames or wheelchair) equipment to maintain limb position (hand/foot splints), toileting equipment (grab rails/toilet seat) • Classroom equipment (adapted pens, chairs, angled boards) should be assigned to the individual learner and be purchased by school • Ensure that the equipment is available when required at all times to the learner and all relevant staff are aware of the requirement of its use <p>Classroom Organisation and Management</p> <ul style="list-style-type: none"> • Reasonable adjustments made to move classrooms as required to enable level access • Reasonable adjustments should be made to the classroom to minimise trip hazards • Reasonable adjustments should be made to science/technology/art room seating. A table and chair with adequate postural support should be made available • Good posture whilst sitting at a table is essential for effective learning and recording. Ensure feet are flat and supported. Chairs should be correct seat depth and height for the learner in relation to the working surface. • Ensure the learner is positioned to ensure the optimal position to view teacher and whiteboard • Ensure the learner has a printed version of the information on the whiteboard as required <p>Individual Support for Learning</p>	<ul style="list-style-type: none"> • Learner will have full access to the curriculum, facilitated by staff having knowledge of the relevant equipment and its use • Learner will make good and appropriate progress due to successful support strategies being employed by staff who understand the impact of the physical need
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	<ul style="list-style-type: none"> • A nominated key worker is beneficial for checking equipment and to reinforce aspects of the curriculum identified as missed/challenging • Provide short movement breaks into the school day. Quiet spaces will aid concentration and attention for learning • Additional time/access arrangements may be required for exams 	
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This following section describes what you may see in a learner who has a moderate/more severe physical impairment, and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

SEN Support		
Needs	Interventions and Targeted Response	Outcomes
<p>Learner has moderate or severe physical impairment. Gross and fine motor skills are significantly delayed. The physical impairment is significantly affecting understanding of the world and access to the curriculum.</p> <p>The physical impairment is impacting on progress in school so that it is not in line with cognitive ability and age related expectations.</p> <p>The learner has a permanent physical disability.</p>	<ul style="list-style-type: none"> • Required building adaptations should be made in advance of a learner attending the school. NCC will write to schools to request projections for possible required adaptations to buildings to meet learner physical needs for the following academic year • Joint school visit between NCC and OT/Physio will be completed as required to determine possible adaptations • An appropriate number of school staff must be trained in Moving and Handling prior to therapists demonstrating the use of the child's equipment • Moving and Handling plans and Risk Assessments must be completed by school • An appropriate number of school staff must be trained in the physical OT/Physio management of the learner 	<ul style="list-style-type: none"> • Learner will be able to access all relevant areas of the school • Learner will be able to access all areas of the curriculum

	<ul style="list-style-type: none"> • The learner will need time allocated in the school day to carry out their physical management plan with school staff • The learner will need access to small group work or 1:1 in an area with appropriate space and equipment • Adult supported interactions around play/work activities as appropriate to need 	<ul style="list-style-type: none"> • Learner will make progress with physical development and the ability to manage their needs by having the appropriate time allocated across the school day
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Suggested Resources and Links
<p>If school have concerns regarding a learner with physical difficulties a referral can be made to Children’s Physiotherapy or Children’s Physical Disability Occupational Therapy Teams via a health professional. This includes GP, Paediatrician, School Nurse, Health Visitor or Speech Therapist. If you have concerns you would like to discuss you can contact:</p> <p>Children’s Physiotherapy Team (01670) 564 173</p> <p>Children’s Physical Disability Occupational Therapy Team (01670) 564 050 or see https://www.northumbria.nhs.uk/our-services/childrens-services/childrens-occupational-therapy-northumberland/</p> <p>If a learner has needs that may be best met through a multidisciplinary approach, a referral to the ‘Early Intervention Hub’ would be appropriate.</p>

Hearing Impairment (S&P HI)

This section describes what you may see in a learner who has a hearing impairment and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
<ul style="list-style-type: none"> • Learner has a functionally mild hearing impairment. It may be unilateral or bilateral, and could be conductive, sensori neural or of auditory neuropathy/dyssynchrony in nature • Learner has a functionally moderate hearing impairment (as above) but is very well settled with their personal aids and is achieving at school in line with age expectations • Learner has a fluctuating hearing loss which makes fitting hearing aids difficult • Learner has a severe or profound loss but has age appropriate language, (measured via standardised assessments) and has done for a number of years. They are 	<p>Acoustics</p> <ul style="list-style-type: none"> • Simple acoustic treatment of a room can make a significant difference to a hearing impaired learner • Keep background noise to a minimum; projectors, heaters, music • The bottom of chairs and tables can be treated with felt pads to minimise scraping sounds. Similarly, pencil and pen pots on tables could have felt attached to the bottom to minimise clattering on hard surfaces • Hard surfaces such as windows and/noticeboards can be modified- putting blinds/curtains at windows makes a big difference, having fabric as part of wall displays also helps 	<ul style="list-style-type: none"> • Learner will have good access to the curriculum because background noise will be kept to a minimum

<p>attaining school in line with their cognitive ability and age related expectations</p> <ul style="list-style-type: none"> • Learner may think they have fully understood verbal communications but may not recognise when they have missed information. They may mishear or misunderstand what is said or written, but say they have understood to avoid feeling embarrassed • The learner is likely to be communicating orally • Hearing loss may affect understanding of the world and access to the curriculum 	<ul style="list-style-type: none"> • Where possible, doors to classrooms or learning spaces should be kept closed to avoid further sound from outside encroaching on the room. For example, If the grass is being cut outside or if there is a lot of traffic, close the windows • Use of a 'noise level monitor' app can help groups of children regulate the noise they generate when working • Create a quiet area if possible <p>Equipment and auxiliary aids (many hearing impaired young people will have been provided with a range of equipment)</p> <ul style="list-style-type: none"> • Use any equipment provided efficiently and consistently. If a learner has equipment fitted, they have it to enable them to hear. Ensure it is working. Assign a member of staff to be trained and carry out daily checks of all equipment • If lessons involve listening to recordings of voice, music etc, ensure (by seeking advice from Sensory Support) that additional technology has been provided • Use the radio transmitter optimally, as per training provided <p>Classroom organisation and management</p> <ul style="list-style-type: none"> • Be mindful of room and activity positioning to ensure the clearest possible view of the teacher • Consider seating so that the learner can be near the focus of any discussion about tasks, or during whole class teaching sessions • Remain aware of the importance of social interactions • Support verbal interactions with the use of 	<ul style="list-style-type: none"> • Learner will have optimum access to speech and the curriculum through their listening devices • Support from a key member of staff will ensure that learners not yet independent in their use of equipment, will have optimum access to speech and the curriculum through their listening devices <ul style="list-style-type: none"> • Learner will have access to the curriculum by sitting where the speaker's face can be clearly seen, in teaching time and in group discussions
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	<p>visual aids, remodelling and rephrasing, commenting and expanding on what has been said, repeating the contributions of others</p> <ul style="list-style-type: none"> • Back up verbal interactions which may be missed with visual clues, gestures signs if used • Learners should be encouraged to communicate their knowledge and understanding accurately using a variety of approaches • Advice should be sought on developing literacy and language skills from professionals skilled in working with children/young people with a hearing impairment <p>Individual support for learning</p> <ul style="list-style-type: none"> • Build short breaks into learning blocks and provide quiet times in quiet spaces will impact favourably on learning • A nominated key worker is hugely advantageous, for checking equipment and providing a 'safety net' to reinforce aspects of the curriculum identified as missed/challenging • Emotional wellbeing is crucial to learning, and advice should be sought from Sensory Support Service around ways to develop deaf identity and self advocacy 	<ul style="list-style-type: none"> • Learning will be supported through reinforcement, repetition and appropriate time given • Any misunderstandings or gaps in knowledge can be addressed by the class teacher or LSA • Staff will have an understanding of the impact of hearing impairment on Literacy and language development and be able to use a range of strategies to support learning • Concentration will improve and the impact of listening fatigue will lessen • Risks to emotional health will be minimised through staff training
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In this section you will find information relating to learners who have hearing impairment and who require additional support beyond universal provision. Suggested interventions and targeted responses are provided to help schools plan effective SEN Support. It presupposes that the interventions/responses available universally are already in place. The final column provides information about the possible outcomes of this support for the learner.

SEN Support

Needs	Interventions and Targeted Response	Outcomes
<ul style="list-style-type: none"> ● Learner has moderate, severe or profound deafness and language and communication is significantly delayed ● The hearing loss is significantly affecting understanding of the world and access to the curriculum ● Communication may be oral, or may require the introduction and ongoing support of sign language. Speech may not be intelligible, and specific programmes of work overseen by a highly specialist speech and language therapist (Sensory Support) may be required ● Communication with others requires adult support ● Individualised intervention plans are required to develop language and communication, as there is likely to be delayed receptive and expressive skills ● 1:1 support is required within the classroom to facilitate access to the curriculum, promote self esteem and confidence, and support communication and interaction with others (advice and training from Sensory Support) ● There may be additional compounding factors such as late diagnosis, EAL, additional learning needs 	<ul style="list-style-type: none"> ● Small group work in a quiet space, reinforcing key points where acoustic cues are more accessible ● Paired work with a peer with more advanced language to provide good clear models ● Adult supported interactions around play/work activities ● 1:1 sessions with an adult in quiet situations to develop attending and or turn taking behaviour ● Pre and post tutoring curriculum content ● Language support activities which are based on the 'here and now' - the best motivator to learn to understand/express language is if it is of direct relevance. Homemade books about family/hobbies/diaries are a good way to spark interest in the written word ● A named member of staff to act as a 'reference point', offering 10 minutes per day for equipment checking and discussions around wellbeing ● Special arrangements/adaptations for examinations may be required to meet the needs of HI learners 	<ul style="list-style-type: none"> ● Concentration will improve and the impact of listening fatigue will lessen ● Appropriate time will be given to complete tasks and reinforce understanding ● Learner will have an awareness of topics and activities in preparation for a lesson ● Understanding will be reinforced through tactile experiences and use of resources ● Gaps in knowledge and understanding will be specifically taught in 1:1 learning environment ● Learner will have optimum access to speech and the curriculum through their listening devices ● Appropriate exam access arrangements will be in place

Suggested Resources and Links

If school suspect a hearing loss which is undiagnosed, advice can be sought from the SSS. Parents should be directed to seek the advice of their GP. The GP can refer for full investigation and testing at Freeman Hospital Audiology department. If a loss is identified, referral will be made directly by them to SSS.

'Request for Support' forms can be found on the SSS website, reached via the Local Offer page. Advice can also be sought by telephone 01670 624854 or e mail isabel.russell@northumberland.gov.uk Assessment by the Service can only be carried out following a confirmation of hearing loss, or request for advice by an Audiology/ENT professional. The assessment will take place in school with parents and school staff, and will determine levels of direct support offered. Further information can be found on the Northumberland Local Offer, click on this [link](#).
<https://www.northumberland.gov.uk/Children/Needs/Sensory.aspx#sensorysupportservice>

School could initiate an Early Help Assessment and invite suitable professionals to attend a planning meeting.

If the child has needs that may be best met through a multidisciplinary approach, a referral to the 'Early Intervention Hub' would be appropriate.

The National Deaf Childrens Society (NDCS) www.ndcs.org.uk

National Sensory Impairment Partnership (NatSIP) www.natsip.org.uk

Action on Hearing Loss www.actiononhearingloss.org.uk

North East Region Cochlear implant Programme <http://southtees.nhs.uk/services/ear-nose-and-throat/audiology/cochlear-implant-programme/>

Visual Impairment (S&P VI)

This section describes what you may see in a learner who has a visual impairment and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
<ul style="list-style-type: none"> • Mild Vision loss, with other factors affecting vision being taken into consideration • There may be difficulty with near and/or distance vision and spectacles may have been prescribed • There may be monocular vision (good vision in only one eye), restricted visual fields e.g. central or peripheral field loss. Patching or occlusion to treat a squint • Difficulty with fixation and tracking • Fluctuating vision e.g. Stationary Night Blindness affected by poor light levels, 	<ul style="list-style-type: none"> • The learner will need to be near the teaching point or the focus of the lesson. Information may need to be written down on a small whiteboard or a hard enlarged copy provided. Low Vision Aids may be required to access information at both near and distance • Large print texts and materials specifically produced may need to be sourced • Emboldened large spaced paper and exercise books and large nibbed pens may be required to allow them to independently record their work • Specialist equipment for practical subjects may be needed e.g. talking scales, liquid level indicators, bell ball for P.E.. Pupils may require Blg Keys qwerty keyboards to access 	<ul style="list-style-type: none"> • Learners will access teaching in the lesson through a seating position that is most beneficial for their VI • Learners will have access to the curriculum through appropriately modified and adapted resources, particular to their individual needs

<p>Photophobia affected by glare and high light levels</p>	<p>computers, as well as Audio feedback software</p> <ul style="list-style-type: none"> ● Pre-tutoring for specific lessons may be required ● Learners should not be expected to share texts and other learning resources. They may struggle to see information on interactive whiteboards and may need to have a monitor they can sit close to or hard copies of what is being displayed ● Consideration should be given to seating position in relation to teaching point, lighting, potential glare from windows etc. Also to the position of personal points e.g. pupil's storage tray, coat peg etc. ● Adaptation and enlargement of some learning materials, visually simplifying, enlarging fonts, improving contrast ● Desktop computers and laptops should have accessibility options adjusted to have the optimum size and type of font, cursor and icon for the VI learner ● Learner will benefit from additional verbal descriptions and explanations. They may not be able to access information at a distance so may need to be allowed hands-on or close-to access of artifacts and display work. They may benefit from access to equipment etc. prior to a lesson e.g. gym equipment ● Support during unstructured times, or when activities are specifically related to vision, should be considered 	<ul style="list-style-type: none"> ● Risk to sense of isolation and loneliness will be minimised
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	<ul style="list-style-type: none"> • VI learners will require additional time and adaptation considerations for tests and assessments • VI learners will need more support when in an unfamiliar environments e.g. on a school visits 	<ul style="list-style-type: none"> • Appropriate access arrangements will be in place • Learner will have equal access to opportunities where risks to physical injury and self-confidence are minimised
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In this section you will find information relating to learners who have visual impairment and who require additional support beyond universal provision. Suggested interventions and targeted responses are provided to help schools plan effective SEN Support. It presupposes that the interventions/responses available universally are already in place. The final column provides information about the possible outcomes of this support for the learner.

SEN Support		
Needs	Interventions and Targeted Response	Outcomes
<ul style="list-style-type: none"> • Moderate vision loss, other factors affecting vision being taken into consideration • May include learners with restricted fields of vision e.g. tunnel vision, Cataracts, Macular Dystrophy, Retinitis Pigmentosa, Cerebral Visual Impairment, Optic Nerve Hypoplasia, Aniridia, Albinism and Nystagmus. These pupils are often registered Sight Impaired • Severe/Profound Vision loss, and other factors affecting vision require consideration • The learner will have severely reduced or no functional vision. They may be registered Severely Sight Impaired (Blind) • They are likely to require provision of specialist equipment and may be Giant Print, 	<ul style="list-style-type: none"> • It is likely that the learner will require allocated staff to support in lessons, particularly practical lessons, and also to modify and adapt resources. Teaching staff will need to liaise closely with support staff to provide enough time for resources to be produced or acquired so that the curriculum can be accessed • Withdrawal from class may be needed for areas of specialist curriculum but also for support staff to work individually with the learner <p>Interventions to support social and emotional well-being</p>	<ul style="list-style-type: none"> • Learners will have access to the curriculum through appropriately modified and adapted resources • Learner will complete tasks with understanding by being given appropriate time to complete tasks and reinforce understanding • Access to learning will be facilitated by an awareness of topics and activities • Understanding will be reinforced through tactile experiences and use of resources • Gaps in knowledge and understanding will be specifically taught in 1:1 learning environment

<p>Braille or Moon users. They may require other tactile and audio methods of accessing the curriculum and of recording their work</p>	<ul style="list-style-type: none"> • Learners may need to be supported during non-teaching times. Emotional wellbeing is crucial to learning, and advice can be given by Sensory Support Staff to help develop their social and emotional skills. • Pupils with more severe visual impairments may need guidance to help them learn social norms e.g. facing people they are talking to and not invading personal space • Some pupils may display ‘blindisms’ (characteristic movements that some blind people make that appear unusual to sighted people e.g. eye-pressing, rocking, hand shaking). Strategies may need to be put in place to help alleviate these 	<ul style="list-style-type: none"> • Learners will develop their social skills be able to socialise effectively with their peer group • Learners will have a deeper understanding of social norms and their ability to socialise will improve • Learners will develop their understanding and self-awareness of types of behaviour they may have developed due to their visual impairment
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Suggested Resources and Links
<p>If school suspect a vision loss which is undiagnosed, parents should be directed to seek the advice of their GP. The GP can refer to the Ophthalmology Department at the RVI, Newcastle. If a loss is identified, referral may be made directly by them to Sensory Support Service.</p> <p>Request advice from the Sensory Support Service - ‘Request for Support’ forms can be found on the Service web page, reached via the Local Offer page. Advice can also be sought by telephone 01670 624854 or e mail isabel.russell@northumberland.gov.uk. Assessment by the Service can only be carried out following a diagnosis of a Visual Impairment by an Ophthalmologist or Consultant Paediatrician. The SSS assessment will take place in school with parents and school staff, and will determine levels of direct support offered. Further information can be found on the Northumberland Local Offer, click on this link. https://www.northumberland.gov.uk/Children/Needs/Sensory.aspx#sensorysupportservice</p> <p>School could initiate an Early Help Assessment and invite suitable professionals to attend a planning meeting. If the child has needs that may be best met through a multidisciplinary approach, a referral to the ‘Early Intervention Hub’ would be appropriate.</p> <p>Useful Vision is a registered charity providing positive opportunities and fun-packed events for vision impaired children and their families across the North East. www.usefulvision.org.uk/</p> <p>Henshaws is a charity supporting people living with sight loss and a range of other disabilities. www.henshaws.org.uk</p>

RNIB www.rnib.org.uk

Blind Children UK formerly NBCS (National Blind Children's Society), is a charity for children and young people with sight loss.

Action for Blind People offering vital support for people who are blind and partially sighted www.actionforblindpeople.org.uk

Royal Blind Society www.rsb.org.uk

Multi-Sensory Impairment (S&P MSI)

A dual impairment of hearing and vision

This section describes what you may see in a learner who has a multi-sensory impairment and whose needs can be met via high quality teaching and universal provision. It gives ideas for interventions and targeted responses, and suggests possible outcomes if needs are met effectively.

Universal Provision		
Needs	Interventions and Targeted Response	Outcomes
<ul style="list-style-type: none"> Learner has a functionally mild hearing impairment (according to BATOD descriptors). It may be unilateral or bilateral, and could be conductive, sensorineural or of auditory neuropathy/dyssynchrony in nature; In addition, they will have a mild visual impairment Learner has a functionally moderate hearing impairment (as above) but is very well settled with their personal aids and is achieving at school in line with age expectations; with reasonable adaptations the visual impairment needs can be managed within the classroom 	<p>Acoustics Employ strategies to ensure the listening environment is optimal. (See HI)</p> <p>Equipment and auxiliary aids (many MSI young people will have been provided) Equipment to support access to sound and visual information will have been provided, according to the severity of the impairments. Please ensure it is used effectively. (See HI/VI)</p> <p>Classroom organisation and management</p> <ul style="list-style-type: none"> Be mindful of room and activity positioning to ensure the clearest possible access to the teacher Consider seating so that the learner can be near the focus of any discussion about tasks, 	<ul style="list-style-type: none"> Learner will have good access the curriculum because background noise will be kept to a minimum Learner will have optimum access to speech and the curriculum through their listening devices The learner will have access to the curriculum by sitting where the speaker's face can be clearly seen, in teaching time and in group discussions

<ul style="list-style-type: none"> MSI may be affecting understanding of the world, communication with others and access to the curriculum 	<p>or during whole class teaching sessions</p> <ul style="list-style-type: none"> Remain aware of the importance of social interactions Support verbal interactions with the use of visual and tactile aids, remodelling and rephrasing, commenting and expanding on what has been said, repeating/signing the contributions of other pupils Back up verbal interactions which may be missed with visual or tactile clues, gestures, signs if used Encourage learners to communicate their knowledge and understanding accurately, using a variety of approaches Advice should be sought on developing literacy and language skills from professionals skilled in working with children with a hearing impairment <p>Individual support for learning</p> <ul style="list-style-type: none"> Attention and listening fatigue will be an issue for an MSI learner as considerable extra effort is required to filter out what is useful information from what is not (ie background noise and visual distractions). Build short breaks into learning blocks will improve concentration. Quiet times in quiet spaces will impact favourably on learning A nominated key worker is hugely advantageous, for checking equipment and providing a 'safety net' to reinforce aspects of the curriculum identified as missed/challenging Emotional wellbeing is crucial to learning, and advice should be sought from Sensory Support Service around ways to develop 	<ul style="list-style-type: none"> Learners will have access to the curriculum through appropriately modified and adapted resources Learners are able to communicate effectively with others Learners make expected progress in Literacy and language development <ul style="list-style-type: none"> Concentration will improve and the impact of listening fatigue will lessen
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	deafblind identity, self advocacy and independence	
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In this section you will find information relating to learners who have multi sensory impairment and who require additional support beyond universal provision. Suggested interventions and targeted responses are provided to help schools plan effective SEN Support. It presupposes that the interventions/responses available universally are already in place. The final column provides information about the possible outcomes of this support for the learner.

SEN Support		
Needs	Interventions and Targeted Response	Outcomes
<ul style="list-style-type: none"> ● Learner has moderate, severe or profound deafness and language and communication is significantly delayed; in addition they have a moderate, severe or profound visual impairment ● MSI significantly affects understanding of the world and access to the curriculum, and touch becomes an imperative feature of learning ● Mobility and independence skills are severely affected and learners may require the introduction of a Mobility Officer (Sensory Support) ● Communication may be oral, or may require the introduction and ongoing support of sign language. This may be tactile signing due to impaired vision 	<ul style="list-style-type: none"> ● Small group work in a quiet space, reinforcing key points where acoustic cues are more accessible ● 1:1 sessions with an adult in quiet situations to develop attending and or turn taking behaviour ● Ensure materials are visually accessible, enlarged, tactile diagrams, braille etc (See VI) ● Paired work with a peer with more advanced language to provide good clear models ● Adult supported interactions around play/work activities ● Pre and post tutoring curriculum content ● Language support activities which are based on the 'here and now' - the best motivator to learn to understand/express language is if it is of direct relevance. Homemade books 	<ul style="list-style-type: none"> ● Learner will have good access the curriculum because background noise will be kept to a minimum ● Learners will have access to the curriculum through appropriately modified and adapted resources ● Learners make steady and expected progress in language development

<ul style="list-style-type: none"> • Speech may not be intelligible, and specific programmes of work overseen by a highly specialist speech and language therapist (Sensory Support) may be required • Communication with others requires support, and may require the employment of intervenors • Individualised intervention plans are required to develop language and communication (spoken and/or signed), as there are likely to be underdeveloped receptive and expressive skills • 1:1 support is required within the classroom to facilitate access to the curriculum, mobility, promote self esteem and confidence, and support communication and interaction with others (advice and training from Sensory Support) • There may be additional compounding factors such as late diagnosis, EAL, additional learning/physical/medical needs 	<p>about family/hobbies/diaries are a good way to spark interest in the written word</p> <ul style="list-style-type: none"> • A named member of staff to act as a 'reference point', offering time every day for equipment checking and discussions around wellbeing • Special arrangements/adaptations for examinations may be required to accommodate the needs of an MSI learner 	<ul style="list-style-type: none"> • Learner will have optimum access to speech and the curriculum through their listening devices • Risks to emotional wellbeing will be addressed and strategies to support put in place • Exam participation will be enabled by appropriate access arrangements, as for VI/HI learners
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Suggested Resources and Links
<p>Request advice from the Sensory Support Service - 'Request for Support' forms can be found on the Service website, reached via the Local Offer page. Advice can also be sought by telephone 01670 624854 or e mail isabel.russell@northumberland.gov.uk. Assessment can be carried out once medical information is available. Further information can be found on the Northumberland Local Offer, click on this link. https://www.northumberland.gov.uk/Children/Needs/Sensory.aspx#sensorysupportservice</p> <p>School could initiate an Early Help Assessment and invite suitable professionals to attend a planning meeting. If the child has needs that may be best met through a multidisciplinary approach, a referral to the 'Early Intervention Hub' would be appropriate.</p> <p>Also:</p>

- SENSE www.sense.org.uk
- Deafblind UK www.deafblind.org.uk
- Scottish Sensory Centre www.ssc.education.ed.ac.uk
- The National Deaf Childrens Society (NDCS) www.ndcs.org.uk
- National Sensory Impairment Partnership (NatSIP) www.natsip.org.uk
- Action on Hearing Loss www.actiononhearingloss.org.uk
- North East Region Cochlear implant Programme <http://southtees.nhs.uk/services/ear-nose-and-throat/audiology/cochlear-implant-programme>