North Somerset Council

Open, Fair, Green

North Somerset Council Children's Services

SEND Provision Expectations

2025

Introduction and Purpose

This document provides comprehensive guidance for schools in North Somerset on implementing the new upfront funding model for Special Educational Needs and Disabilities (SEND) provision. It clarifies:

- How the funding model is changing from a reactive application-based system to an upfront allocation approach
- What provision is expected at each level (Universal, Targeted, Specialist) across all four areas of need
- How schools can make informed decisions about resource allocation
- How accountability will be maintained while reducing administrative burden

This guidance is designed to support headteachers, SENCOs, teachers, teaching assistants and governors in delivering effective, needs-led SEND provision under the new funding arrangements.

Note: This document should be read alongside the SEND Code of Practice (2015) and North Somerset's Profile of Need documentation.

Executive Summary

Key Changes

North Somerset is moving from a reactive SEND funding model, where schools apply for additional funding on a case-by-case basis, to an upfront model where:

- Schools receive their SEND funding allocation at the beginning of the year (all funding will be shared out according to a formula, rather than allocated through individual assessment)
- This includes funding for Universal, Targeted and Specialist provision
- Allocations are based on a transparent formula considering school population and needs
- Schools decide how to deploy resources based on pupil needs

Benefits

For Schools, this will offer:

- Greater financial certainty and flexibility
- Reduced administrative burden
- Freedom to create innovative, needs-led provision
- Ability to respond quickly when needs emerge

For Pupils, this will offer:

- Earlier intervention as funding is already available
- Smoother transitions between levels of support
- More consistent provision across North Somerset
- Reduced need for formal assessment to access support

For the Local Authority, this will offer:

- Better cost control and budget predictability
- Reduced administrative costs processing funding requests
- Resources focused on support rather than gatekeeping
- More equitable distribution of finite resources

Implementation Timeline

- Information sharing phase: Spring 2025
- Transition planning: Summer 2025
- Full implementation: September 2025

SEND Funding Model: Changes and Benefits

Current System

Under our current model:

- Schools receive a notional SEND budget to meet Universal and most Targeted needs
- Schools must apply to the LA for additional funding for pupils with higher needs
- This risks a reactive system with administrative burden and delays
- Schools often feel they must "prove" a pupil's difficulties to access resources
- Funding follows identification, sometimes creating perverse incentives

Proposed Changes

We're moving to an upfront funding model where:

- Schools receive their SEND funding allocation at the beginning of the year which is then spread out over a monthly period.
- This includes funding for Universal, Targeted and Specialist provision
- Allocations are based on a transparent formula considering school population and needs
- Schools decide how to deploy resources based on pupil needs
- The LA maintains oversight through proportionate accountability measures (see appendices for details)

Key Benefits

For Schools, this will offer:

- Greater financial certainty and flexibility
- Reduced administrative burden in applying for funding
- Freedom to create innovative, needs-led provision
- Ability to respond quickly when needs emerge
- Opportunity to develop staff expertise and resources proactively
- Less reliance of 1:1 support and promoting small group support.

For Pupils, this will offer:

- Earlier intervention as funding is already available
- Smoother transitions between levels of support
- More consistent provision across the LA
- Reduced need for formal assessment to access support
- Provision based on needs rather than categories or labels

For the LA, this will offer:

- Better cost control and budget predictability
- Reduced administrative costs processing funding requests
- Resources focused on support rather than gatekeeping
- Stronger partnerships with schools based on trust
- More equitable distribution of finite resources

This model helps address financial challenges by:

- Creating predictable budgets for both schools and the LA
- Encouraging earlier intervention that may reduce long-term costs
- Enabling more efficient resource allocation across the system
- Focusing spending on provision rather than processes
- Supporting schools to develop cost-effective approaches

Funding Distribution Details

The high needs block funding remains under review due to increasing financial pressures and changes in national funding levels. Over recent years, several papers addressing this situation have been presented to the Strategic Schools Forum, with updates provided at the November 2024 and March 2025 meetings.

Discussions have focused on greater devolution of funds to mainstream schools, alongside changes to operational practices (including enhanced monitoring of High Needs Block delegated and devolved monies). The current requirement that funding can only be accessed with an Education, Health and Care (EHC) plan has led to a significant increase in EHC applications solely to secure funding.

To address this, we propose removing EHC matrix bands A to C funding and distributing these funds directly to schools. This will enable schools to:

- Meet the needs of children with EHC plans under the adjusted funding formula
- Support children at SEN Support level at an earlier stage
- Respond more flexibly and quickly to needs within their school
- Ensure children's needs are met sooner

Children with band D, E and F funding or other TopUp Funding (TUF) will continue to be funded separately.

Mainstream schools: additional funding for pupils with high needs

- £6,000 notional funding in the funding formula
- Top up funding equivalent to 10 to 15 hours LSA per week provided via high needs formula (Matrix bands A to C amounts allocated directly to schools under new formula)
- Top up funding over 15 hours per week banded funding based on pupils individual needs (band D, E and F Matrix bands EHC plans)

Implementation Support

To implement this change, we must establish a robust system for monitoring both spending and effectiveness of the devolved funds. This will include:

- Tracking systems to monitor how schools use the funding to support high-needs pupils (both at SEN Support level and those with EHC plans)
- Requirements for schools to adapt their operational practices to ensure efficient and transparent use of funds

This approach has been restructured for clarity based on feedback from readers who found the original explanation difficult to follow.

For successful implementation of the new funding model, schools must provide enhanced SEN support to meet their pupils' diverse needs. The direct devolution of funds places significant responsibility on schools to use these resources effectively.

The following sections of this document will help schools to:

- Be flexible and proactive in identifying and addressing children's needs at both SEND Support and EHC plan levels
- Respond quickly and appropriately to ensure consistency across all North Somerset mainstream schools

- Improve staff training, implement targeted interventions, and establish robust monitoring systems
- Ensure each child's individual needs are met in a timely manner

Through these measures, schools will help SEND pupils receive the support they need to thrive academically and socially, maximising the potential of the new funding structure.

Framework for Implementation

The Graduated Approach: At a Glance

Level	What it means	Funding source	Responsibility
Universal	High-quality teaching and whole-school approaches accessible to all pupils	School budget	School responsibility with existing resources
Targeted	Time-limited interventions for pupils requiring additional support	Upfront SEND funding (new model)	School responsibility with dedicated resources
Specialist	Highly personalised interventions for pupils with significant needs	Upfront SEND funding (new model)	School responsibility with specialist resources and potential external support

Adding a Pupil to the SEND Support Register

Adding a child to the SEND Support Register is an important process in a school's approach to ensuring that students with special educational needs or disabilities (SEND) are properly supported. Below is an overview of the criteria and guidance for adding a child to the SEND support register, along with key steps to ensure this process is done appropriately.

Throughout this process it is important that the child and their family's voice is included and reviewed as it forms an important part of the journey. SEND and You (SENDIAS) have designed feedback templates that can be used to help facilitate these conversations. (Add weblink when its available).

Note: Throughout this document, the term 'child' is used to denote child/young person. This clarification has been added to ensure consistency throughout the document.

Understanding the Criteria for SEND Support

A child is considered for placement on the SEND register when they are identified as having a special educational need that requires additional or different support from what is provided within the standard classroom environment. The SEND Code of Practice (2015) provides a framework for identifying and supporting children with SEND.

The criteria for placing a child on the SEND register can be broken down into different areas of need:

Categories of SEND:

- Communication and Interaction:
    - Difficulty in speaking, listening, understanding, or expressing themselves.
    - May include children with Speech, Language and Communication Needs (SLCN), or children on the autism spectrum.

- Cognition and Learning:
    - Significant difficulties with learning and acquiring knowledge.
    - May include Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, or dyscalculia.
- Social, Emotional and Mental Health (SEMH) Needs:
    - Challenges with managing emotions, interacting with peers, or handling stressful situations.
    - Could involve issues like anxiety, ADHD, or oppositional defiant disorder.
- Sensory and/or Physical Needs:
    - Children who need physical adaptations or have sensory processing challenges (e.g., difficulties with hearing, vision, or motor coordination).
    - May include children with physical disabilities, visual impairments, or sensory processing disorders.

Guidance for Adding a Child to the SEND Support Register

The process of placing a child on the SEND register typically follows a graduated approach to support, often described as the assess, plan, do, review cycle. This ensures that the child's needs are identified, appropriate support is planned, and progress is monitored regularly.

The first step is Initial Concerns and Identification:

- Teacher Observations: Teachers should first observe the child in the classroom setting, noting any difficulties they might face with learning, social interaction, or physical activities. These concerns might include:
    - Academic performance significantly below age-related expectations.

- Difficulty with tasks like writing, reading, or following instructions.
- Behavioural concerns (e.g., extreme anxiety, difficulty concentrating).

- Parent/Carer Input: Parents and carers should be consulted as part of the identification process. They may provide valuable insights into the child's behaviour and development at home or outside of school.
- Baseline Assessments: Assessments can be carried out to establish where the child is performing in comparison to their peers. This can include academic tests, social assessments, or observations of behaviour and communication.

The second step is Early Interventions and Differentiation:

- Quality First Teaching: Before placing a child on the SEND register, schools should ensure that the child has had access to high-quality teaching that is differentiated to meet their needs. This is often referred to as Wave 1 support.
- Differentiated Learning: Teachers may try different strategies to support the child's learning, such as modifying teaching styles, providing extra time, or using visual aids.
- Targeted Interventions: If the child continues to experience difficulties despite high-quality teaching and differentiated instruction, schools may provide targeted interventions (often called Wave 2). These could include small group work, additional support from a teaching assistant, or specific interventions (e.g., literacy support).
- Monitor Progress: Progress should be monitored closely to assess the effectiveness of the interventions.

The third step is the Assess, Plan, Do, Review Cycle. If a child's difficulties persist despite Wave 1 and Wave 2 interventions, further assessment may be needed, and they may be placed on the SEND support register. The assess,

plan, do, review cycle (as described in the SEND Code of Practice) should guide this process and is as follows:

- Assess: Comprehensive assessments are carried out to better understand the child's specific needs. This might include input from external professionals, such as educational psychologists, speech and language therapists, or occupational therapists.
- Plan: A SEND Support Plan or Individual Education Plan (IEP) is created. The plan will outline:
    - Specific targets for the child.
    - Interventions and support strategies.
    - The roles and responsibilities of school staff, parents, and external professionals (if involved).
    - The resources or adjustments required to support the child's learning and development.
- Do: The plan is implemented. This could involve more intensive or specialised support, such as one-on-one support, specialised teaching materials, or modifications to the child's environment.
- Review: Progress is reviewed regularly (at least termly). The child's progress towards their targets is assessed, and if necessary, the plan is adjusted. Teachers and parents should be involved in this process to ensure that the support is effective and continues to meet the child's needs.

The fourth step is Placement on the SEND Register. Once the child's needs have been assessed, and the necessary interventions are in place, the child can be officially placed on the SEND Support Register. This involves:

- Documentation: Record the child's specific needs, interventions, and the outcomes of assessments and reviews in a SEND Support Plan or IEP.

- Parent/Carer Consultation: Parents should be informed about the decision to place their child on the SEND register and should be included in all subsequent reviews and planning.

- Personalised Support: Ensure that the child receives the appropriate levels of support based on their individual needs. This may include personalised learning plans, adjustments to the curriculum, or access to specialised support.

When to Consider Further Action

If a child's needs are more complex, and despite extensive support, they do not make sufficient progress, further action may be needed, including a referral for an Education, Health, and Care Plan (EHCP) assessment. This is usually when a child requires significant additional support, beyond what can be provided under SEND support.

Key Documents and Resources for Schools

- SEND Code of Practice (2015) The legal guidance on identifying, assessing, and supporting children with SEND.

    - SEND Code of Practice from 0 to 25 years

- Kaleidoscope Multi Academy Trust SEND identification and Provision Pathway with thanks to Emma Bray Headteacher Crockerne Primary School (Appendix 3)

- SEND Support Plan Template: A document outlining the child's needs, the support they will receive, and the targets for progress.

- IEP Template A: plan for individualised support, focusing on academic or behavioural goals.

- Assessment Tools: Tools for assessing specific learning difficulties, speech and language development, or behavioural concerns (e.g., dyslexia checklists, anxiety scales).

This guide outlines your school's responsibilities under the new upfront funding model for SEND provision. It clarifies the type of provision expected at each level (Universal, Targeted, Specialist) across all four areas of need, helping you make informed decisions about resource allocation. Please note, this is not an exhaustive outline.

Guidance for Schools: The Graduated Approach

Key Points for Headteachers

1. Universal provision forms part of your core offer funded through your existing budget

2. Targeted provision will now be funded upfront through the new model

3. Specialist provision will also be funded upfront for identified high needs

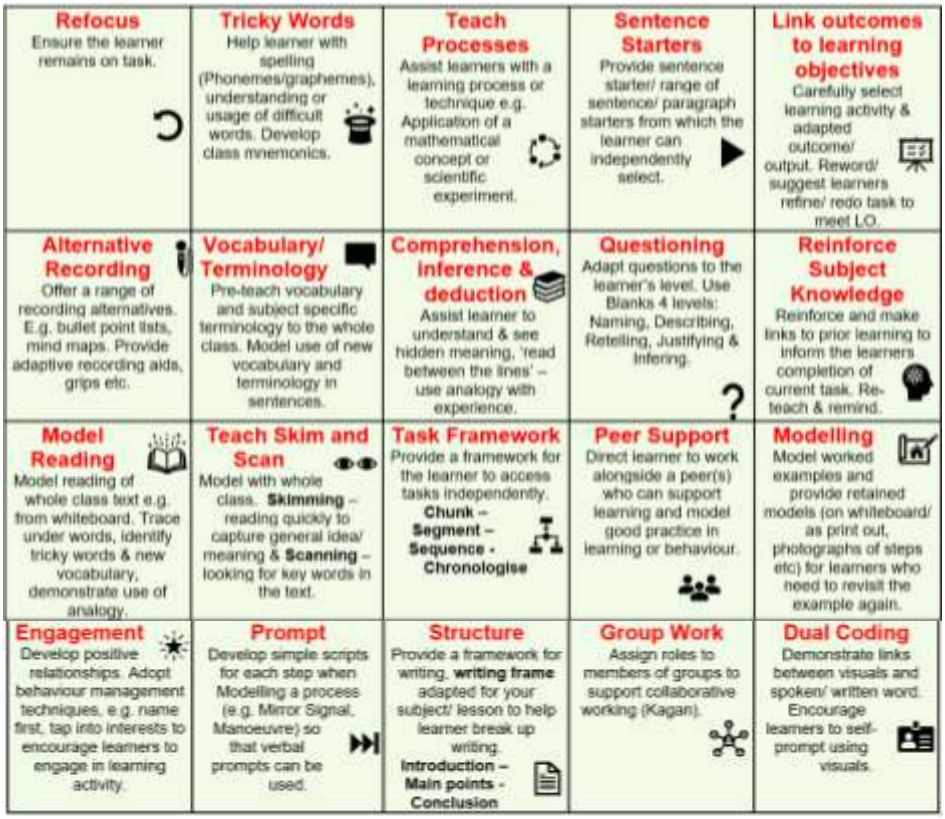
The below information is part of a suite of documents to support schools in delivering their Universal Offer. High Quality Teaching (HQT) is essential for all pupils including pupils with SEND. It is designed to assist teachers in planning, adapting, supporting and responding to pupil need. Where teachers identify barriers to learning they can use the intent and implementation sections to adapt whole class teaching to better meet need.

Original template provided by S Sagar at Shuttleworth College based on the Lancashire Teaching & Learning Toolkit produced by the Educational Psychology Service (EPS), 2022. Thanks to K Walker (Pear Tree School), K Kehoe (Nelson & Colne College), S Dillon (Tor View School), F Evans & A Holdsworth MBE (Sea View Trust), S Purcell (LCC EPS) and Lancashire Banding Working Party members for their contributions.

Section 1: Universal offer

Universal support graphic

The Universal Support Graphic covers the following points:



- Refocus: Ensure the learner remains on task.
- Tricky words: Help learner with spelling (Phonemes/graphemes), understanding or usage of difficult words. Develop class mnemonics.
- Teach processes: Assist learners with a learning process or techniques e.g. application of a mathematical concept or scientific experiment.
- Sentence Starters: Provide sentence starter/range of sentence/paragraph starters from which the learner can independently select.

- Link outcomes to learning objectives: Carefully select learning activity and adapted outcome/output. Reword/suggest learners refine/redo task to meet LO.

- Alternative recording: Offer a range of recording alternatives. E.g. bullet point lists, mind maps. Provide adaptive recording aids, grips etc.

- Vocabulary/Terminology: Pre-teach vocabulary and subject specific terminology to the whole class. Model use of new vocabulary and terminology in sentences.

- Comprehension, inference and deduction: Assist learner to understand and see hidden meaning, 'read between the lines'. Use analogy with experience.

- Questioning: Adapt questions to the learner's level. Use Blanks 4 levels: Naming, Describing, Retelling, Justifying and Inferring.

- Reinforce Subject Knowledge: Reinforce and make links to prior learning to inform the learners completion of current task. Reteach and remind.

- Model Reading: Model reading of whole class text e.g. from whiteboard. Trace under words, identify tricky words and new vocabulary, demonstrate use of analogy.

- Teach Skim and Scan: Model with whole class. Skimming means reading quickly to capture general idea/meaning whilst scanning means looking for key words in the text.

- Task Framework: Provide a framework for the learner to access tasks independently. A good framework is to Chunk, Segment, Sequence and Chronologise.

- Peer Support: Direct learners to work alongside a peer(s) who can support learning and model good practice in learning or behaviour.

- Modelling: Model worked examples and provide retained models (on whiteboard/as print out, photographs of steps ect) for learners who need to revisit the example again.

- Engagement: Develop positive relationships. Adopt behaviour management techniques e.g. name first, tap into interests to encourage learners to engage in learning activity.

- Prompt: Develop simple scripts for each step when Modelling a process (e.g. Mirror Signal, Manoeuvre) so that verbal prompts can be used.

- Structure: Provide a framework for writing, writing frame adapted for your subject/lesson to help learner breakup writing. This includes Introduction, Main points and Conclusion.

- Group Work: Assign roles to members of groups to support collaborative working (Kagan).

- Dual Coding: Demonstrate links between visuals and spoken/written word. Encourage learners to self-prompt using visuals.

Quality SEND Support

The Cognition and Learning Profile (C&L)

Memory Retention and Retrieval

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Coding, storage and recall of information to and from long term memory	**High Leverage Practice:** Keep learning environment familiar (similar visual cues, including multisensory cues, to aid teaching and recall)	**High Leverage Practice:** Use standard icons/symbols as visual cues
Struggle to remember daily activities and routines	**High Leverage Practice:** Frequent and regular repetition in variety of environments and situations	**High Leverage Practice:** Use multisensory approaches
Appear to not understand multi-step instructions	**High Leverage Practice:** Provide opportunities for role play, physical exploration and manipulation (multisensory learning)	Demonstrate explicit connections visually e.g. physical timeline
Struggle to generalise newly acquired skills	**High Leverage Practice:** Make explicit	When roaming, redirect pupil to flowchart to

	connections to prior learning	support independent completion of task
Difficulties retaining and using abstract concepts from memory	**High Leverage Practice:** e.g. concept maps, flash cards, teaching others, regular small quizzes	Ask targeted quick fire retrieval questions during the lesson
Acquisition of reading, writing, oral and number skills	Demonstrate patterns, connections and relationships between new and old learning (recap and pre-teach) make visual connections using knowledge organisers or mind maps and encourage visualisation of concepts e.g. charts, figures, flowcharts	**High Leverage Practice:** Establish seating plan, clear predicable class routines and visual timetable for the lesson
May not make links between learning/delays in learning	Encourage active learning and reading	**High Leverage Practice:** Develop subject specific writing frames/templates and teach pupils to use them by modelling completion as part of whole class and group teaching
Repetitive in play	**High Leverage Practice:** Allow extra time for processing information,	

	answering, completing tasks	
	Encourage use of spelling strategies	**High Leverage Practice:** Scaffold task completion using internalised scripts e.g. mirror, signal, manoeuvre
	High Leverage Practice: Use writing scaffolds	
	High Leverage Practice: Use visual cues/prompts/reminders	**High Leverage Practice:** When roaming, make time for regular over learning of key concepts
	Teach the necessity of 'over-learning'	

Working Memory

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Issues with short term memory and ability to hold and manipulate information	**High Leverage Practice:** Break down tasks into smaller chunks	**High Leverage Practice:** Ensure pupils use all available strategies including memory aids, spelling lists, multiplication grids, timelines etc

Difficulty completing more than one task concurrently e.g. writing the date in book and copying from the board	**High Leverage Practice:** Provide memory aids e.g. number lines, useful spellings, 3D objects, multiplication grids	
Incomplete recall	**High Leverage Practice:** Establish routines	**High Leverage Practice:** Encourage personalised recording methods e.g. use of highlighter pens, colour-coding, annotating etc
Difficulty with mental maths	**High Leverage Practice:** Provide alternative methods of recording	Empower pupil to choose their preferred recording methods e.g. bulleted lists, mind maps, images, subheadings etc
Rarely volunteers answers	Minimise copying from the board provide handouts, personal copy of textbook	Establish parity of different recording methods, praise accuracy of knowledge
High levels of distractibility and/or task abandonment	**High Leverage Practice:** Ask pupils to repeat back instructions to check understanding	**High Leverage Practice:** Where a pupil is struggling with multi-step instructions, give each instruction separately
Poor academic progress	**High Leverage Practice:** Teach memory-relieving strategies e.g. chunking,	

	visualising, rehearsal of verbal information, notetaking	
Lose place in complex tasks	Reduce the amount of material	
Mismatch between long term/working memory i.e. can remember facts and figures over time but not two or more chunks of information in the moment		

Numeracy including Dyscalculia

Note that pupils with significant Dyscalculia are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Impaired sense of numbering	**High Leverage Practice:** Anticipate numeracy difficulties and have visuals to demonstrate numerical figures	**High Leverage Practice:** Check understanding and be prepared to work through numerical activities
Impacts number sense, estimation, subitising, ordering, comparisons and sequencing abilities	Work with language that expresses mathematical concepts	**High Leverage Practice:** Have worked examples to hand

in all areas of the curriculum		
	High Leverage Practice: Make maths fun and engaging, use games that consolidate and develop early number skills	**High Leverage Practice:** Ensure that maths manipulatives are available across the curriculum, normalise their use (demonstrate teacher use) to encourage all pupils to use them
Limited visuo-spatial working memory	**High Leverage Practice:** Use physical/active approaches and develop numeracy skills through practical activities e.g. cooking	
Difficulty suppressing distracting information	**High Leverage Practice:** Use concrete materials e.g. number lines, blocks	
Incomplete understanding of number concepts	Ensure staff access training so they are confident to support pupils with maths	When roaming, prompt pupils to use manipulatives
Executive function skills (attention and focus, planning and organisation, working	**High Leverage Practice:** Pre-teaching and practice.	**High Leverage Practice:** Use engaging real resources e.g. cutting pizza into fractions

memory and switchability)		
	High Leverage Practice: Reduce needs for timed test and mental maths (allow extra time)	Enable pupils to physically manipulate pieces to identify 'rules' e.g. 2 pizza halves make a whole etc
	Support according to where they are at developmentally	**High Leverage Practice:** Refer to number lines/multiplication squares with whole class
	High Leverage Practice: Relate to real life experiences e.g. shopping, managing money, understanding timetables, bank accounts, bills	**High Leverage Practice:** Ensure extra time is available as required (consider using computer based mental maths programme where response time can be personalised for different individuals)
	High Leverage Practice: Check pupil's understanding and be prepared to work through numerical activities	

For issues with Play Development and learning:

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Relationship/ attachment building	**High Leverage Practice:** Use of structured turn-taking games	**High Leverage Practice:** Use 'My turn', 'Your turn' to prompt turn taking within activities
Executive functioning skills (focused attention, self-regulation, planning skills)	**High Leverage Practice:** Use of threading, play dough, use of tweezers for fine motor development	
Language and communication skills	Picture books to develop attention, language and literacy skills	Encourage pupils to manipulate dough (play dough or bread dough) in different ways, isolating individual fingers, pressing, pulling etc
Development of fine/gross motor skills	Nursery rhymes with actions	
Development of social interaction skills	Joining and extending play to develop social imagination, language skills and promote positive relationships	When using picture books, encourage page turning, demonstrate reading from to left to right across the page, discuss the detail in pictures, ask a range of

		who, what, where questions moving on to how and why as language understanding develops
	Outdoor play for development of gross motor skills	
	Use of sorting games / matching pairs to develop attention skills	
	Lego therapy	**High Leverage Practice:** Teach standard actions (e.g. Makaton/ sign along signs) that can be used universally across the curriculum
	Puzzles to develop problem-solving and maths skills	
	Quizzes to promote generalisation of taught content	
	Use of technology e.g.to support development of fine motor skills and hand-eye coordination	**High Leverage Practice:** Teach problem solving skills, negotiate what can be done next, encourage trial and error in play

	Organised sports	Ensure questions are pitched at the pupil's developmental level Blank's Model

Literacy including Dyslexia

Note that pupils with significant Dyslexia are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Poor organisation	**High Leverage Practice:** Use overlay/ coloured paper as indicated (Irlan)	Place yourself where pupils can see your face clearly and you can see them
Reluctance to read, particularly aloud and in public	**High Leverage Practice:** Use structured approach to reading, ensure phonic knowledge is secure	**High Leverage Practice:** Consider pupil need in seating plan, keep all distractions to a minimum
Difficulty representing knowledge in written form	Provide oral support	
Tiredness if literacy demand is high	**High Leverage Practice:** Dual coding/ colour coding when conveying written information	Ensure overlays are readily available in all classrooms (or pupils carry own overlay/ have

		tinted glasses on their person)
Poor general organisational skills	**High Leverage Practice:** Encourage reading with a wide range of age-appropriate books tapping into interests, provide regular opportunities to explore books	
Poor memory of sight vocabulary		
Poor comprehension of literacy-based resources (contrasting with high comprehension of oral/ visual material)	Encourage use of rhyme/ song as a memory aid for younger pupils teach nursery rhymes	**High Leverage Practice:** While roaming, check pupils have time for reading tasks and be prepared to extend time allowance for them
	Exposure to print and vocabulary development through conversations	If struggling, suggest pupils construct mind maps to support
Poor phonological awareness	Provide regular opportunities to listen to well-read stories	**High Leverage Practice:** Individually check understanding of subject specific vocabulary, ask for an example of the word in action

Limited verbal memory and letter sequence recall	Regular opportunities to recognise whole words e.g. pupil's names, logos	
Co-occurring difficulties (can include one or more of language, motor co-ordination, mental calculation, concentration, personal organisation)	Encourage scribbling and mark making for younger pupils and annotation for older pupils	**High Leverage Practice:** Within the lesson, breakdown the task into smaller chunks, breakdown further for individuals as required
	Ensure text and print is displayed using appropriate font and/or colour background	
	High Leverage Practice: Present new information in small chunks, keeping language simple	**High Leverage Practice:** In the moment, identify gaps in learning and provide focussed teaching
	Have clearly adapted success criteria	**High Leverage Practice:** Allow extra time for processing information, answering and completing tasks (ensure exam concessions are in place)
	Ensure that targets are SMART and achievable	

	High Leverage Practice: Use technology to support learning	Use colour highlighting for word patterns, prefixes, suffixes etc
	High Leverage Practice: Encourage peer support	
	High Leverage Practice: Provide additional visual and practical resources to present key information	**High Leverage Practice:** Introduce new material in a multi-sensory way show it, listen to it, look at it, hear it, say it, write it
	Encourage the use of spelling strategies, for example: mnemonics (e.g. BECAUSE- Big Elephants Can't Use Small Exits), words within words, base words and suffixes etc.	Encourage pupils to create their own verbal mnemonics as these may be easier for the pupil to remember
	High Leverage Practice: Use writing scaffolds to support planning	
	High Leverage Practice: Use concept maps to plan and identify overall themes and the relationships between	Allow pupils to identify and use their preferred approach to supporting spellings

	ideas and use a variety of strategies for recording	
	High Leverage Practice: Plan for frequent practice and over learning	**High Leverage Practice:** When roaming, add additional repetition and recall as required
	High Leverage Practice: Use a variety of strategies for recording	
	Have an age-appropriate alphabet displayed in all teaching spaces to support sequencing	Support pupils to create their own visual reminder as this can be more powerful than ones created for them
	Some pupils repeatedly muddle letters (b/d reversal) have visual reminders placed around the classroom or on their person to be referred to throughout the day	

Writing

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Poor fine motor control	**High Leverage Practice:** Access to multimedia	**High Leverage Practice:** Ensure a selection of

	resources by which they can mark-make	mark making resources/ adaptive grips are available
Delayed shape and letter formation	Copy physical movements of others e.g. action songs, games, dance	
Delayed handwriting		**High Leverage Practice:** Have writing frames/ plans available adapted to your subject
Illegible handwriting	**High Leverage Practice:** Threading, tracing, dressing up for fine motor skills development	**High Leverage Practice:** Use a consistent approach to physical signs and gestures
Low production of writing	Follow shared story to understand what they see is 'writing' e.g. punctuation, left to right	(Signalong/ Makaton)
Use of print rather than cursive script	**High Leverage Practice:** Use games and activities that support visual tracking	Encourage independent dressing etc to practice fine motor skills
	High Leverage Practice: Use of adaptive equipment e.g. pencil grips, left-handed equipment, writing	**High Leverage Practice:** Model visual tracking left to right running finger under words on whiteboard

	slopes, different coloured paper or inks, writing mats	
	Make objectives for writing clear during lessons	Model agreed cursive script
	High Leverage Practice: Find other ways for pupil to evidence learning that is not just writing	**High Leverage Practice:** Encourage a range of recording methods (mind mapping, cartoon etc) and normalise recording methods other than writing
	Mark on paper to know where to start writing	
	Use of 'cloze' passages (pupil adds missing words)	**High Leverage Practice:** Teach new vocabulary including writing new words
	High Leverage Practice: Provide writing plans	
	High Leverage Practice: Teach, model and practise new vocabulary	**High Leverage Practice:** Enable access to technology including speech to text

	Use mind-mapping, planning and feedback	
	High Leverage Practice: Use of writing frames for specific types of writing	When roaming, check in with content of writing rather than quantity
	Attention given to planning and sequencing answers	Ensure that where recording is limited pupil has a print out of information for revision
	High Leverage Practice: Use of assistive technology e.g. handwriting, to read back written work and support daily living	
	Preparation for writing extended answers	

Learning Difficulties

Note that pupils with significant Learning Difficulties are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**

Issues or disruption with one or more of: Processing & storing information; Retention; Retrieval	**High Leverage Practice:** Develop consistent and predictable classroom routines which are designed to support greater independence	**High Leverage Practice:** Offer an alternative to a written response
Less able to hold information in their working memory	Prioritise helping pupils to learn & encode new information	**High Leverage Practice:** Supportively reduce level of prompting e.g. hand over hand (physical) completion of task using prompt visual and a verbal script, allowing the pupil to work through the shared script with verbal prompts (verbal), allowing the pupil to independently complete the task using visuals (visual)
Delayed development in all/most areas of development (independence, communication, literacy, numeracy, daily living skills, socialisation)	**High Leverage Practice:** When linking new learning to prior learning, use established dual coded cues (visual & verbal cues) simultaneously & consistently - actively involve pupils by discussing the cues	

Not at expected standards of academic performance and independence for age	**High Leverage Practice:** Utilise retrieval-based learning offering an appropriate degree of challenge & success, e.g. creating concept cards, flash cards, teaching each other & question response. Use regular small retrieval quizzes throughout the lesson (or simple Q&A pitched at the appropriate language level for the pupil), this aids retention	Revisit information using the same cues used in delivery
Issues understanding what is being communicated	Consider cognitive load it's more effective to recycle a small number of activity types so pupils know how to complete them	Support through retrieval practice to establish the point where they started to struggle. Reframe or deliver the misunderstood information in smaller parts, refine script and repeat until learnt. If the activity has more than one step, break it down into single step parts, asking them to repeat back instructions to ensure they have understood
Acquiring reading & writing skills from an	**High Leverage Practice:** Over-learning several	

earlier cognitive key stage (pre-key stage)	error free repetitions are needed for learning to be committed to long term memory. Greater LD = more overlearning need.	
Slower processing speed results in knowledge not being consolidated	**High Leverage Practice:** Provide lots of examples/ modelling to help pupils learn key concepts	
Difficulties with reasoning, problem solving, working memory, retention, abstract thinking, academic learning or learning from experience	**High Leverage Practice:** Link learning to everyday experiences and use real life examples	**High Leverage Practice:** Prompt (encourage pupil to draw from their own knowledge without giving them a strategy), Clue (worded as questions where the answers hint in the right direction), Model (model the steps taken in the task for the pupil to try)
	High Leverage Practice: Provide manipulatives across the curriculum with opportunities for learners to handle objects & use pictures and movement in the process (e.g. pictures to sequence events in narrative)	

	High Leverage Practice: Scaffold 'I do, We do, You do'. Extend 'You do' - do most of it together, repeat to slowly withdraw support, offering repetition, reinforcement & opportunities to practice	
Learning Difficulties are a continuum of need and pupils with progressively greater needs will require information to be delivered in smaller and smaller steps (Task Analysis)	**High Leverage Practice:** Use short, clear instructions & repeat if necessary	
	High Leverage Practice: Explicitly model skills and feelings and provide a simple script	
Pupils with moderate learning difficulties may still be securing knowledge and skills from an earlier key stage, pupils with SLD may be working on pre key stage standards, skills from much earlier key stages and pupils with PMLD are likely to be in the	**High Leverage Practice:** Question at an appropriate level for the pupil	

very earliest stages of pupil development		
	High Leverage Practice: Support pupil to successfully complete a task by reducing the level of prompting (physical, verbal, visual)	
	High Leverage Practice: Teach generalisation of the skills	
	Help pupil to plan and structure how to tackle activities	
	High Leverage Practice: Provide support to enable success, e.g. backward chaining, completing the last part of the task and gradually adding earlier steps to complete tasks to reach independent task completion	
	Ensure all staff are aware of learning hierarchy (acquisition, fluency, mastery, generalisation, adaptation)	

	High Leverage Practice: Over-rehearsal of information e.g. Precision teaching	
	Adult mediation to support with regulation of behaviour, rule teaching, insight, and sequencing through focusing, motor and verbal mediation	
	Ensure explicit connection made between learning from classroom teaching and structured interventions	
	High Leverage Practice: Teach vocabulary needed explicitly & display key vocabulary lists	
	Support with personal organisation, e.g. tick lists for resources	
	High Leverage Practice: Model and scaffold understanding instructions and the requirements of tasks	

	and acquiring sequencing skills	
	High Leverage Practice: Use a range of alternatives to writing and teach through regular use recording support systems e.g. writing frames	
	High Leverage Practice: Use technology and ICT based resources e.g. speech to text functions	
	High Leverage Practice: Teach how to organise and effectively manage learning independently through regular and consistent guided practice	
	Provide practical exam preparation and self-study support (ensure access to concessions)	
	High Leverage Practice: Small group and peer support to develop targeted skills	

Communication and Interaction Profile (C&L)

Attention and Concentration

See also Attention Deficit Disorders in SEMH section.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Attending to adults in focussed activities	**High Leverage Practice:** Adopt a Total Communication Approach & communication friendly classroom	**High Leverage Practice:** Consider seating plan to reduce distractions i.e. front of class away from door/ windows
Moving from activity to activity with limited engagement	**High Leverage Practice:** Provide consistent prompting and high levels of reinforcement e.g. 'good listening'	**High Leverage Practice:** Use timers to break activities into shorter chunks
	High Leverage Practice: Break tasks down into small steps	
Having difficulties engaging in group activities	**High Leverage Practice:** Increase repetition and over learning	**High Leverage Practice:** Provide objects of focus and manipulatives
Disrupting focused learning	**High Leverage Practice:** Reduce distractions in	**High Leverage Practice:** When roaming use objects and photographs

	the environment as much as possible	alongside speech (dual coding)
Delayed progress	**High Leverage Practice:** Clear expectations and SMART targets	
Difficulties in retaining concepts over time	**High Leverage Practice:** Visual support: cues to support engagement e.g. timer and visual schedules e.g. now and next	**High Leverage Practice:** Provide physical fidget aids, e.g. wobble cushions, fidget toys, blue tack
Losing skills over time	Playing memory and concentration games	**High Leverage Practice:** Ensure that pupil is able to request ad hoc brain breaks as required
Appearing not to listen and/or understand task	**High Leverage Practice:** Create opportunities to develop a pupil's curiosity approach and tap into pupil's interests	
Fidgeting and 'day dreaming'	**High Leverage Practice:** Use multisensory approach	
Low self-esteem and low mood	**High Leverage Practice:** Learning breaks including opportunities to have a physical break e.g. run around the sports hall	

	Provide aids to support concentration	
	High Leverage Practice: Use of technology e.g. mental maths app	
	High Leverage Practice: Allow longer processing time	

Expressive Language

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Planning, organising and saying what they want to say	**High Leverage Practice:** Adopt a Total Communication Approach & communication friendly classroom	**High Leverage Practice:** Model good receptive language throughout the lesson, select peer role models
	High Leverage Practice: Encouraging speech, modelling conversations	
Semantics: limited vocabulary, finding the right words (word finding/ retrieval)	**High Leverage Practice:** Develop empathetic, positive relationship with pupil to 'read' their communication	**High Leverage Practice:** Acknowledge all contributions and rephrase to provide a language model

Grammar/syntax: putting words together in the right order, missing words, using the right tense	**High Leverage Practice:** Plan conversation opportunities, give processing time	**High Leverage Practice:** Give pupils sufficient processing time if necessary repeat the question but do not rephrase it
	High Leverage Practice: Use intervention strategies with the whole class e.g. language scaffolds and templates like Colourful Semantics	
Organising sentences and ideas linking sentences logically, making semantic links between ideas	**High Leverage Practice:** Use peer models to demonstrate answering Q and A. Use Blank's Model sentence starters to pitch questions at the correct level	**High Leverage Practice:** When roaming, offer oral planning support ensure resources to support vocabulary are readily available
	Orally plan out loud before commencing written tasks e.g. Talk for Writing	
Articulation of speech sounds as a result of either physical difficulties or processing difficulties	**High Leverage Practice:** Use dual coding/multi modal approaches to support vocabulary development	

	High Leverage Practice: Use vocabulary mats to introduce topic/theme words, knowledge organisers and concept maps to visually link ideas	
Challenging behaviour as a result of frustration at not being able to communicate effectively	**High Leverage Practice:** Pre-teach vocabulary	
Lack of pupil voice in decision making	Understand 3 tiers of vocabulary: 1. Basic words like 'mix', 2. More complex words including those with dual meaning like 'combine' & 3. Subject specific words like 'osmosis'. Focus on Tier 2.	
Unable to effectively verbalise feelings and emotions	Ensure non-verbal pupils have a support mechanism to engage in group discussions	

Receptive Language

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**

Difficulties in understanding verbal information	**High Leverage Practice:** Adopt a Total Communication Approach & communication friendly classroom	**High Leverage Practice:** Reduce language if a pupil is struggling to understand (recognise that if a pupil is displaying an emotional response they may not have understood)
Struggling to understanding verbal information	**High Leverage Practice:** Develop supportive shared routines	
Difficulty identifying unfamiliar objects, objects from a description	Develop shared attention and develop listening, memory and attention skills	
	High Leverage Practice: Break down instructions into small steps	**High Leverage Practice:** Increase processing time
Problems understanding and following instructions	**High Leverage Practice:** Use visual aids to promote understanding	**High Leverage Practice:** Chunk verbal information
Struggle to understand non-verbal cues, body language, tone of voice etc	Repeat instructions asking 'what's next?' as pupil completes task	**High Leverage Practice:** Support speech with visuals use the environment to reinforce understanding and reduce cognitive load

Having a hard time in social situations, making and retaining friendships	Consider how many information carrying words (key words) a pupil can understand	
	High Leverage Practice: Be aware that 70% of communication is non-verbal teach non-verbal communication	
Challenging behaviour as a result of not understanding	**High Leverage Practice:** Teach metacognition approaches (how we learn)	
May not understand jokes		
May misinterpret the communication of others		

Social Communication

Includes social interaction, social cognition, pragmatics and language processing.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
	Teach social interaction skills	**High Leverage Practice:** Consider peer group and appropriate role models

		when creating seating plan
Problems initiating, maintaining, repairing and closing conversations	**High Leverage Practice:** Make social conventions explicit, model positive social behaviour	
	High Leverage Practice: Turn taking activities	Assign clear roles to group members e.g. scribe, time keeper etc
Finding it difficult to understand social behaviour and feelings of others	**High Leverage Practice:** Use visuals	
	Use role play (puppets with younger pupils) to 'act out' social skills	
Struggle to understand listener needs	**High Leverage Practice:** Use social stories, comic strip conversations and scripts as part of repair strategies	**High Leverage Practice:** Make explicit positive interactions as they happen in the classroom e.g. 'Thank you for picking up Aqib's book, that was very kind'
Difficulties with sharing joint attention	**High Leverage Practice:** Support the generalisation of skills	**High Leverage Practice:** Refer to class rules as the question 'Our class rule is… was that behaviour …?'

Problems with co-operative group work	Give clear roles and responsibilities to members of the group (Kagan)	
Difficulties understanding and following routines	**High Leverage Practice:** Provide alternative communication methods e.g. time out cards	
Difficulties understanding inference (oral and written)	Explain social behaviour through characters in literature	**High Leverage Practice:** Ensure alternative communication methods are readily available
Problems moderating volume and tone of voice	**High Leverage Practice:** Use visuals to make unpredictable changes more manageable	
Frequent withdrawal from social situations/solitary play	**High Leverage Practice:** Set clear, explicit behavioural expectations	
	High Leverage Practice: Use the environment to support social communication e.g. display rules	

Social Imagination/Theory of Mind

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Difficulty putting themselves in 'someone else's shoes'	**High Leverage Practice:** Modelling through pretend play/ role play	**High Leverage Practice:** Consider peer group and appropriate role models when creating seating plan
	Explaining characters emotions and unpick why they behave as they do	
Difficulty reading facial expressions and non-verbal cues	**High Leverage Practice:** Use of social stories and comic strip conversations to articulate what is being thought and how this may be different to what is being said	**High Leverage Practice:** Narrate empathy in the moment 'Jane has a headache so we are all going to speak quietly today'
Difficulty understanding observed behaviour of others	**High Leverage Practice:** Teach scripts for social situations	Relate character's behaviour to own behaviour
	High Leverage Practice: Teach repair strategies	

Difficulty predicting what will happen next from social cues		Identify analogies and make them explicit
Difficulties understanding idioms	Explain idioms	**High Leverage Practice:** Model how to repair conversations
Challenges in establishing and maintaining friendships		
Difficulties expressing themselves in a culturally acceptable manner		
Difficulties in engaging in pretend/role play		

Social Interaction

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Difficulties in engaging appropriately in social settings	**High Leverage Practice:** Develop strong social class routines	**High Leverage Practice:** Consider peer group and appropriate role models when creating seating plan

	Make time for regular social interaction	
Difficulties with interpersonal communication or relationships	Use role play (puppets with younger pupils) to 'act out' social interactions	Assign clear roles to group members e.g. scribe, time keeper etc
	High Leverage Practice: Model positive social interactions sharing and turn-taking	
Unwillingness to share or turn take	Teach the importance of balance asking questions of others and providing information about yourself	**High Leverage Practice:** Notice and praise all pupils for positive social interaction and 'narrate the positive', 'Thank you for working hard on your group work, I particularly like it when …'
Lack of social empathy	**High Leverage Practice:** Use of social stories and comic strip conversations	
Prefers adult interaction to engaging with peers	Give clear roles and responsibilities to members of the group (Kagan)	

Presents as withdrawn or isolated	Praise and reward positive social interactions	
Inappropriate responses to verbal and non-verbal cues		

Transition

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Challenged by unplanned changes to routine	**High Leverage Practice:** Ensure known changes are planned in advance	**High Leverage Practice:** Predict change and have a Plan B
Reluctant to try new experiences	**High Leverage Practice:** Give warnings and use environmental cues	**High Leverage Practice:** Set up the parts of your lesson on a visual timetable and use a marker (remove symbols) to show where you are up to
	High Leverage Practice: Use now and next and visual timetables	
Struggles to end one task and start another	**High Leverage Practice:** Use timer to indicate when a task will end	Identify where pupils may have issues and ensure that the

(particularly if first task is preferred)		emotional demand of pre and post transition is low, be prepared to adapt in the moment
	Use a transition object where appropriate	
Becomes anxious before changes/transitions occur	Provide low arousal activity before and after transitions	
	High Leverage Practice: Provide supportive resources to manage any physical issues (e.g. ear defenders for noisy environments)	**High Leverage Practice:** Use a 10/5 point 'Temperature Scale' with pupils to identify who is highly aroused at the start of the lesson and manage change accordingly
	High Leverage Practice: Use social stories, photo packs and a planned, structured approach to support bigger transitions	
	Where possible engage the pupil in planning a personalised approach	

Autistic Spectrum Condition (ASC)

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Social interactions within the classroom can be challenging & detract from learning	**High Leverage Practice:** Adopt a Total Communication Approach & communication friendly classroom	**High Leverage Practice:** Getting to know the individual with ASC is vital as needs can be very different
	High Leverage Practice: Use name first to secure attention	
Impacted by limited non-verbal communication skills	**High Leverage Practice:** Reduce/simplify language if required	**High Leverage Practice:** Keep language very simple, pupils with ASC will feel very frustrated in our environment, more so when it is not going as well as they want
	High Leverage Practice: Use a range of visuals of the plan for the lesson e.g. visual timetables, now and next boards etc	
Very literal understanding of language can mean true	**High Leverage Practice:** Step by step instructions with constant checking	**High Leverage Practice:** Breaking content down into smaller steps

meaning of communication is missed	for understanding of instruction & content	
	Consider pupil's role in group work, provide prompts for the pupil to ask or prompt for the information they need to retrieve from others	Making the abstract concrete for them will help
Difficulty coping with change	**High Leverage Practice:** Provide visual prompts	Start the task together
Sensitivity to environment	**High Leverage Practice:** Label the environment with words and pictures	**High Leverage Practice:** Use name first to ensure you have pupil's attention
Can be anxious & unable to learn	**High Leverage Practice:** Allow thinking time	**High Leverage Practice:** Stick to the seating plan and avoid unnecessary changes to routine and classroom layout. Where these are unavoidable, prepare pupils for the change.
Differences in social communication and interaction, language communication and imagination	**High Leverage Practice:** Break multi step activities down	

	High Leverage Practice: Ensure classroom routines & expectations are clear & consistent	
Echolalia (repeating words and phrases without meaning)	**High Leverage Practice:** Avoid all non-literal language (sarcasm, metaphors etc)	Consider the advice you can leave for cover supervisors/supply staff
Talking at length on a particular topic	**High Leverage Practice:** Explain abstract concepts as clearly as possible (use pictures or objects to support)	See Sensory Processing in Physical and Sensory Profile section
Can be non-verbal	**High Leverage Practice:** Support social skills by providing social stories	
Understanding complex language e.g. inference and idioms	See Sensory Processing in Physical and Sensory Profile section	
Sensory processing differences		

Autistic Spectrum Condition with Pathological Demand Avoidance (ASC/PDA)

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**

Escalating behaviours to avoid meeting the demand of an activity	PANDA Approach. P: Pick your Battles (enable choice), A: Anxiety Management (think ahead about approach to minimise arousal) N: Negotiation & Collaboration (proactively try to navigate the situation with them) D: Disguise & Manage Demands (use phrases that are indirect) A: Adaptation (Always have a plan B, try to use humour and distraction)	As above with the addition of when a pupil is unable to meet a demand, have a plan B that the pupil might be able to tolerate
		Offer to start a task together
		Stay calm, try to see the behaviours as distress rather than non-compliance

Selective Mutism

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**

Difficulties speaking in specific situations with specific people	Ensure staff understand Selective Mutism	Ensure resources are available to support non-verbal contribution
	Do not expect verbal contribution in public	
Difficulty reading aloud in school setting	**High Leverage Practice:** Provide a communication safe environment focussed on developing relationships and building confidence: Use 'I wonder …' questions, encourage joint activity with a quiet peer, provide non-verbal systems to support requesting e.g. traffic light cards, choice boards, iPad	Use whole class feedback techniques e.g. mini whiteboards to check understanding
Difficulty verbally interacting with peers		When roaming, do not expect verbal participation
Difficulties forming reciprocal relationships	Provide unpressured opportunities to contribute	If pupil does verbally contribute remain calm and don't overreact
	Seek multi-agency support	

Developmental Language Disorder (DLD)

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Difficulty finding the right words, expressing ideas, discussing topics & answering questions	**High Leverage Practice:** Use name first to get the pupil's attention	When setting pupils off on a task, ask them to repeat back to you what they are going to do first and then next
	Talk calmly and slowly to support their ability to process words	
Difficulty understanding subject specific words & following directions/ instructions/patterns	**High Leverage Practice:** Give the pupil 'thinking time stay quiet and give the pupil time to respond	**High Leverage Practice:** Seat at the front where you have clear sight and access to each other
	High Leverage Practice: Break down all steps and processes into simple language, delivered in small chunks	**High Leverage Practice:** Give extra time for all tasks, especially verbal questioning
Difficulties using grammar and sequencing words	**High Leverage Practice:** Use short sentences and emphasise key words	**High Leverage Practice:** After giving an instruction, instead of 'do you understand?' ask 'what do you need to do now?'

	High Leverage Practice: Check understanding	
Difficulties producing sounds	**High Leverage Practice:** New subject specific vocabulary to be explicitly taught, provide a vocabulary list where possible	**High Leverage Practice:** Add pictures, symbol or actions to represent new words or concepts to support their understanding visually
Limited vocabulary and word finding difficulties	**High Leverage Practice:** Model correct language, correct grammar and expand sentences by modelling or adding on words to what he/she has said and repeating it back	
Over generalisation e.g. all furry animals are 'dogs'	**High Leverage Practice:** Use symbols and pictures (dual coding) where possible	When a pupil is struggling to retrieve a word, give them the initial sound or another sematic part of the word to help them recall it
Difficulties with social use of language including staying on topic, turn taking, understanding long sentences, sharing information, telling stories, expressing feelings	**High Leverage Practice:** Set out instructions using task plans and summarise stories on narrative grids	

	Break paragraphs down, using bullet points and adding extra white space to be clearer	When struggling, ask them to say what they want to write, start by prompting them to use the resources provided, then move on to clueing (asking them a question where the answer will be the starting point)
	Use visually distinct sections organise a page into separate themes/activities/steps to help children and young people manage the task in smaller steps	
Difficulties reading social cues	**High Leverage Practice:** Use visuals (icons/pictures/graphics)	Give initial sounds of the word they are looking for
Difficulties following and recalling stories	This can give helpful cues about what the page is about	**High Leverage Practice:** Give a model answer for them to construct their own version from
	Provide key word definitions	
Literal understanding, lack of inference	**High Leverage Practice:** Support retrieval Include	Encourage the pupil to ask for help establish a system for the pupil to be able to ask and offer

	questions and text on the same page	strategies, such as knowledge organiser
	During group work, questioning and other verbal activities allow the pupil to answer after others, so it has been modelled	
	High Leverage Practice: Provide a word mat and sentence starters for oral and written work so they have a framework to construct their own sentences from	

Social, Emotional and Mental Health Profile

Emotional Literacy

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Limited vocabulary	**High Leverage Practice:** Amplify areas of strength e.g. build on pupil's existing skills	**High Leverage Practice:** When roaming, check understanding and progress
May appear withdrawn or isolated	**High Leverage Practice:** Build confidence find	Address misconceptions

	what the pupil is good at and offer reassurance	
Frustration behaviours e.g. disruption, destruction	**High Leverage Practice:** Explicit teaching of behaviour expectations	Revisit areas of successful prior learning as a starting point
Challenging behaviour e.g. refusal, aggression and damage	**High Leverage Practice:** Backwards chaining approaches	
	High Leverage Practice: Make reasonable adjustments for SEMH and ensure needs are being met	**High Leverage Practice:** Complete the end of the task first to enable a feeling of success and progressively introduce previous tasks
	High Leverage Practice: Understand that behaviour is a form of communication	
	High Leverage Practice: Clear guidance around expectations	**High Leverage Practice:** Scaffolding start of tasks to enable success and withdraw support to build independence and confidence
	High Leverage Practice: Develop social skills and emotional regulation,	

	using emotional coaching techniques	
	Prepare for transitions	**High Leverage Practice:** In teaching resources, label emotions from photographs
	High Leverage Practice: Keywords to be included in teaching resources	**High Leverage Practice:** Introduce and teach new vocabulary by making links with existing vocabulary e.g. 'a range is a type of cooker'

Resilience

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Fixed mindset	**High Leverage Practice:** Model reciprocity in relationships	**High Leverage Practice:** Encourage creativity to find different ways to solve problems across the curriculum
Gives up easily due to fear of failure	**High Leverage Practice:** Emotion coaching	
Difficulties coping with challenges and changes	**High Leverage Practice:** Model and use growth mindset approaches	**High Leverage Practice:** Model failure and 'try again' approaches

Lack of recovery from adverse events	**High Leverage Practice:** Build confidence find what the pupil is good at and offer reassurance	**High Leverage Practice:** When roaming, check understanding and progress
Lack of belief in self and others		Address misconceptions
Poor emotional communication and difficulties forming new relationships/social interactions		Revisit areas of successful prior learning as a starting point
		High Leverage Practice: Complete the end of the task first to enable a feeling of success and progressively introduce previous tasks
		High Leverage Practice: Scaffolding start of tasks to enable success and withdraw support to build independence and confidence

Self-esteem

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**

Reluctant to try new things/express opinions/make decisions	**High Leverage Practice:** Teach cooperative skills including turn taking and enjoyment rather winning or losing	Meet and greet pupil by name everyday
Over-reaction to failure	Share good news between home and school	Use 'I can' and 'we can' instead of 'I can't' and 'we can't'
Difficulties in accepting criticism	**High Leverage Practice:** Make rules explicit and ensure they are regularly and consistently applied	**High Leverage Practice:** Establish seating plan, class routines and roles and responsibilities
Coping with change	**High Leverage Practice:** Identify pupil strengths and praise little and often privately and personally rather than publicly	
Low opinion of self	Accentuate the positive	**High Leverage Practice:** Use school reward systems and increase positive feedback to parents e.g. postcards home
Struggles to maintain friendships presents as negative, distrustful or hostile	**High Leverage Practice:** Develop a sense of belonging	Allocate roles within group activity e.g. recorder, spokesperson, timekeeper

Exhibit bullying behaviour		
Underperformance		

Self-regulation

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Quick and significant changes in personality and behaviour	**High Leverage Practice:** Co-regulation with an adult mediating	**High Leverage Practice:** Use a temperature scale to identify how they feel at the start of the lesson
Mood changes	**High Leverage Practice:** Adults modelling their own self-regulation and labelling feelings	Teacher to talk about times you felt angry, frustrated and share own practical strategies
Emotional outbursts	**High Leverage Practice:** Calm, nurturing, predictable and positive classroom environment	
	High Leverage Practice: Empathy and attunement	Highlighting the impact of emotions in lesson content e.g. why events happened in History

	High Leverage Practice: Movement breaks and sensory resources	
	High Leverage Practice: Use of retreat spaces and a 'fresh start' approach	**High Leverage Practice:** Establish seating plan, class routines and roles and responsibilities
	Develop the use and understanding of emotional vocabulary	**High Leverage Practice:** Identify quiet areas in your environment for retreat spaces (if possible) and create opportunities for re-set
	High Leverage Practice: Emotional coaching including teaching self-calming techniques e.g. breathing, visualisation, soothing activity and ensuring appropriate resources are available	
	Praising self-regulation	

Attachment including Attachment Disorder

Pupils with significant Attachment needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
Challenging behaviour e.g. failure to adhere to rules, irritable and aggressive behaviour towards staff and peers	**High Leverage Practice:** Praise where meaningful and appropriate, as much as possible, including positive social interactions and provide personalised reward	**High Leverage Practice:** When roaming, always check understanding and praise engagement
Lack of focus and/or reluctance to engage / withdrawn	**High Leverage Practice:** Maintain a predictable lesson routine, make consequences explicit and plan for transitions	**High Leverage Practice:** Clearly pre-identify any changes to usual routine
Emotional regulation difficulties or controlling behaviour e.g. pupils will experience chronic anxiety over the smallest of things	Positive communication with parents/carers	**High Leverage Practice:** Consider seating plan arrangement to allow positive peer support
	Use of attachment aware practices (emotionally literate adult responses) e.g. attunement, respond to emotional age, listen with empathy, hold the pupil in mind	Use school reward systems and increase positive feedback to parents e.g. postcards home

Age-inappropriate behaviours around adults e.g. need for adult attention, distrust of adults, over familiarity with strangers, hypervigilance and persistent separation anxiety	Meet physiological and emotional needs (Maslow's Hierarchy) using a nurturing approach	**High Leverage Practice:** Articulate holding the pupil in mind e.g. 'I thought of you yesterday'
	High Leverage Practice: Model good emotional control and provide emotion coaching	
Underachieving and poor understanding of cause and effect	**High Leverage Practice:** Use of positive role models including identified key adult and peer support	**High Leverage Practice:** Use a calm approach and avoid engaging in conflict
	High Leverage Practice: Planned ignoring of unwanted behaviours and provide restorative approaches	Try not to respond to unwanted behaviours designed to gain adult attention

Wellbeing, Anxiety, Depression/Low Mood and Self Harm

Pupils with significant needs in this area are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
Preoccupation with emotional fear/worry leaves them unavailable to learn and can cause Emotional Based School Avoidance (EBSA)	**High Leverage Practice:** Predicable routines e.g. now and next boards and visual timetables	**High Leverage Practice:** Consider seating plan arrangement to allow positive peer support and allow predictability
Separation anxiety	**High Leverage Practice:** Have a plan B 'neutral task' available to allow a pupil to break off and then re-join the work if feeling overwhelmed	**High Leverage Practice:** Clearly pre-identify any changes to usual routine
Internalising /withdrawn behaviour	Transition objects between home and school (for younger pupils)	**High Leverage Practice:** When struggling, offer a neutral task for a short period of time so a pupil can reduce their feelings of anxiety
Emotional dysregulation / externalised behaviour (e.g. aggression)	**High Leverage Practice:** Use of positive role models including identified key adult and peer support	

	High Leverage Practice: Soft start meet and greet	**High Leverage Practice:** Meet and greet pupil by name everyday
Difficulties forming relationships with adults and/or peers	**High Leverage Practice:** Building a good relationship with staff is key to providing pupils with anxiety to access to learning	**High Leverage Practice:** Identify quiet areas in your environment for retreat spaces (if possible) and create opportunities for re-set
Difficulties with transition	**High Leverage Practice:** Provide safe space for self-soothing and self-regulation	
Low frustration tolerance e.g. making mistakes, not being perfect, being wrongly blamed, a tragedy happening etc	**High Leverage Practice:** Support frustration tolerance and provide opportunities for low risk taking	**High Leverage Practice:** Praise engagement over task completion to reinforce future participation
Emotional over-reaction	**High Leverage Practice:** Develop peer relationships	
Social anxiety	Adhere to the 'Do Now' strategy where pupils should be able to complete 80% successfully, this is important for those with anxiety	**High Leverage Practice:** Provide individual follow up support through, clueing and then modelling with the pupil

Bullying/victim of bullying	Promote self-care	
Performance / exam anxiety	See resilience strategies above	See resilience strategies above
Low self-esteem	Follow school policies and procedures, NICE guidance suggests a) treat young person with respect b) address immediate physical health c) seek advice from health /social care professional d) make young person aware of support e) address any safeguarding issues	**High Leverage Practice:** Subtly notice changes in behaviour or dress that might indicate self-harm
Obsessive / ritual behaviours		
Depression/Low mood		
Absence of feelings		
Irritability		
Lack of pleasure / motivation		
Self-harm		

Intentional self-poisoning or injury		

Emotional Based School Avoidance (EBSA)

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Severe difficulty in attending school	**High Leverage Practice:** Regular collaborative home school communication with key contact	**High Leverage Practice:** Flexible approach to time keeping and arriving with appropriate resources e.g. provide equipment for pupil
Physical anxiety symptoms e.g. racing heart, shaking, sweating, nausea, butterflies		
Complaints of physical illness	**High Leverage Practice:** Predicable routines e.g. now and next boards and visual timetables	**High Leverage Practice:** Do not demand contributions to whole class or small group activities
Separation anxiety between home and school	Transition objects between home and school	
Sleeping disorders		

Refusal/difficulties to enter the school building (exacerbated after school holidays or periods of absence)	**High Leverage Practice:** Soft start meet and greet	**High Leverage Practice:** Be aware of anxiety levels and respond accordingly
	High Leverage Practice: Monitoring attendance and identifying patterns/trends to allow early identification	**High Leverage Practice:** Know the named contact for the pupil and provide regular feedback
	High Leverage Practice: Adapting punctuality and preparation systems	**High Leverage Practice:** Flag any irregular patterns of attendance
		High Leverage Practice: See Educational Psychologist resources on Emotionally based school avoidance (EBSA)

Attention Deficit Disorders

Pupils with significant ADD/ ADHD needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
High Leverage Practice: Attention Deficit	**High Leverage Practice:** Adapt classroom to be	**High Leverage Practice:** Ask the pupil to repeat

Hyperactivity Disorder (ADHD)	distraction free where possible e.g. blinds down	back what they have to do now and next to you
Gaps in learning from missing key information during the lesson due to being distracted	**High Leverage Practice:** Seat pupils away from windows, doors and away from the eyeline of friends	**High Leverage Practice:** Physical fidget aids, e.g. wobble cushions, fidget toys, blue tack
Inability to meaningfully participate in group work and tasks that require ordered steps	**High Leverage Practice:** Alternate tasks set so activities alternate from high pupil demand to lower pupil demand, e.g. listen to me, rearrange this sentence, mind map from a short video, construct a paragraph	**High Leverage Practice:** Time out breaks from the classroom, or preferably brain break activities within the lesson where appropriate
Understanding and following instructions can be challenging		
Often pupils have relatively weaker fine motor skills	**High Leverage Practice:** Teaching and learning tasks to be of an appropriate length, with tasks timed to focus learners	**High Leverage Practice:** Be aware of progress pupil is making and provide consistent adult prompting and redirection
Disruptive behaviour can lead to removal from learning		In the more extreme cases an iPod with neurologically soothing sounds can be provided

Attention Deficit Disorder (ADD)	**High Leverage Practice:** Where possible, have at least one kinaesthetic activity built into the lesson	
Key learning is often missed so schema formation is inhibited leading to gaps in learning and misconceptions	**High Leverage Practice:** Memory games and retrieval practice are highly effective for pupils with concentration/focus needs	
Instructions are missed so often the young person is not on task	**High Leverage Practice:** A visual guide through the lesson on the board can really help	
Excessively tired from effort to remain focussed	Avoid multistep instructions	

Emotional Regulation including Oppositional Defiance Disorder (ODD)

Pupils with significant ODD issues are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Anxiety driven need to avoid demands and remain in control	**High Leverage Practice:** Consider seating arrangements depending on the pupil e.g. front of	**High Leverage Practice:** Stay calm, without threats, follow school's

	class so others are behind them or back of class where they do not feel under others gaze	behaviour management policy
Gaps in knowledge occur from missed learning		**High Leverage Practice:** Establish seating plan, class routines and roles and responsibilities
Difficulties in being part of a cooperative class	**High Leverage Practice:** Stay calm and consistent	
Adhering to direction from an adult can lead to outbursts where the pupil will excessively argue and actively refuse to comply with instructions	**High Leverage Practice:** Reinforce/praise positive behaviours and progress in learning, even if small steps	**High Leverage Practice:** Identify quiet areas in your environment for retreat spaces (if possible) and create opportunities for reset
	High Leverage Practice: Avoid ultimatums and give choice where possible as a matter of course	**High Leverage Practice:** Disguise and reduce demands by offering choice and/or optional activities
	High Leverage Practice: Try to build a connection with the pupil	
	High Leverage Practice: When there is going to be a transition/activity	**High Leverage Practice:** Being flexible with rules within an agreed

	change during the lesson prewarn the pupil	framework (discuss with SENDCo / SLT)
	Consider demands placed on pupil within the classroom	**High Leverage Practice:** Use humour to redirect the pupil and avoid conflict e.g. 'Has your pen stopped working' instead of 'Why are you not writing' or 'Finish your writing'
	High Leverage Practice: Use of retreat spaces and a 'fresh start' approach	
	High Leverage Practice: Think PANDA Pick your battles (enable choice and control), Adaptation (including humour, distraction and having a plan B), Negotiation and collaboration (demonstrate fairness and trust), Disguise and manage demands, Anxiety management (see anxiety strategies above)	

Physical and Sensory Profile (PS)

Vision Impairment (VI)

Pupils with significant vision impairment are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Limited access to resources, such as the whiteboard and standardised worksheets/ books	**High Leverage Practice:** Understand the vision condition and the potential impact on learning	Use of an iPad to enlarge images taken of the whiteboard during the lesson
	High Leverage Practice: Ask what learners can see not 'can you see…?'	Access to magnifiers
Limited visual field	**High Leverage Practice:** Maintain clutter-free environments	Permission to self-reposition to better access the lesson
Lighting conditions in classrooms and other spaces around school	**High Leverage Practice:** Avoid unnecessary changes to classroom layout as this can reduce independence (prevents pupil finding way around the environment)	Be aware of visual fatigue, allow brain breaks, extra processing time and copies of whiteboard materials (in correct font and size)
Perceptual issues e.g. when working on two		

pieces of information at once		
Transition periods when corridors are busy	**High Leverage Practice:** Accessible learning environments around the whole school yellow lines on steps, ramps & lifts	**High Leverage Practice:** Build positive relationships and encourage self-advocacy when they are struggling 'I can't see…'
Accessibility of the school building		
Precise measurement requiring coordination of fine motor movement e.g. PE/ Chemistry and Technology	**High Leverage Practice:** Access to adaptive equipment (particularly in PE), high contrast, clearly defined edges e.g. contrast tape	Ensure pupil has clean glasses and access to resources to clean any visual aids and provide cases/ protection etc to avoid glasses and resources being scratched
	High Leverage Practice: Teach learners to understand their environment so they can self-manage risk	
Social situations requiring pupil to pick up on nonverbal cues	**High Leverage Practice:** Carefully consider positioning in seating plan, particularly consider lighting impact	

Tiredness resulting from visual stress/ fatigue		
	High Leverage Practice: Always call pupil by name and inform them when they are leaving the conversation	
	Ensure good access to their seat, resources and equipment	
	High Leverage Practice: Use skimming and scanning to support them as a reading technique (pre-highlight/ colour code key words to assist quick location of information)	
	High Leverage Practice: In group work, encourage peers to provide verbal rather than nonverbal cues	
	High Leverage Practice: Allow extra time to complete fine and gross motor activities	

	High Leverage Practice: Check in on energy level, remove visual stress wherever possible	
	High Leverage Practice: Resources to be reproduced at the prescribed font size (not just enlarged to A3)	

Hearing Impairment (HI)

Pupils with significant hearing impairment are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Loud background noises when staff are speaking	**High Leverage Practice:** Adopt a Total Communication approach to allow pupils to have best opportunity to understand (written word, picture, spoken word, consistent symbols)	**High Leverage Practice:** Check for understanding throughout the lesson
Classroom position, near loud/ distracting environmental noises (hot air heaters, hum of		When a pupil is struggling, reexplain 1:1

IT equipment, weather noise on window etc)		
	High Leverage Practice: Understand the hearing condition and the potential impact on learning	**High Leverage Practice:** When roaming, turn to face pupils with hearing loss when giving whole class instructions and be close to the pupil
Only catching parts of verbal communication, avoiding participation in questioning or other verbal based learning activities	**High Leverage Practice:** Carefully consider positioning in seating plan place pupil at the front of the class, particularly consider sightline to the teacher's face and mouth	**High Leverage Practice:** Stop speaking if external environmental noise is loud (including school bell), wait for quiet before continuing
Not asking for help when needed	**High Leverage Practice:** Get pupil's attention when communicating with them	Ensure pupils have spare batteries for hearing aids
Not hearing verbal cues in social interactions or noise based teacher/pupils interactions	**High Leverage Practice:** Speak clearly and precisely, do not overexaggerate mouth movement to support lip reading	
Difficulty in locating sound sources	**High Leverage Practice:** Try to minimise background noise	

	(including music) and give visual clues	
Hearing fire alarm and exiting building	When talking to the class revert your eye contact back to pupil with hearing loss as much as possible without it being noticeable to the others	
Listener fatigue resulting in tiredness	**High Leverage Practice:** Encourage peers to behave in a noise sensitive manner pick up chairs/furniture rather than drag, use volume control in group activity etc	
	High Leverage Practice: Use hearing aid equipment e.g. wearable microphone	
	High Leverage Practice: Plan for short breaks within the lesson	
	High Leverage Practice: Switch to visual inputs and teaching materials after listening for a period of time, use	

	multisensory elements to aid learning.	

Physical Difficulty (PD)

Pupils with significant physical mobility needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Pupils can be excessively tired from compensating for their mobility issues	**High Leverage Practice:** Understand pupil's condition, what they can do and maintain high expectations	**High Leverage Practice:** Support wheelchair users by enabling their movement, encourage independence but also offer assistance, where necessary
Physical segregation/ additional adult support can limit the development of age-appropriate social interaction skills	**High Leverage Practice:** Understand positioning needs within lesson (pupils who have specialist needs with several pieces of adaptive seating and standing equipment should have a positioning timetable agreed by the SENCO and Physio)	**High Leverage Practice:** Encourage peers to volunteer dignified support by modelling this explicitly
Fine Motor Skills		**High Leverage Practice:** Ensure equipment is

		ready for the start of the lesson
Everyday tasks, such as writing, typing, dressing or sharpening a pencil, could be impaired by weakened or underdeveloped fine motor skills	**High Leverage Practice:** Plan room to accommodate size of equipment including need for wider gaps between desks etc	**High Leverage Practice:** If struggling, slow the pace of the activity
	Ensure access to height adjustable resources (desks, benches, Food Tech hob etc)	If struggles are persistent, enquire if there are any adaptive aides the SEND department can offer
Difficulties in organising their work (Also see Writing section above)	**High Leverage Practice:** Provide adaptive equipment for learners with fine motor needs: enlarged/ adapted keyboard, adaptive mouse, iPad, laptop, dictation software, range of pen and pencil thicknesses and hardnesses, pencil/pen grips, sloping writing boards	**High Leverage Practice:** Encourage a sense of achievement
Gross Motor Skills		
Lack of independent movement, independent		

transfers in classroom and around the school building		
Availability of mobility aids (specialist seating, walker, standing frame) to support engagement across the curriculum	Consider positioning of resources to keep them at eye level	
	High Leverage Practice: Use peer support to work with manipulatives	
Difficulty accessing physical and practical subjects PE, swimming, technology, Drama, practical science etc	Consider physical needs of pupils when planning extra-curricular activities and educational visits, including transport	
	Consider movement on different floor surfaces	
	High Leverage Practice: Encourage as much independence as possible (disability door openers etc)	
	Consider the motor skill of lessons and balance the development of their skills with a realistic expectation	

Developmental coordination

Developmental Coordination Disorder previously known as Dyspraxia) (Pupils with significant dyspraxia needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**
Poorly organised	Reduce handwriting required without impacting depth of expectations	Offer adaptive equipment e.g. laptop, angled writing board or a pen/pencil grip
Underdeveloped fine and gross motor skills	Indoor and outdoor equipment to provide support for gross and fine motor development	**High Leverage Practice:** Encourage bullet point answers or viable alternatives such as producing a mind map
Lack of coordination of physical skills		
No hand dominance		
Avoiding activities which require fine motor control	Provide a locker or space to keep equipment to support organisation	**High Leverage Practice:** Use hand/arm exercises with whole class as brain breaks
Hand muscles lack strength	Fine Motor Skills	Ensure equipment is ready for the start of the lesson

Lack of coordination of two-handed activities	Hand and arm exercises	
	High Leverage Practice: Adaptive equipment e.g. specialist scissors, pen grips, sloping board etc	When roaming, offer alternative lined paper if pupils are struggling to keep within standard lines or space given
Difficulties with self-help skills e.g. dressing		
Deterioration with handwriting	**High Leverage Practice:** Practice fine motor skills e.g. threading, play dough, peg boards	**High Leverage Practice:** Check seating is appropriate, particularly in practical subjects
Lack of confidence in physical play	**High Leverage Practice:** Sequencing and organisational support e.g. now and next boards, writing frames	
Special perceptual skills	**High Leverage Practice:** Multisensory handwriting scheme	
	Consider the needs for adapting lined paper to have wider line spacing	
	Gross Motor Skills	

	Ensure sufficient floor space and encourage pupils to move on different surfaces	
	Opportunities for balance e.g. climbing, jumping, obstacle courses	
	High Leverage Practice: Develop core stability e.g. wobble cushion	
	High Leverage Practice: Ensure correct seating position desk needs to be at elbow height & both feet flat on the floor	
	High Leverage Practice: Praise engagement in gross motor activities e.g. throwing, catching	

Sensory Processing

Pupils with significant sensory processing needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer.

Barriers to Learning	**Intent: Lesson planning and adaptive teaching advice**	**Implementation: Support and responsive teaching advice**

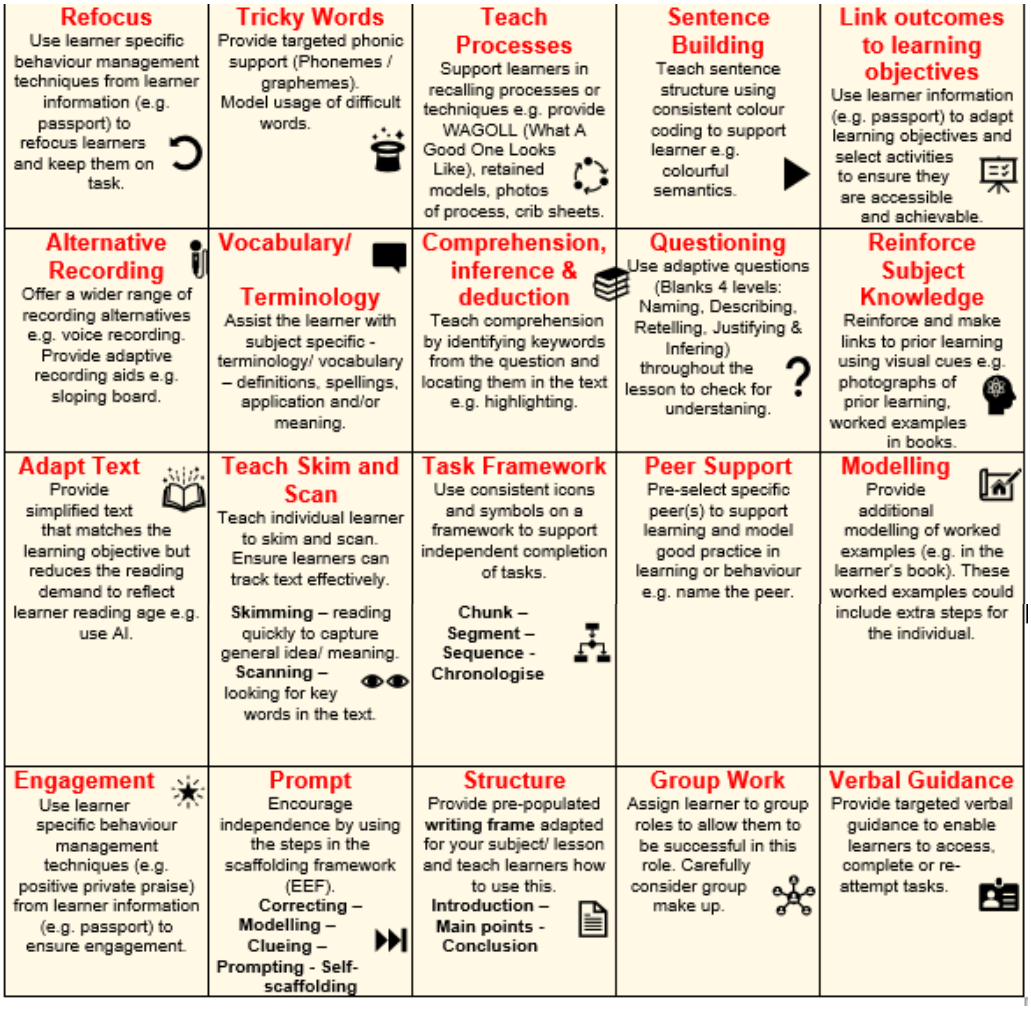
Pupils have difficulties in processing sensory information in one or more of the seven senses: sight (visual), taste (gustatory), smell (olfactory), hearing (auditory), touch (tactile), proprioception (position in space), vestibular (sense of balance)	**High Leverage Practice:** Recognise that all behaviour is a form of communication	**High Leverage Practice:** Use seating plan to avoid sensory stimuli and triggers within the classroom
	Recognise that some pupils are unable to describe their sensory experience	**High Leverage Practice:** Provide physical fidget aids, e.g. wobble cushions, fidget toys, blue tack
	High Leverage Practice: Be aware of any sensory processing audit/assessment and incorporate this into planning	**High Leverage Practice:** Time out breaks from the classroom, or preferably brain break activities within the lesson where appropriate
	Identify triggers	
	Work with parents	
Difficulties in busy spaces where there is lots of sensory stimulation	**High Leverage Practice:** Allow self-soothing / self-regulation behaviours (as	**High Leverage Practice:** Enable sensory diets by providing appropriate resources e.g. ear

	long as there is no safeguarding risk)	defenders, weighted jacket etc
Under or over sensitive to stimulus	**High Leverage Practice:** Allow movement / sensory breaks	
Sensitivity to light touch	Have a range of sensory equipment	
Difficulty with posture and coordination	**High Leverage Practice:** Be aware of your own classroom environment and the sensory stimuli within it	
Seeking unusual sensory experiences		
Not recognising when they are hot or cold	Consider sensory diet required in your lesson	
Withdrawing from certain stimuli		
Self-soothing / self-stimulating behaviours e.g. flapping, rocking etc		
Can cause isolation		
Challenging behaviour/ defiance		

Aspects of EBSA behaviour		
Appearing to lack attention		

Section 2: Targeted Support

The Targeted Support graphic covers the following areas:



- Refocus: Use learner-specific behaviour management techniques from learner information (e.g. passport) to refocus learners and keep them on task.

- Tricky Words: Provide targeted phonic support (Phonemes / graphemes). Model usage of difficult words.

- Teach Processes: Support learners in recalling processes or techniques e.g. provide WAGOLL (What A Good One Looks Like), retained models, photos of process, crib sheets.

- Sentence Building: Teach sentence structure using consistent colour coding to support learner e.g. colourful semantics.

- Link outcomes to learning objectives: Use learner information (e.g. passport) to adapt learning objectives and select activities to ensure they are accessible and achievable.

- Alternative Recording: Offer a wider range of recording alternatives e.g. voice recording. Provide adaptive recording aids e.g. sloping boards.

- Vocabulary/Terminology: Assist the learner with subject specific terminology/vocabulary definitions, spellings, application and/or meaning.

- Comprehension, inference and deduction: Teach comprehension by identifying keywords from the question and locating them in the text e.g. highlighting.

- Questioning: Use adaptive questions (Blanks 4 levels: Naming, Describing, Retelling, Justifying and Inferring) throughout the lesson to check for understanding.

- Reinforce Subject Knowledge: Reinforce and make links to prior learning using visual cues e.g. photographs of prior learning, worked examples in books.

- Adapt Text: Provide simplified text that matches the learning objective but reduces the reading demand to reflect learner reading age e.g. use AI.

- Teach Skim and Scan: Teach individual learner to skim and scan. Ensure learners can track text effectively. Skimming means reading quickly to capture general idea/ meaning. Scanning means looking for key words in the text.

- Task Framework: Use consistent icons and symbols on a framework to support independent completion of tasks. This includes Chunk, Segment, Sequence and Chronologise.

- Peer Support: Preselect specific peer(s) to support learning and model good practice in learning or behaviour e.g. name the peer.

- Modelling: Provide additional modelling of worked examples (e.g. in the learner's book). These worked examples could include extra steps for the individual.

- Engagement: Use learner specific behaviour management techniques (e.g. positive private praise) from learner information (e.g. passport) to ensure engagement.

- Prompt: Encourage independence by using the steps in the scaffolding framework (EEF). This includes correcting, modelling, clueing, prompting and self-scaffolding.

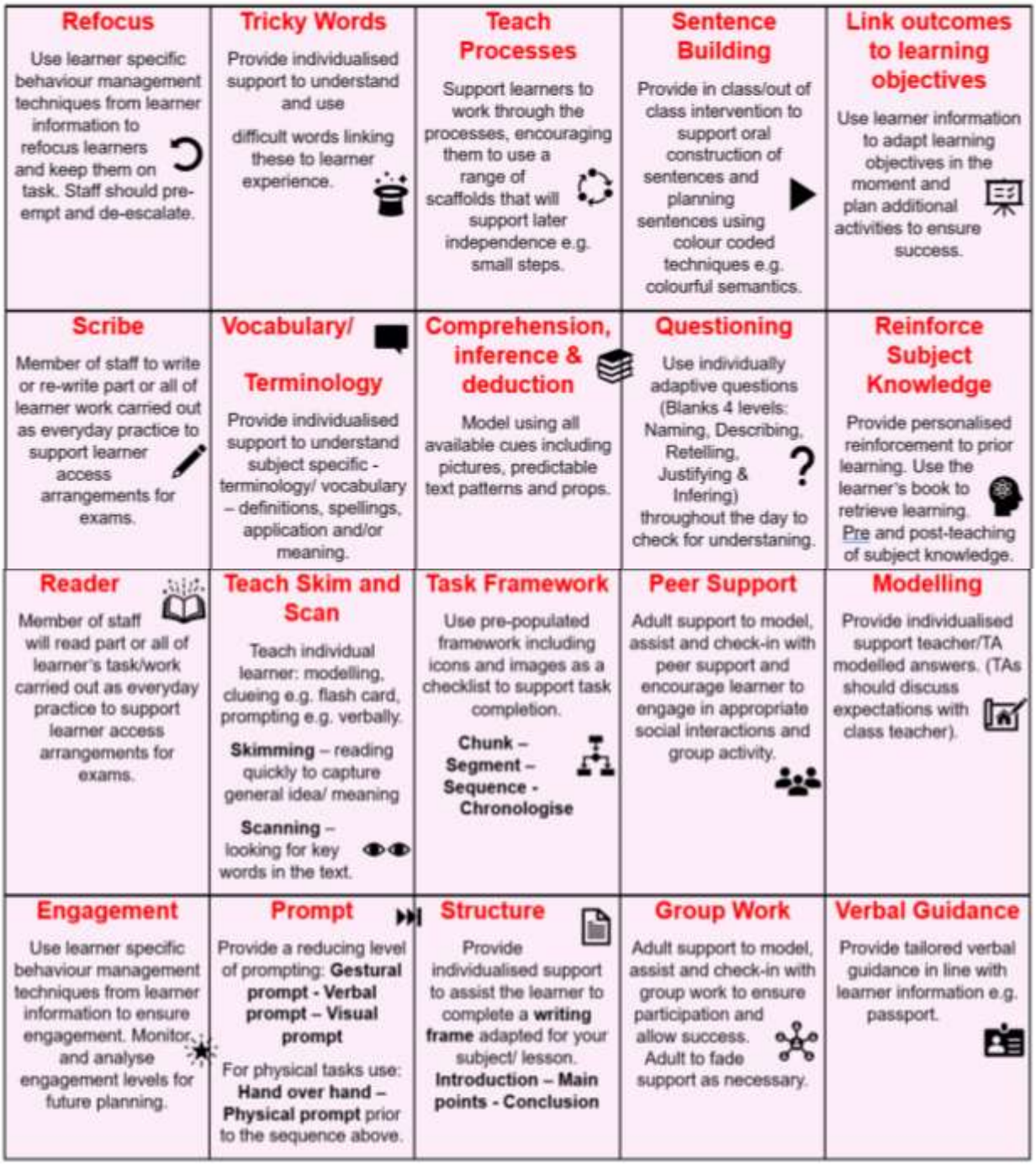
- Structure: Provide prepopulated writing frame adapted for your subject/lesson and teach learners how to use this. This includes Introduction, Main points and Conclusion.

- Group Work: Assign learner to group roles to allow them to be successful in this role. Carefully consider group make up.

- Verbal Guidance: Provide targeted verbal guidance to enable learners to access, complete or reattempt tasks.

Section 3: Specialist Support

The Specialist Support graphic covers the following information:



- Refocus: Use learner specific behaviour management techniques from learner information to refocus learners and keep them on task. Staff should pre-empt and deescalate.

- Tricky Words: Provide individualised support to understand and use difficult words linking these to learner experience.

- Teach Processes: Support learners to work through the processes, encouraging them to use a range of scaffolds that will support later independence e.g. small steps.

- Sentence Building: Provide in class/out of class intervention to support oral construction of sentences and planning sentences using colour-coded techniques e.g. colourful semantics.

- Link outcomes to learning objectives: Use learner information to adapt learning objectives in the moment and plan additional activities to ensure success.

- Scribe: Member of staff to write or rewrite part or all of learner work carried out as everyday practice to support learner access arrangements for exams.

- Vocabulary/Terminology: Provide individualised support to understand subject specific terminology/vocabulary such as definitions, spellings, application and/or meaning.

- Comprehension, inference and deduction: Model using all available cues including pictures, predictable text patterns and props.

- Questioning: Use individually adaptive questions (Blanks 4 levels: Naming, Describing, Retelling, Justifying and Inferring) throughout the day to check for understanding.

- Reinforce Subject Knowledge: Provide personalised reinforcement to prior learning. Use the learner's book to retrieve learning. Pre and post-teaching of subject knowledge.

- Reader: Member of staff will read part or all of learner's task/work carried out as everyday practice to support learner access arrangements for exams.

- Teach Skim and Scan: Teach individual learner: modelling, clueing e.g. flash card prompting e.g. verbally. Skimming means reading quickly to capture general idea/meaning. Scanning means looking for key words in the text.

- Task Framework: Use prepopulated framework including icons and images as a checklist to support task completion. This includes chunk, segment, sequence and chronologise.

- Peer support: Adult support to model, assist and checkin with peer support and encourage learner to engage in appropriate social interactions and group activity.

- Modelling: Provide individualised support teacher/TA modelled answers. (TAs should discuss expectations with class teacher).

- Engagement: Use learner specific behaviour management techniques from learner information to ensure engagement. Monitor and analyse engagement levels for future planning.

- Prompt: Provide a reducing level of prompting from gestural prompt to verbal prompt and then visual prompt. For physical tasks use hand over hand and then physical prompt prior to the sequence above.

- Structure: Provide individualised support to assist the learner to complete a writing frame adapted for your subject/lesson. This means introduction, main points and then conclusion.

- Group Work: Adult support to model, assist and check-in with group work to ensure participation and allow success. Adult to fade support as necessary.

- Verbal Guidance: Provide tailored verbal guidance in line with learner information e.g. passport.

Other Information

- The Profile of Need serves as a framework for professionals to assess and identify the level of support a child or young person requires across four key areas: cognition and learning, communication and interaction, social emotional and mental health, and sensory and physical needs. See Local offer link Profile of need school age with responses

- The Inclusion Training Framework supports educational organisations in self-evaluating their inclusive practices and planning for improvement. It promotes a whole setting response to inclusion, emphasising the importance of staff understanding their responsibilities for learners with SEND.

Accountability and Monitoring

Balancing Accountability with Practicality

This framework outlines how schools will be held accountable for their SEND provision under the new upfront funding model, while minimising administrative burden.

Core Principles

1. Focus on supporting the child's & young person's outcomes of making progress, growth and development.

2. Evidence-based but not evidence-heavy.

3. Consistent across all schools (equity across all schools).

4. Supportive rather than punitive.

5. Proportionate to the level of need. This will follow the graduated response process.

6. Give schools flexibility to allocate resources to meet needs.

7. Early intervention.

The plan is to produce a detailed document building on the profile of need that exists that helps support schools with supporting SEND at every stage.

School Responsibilities

1. Documentation and Record Keeping

   Schools must maintain:

   - SEND Register: Standard format listing all pupils receiving support at Universal, Targeted and Specialist levels using existing systems
   - Provision Information: Brief documentation of interventions for pupils receiving Targeted and Specialist provision
   - Progress Records: Simple before/after measures showing impact of interventions (examples provided in Section 4.5)
   - Funding Allocation Overview: Annual summary showing how upfront funding has been allocated (staffing, resources, services). A template for this will be provided to ensure consistent reporting across all schools.

2. Internal Monitoring

   Schools will be responsible for:

   - Termly Reviews: Regular reviews of progress for pupils receiving Targeted and Specialist provision
   - Annual Self-Evaluation: Brief self-assessment against agreed criteria, feeding into the School Development Plan
   - Pupil and Parent Voice: Simple mechanisms to gather feedback from pupils and parents about provision

3. Evidence Preparation

   Schools should maintain readily available evidence that:

- Explains their criteria for identifying needs at Universal, Targeted and Specialist levels
- Shows how pupils move between levels based on needs and progress
- Demonstrates how provision is matched to identified needs
- Tracks outcomes for individual pupils and groups
- Documents how upfront funding is being used effectively

Local Authority Responsibilities

1. Strategic Oversight

   The LA will maintain oversight through:

   - Annual Return: Brief statistical return from schools showing numbers of pupils at each level of provision
   - EHCP Monitoring: Continuing to monitor provision for pupils with EHCPs through Annual Review process
   - Outcome Tracking: Monitoring key indicators across schools (e.g., progress, attendance, exclusions)

2. Quality Assurance

   The LA will conduct proportionate monitoring through:

   - Dip Sampling Visits: Targeted visits to examine provision for specific pupils. Please see appendices for example of form that explains the required information
     - LA identifies pupils in advance (including some with EHCPs and some at Targeted level)
     - Schools prepare relevant documentation for these pupils
     - LA reviews documentation and observes provision during visit

- Feedback provided to school with actions if needed

- Risk-based Monitoring: More intensive monitoring where concerns arise:
  - High numbers of exclusions or parttime timetables
  - Low progress measures for SEND pupils
  - Multiple parental complaints
  - Concerns about appropriate identification

3. Support and Challenge

   The LA will provide:

- Annual SEND Conversation: A structured discussion with each school about their SEND provision, outcomes and use of funding
- Targeted Support: Additional guidance for schools where monitoring identifies concerns
- Training and Development: Coordinated training offer based on identified needs across schools

Practical Documentation

Key Pupil Record

For each pupil receiving Targeted or Specialist provision, schools should maintain a simple record containing:

Name:

Year Group:

UPN:

Primary Need:

Level of Provision:

Start Date:

INTERVENTION RECORD

Intervention Type:

Frequency:

Delivered by:

SMART Targets:

1.

2.

3.

REVIEW (Termly)

Date: Progress against targets:

Evidence of impact:

Next steps:

PUPIL VOICE PARENT VOICE

Next review date:

Annual Return to LA

Schools will submit an annual return (spreadsheet format) containing:

- Total number of pupils at each provision level by primary need
- Summary of key interventions being delivered
- Key outcome measures (progress, attendance, exclusions)
- Brief evaluation of impact of upfront funding
- Areas where additional LA support is requested

Dip Sampling Protocol

LA dip sampling visits will follow this process:

1. Dates for meetings put in a year in advance
2. LA notifies school 2 weeks in advance of the pupils, identifying 58 pupils for review
3. School prepares pupil records and evidence of provision
4. LA visit includes:
    - Review of documentation
    - Discussion with SENCO
    - Brief observations of provision
    - Conversations with identified pupils (where appropriate)

5. Verbal feedback provided on day of visit

6. Brief written report with recommendations within 10 working days

Annual SEND Conversation

The annual SEND conversation between LA and school leaders will cover:

1. Review of data and outcomes

2. Discussion of provision and impact

3. Effective use of resources

4. Staff development needs

5. Good practice to share

6. Areas for development

7. LA support required

Review and Development

This accountability framework will be:

- Reviewed with headteachers and SENCOs
- Refined based on feedback and effectiveness
- Developed to include peer-to-peer elements where schools express interest

Escalation Process

If a school is identified as not meeting expectations based on Chapter 3 of the SEND code of practice page 58, the Local Authority will work with the school and MAT to address this. The Code states:

"Mainstream schools have duties to use best endeavours to make the provision required to meet the SEN of children and young people. All schools

must publish details of what SEN provision is available through the information report and cooperate with the local authority in drawing up and reviewing the Local Offer. Schools also have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them"

The escalation process will follow these steps:

1. Initial Support: LA notifies MAT and provides targeted advice and guidance to school

2. Improvement Plan: School develops specific SEND improvement plan

3. Enhanced Monitoring: More frequent LA and MAT representative contact and support

4. Formal Review: If concerns persist, formal review of funding arrangements

Inclusion Training Framework

Purpose and Context

This evidence-informed document was created for, and with, partners from North Somerset Local Area as part of a DfE commission to support Inclusion. It is intended to support educational organisations in self-evaluating their approach to inclusion and action planning for improvement.

SEND Inclusion Training Framework

This framework on the next page is intended to support educational organisations within North Somerset Local Authority in self-evaluating their approach to inclusion and action planning for improvement. The framework references a number of key North Somerset SEND documents.

Culture, Leadership and Management

Emerging	**Developing**	**Embedded**
The organisation does not yet have a whole setting response to inclusion.	The organisation is developing a whole setting approach to inclusion. Leaders have completed a SEND Review to support their own self-evaluation and are using this knowledge to develop Inclusion action plans.	The organisation has an inclusive culture embodied in the vision, values and ethos. Marketing for the school/ setting and imagery around the building present inclusion in a positive light.
Staff do not know and understand their responsibilities for learners with SEND. Staff are not required to have read the relevant chapter of the SEND Code of Practice (Chapter 6 for schools, Chapter 5 for Early Years and Chapter 7 for FE)	Staff are aware of their roles and responsibilities. Staff have either attended training or have read the relevant chapter of the SEND Code of Practice (Chapter 6 for schools, Chapter 5 for Early Years and Chapter 7 for FE)	Staff are fully aware of their roles and responsibilities. Staff have either attended training or have read the relevant chapter of the SEND Code of Practice (Chapter 6 for schools, Chapter 5 for Early Years and Chapter 7 for FE)

Outcomes for learners with SEND are not well understood or evaluated.		
Learners with SEND do not yet have a shared voice.	Learners with SEND have good outcomes across a range of measures including progress or achievement. There is some understanding about how different types of SEND need impact on outcomes and this is used to set realistic and ambitious targets.	Leaders have self-evaluated using SEND Review and actions taken are now embedded in the School Improvement Planning cycle. Leaders share their good practice and learn with and from other settings.
Parents and families are rarely consulted.		
Senior leaders have a limited understanding of SEND learners and their outcomes.		Learners/ students with SEND have positive outcomes across holistic measures.
Resources, including human resources could be used more effectively.		
Leaders have not yet attended Inclusion training (for example Keys to Impactful SEND Leadership or similar).	Learners with SEND feel happy and safe.	Parents and families coproduce plans with staff and are treated as educational partners.

SEND CPD is limited.	Parents and families are regularly consulted and engaged through school processes.	All learners feel valued.
Leaders have not considered SEND Review.	Senior leaders show an interest in the outcomes of SEND learners.	Senior leaders lead by example and take a deep interest in the inclusion and outcomes of SEND learners.
	Leaders deploy resources, including human resources, are used effectively.	Resources, including human resources, are targeted to ensure transparency and value for money
	Leaders have attended Inclusion training (for example Keys to Impactful SEND Leadership or similar). but their learning is not yet embedded practice.	Leaders have attended Inclusion training (for example Keys to Impactful SEND Leadership or similar) and their learning is embedded practice.
	SEND CPD is of high quality but is largely ad hoc.	A SEND CPD Strategy is in place

High Quality Teaching

Emerging	**Developing**	**Embedded**

Staff are largely untrained in High Quality Teaching and specialist pedagogy. Teachers do not use the Universal Offer Teaching Toolkit (See Appendix 1) or Universal, Targeted and Specialist Support Matrices (Appendix 2)	Staff have had some training in High Quality Teaching and specialist pedagogy but are not well supported to apply this knowledge. Teachers do not use the Universal Offer Teaching Toolkit (See Appendix 1) or Universal, Targeted and Specialist Support Matrices (Appendix 2)	Staff are well equipped and trained untrained in High Quality Teaching and specialist pedagogy. They rapidly identify barriers to learning and address these through responsive teaching.
Teachers and support staff do not fully understand their responsibilities for leaners with SEND.		A robust system is in place to rapidly identify needs and access the support required.
Much teaching is whole class with little use of evidence-based intervention.	Staff know their roles and responsibilities in relation to learners with SEND.	Staff are knowledgeable about their responsibilities. Staff are knowledgeable about the graduated approach and ensure the 'right' children are identified for the 'right' reasons.
Interventions and strategies are ad hoc and lack coordination.	Delivery of support plans is managed by the SENCo with limited support from teaching and support staff.	New staff are well inducted.

Support staff are responsible for the delivery of support plans with some SENCo oversight.	TAs support teachers well but a lack of training means that this support can be inconsistent.	Subject Leaders have identified suitable curriculum adaptations to meet need. Wherever possible the curriculum is inclusive by design.
The setting culture is that children with SEND are the responsibility of the SENCo.	The SENCo is required to provide operational support for teachers.	Teachers own their learners and actively seek to maximise progress. They can articulate the impact of the interventions they have put in place.
Most teaching is whole class and resources are not adapted to learner need.	Delivery of support plans is managed by the SENCo with limited support from teaching and support staff.	
Resources are provided on an ad hoc basis. Processes for the dentification of need are not well understood or are inconsistently applied.		Whole class teaching is high quality and needs are well adapted for the most and least able. Staff consistently apply responsive teaching adaptations. Teachers use the Universal Offer Teaching Toolkit (See Appendix 1)
	Interventions and strategies tend to be	

	condition rather than learner specific.	
Staff are not yet aware of the graduated approach.	Understanding of the impact of interventions is limited.	
In general, Impact and outcomes are unclear and the impact of interventions is not analysed.	Interventions frequently take place in withdrawal sessions. The impact of this on the child's learning experience may not have been fully evaluated.	Staff are confident, creative and ambitious in seeking solutions, applying a range of strategies linked to assessed needs, outcomes and agreed measures of success.
Targeted SEND Quality Assurance is limited.	There is evidence of some adaptation but this is not fully personalised and this is inconsistent across classes and/or subjects.	Teachers understand the 4 Broad Areas of Need and are trained in appropriate adaptive pedagogy and HQT strategies.
	Impact and outcomes are not fully understood.	Teachers effectively monitor and review progress in the lesson.
	Quality Assurance activity is in place but data is not analysed to drive improvement in teaching and learning.	Wherever possible children and young people are included in mainstream lessons.

	Interventions frequently take place in withdrawal sessions. The impact of this on the child's learning experience may not have been fully evaluated.	Any withdrawal from mainstream learning is purposefully designed to better meet individual need.
		Interventions are carefully selected. Strategies are bespoke to the child/ young person's needs.
		Interventions are led by staff who have been upskilled in their roles. Impact is measurable and outcomes are clearly understood.
		TAs and teachers fully understand their respective roles and as a result TAs are well deployed. Teachers and TAs use the Universal, Targeted and Specialist Support Matrices (Appendix 2) to provide unintrusive support.
		Teachers (with TAs) have developed systems to

		ensure that progress made in out of class intervention impacts on in class teaching.
		Quality Assurance systems are robust and drive improvement in Teaching and learning.
		Across the organisation all staff implement the graduated approach, staff can reliably define this as Assess, Plan, Do and Review.

Assessment and Identification of Need

Emerging	**Developing**	**Embedded**
Practice does not match the settings stated policies.	The organisation has policies and protocols but these are infrequently reviewed and/ or monitored so there may be a mismatch between policy and practice.	The organisation has regularly reviewed, clear policies and protocols relating to the assessment of SEND.
Staff have limited knowledge of how to assess SEND and assumptions are made		Data is regularly collected to facilitate the early identification of need. (This work is

that are not supported by assessment data.		streamlined to ensure that undue burden is not placed on staff workload.)
Staff are unfamiliar with High Quality Teaching and Learning.	The setting identifies SEND under the 4 broad categories of need but staff may lack confidence in their assessment judgements.	The organisation has accurately identified learners with SEND needs against the 4 Broad Areas of Need and staff know these 4 areas.
Multi agency working is variable and the setting is not yet taking a lead role.	Staff have an awareness of High Quality Teaching and Learning, but this is not consistently applied.	
Transition is ad hoc and not yet rooted in best practice principles.	Staff are aware of multi-agency working but systems around this are not robust.	The settings' analysis of need is broadly in line with national data.
There is no expectation that parents and/or learners should contribute to the assessment process.		Staff are confident and well supported in their assessment decisions.
	Transitions are well thought out but focus more on new pupils entering the setting or on leavers moving to new destinations.	Staff have been trained in High Quality Teaching and Learning. Classroom management protocols are supportive of SEND learners.

	Some learners and parents' views are captured during assessment.	Information is well managed so that all staff have access to a system which identifies other agency involvement.
		Transitions within the setting and between organisations are seamless and well managed.
		Learners' and parents' views are effectively captured during assessment.

Plan

Emerging	**Developing**	**Embedded**
Plans are not consistently in place.	SEND support plans address key areas of need although there may be a tendency to focus on the academic.	Planning involves learners' families, key staff, and a coproduction process.
Storage has yet to be considered.		
Interventions are not evaluated or monitored	Review dates are not always set and the process can lack pace.	SEND support plans are holistic, addressing all areas of need.

and there is little accountability for these.		Expectations for SEND learners are high in terms of outcomes, progress and achievement.
Staff training in SEND lacks coordination so that planning is restricted to a small number of known approaches.	Most staff are aware of plans but storage systems do not readily support access for all.	Planning is solution focussed and 'can do'. Staff adopt support and intervention strategies that are evidence based and have impact.
Staff are not familiar with the Graduated Response Profile of Need document relevant to their age group	Independence is encouraged although support staff are not necessarily well trained in how to support independence.	Plans are dated and the next and last Review dates are clear.
SEND support plans do not address holistic need.	Intervention has impact but staff are not always able to articulate how or why this is the case.	Plans are stored centrally on a live information management system so that all staff are aware of needs, outcomes, support and teaching strategies/ approaches.
Support staff have a limited understanding of the need to develop independence.	Staff are trained, but this is often through a process of quick demonstration rather than quality CPD time with built in reflection.	

Transitions between and in setting lack coherence and therefore important information has the potential to be lost.	Staff are not familiar with the Graduated Response Profile of Need document relevant to their age group	All staff are familiar with the Graduated Response Profile of Need document relevant to their age group and use this to identify strategies and approaches.
Parents are not fully engaged in their children's learning.	Transitions between organisations are effective but some information may be lost at insetting transition where there are no formal protocols.	Staff engage in action research and are inquisitive about 'what works?'
		Staff are well trained/ qualified to deliver the planned interventions.
	Parents are engaged and 'listened to' but the setting leads the personalisation process.	Independence is prioritised from EYFS to adulthood.
		Transitions are well supported both in, and between, organisations.
		The organisation focuses on and values strengths and successes.

		Parental partnership Is effective and there is a deep understanding of the parent as the primary educator. For low incidence conditions parents are recognised as 'experts'.

Do

Emerging	**Developing**	**Embedded**
Plans have limited effectiveness and are used by a minority of staff.	Staff meet basic needs effectively at set times of day but the support plan is not embedded in the delivery of the wider curriculum.	Staff are creative in their approach to meeting need.
No monitoring or Quality Assurance of plans is taking place.		Support plans are implemented day by day, lesson by lesson, by trained staff.
Support staff and teachers do not discuss Support Plans and implementation.	Interventions are largely successful but there is limited Quality Assurance or monitoring in place.	Interventions are monitored and quality assured as part of a wider analysis of Teaching and Learning.
Expertise in school is not well captured and	There is no time 'formally' set aside for teachers and support	Support staff and teachers have dedicated time to access the

external experts are used on an ad hoc basis.	staff to discuss the plan or implementation. Although staff do try to engage in this process.	support plan and engage with teachers to maximise their capacity to support.
The setting is not well connected with the wider network of available support and does not use the Inclusion Toolkit for Mainstream School in North Somerset.	The school does seek expert advice but generally from a single source or only once a child requires specialist support so there may be waiting lists and unmet need.	The organisation has developed a simple feedback system for teachers and support staff to share progress against goals.
		Each teacher in every lesson follows the plan.
	The setting is not well connected with the wider network of available support and does not use the Inclusion Toolkit for Mainstream School in North Somerset.	The SENCo is well equipped to offer specialist advice for support planning.
		The setting is well connected with the wider network of available support and uses the Inclusion Toolkit for Mainstream School in North Somerset.

Progress, Tracking and Review

Emerging	Developing	Embedded
There is insufficient advice to staff with regard to progress tracking and therefore the system is ad hoc and of limited use.	Data is collected on a more ad hoc basis and because this is not strategically streamlined there may be an unnecessary workload burden placed on some staff.	Assessments provide a full rounded picture of a specific child's needs.
		Progress information is appropriately collated, moderated, monitored and used to underpin decisions at an individual and whole organisational level.
There is little or no moderation of SEND progress.	Assessments may not provide a sufficiently holistic view of the child/ young person and their needs.	
Assessments are not holistic.		
Plans are infrequently reviewed. Parents and learners are not involved	Progress information is not yet used to maximum effect and	Clear systems of accountability for the progress of learners with SEND are embedded.

in Reviews of Support Plans.	accountability is not clear to all staff.	Leaders and Classroom teachers are accountable for the attainment and support of learners on SEN support. Robust, accessible systems are in place for: using data to identify, assess and review impact/progress; detailing all the strategies being used (from individual to cohort to whole setting level); and the accountability for providing and using these data and strategies is clear.
There is insufficient advice to staff with regard to progress tracking and therefore the system is ad hoc and of limited use.	Systems are in place but could be developed to monitor and track SEND learners progress more effectively.	
Communication is weak and parents may report dissatisfaction with the school's approach t meeting SEND needs.	Moderation of SEND progress is limited. There is no official review process but plans are reviewed.	
There may be a positive relationship between	Other stakeholders are invited but no action is	The progress of learners with SEND is monitored

parents and the SENCo but this is not reflected in interactions with other staff across the school.	taken to support their attendance at Review.	at all levels across the setting. The setting has established a protocol for SEND Support Plan (and EHCP) Review involving staff, parents and learners.
Families are unlikely to be open in their sharing of information.	Impact data is available for Review although staff may be unclear on the details.	The setting has carefully considered how younger learners or learners facing greater cognitive challenges can meaningfully participate.
	Assessment information is not generally accessible to parents and learners.	
	Plan storage is ad hoc.	Impact and quality of intervention is evaluated using a baseline and post-intervention assessment.
	Communication is effective but partnerships are not always based on mutual trust which can reduce the support the school provides to the child/	Assessment information is presented in an accessible form.

	young person and their family.	
		Plans are stored centrally on a live information management system so that all staff are aware of changes and all are working from the most up to date plan.
		All staff (internal and external), other agencies, children and young people, and families share information in a manner which is GDPR compliant and form trusted and supportive relationships.
		Everyone who is working with the child or young person focused on the same goals and works for common purpose.

Behaviour Management and Relational Approaches

Emerging	**Developing**	**Embedded**
Setting adopts a behaviourist approach to behaviour management.	The setting allows staff to make adaptations to behaviour policy but this	The school recognises that behaviour is a form of communication.

	is done on an ad hoc basis and is not fully understood by all staff leading to an inconsistent approach.	
Leaders are not considering applying a more relational approach as outlined in the document Relational Approaches in North Somerset Settings.		Individual patterns of poor behaviour are analysed through a lens of potential unmet need.
	Behaviour Policy is long and wordy so that pupils are not clear about the rules they apply to them.	Relational Approaches are considered as part of a whole-school approach, to promote consistency, and ensure all staff are 'on board' reflecting the document Relational Approaches in North Somerset Settings.
Behaviour policy is applied universally without making reasonable adaptations for learners with targeted or specialist SEND needs.	A system has been developed to support pupils with EHCPs but there is no adaptation for pupils with Targeted support needs.	
Leaders and staff are concerned that in applying the behaviour	Leaders understand the need to apply a more relational approach and	A process is in place to ensure that staff and learners have an

policy with more flexibility to address individual SEND need it will be perceived to be 'soft' or unfair.	are familiar with the document Relational Approaches in North Somerset Settings.	opportunity to repair their relationship after any behaviour incident.
Leaders and teachers are largely reactive, they do not consider the form and function of behaviour.	Leaders and teachers try to be responsive but the lack of clear systems and processes to support this lead to inconsistency.	Staff have taken advantage of the North Somerset LA offer to access Karen Treisman Trauma Informed Training through the Virtual School.
Following incidents there is little opportunity to repair relationships.	Suspension and permanent exclusion rates remain relatively static and are around the national levels for similar settings.	The setting has integrated nurture principles into their overall ethos.
The suspension rate is higher than national for the type of setting.		Staff are confident in the use of the Applied Trauma Responsive Classroom (ATRC) Screener and can personalise their response to learners using this tool (Appendix 1: Relational Approaches in North Somerset settings).

The permanent exclusion rate exceeds the national rate for similar settings.	Repair strategies are in place but time is not protected so that frequently these activities are not implemented due to staffing pressures.	
Leaders have a high level of complaints from parents and families.	Learners, parents and families are ambivalent about behaviour.	The Behaviour Policy has been written to reflect an understanding of relational approaches. It is written I simple language that everyone understands It is mental health aware and trauma-informed. The setting has made adaptations to the Universal Behaviour Policy to ensure that it includes a targeted offer to meet the needs of pupils with SEND support needs (specifically considering targeted adaptations for learners with Communication and Interaction and SEMH needs). The setting's Behaviour Policy includes a specialist Behaviour offer for pupils with specialist SEND needs (specifically considering

		specialist adaptations for learners with Communication and Interaction and SEMH needs).
		Permanent exclusion rate is low or falling.
		Learners, parents and families have high levels of confidence in the setting and report positively about behaviour.

Staff Training and Development

Emerging	**Developing**	**Embedded**
Staff expertise in SEND is largely unknown. There are gaps in the settings capacity to support all of the four broad areas of need.	Staff expertise in SEND is generally known and understood.	The setting has made a full audit of the skills and experience of all staff in relation to SEND and this is used to target expertise to support need.
	The setting can access support to address need for all the four broad areas of SEND.	

School staff have little or no opportunity to develop their specialist knowledge.	There is little opportunity for school staff to develop their specialist knowledge.	The setting has invested in bringing skills inhouse to address higher incidence needs in the 4 Broad areas of need to improve speed of referral and access to expert support.
Referrals are not always made and the school may not always be able to source a suitably qualified and experienced expert.	Referrals can take some time.	
SEND CPD is targeted at the SENCo and Learning Disability team.	SEND CPD tends to be targeted at the SENCo or Learning Support team. Although SEND may be raised at briefings and staff meetings.	There is a clear SEND CPD strategy. All staff have access to the universal offer and there are many opportunities for staff to specialise.
Policy does not provide clarity on roles and responsibility and support staff are often left with responsibility for the adaptation of the curriculum of the curriculum.	Roles and responsibilities are defined in policy but this is not also evident in practice.	Where there are gaps the setting is well networked to other providers and is making good use of the Inclusion Toolkit for Mainstream School in North Somerset to ensure a rapid response to meeting emerging needs.

The setting is not using the Inclusion Toolkit for Mainstream School in North Somerset.	The setting has limited external support to meet SEND although there may be some use of the Inclusion Toolkit for Mainstream School in North Somerset.	Roles and responsibilities are clear and training and expertise are commensurate with roles
		Staff are trained in evidence-based research and how to measure impact.
		The setting engages in local cluster arrangements to share expertise across groups of settings.

Support Plans and Documentation

Emerging	**Developing**	**Embedded**
Staff design their own plans and these are applied in an ad hoc manner.	Staff generally follow a common planning format but have not been trained to write, review or implement plans so there is some variance in approach.	A common format is used across the organisation. The proforma includes key dates.
Review is infrequent.		Staff are trained in how to write, implement and review plans. Reviews

		are scheduled, regular and person-centred.
Staff write plans for parents and the LA.	Ownership of plans may be unclear although efforts are made to include learner and family views.	
The language used is largely professional and adult. Plans have targets and strategies but there is sometimes confusion over which is which.	Some plans are written in 'learner speak' whilst others are more professional.	Learners and students own their plans which they can personalise.
		The language used reflects their age and stage of development.
Plans cover key skills in core subjects.	Plans are largely positive in tone but may focus on a narrow set of skills.	Plans are goal orientated
	Plans reference the support required.	Plans exemplify what good support looks like.
		Plans support adaptive teaching and cover a full range of needs.

Resources to Support Inclusion

Leadership SEND Training:

- Keys to Impactful SEND Leadership Training delivered 13/2/25 to Leaders in North Somerset. Audience all senior leaders.

- SEND Reviewer Training Local Area Training available through the Sea View Trust.

- Audience Experienced leaders with a strong knowledge of SEND: LA SEND Team leaders, specialist staff, special school leaders, mainstream SENCOs, senior leaders with experience of teaching learners with SEND.

- NPQSENCO Training available through local Teaching School Hub.

- SENCOs and Leaders of SEND. The content is very different to the former NASENCO/ other post graduate SENCO training.

Useful (free) Document for Leaders:

- Keys to Impactful SEND Leadership Slides (available on request from North Somerset LA).

- Inclusion Toolkit for Mainstream Schools in North Somerset (available on request from North Somerset LA).

- Graduated Response Profile of Need Noth Somerset document.

- Relational Approaches in N Somerset settings North Somerset document.

- SEND Code of Practice (DfE, 2015) SEND code of practice: 0 to 25 years

- SEND Review Guides Whole School SEND suite of Review guides to support accurate self-evaluation or to self-evaluate ahead of an external SEND Review

- School SEND Review SEND Review guide Whole School SEND

- SEND Governance Review Guide SEND Governance Review Guide Whole School SEND

- MAT SEND Review Guide

- Early Years SEND Review Guide Early Years SEND Review Guide from Nasen

- FE SEND Review Guide College SEND Review Guide Whole School SEND

- TA Deployment Review Guide Teaching Assistant Deployment Review Guide Whole School SEND

- Every Leader a Leader of SEND Demonstrating Inclusion Tool Whole School SEND

- EEF Guide Special Educational Needs in Mainstream Schools Create a positive learning environment for pupils with SEN. Special Educational Needs in Mainstream Schools EEF

- EEF Guide Making Best Use of Teaching Assistants to maximise the impact of teaching assistants. Making Best Use of Teaching Assistants EEF

- NTDi PfA outcomes across all age groups Early Years to Post 16 PfA outcomes Tool.pdf

Teacher and TA training

SEND Training:

SEND Development Pathways interactive PowerPoint Whole School SEND free interactive training and resource tool. The SEND Development Pathway is characterised as a train map. Participants can use the interactive map to plan their career 'journey' by selecting the line between their current role ('current station') and their intended role ('destination station').

This will generate a 'ticket' (see 'How to Use the Ticket' in this guidance), detailing the CPD resources which are available to support them on their journey. In many cases, career development will involve a number of short journeys, resulting in multiple 'tickets'. Participants wishing to develop their skills and expertise in their current role can click on the station itself. Their ticket will then detail the resources that they can access to deepen knowledge, improve skills and increase confidence in their current role.

It is strongly advised that you engage with the Guidance Document before accessing the PowerPoint SEND Development Pathways for the School Workforce: Guidance Document including self-study materials Whole School SEND. This is a 'How to Guide' to support both Pathway participants (school workforce), and their line managers, in using the SEND Development Pathways resources to support ongoing continuing professional development.

Making Best Use of Teaching Assistants online course EEF free 6 module online course. Takes you through the EEF guidance. Using a combination of text, video, curated links and downloadable documents, you will gain a clear understanding of what the guidance advocates, and how to make change happen in your school.

Special Education Needs and Disability Care Courses Online free online training course considering many aspects of SEND, including the symptoms of specific conditions, legislation and guidance applicable to individuals with SEND and how such conditions affect individuals in daily life.

Working Memory free YouTube video Supporting Students with Working Memory Challenges

DfE funded Early Years Child Development Training Early years child development training: Home page

Introduction to Child Psychology (free 8hour course) Introduction to child psychology OpenLearn at Open University

5 a day Blog and video EEF blog: New 'Voices from the Classroom' The Fiveaday EEF

DfE funded Early Years Child Development Training Early years child development training: Home page

Introduction to Child Psychology (free 8hour course) Introduction to child psychology OpenLearn at Open University

SEND Code of Practice (DfE, 2015) SEND code of practice: 0 to 25 years

Whole School SEND New Teacher Handbook: SEND Teacher Handbook: SEND Whole School SEND

Useful (free) Documents for Teachers and TAs

EEF Guide Special Educational Needs in Mainstream Schools Create a positive learning environment for pupils with SEN. Special Educational Needs in Mainstream Schools EEF.

EEF Guide Making Best Use of Teaching Assistants to maximise the impact of teaching assistants. Making Best Use of Teaching Assistants EEF.

Applied Trauma Responsive Classroom (ATRC) Screener Excerpt (Appendix 1) in *Relational Approaches in N Somerset settings* Noth Somerset document.

Assessment Tools for Early Years (Dingley's Promise) Help for early years providers: Using the assessment tools.

Appendices

Appendix 1: Dip Sampling Visit Template

SEND Dip Sampling Visit Template

Visit Information

School:

Date of Visit:

LA Representative(s):

School Representative(s):

Purpose of Visit

This dip sampling visit aims to:

- Examine provision for specifically identified pupils
- Verify appropriate matching of provision to need
- Ensure effective use of upfront SEND funding
- Identify effective practice and areas for development

Pupils for Review

Name	Year	Level of Provision	Primary Need	Reason for Selection

Documentation Review

For each pupil, the following documentation will be examined:

[ ] Record of need identification and assessment

[ ] Provision currently in place

[ ] SMART targets

[ ] Progress monitoring records

[ ] Evidence of reviews

[ ] Pupil and parent voice

Documentation Review Notes:

Provision Observations

Brief observations of provision in action:

Pupil Provision Observed Notes

Observation Summary:

Discussions with Staff

Questions for SENCO:

1. How was the level of need determined for each of these pupils?
2. How did you decide on the specific provision for each pupil?
3. What progress have these pupils made since the provision began?
4. How do you monitor and evaluate the effectiveness of provision?
5. How is the upfront funding being used to support these specific pupils?

Questions for Class Teachers/TAs:

6. What specific strategies do you use to support these pupils?
7. How do you monitor progress against targets?
8. How do you communicate with parents about provision and progress?
9. What training have you received to deliver this provision?

Discussion Notes:

Pupil Voice (where appropriate)

Questions for pupils:

1. What help do you get at school?
2. Does this help make learning easier for you?
3. What's working well for you?
4. Is there anything else that would help you?

Pupil Voice Notes:

Strengths and Areas for Development

Key Strengths Identified:

1.
2.
3.

Areas for Development:

1.
2.
3.

Overall Evaluation

Area	Evaluation	Comments
Identification of need	☐ Effective ☐ Developing ☐ RI	

Area	Evaluation	Comments
Appropriate provision	☐ Effective ☐ Developing ☐ RI	
Monitoring of progress	☐ Effective ☐ Developing ☐ RI	
Staff knowledge and skills	☐ Effective ☐ Developing ☐ RI	
Pupil/parent involvement	☐ Effective ☐ Developing ☐ RI	
Use of upfront funding	☐ Effective ☐ Developing ☐ RI	

Agreed Actions

Action By Whom By When Support Required

Next Steps

[ ] Written report to be provided to school by:

[ ] Followup visit required? ☐ Yes ☐ No

[ ] If yes, proposed date:

[ ] Additional LA support to be provided:

Signatures

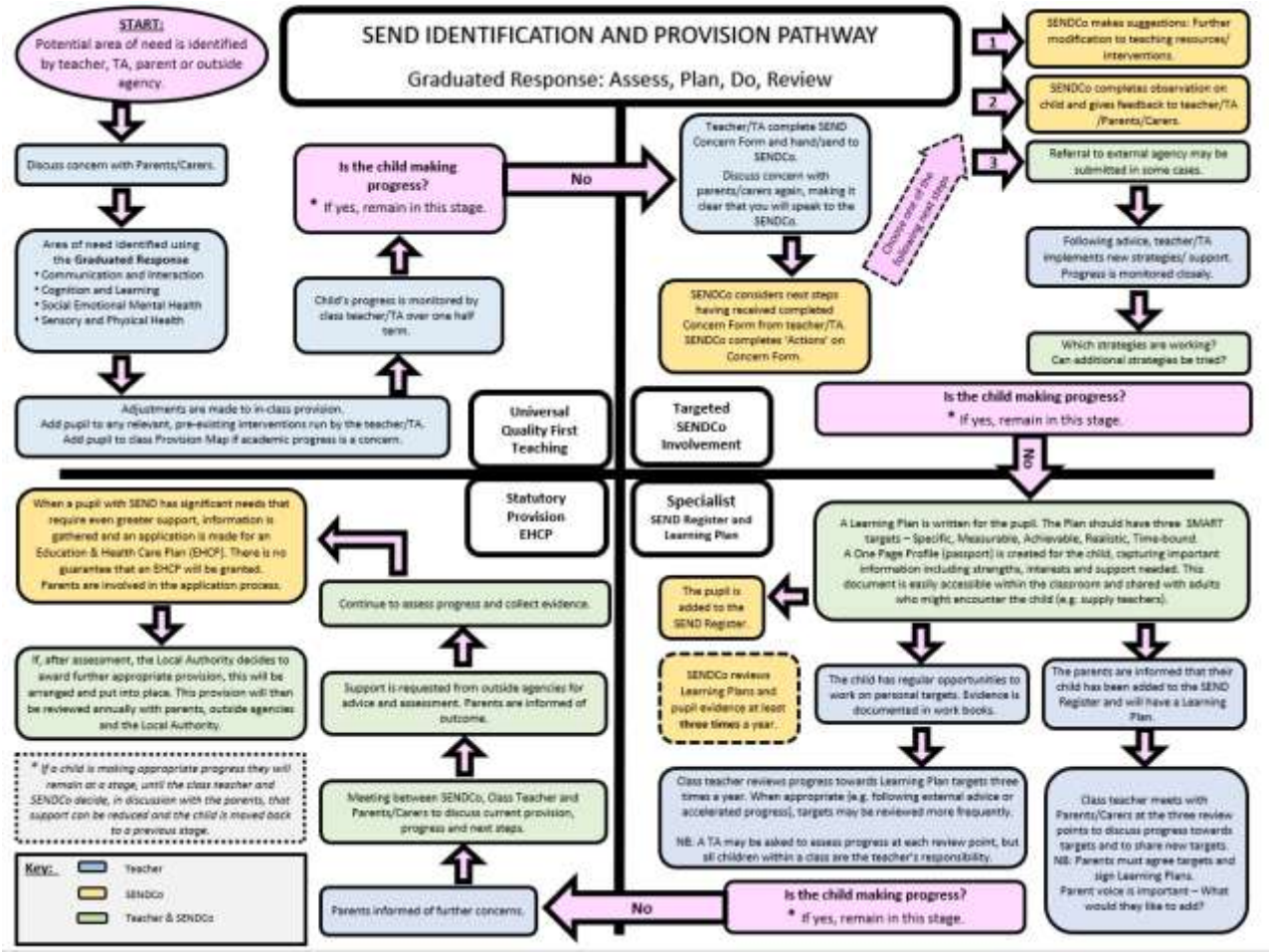
LA Representative:

Date:

School Representative:

Date:

Appendix 2: Universal, Targeted and Specialist Support Matrices



To start, if there is a potential area of need identified by a teacher, TA, parent or outside agency, discuss concerns with Parents/Carers.

Next, identify the Area of need using the Graduated Response as follows:

- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and Physical Health

Adjustments are made to in-class provision. Add the pupil to any relevant pre-existing intervention run by the teacher/TA. If academic progress is a concern, add them to the class Provision Map.

The child's progress is then monitored by their teacher or TA for one half term. If the child is making progress, remain at this stage. If not, move on to Targeted SENDCO involvement.

Teacher/TA complete SEND Concern Form and hand/send to SENDCO. Discuss concern with parents/carers again, making it clear that you will speak to the SENDCO.

The SENDCO considers next steps having received completed Concern Form from teacher/TA. SENDCO complete 'Actions' on Concern Form. They will then choose one of the following next steps:

- SENDCO makes suggestions: Further modification to teaching resources/ interventions
- SENDCO completes observation on child and gives feedback to teacher/TA/ parents/ carers
- Referral to external agency may be submitted in some cases

Following advice, the teacher/TA implements new strategies/support. Progress is monitored closely. Which strategies are working? Can additional strategies be tried?

If the child is making progress, remain on this stage. If not, move on to Specialist SEND Register and Learning Plan.

A Learning Plan is written for the pupil. The Plan should have three SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound). A One Page Profile (passport) is created for the child, capturing important information including strengths, interests and support needed. This document is easily accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers).

The pupil is then added to the SEND Register. After that, the child has regular opportunities to work on personal targets. Evidence is documented in work books. Class teacher reviews progress towards Learning Plan targets three times a year. When appropriate (e.g. following external advice or accelerated progress), targets may be reviewed more frequently. Note that a TA may be asked to assess

progress at each review point but all children within a class are the teacher's responsibility.

The parents are informed that their child has been added to the SEND Register and will have a Learning Plan. Class teacher meets with Parents/Carers at the three review points to discuss progress towards targets and to share new targets. Note that Parents must agree targets and sign Learning Plans. Parent voice is important and we want to know what they would like to add.

If the child is making progress, remain in this stage. If not, move on to a Statutory Provision EHCP.

First, parents informed of further concerns. Then hold meetings between SENDCO, Class Teacher and Parents/Carers to discuss current provision, progress and next steps. Support is then requested from outside agencies for advice and assessment. Parents are informed of outcome. Then, continue to assess progress and collect evidence.

When a pupil with SEND has significant needs that require even greater support, information is gathered and an application is made for an Education and Health Care Plan (EHCP). There is no guarantee that an EHCP will be granted. Parents are involved in the application process.

If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.

If a child is making appropriate progress they will remain at a stage, until the class teacher and SENDCO decide, in discussion with the parents, that support can be reduced and the child is moved back to a previous stage.

Profile of need early years available support

Profile of need School age available support

Profile of need Post 16 available support

Appendix 4: SEND Annual Return Template (2025/2026)

Section A: School Overview

School Name	
SENCO Name	
Finance Lead Name	
Total Number of Pupils on Roll	
Total Number of Pupils on SEND Register	
Number of Pupils Receiving: Universal	
Number of Pupils Receiving: Targeted	
Number of Pupils Receiving: Specialist	

Section B: Use of Flexible High Needs Funding

Area of Spend	Description	Amount Spent (£)	Number of Pupils Supported	Provision Level (Targeted/Specialist)

Section C: Provision Summary

Key Programmes Delivered

Programme Name	Focus Area	Provision Level	Number of Pupils	Duration	Delivered By

Section D: Outcomes and Impact

Academic Progress

Measure	Number of Pupils	% Making Expected Progress	Notes
Reading			
Writing			
Maths			

Independence & Social Skills

Measure	Number of Pupils	% Showing Improvement	Notes
Self-regulation			
Peer Interaction			
Independence in Learning			

Section E: Pupil & Parent Voice

How have pupil views been captured? (tick all that apply) (provide sample evidence)

[ ] Pupil passports
[ ] Surveys
[ ] 1:1 conversations
[ ] Other:

How have parent views been captured? (tick all that apply) (provide sample evidence)

[ ] Review meetings
[ ] Surveys
[ ] Informal feedback
[ ] Other:

Section F: Reflections and Next Steps

Area	What Worked Well	What Could Be Improved	Support Needed
Provision			
Funding Use			
Staff Development			

Section G: Good Practice to Share

Please describe any innovative or impactful practice you'd be happy for the LA to share with other schools/MATs:

Appendix 5: Useful Resources and Links

with thanks to Emma Bray Kaleidoscope Multi-Academy Trust

SEND PARENT MEETINGS Record of meetings Name & DOB		**Lead professional coordinating:** Name: Role: Headteacher Date:	**Other Professionals:** Teacher SENDCo
Class			
Year Group			
Area of Need/SEND Diagnosis:	SEMH ADHD (diagnosis through BUPA)		
Current Level of Graduated Response	Targeted Support		

Inclusion Table:

	Universal	**Targeted**	**Specialist**	**Statutory**
INCLUSION CODE	Teacher MONITORING PROGRESS	SEN SUPPORT K	SEN SUPPORT K	SEN SUPPORT E (EHCP)
WHO?	Quality first teaching with reasonable adjustments made.	Teacher records concerns and discusses pupil with SENDCo. Teacher tells parents they will discuss with SENDCo. .	Children have information on the SEND register, a pupil passport and a learning plan.	Children have an EHCP, or are a LAC/ PLAC child and have information on the SEND register, a pupil passport, an ECHP and a learning plan.
SUPPORT/PROVISION	Identified by teacher. Needs and strategies shared with parents.	SENDCo observes pupil or refers to agencies, and makes recommendations. Pupil is monitored. Needs will	Identified on the SEND Register. They will be coded as 'K SEN SUPPORT.' Needs met through	Identified on the SEND Register. They will be coded as **E** (EHCP) as they will be receiving support that is part of a

	Needs will be met through: ➢ High Quality First Teaching ➢ Reasonable Adjustments	be met through: ➢ High Quality First Teaching ➢ Reasonable Adjustments ➢ SENDCo involvement	specialist support: ➢ High Quality First Teaching ➢ Reasonable Adjustments ➢ Specialist & Additional bespoke provision	formal statutory plan. ➢ High Quality First Teaching ➢ Reasonable Adjustments ➢ Specialist & Additional bespoke provision ➢ Formal Statutory Reviews

Schools are concerned that:

- mental health is affecting his learning
- is currently working 18 months below ARE in R, W and M
- attendance is currently 80%
- Real concerns about how they manage their anxiety with change and unexpected happenings

- Concerns in relation to being ready for Y7
- T reassured they know their needs well
- HT feels that their voice is important in all of this so would like him to share his views in a less formal setting. They struggled to focus in the meeting with parents and professionals

Parents feel that the following are going well:

- attended school on time, and enjoyed morning every day last week
- giving time to answer fear-based questions to reassure him works wells
- the green/red card strategy
- rewards and praise are a huge motivator
- loves PE and sport and is happiest when moving

Parents are worried about:

- how well all the staff know him and his needs
- fears he will be told off for asking questions
- fears he will get a yellow card despite an excellent behaviour record
- all SEND information to be shared with all relevant staff

What needs to happen/Action Plan School/Home/Pupil	**By when?**
School will:	
1. Make a rewards chart linked to … time, to encourage asking questions	Completed

2. Continue with visual timetable and red/green card and wobble cushion	ASAP
3. Give … additional responsibilities	ASAP
4. Share information with the school nurse	Completed
5. Find quiet spaces and additional time for tests and practice tests	Tests
6. Use a chrome book for lengthier pieces of work	As necessary
Parents/Carers will:	
7. Explore private ADHD diagnosis to help manage medication	ASAP
8. Help … find positive mantras/self-talk, 'just because you think it doesn't make it true,' 'I trust my adult'	ASAP
9. Reward … efforts on Mondays and Fridays	ASAP
10.Support with touch typing	
Pupil will:	
Be a Forest School Helper	School to organise

Be a Technical Assistant	School to organise
Ask an adult for help when needed e.g. “Please repeat the instructions”	ASAP
Rely on these 3 trusted adults:	ASAP

Outside Agency Involvement and/or Reports discussed/submitted:

They have a private diagnosis of ADHD and is also on the NHS pathway with intention to manage ADHD medicine under a GP.

What has been tried so far?

- The red/green card to signal help/no help
- Sitting near the front
- Wobble cushion
- Morning soft starts/nurture time
- Talk tins, clicker
- School nurse support

Outcome of Meeting:

- Move to ‘specialist level’
- To be reviewed at the next meeting

Signatures:

Date of Next Review: Midyear report March 2025