

# Ordinarily Available Provision

Resources that the local authority expects to be made available for children and young people in mainstream educational settings in Bristol.

**Information for parents/carers and professionals.**

 **Bristol's SEND  
Local Offer**



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## Introduction to Ordinarily Available Provision 2021

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This document has been co-produced with SENDCos and Head teachers during the March 2020 Covid 19 pandemic. The planned scope and reach of the consultation changed to ensure social distancing arrangements were followed. This document has also been written with reference to work published by other local authorities.

Thank you to all those who participated and to Portsmouth and Norfolk County Councils.

**For further information about services and provision in Bristol please visit our local offer website: [www.bristol.gov.uk/web/bristol-local-offer](http://www.bristol.gov.uk/web/bristol-local-offer)**

The purpose of this document is to outline the provision that the local area expects to be made available for children and young people (CYP) with special educational needs and/or disabilities (SEND) in all local mainstream schools and settings. This is referred to as setting-based SEND support or the school and setting based stages of the graduated response. Bristol is a needs-led city: This means that any provision or support should be provided in line with the needs of the young person and is not dependent on any formal diagnosis.

**The document can be used in many ways and it is divided into two chapters to help those who wish to use it as a reference document or in meetings with families and young people.**



## Introduction from Alison Hurley, Director of Education and Skills, Bristol 2021

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Timely identification and well planned support is essential if we are to work together to secure the best outcomes for Bristol's children and young people with SEND. Quality first teaching, close working with families and clear cycles of evaluation are all important components to ensure our education offer is fully inclusive and the majority of our learners can thrive within their local mainstream setting.

**Chapter one** has eight sections: Assessment, Partnerships, Pastoral Care, The Learning Environment, Teaching and Learning Strategies, Resources, Staff Skills and Training, and Transition and Transfer. These eight areas have been identified as they collectively define the factors necessary for successful SEND provision at the setting-based stages of the SEND Code of Practice (SEND COP) in Bristol.

**Chapter two** is divided into the four main areas of need outlined in the SEND COP: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and/or Physical needs. It is however, recognised that needs seldom fall into one discrete category and several areas may need to be consulted for the same learner.

The more specific provision in chapter two should be made available in addition to the generic provision in chapter one. Together, sections one and two form advice for the very early stages of the graduated response (Assess, Plan, Do and Review).

Each child and young person is a unique individual with their own patterns of strength and areas for development. It is therefore, not expected that every child or young person will need every intervention and support strategy outlined in chapter two. Rather, the family, young person and educational setting will work together to identify those that are most helpful. These will be reviewed and changed as the child or young person matures.

The SEND COP states the Local Authority (LA) must set out in its local offer and an authority-wide description of the special educational and training provision it expects to be available in its area. It is anticipated that this guidance (alongside other work that is part of the written statement of action following the SEND OFSTED Inspection) will enable leaders of educational settings at all levels to have a clear understanding of what is expected.

Please note, for pupils with sensory impairment (vision, hearing or multi-sensory) information and support from the Sensory Support Service is available as part of the Ordinarily Available Provision.

**“Educational leaders across Bristol need to establish a culture of individual responsibility, collective responsibility and collaborative working to ensure that CYP with disabilities and those with special educational needs aged 0-25 receive high quality, appropriate and timely support and provision, ensuring high levels of physical and emotional well-being and educational attainment” - WSoA Priority 1 2019**

## Expectations for educational settings in Bristol

This section describes the expectations for educational settings according to the needs of the child or young person (CYP). Much of this section will already be part of provision in educational settings for CYP. Standard and inclusive practice (early years) and quality first teaching (primary through to colleges) includes teaching and practice that benefits all CYP as well as making reasonable adaptations to support additional needs.

The provision described in this chapter will be of benefit to many learners and will be important for CYP with SEND.

### 1. Assessment

Expectations for Settings	Why?	How?
<p><b>To use the assess, plan, do and review cycle.</b></p>	<p>To ensure that appropriate planning is in place for CYP with SEND.</p> <p>To ensure appropriate provision and interventions are in place for CYP with SEND.</p> <p>To ensure that CYP with SEND are making progress.</p> <p>To ensure individual CYP's development trends are considered as well as general developmental milestones and academic expectations.</p>	<p>The learning and behaviour of CYP is monitored and observed in different settings, contexts and times across the day for short periods to inform assessment, planning and review.</p> <p>Staff are aware of CYP starting points so that progress can be measured at each phase or key stage.</p> <p>Assessment is used to inform planning and interventions and assessment is undertaken through observing performance during interventions.</p>
<p><b>Formative assessment and feedback are key features in learning activities, lessons and in marking and assessment policies.</b></p>	<p>To ensure that performance is being monitored regularly with CYP.</p> <p>Feedback improves performance.</p> <p>Feedback is crucial for families.</p>	<p>A wide range of assessment strategies and tools are used at regular intervals to ensure we understand our learners' progress.</p> <p>Reading, spelling and numeracy assessments will be used where there are concerns about learners' progress. Assessments of spoken language and memory may also be used.</p> <p>All learners will have regular and frequent opportunities to communicate about their learning or play and evaluate their own performance. Self-assessment will be used as part of typical routines to set individual targets or next steps.</p> <p>The impact of interventions will always be evaluated as the first intervention tried does not always give the best results. Alternative approaches are explored to see if better outcomes are achieved.</p>

## 1. Assessment (continued)

Expectations for Settings	Why?	How?
<p>Reasonable exam access arrangements are in place to for all national tests and public examinations.</p>	<p>To ensure that all CYP can achieve to the best of their abilities during tests and exams.</p>	<p>Learners' preferred ways of working are established so that assessment arrangements are part of everyday ways of working for CYP.</p> <p><b>Arrangements could include:</b></p> <ul style="list-style-type: none"> <li>• Rest breaks</li> <li>• Use of a reader/scribe/laptop</li> <li>• Extra time</li> <li>• Smaller examination rooms</li> </ul> <p>For public examinations relevant exam board guidelines will be consulted.</p> <p>Resources and access arrangements are adapted for in-class assessments.</p>

## 2. Partnerships with Learners and Parents/Carers

Expectations for Settings	Why?	How?
<p>Partnership is a key part of all work.</p> <p>Partnership working means parents/carers and CYP take part in all decision making.</p>	<p>Supporting CYP with SEND is a partnership between home and the setting.</p>	<p>Parents and carers are aware of all the ways to share information about their child.</p> <p>Regular meetings are planned to review progress and to make decisions with the family and all concerned.</p> <p>Home school diaries/planners/book bags/texts/emails are used to support communication and Bristol Support Plans are used to record information where concerns have been expressed and interventions have been in place over time.</p> <p>Parents are aware of:</p> <ul style="list-style-type: none"> <li>• the SEND of their CYP;</li> <li>• the support in place; and they are fully involved in setting and reviewing targets and outcomes.</li> </ul> <p>Setting discusses the SEND COP with families and fully explores what can be provided at SEND support in the local mainstream setting.</p> <p>Parents and carers are signposted to <a href="http://www.bristol.gov.uk/web/bristol-local-offer">www.bristol.gov.uk/web/bristol-local-offer</a></p> <p>The school SEND report or setting offer is co-produced with parents annually and is published on the setting website.</p> <p>Formal and informal events take place to seek family's views about SEND provision in the setting. The results are published on the setting web site.</p>
<p>An effective partnership with learners and parent/carers is evident. (This will vary in nature depending on the age of the CYP).</p>	<p>To ensure everyone is aware of the CYP needs, strengths and progress.</p> <p>To ensure participation in assessment and review processes.</p>	<p>Learners are involved in the graduated approach. They assess, plan, do and review their learning.</p> <p>Learners are helped to value their progress and achievements and to recognise and understand their own barriers to learning.</p> <p>Learners understand, identify and contribute towards the targets they intend to achieve.</p> <p>The Bristol Support Plan should be used to document the assess, plan, do, review approach.</p>

### 3. Pastoral Care (including help and advice about personal problems)

Expectations for Settings	Why?	How?
<p>The setting has a clear system for pastoral support.</p>	<p>Learners with SEND can be (but are not always) vulnerable to for example, bullying. Therefore, an appropriate level of supervision and support is required. CYP need to know who they can turn to for support.</p>	<p>Awareness and sensitivity of peers and staff towards difference (SEND) is raised at a whole setting level. Focussed work is planned for classes and groups regarding specific needs or conditions where necessary.</p> <p>A calm learning environment is created by and for all staff and CYP.</p> <p>All staff need to know the pupils in their care with SEND. They need to know how best to support the CYP and their strengths. They also need to know which key person is supporting the CYP.</p> <p>All Staff need to be aware of trauma informed practices and relationship-based approaches to behaviour.</p> <p>Language in the classroom demonstrates unconditional positive regard for learners (restorative approaches and relationship-based approaches).</p> <p>PSHE is used to develop well-being and resilience.</p>
<p>The setting recognises and responds to the need for individual pastoral support for learners with SEND bearing in mind the individual's social, emotional needs and any other relevant circumstances such as adverse childhood experiences.</p>	<p>Sometimes CYP with SEND have other needs or circumstances that require sensitive support.</p>	<p>Named adults are available as key workers when required. Within ordinarily available provision this could be a family link worker, tutor, lunch time supervisor, peer mentor, learning mentor or classroom assistant.</p> <p>CYP can identify a safe space and are able to use the space when required..</p>
<p>Learners feel safe and valued in the setting. They know that they can talk to staff who will listen to concerns and value their opinions.</p>	<p>Learners with SEND can be (although are not always) vulnerable. They may also find it more difficult to communicate with staff and peers.</p> <p>Different ways of hearing their voice need to be used.</p>	<p>Negative attitudes, beliefs or practices towards individuals or groups are challenged. This should happen in the classroom, across the wider setting.</p> <p>CYP's voices are encouraged through, for example, student councils, pupil representatives, good idea boxes, photographs.</p>



### 3. Pastoral Care (continued)

Expectations for Settings	Why?	How?
		Time and space and appropriate communication aids are made available for CYP with communication needs to express themselves. This could include augmented and alternative communication aids such as symbol systems, sign and gesture or text based systems.

## 4. The learning environment (physical and sensory environment)

Expectations for Settings	Why?	How?
<p>The physical environment is adapted to meet the needs of learners.</p>	<p>Some CYP with SEND experience challenges in accessing the physical learning environment for a variety of different reasons.</p> <p>Educational settings need to think proactively if learning is accessible to all and what reasonable adjustments can be made.</p>	<p>The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the setting website and reasonable adjustments are made according to individual needs.</p> <p>The furniture is the appropriate size/ height for the learners.</p> <p>Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. Reasonable adjustments are made.</p> <p>Learners' views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require.</p> <p>The classroom needs to be accessible to those with sensory impairment – visually friendly (good contrast, lighting, reduced glare, blinds to control light etc.) and deaf friendly (acoustics) such as sitting in close proximity to the speaker, a reduction in background noise by closing doors.</p> <p>Equally access to WIFI and use of IT systems that support the use of assistive technology.</p>
<p>Practitioners are aware of sensory needs and issues that may impact on learners.</p>	<p>Some CYP with SEND have sensory impairments such as hearing or visual impairments.</p> <p>Many autistic people also have sensory issues. This can affect one or more of the senses and they can be either over-developed (hypersensitive) or under-developed (hyposensitive). Both can have an impact on how people experience different environments.</p>	<p>Learners' sensory needs are known and used to plan seating arrangements and movement breaks.</p> <p>Left and right-handed CYP can use equipment comfortably.</p> <p>CYP who wear glasses and/ or hearing aids wear them and are seated in the optimum position.</p> <p>Displays are meaningful and visually accessible to reduce sensory overload. For example, muted tones could be used with simple and clear text.</p> <p>Staff are aware of lighting in the room, for example, use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.</p> <p>Use of pale background and accessible font styles on the whiteboard.</p>

#### 4. The learning environment (continued)

Expectations for Settings	Why?	How?
		<p>Staff are aware of smells and noise in the room and any individuals who may be impacted by these (for example, a classroom next to the canteen or music rooms). Simple steps such as keeping doors closed can reduce the impact.</p>

## 5. Teaching and Learning Strategies

Expectations for Settings	Why?	How?
<p>Practitioners are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them.</p> <p>Planning incorporates more detailed specialist advice.</p>	<p>Some CYP with SEND respond well to generic teaching approaches to classroom teaching. A timetable can, for example, be shown visually as well as verbally.</p>	<p>Aspects of structured teaching are used according to pupil needs, for example, visual timetables, clear concise instructions with written or visual prompts (for example, now and next cards), particularly during transitions. An auditory prompt such as music or a musical sound such as a rain maker can be paired with a visual cue to support transition from one activity to another.</p> <p>Learners are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>Feedback is clearly identified as being key to learning.</p> <p>The pace and order of activities is varied to maintain interest and attention of all CYP.</p> <p>Specialists are asked to work alongside educational setting staff to support the assess, plan, do, review process at SEND support.</p>
<p>Practitioners differentiate to provide suitable learning challenges and cater for different learning needs.</p> <p>Individualised and/or small group planning and programmes in more than one curriculum area.</p> <p>Use of goal setting to promote independence, scaffold and support learners.</p>	<p>Some CYP with SEND respond well to generic approaches to classroom teaching. For example, teachers can differentiate tasks by outcomes: expecting some to draw their answers or some to answer more questions than others.</p>	<p>Modelling is used to aid understanding. Visual/audio demonstrations and visual cues/audio commentary are used.</p> <p>Key vocabulary is displayed with visuals.</p> <p>Alternatives to written recording are used routinely.</p> <p>Study skills are explicitly taught. Pupils have access to homework clubs, or additional support with homework.</p> <p>Homework is differentiated appropriately for pupils.</p> <p>Teachers' handwriting on the board and in pupils' books is clear and legible.</p> <p>Interactive whiteboard (or other teaching boards such as flip charts) are used effectively to promote engagement and scaffold the lesson.</p> <p>IT is used to support learning where appropriate.</p>

## 5. Teaching and Learning Strategies (continued)

Expectations for Settings	Why?	How?
<p>Practitioners ensure that learners have opportunities to work in different ways, for example, independently, in small groups and/or in pairs. Individualised and/or small group sessions are also used.</p>	<p>Some children with SEND respond to having additional adults working in the classroom. However, this can lead to a delay in the development of independence skills.</p> <p>Where additional adults are available their work should be planned with care to ensure that the independence skills of the CYP are maximised.</p>	<p>Teaching strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, appropriately differentiated resources.</p> <p>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas, with access to additional adults where they are available.</p> <p>Use of additional adults is planned to maximise their impact on learning.</p> <p>Additional adults are used to support independence rather than create dependence.</p>
<p>Practitioners ensure that collaborative learning and peer support is a feature of all lessons.</p>	<p>Some CYP with SEND also have difficulties in making and maintaining friendships. Getting along with others is a key skill needed in adult life.</p>	<p>Strategies that foster collaboration and working together with positive regard are used to support teaching and classroom relationships.</p> <p>Strategies are used to build and maintain positive relationships across the whole community (for example, peer mentoring).</p> <p>There are opportunities to develop peer awareness and sensitivity and support for different needs and disabilities both in and out of the classroom.</p>

## 6. Resources (staff, outside spaces, additional adults, IT, furniture, teaching and learning materials)

Expectations for Settings	Why?	How?
<p>Resources are allocated appropriately to ensure additional needs are met and are redirected to others where necessary.</p> <p>Quality and impact of support, is scrutinised.</p>	<p>Interventions that have been effective in the past need to be updated as CYP matures and develops new skills. Therefore, it is important to redirect support and equipment ensuring that it is available for those who will make best use of it.</p>	<p>Resources are within easy reach of learners to promote independence.</p> <p>Learners have easy access to sensory equipment that they require, for example, writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets.</p> <p>Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate.</p> <p>Coloured backgrounds and paper are used to reduce visual stress.</p> <p>Adapted physical resources such as PE and Maths equipment are adapted to promote independence for example, different size balls.</p>
<p>Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of appropriate and supportive ICT resources.</p>	<p>Not all interventions work for all CYP. Therefore, we need to use research and evidence to predict the strategies that may work best for CYP with specific needs.</p> <p>Interventions often require adapting for individual needs but will need to be based in evidence informed practice.</p>	<p>Concrete apparatus and adapted resources are available for those CYP who require it.</p> <p>ICT is used to support alternatives to written recording and to promote independent learning.</p> <p>Research evidence is used to ensure that we are using evidence informed practices.</p>

## 7. Staff skills and training

Expectations for Settings	Why?	How?
<p>All practitioners, including Teaching Assistants, make a positive contribution to learner progress.</p>	<p>Unfocused support is difficult for CYP with SEND and the additional adult. Targeted adult support through interventions is most likely to achieve positive progress.</p>	<p>Additional adults are deployed proactively in the classroom in a clear planned way with identified learning objectives and success criteria; their impact on the learner is monitored carefully to ensure progress is supported.</p> <p>Grouping, seating arrangements and additional support are used to promote independent learning as far as possible.</p> <p>Strategies used in interventions are integrated into typical teaching so that they can sustain progress. For example, if a visual timetable approach has been helpful for an individual, this could be incorporated into whole class teaching and routines.</p> <p>Leaders in settings consider the deployment of additional adults strategically.</p>
<p>There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.</p>	<p>Developments in strategies and interventions for CYP with SEND are on-going. All staff who work in education need to keep up to date with developments.</p>	<p>There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.</p> <p>Best practice is shared within the setting and with other settings through, for example, SENCO cluster meetings.</p>
<p>Staff collaborate and have effective links with other relevant outside agencies and specialists.</p>	<p>Educational settings have a vast range of expertise and skills that can be shared in and across settings. However, where staff have continued concerns, leaders liaise with outside agencies and specialists for further ideas, support and training.</p>	<p>Initially, this will be support internal to the setting and if concerns continue, external support can be sought.</p> <p>The setting is aware of and regularly communicates with any other professionals who are involved with each learner.</p> <p>Advice received from other professionals is used to inform teaching and learning and can be seen in pupil planning documents.</p> <p>Where specific decisions to involve outside agencies in casework are made this will be in partnership with parent/carers.</p>

## 8. Transition and transfer

Expectations for Settings	Why?	How?
<p>Support is in place for routine and life transitions when required.</p>	<p>Change can be difficult, and support may be needed to transfer to another setting, learning space or between lessons.</p>	<p>Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes learners who:</p> <ul style="list-style-type: none"> <li>• have insecure attachment including but not limited to CiC, CIN, CP and forces pupils;</li> <li>• have social communication difficulty including ASC, suffered trauma, loss or bereavement, are anxious.</li> </ul> <p>Transitions include:</p> <ul style="list-style-type: none"> <li>• Moving around the setting</li> <li>• Preparing for weekends and the start of holidays and beginning of term</li> <li>• Moving from lesson to lesson</li> <li>• Changing from structured to unstructured times</li> <li>• Moving from break to lesson times</li> <li>• Moving from one activity to the next within a lesson</li> <li>• Changes of staff -permanent and temporary</li> <li>• Special events: visitors, visits, celebrations</li> <li>• Life events: birth of a sibling, change in parenting arrangements for example, change in parents' relationship status, loss and bereavement or contact visits, puberty.</li> </ul> <p>Safe space available within the classroom or an identified area of the setting when needed. Plans are also made for unstructured times: there are structured alternatives such as games club, use of library for vulnerable CYP.</p> <p>Visual timetables are used.</p> <p>Where appropriate, timers are used to show pupils how long they have left to work and how long until a finish time.</p>



## 8. Transition and transfer (continued)

Expectations for Settings	Why?	How?
<p>Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.</p>	<p>Parents/carers of children with SEND tell us that they worry about the increased demands secondary schools make on their CYP.</p>	<p>Information is actively sought and shared about learners to support successful transitions and manage change both within the setting and beyond.</p> <p>This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required.</p> <p>Practitioners are aware of pupils who need additional support while transitions and adjustments are made, for example, additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.</p>

## Support for broad areas of need

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This chapter has been divided into four areas as set out in the SEND Code of Practice: cognition and learning, communication and interaction, social emotional and mental health and physical and sensory needs. CYP have needs that are diverse and interconnected therefore CYP practitioners need to look across all four areas to ensure they are addressing all identified needs.

As mentioned in the introduction section, each child and young person is a unique individual with their own pattern of strengths and areas for development. It is therefore not expected that every child or young person will need every intervention and support strategy outlined in chapter two. Rather, the family, young person and educational setting will work together to identify those most helpful at any particular time. These will be reviewed and will change as the child or young person makes progress, grows, develops and matures. Before discussing the four areas of the SEND COP, the paragraph below discusses ordinarily available provision for CYP with medical conditions.

### Medical Conditions

CYP with medical needs can be supported in all educational settings, even those with the most significant medical conditions. Some children with medical conditions will need individual health care plans. This is not the same as an Education, Health and Care Plan or EHCP.

An individual health care plan is particularly for those who may need emergency treatment in a setting (such as CYP with epilepsy, diabetes or anaphylaxis). An individual health care plan documents a child or young person's medical needs and gives advice to teaching staff about how their medical condition should be managed in a setting and during activities. Settings can then ensure that the appropriate type and level of support is available. The school nursing service can support with the writing of these plans and support teaching staff to access specialist medical advice where relevant.

If a young person has a medical need (and does not have additional special educational needs) then an individual health care plan is enough support. Sometimes this can be confused with the need for an EHCP. Individual health care plans are part of what is ordinarily available as part of the setting-based stages of the SEND COP.

**For more detailed guidance on Medical needs and individual health care plans click on the link: [assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)**

# 1. Cognition and learning

This provision is in addition to the expectations in chapter one.

## Approaches and strategies

- Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise unhelpful behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.
- Arrangements to support the use and delivery of approaches/materials for CYP with Specific Learning Difficulties (SpLD) which may include, a focus on phonological awareness or motor skills programme.
- Effective use of IT equipment to support learning.
- Practitioners and Teaching Assistants are trained and skilled in supporting CYP with general and specific learning difficulties. They are trained in the effective use of feedback and mediated learning.

## Resources, Advice and Consultation available in Bristol

- Educational Psychology consultation for individuals or groups.
- MeLSA (Mediated Learning Support Assistant) training for LSAs from the Educational Psychology team.
- Early Years Inclusion Team: Strategies to use with individuals or groups and training for Early Years Practitioners.
- Reading Recovery from Teaching & Learning Consultants in School Partnerships Team.
- Hope Virtual School consultation for the learning and progress of children in care.
- Evidence based interventions information from Education Endowment Foundation [educationendowmentfoundation.org.uk/](https://educationendowmentfoundation.org.uk/)
- Consultation with SEND Specialist Leaders in Education.
- NASEN: [www.sendgateway.org.uk](https://www.sendgateway.org.uk)
- Achievement For All: [www.afa3as.org.uk](https://www.afa3as.org.uk)
- The Dyslexia Trust: [www.thedyslexia-spldtrust.org.uk](https://www.thedyslexia-spldtrust.org.uk)

(The national organisations listed above have been working with the Department for Education to support the reforms to the SEND system).

**Comment on age ranges.** Adjustments and specific interventions will be made by the settings according to the ages and stages of the learner. This advice is generic from 0-25.

## 1. Cognition and learning (continued)

Need and or identified barrier	Ordinarily available arrangements
<p>Difficulties with learning. For example, despite appropriate differentiation CYP are making inadequate progress over time across the curriculum and working below age related expectations.</p>	<ul style="list-style-type: none"> <li>• Assessment through observation or teaching to identify the areas of need in consultation with the learner.</li> <li>• Whole setting C&amp;I awareness training.</li> <li>• Clear and simple instructions, breaking down longer instructions and giving one at a time.</li> <li>• Personalised visual timetable.</li> <li>• Visual cues and prompts.</li> <li>• Social Stories.</li> <li>• Give time before response is needed.</li> <li>• Pre-teaching, for example, provision of an intervention to help prepare the learner for the new topic.</li> <li>• Differentiated resources. For example, teach the curriculum appropriate to the needs of the CYP not to a chronological age, but rather working to close any gaps.</li> <li>• Use of finely grained standardised reading, spelling and numeracy tests to understand learning needs and to measure progress. This could also be the Differentiated Early Year's Outcomes framework (DEYO). A whole setting vocabulary approach and focus on the impact of speech and language on learning including whole staff knowledge and awareness of communication milestones.</li> </ul>
<p>Specific learning difficulties affecting one or more specific aspect of learning (for example, literacy difficulties, numeracy difficulties or specific language impairment).  (Please note: a small number of children may have a formal diagnosis of, for example, dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is not dependant on diagnosis).</p>	<ul style="list-style-type: none"> <li>• Assessment through observation or teaching to identify the areas of need in consultation with the learner.</li> <li>• Metacognition approaches such as learning to learn by trying to understand the learner's difficulty and asking them what helps.</li> <li>• A neuro-diversity approach to celebrate the strengths of each learner.</li> <li>• Recognising and celebrating success in other areas of their life.</li> <li>• Use of evidence-informed approaches to address the difficulty and inform intervention.</li> <li>• Simple presentation changes, for example, font, coloured paper, line spacing, lighting, overlays, adaptation and technology.</li> <li>• Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation with outside professionals.</li> <li>• Whole setting training or cascaded training accessed by setting as appropriate. This may be for dyslexia or dyscalculia.</li> <li>• Evidence based interventions to develop skills. For example, spelling, handwriting, literacy, numeracy.</li> <li>• Use of NHS Therapies advice (for example, OT and or SALT).</li> </ul>

## 1. Cognition and learning (continued)

Need and or identified barrier	Ordinarily available arrangements
<p>Generalised learning difficulties for example, difficulties across the curriculum but with some areas of strength. Children with an uneven profile of skills and attainment.</p>	<ul style="list-style-type: none"> <li>• Adjustment, modification and differentiation of the curriculum by the teacher, right across the board, to enable the learner to fully access the curriculum.</li> <li>• Active learning, concrete, pictorial and pragmatic approach to learning.</li> <li>• Emphasis on self-actualisation such as activities designed to develop skills which will support them to become independent learners.</li> <li>• Support to manage self-esteem such as celebration of strengths, reinforcement of success by all classroom staff.</li> <li>• Setting ethos to ensure staff maintain unconditional positive regard towards CYP with difficulties across the curriculum who are under performing against their peers.</li> </ul>

## 2. Communication and Interaction

This provision is in addition to the expectations in chapter one.

### Approaches and strategies

- Whole setting awareness and understanding of communication and interaction needs (including administrative and lunch time staff).
- CYP will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities.
- Tasks may need to be differentiated by level, outcome, pitch, pace and grouping.
- Aspects of Structured Teaching will be helpful. (Structured Teaching is a set of teaching techniques developed by Division TEACCH (Training and Education of Autistic and related Communication-handicapped Children)).
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention. Beginnings and endings of activities will be clear and crisp.

### Resources, Advice and Consultation available in Bristol

- Educational Psychology consultation for individuals or groups.
- Bristol Autism team and Autism toolkit.
- Speech and Language Therapy Service.
- CAMHS.
- Early Years Inclusion Team: Strategies to use with individuals or groups and training for Early Years Practitioners.
- Link Primary Health specialist.
- The Autism Education Trust for CYP on the autism spectrum [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
- The Communications Trust for CYP with speech, language and communication difficulties [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk). This will include information on Dyspraxia (CAS), Developmental Language Disorders (DLD), 'Phonological Disorders, and Speech Sound Disorders.

(The national organisations listed above have been working with the Department for Education to support the reforms to the SEND system).

**Comment on age ranges.** Adjustments and specific interventions will be made by the settings according to the ages and stages of the learner. This advice is generic from 0-25.

## Communication and Interaction (continued)

Need and or identified barrier	Ordinarily available arrangements
<p>Difficulties saying or expressing what they want to and/ or difficulties in being understood (comprehension).</p>	<ul style="list-style-type: none"> <li>• Assessment through observation/teaching, for example, are there parts of the routine/curriculum that they find easier to manage than others?</li> <li>• All staff to be aware of the expected language milestones for CYP.</li> <li>• Modelling and scaffolding language.</li> <li>• Small group or individual language sessions delivered by teaching staff.</li> <li>• BAT tool kit.</li> <li>• Allowing time for child to process and respond (10 second rule).</li> <li>• Introduce a variety of language through rhymes, songs.</li> <li>• All attempts to communicate and speak are encouraged.</li> <li>• Providing an additional method of communicating, for example, use of ICT, symbol communication (Makaton, PECS). This could include the use of technology as well as approaches that do not use technology.</li> <li>• A multi modal communication environment including augmented and assisted communication, environmental cues, modelling and ICT.</li> <li>• All classrooms should be communication friendly.</li> <li>• <b><a href="http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-friendly-checklists.aspx">www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-friendly-checklists.aspx</a></b></li> <li>• Consider how many information carrying words a child can manage when giving instructions and reduce them.</li> <li>• Tailor delivery style according to the learner’s needs for example, give name and clear short instruction or language modification techniques.</li> <li>• Provide visual prompts including key vocabulary and visual timetables.</li> <li>• Extra time to process what has been said.</li> <li>• Think about the environment and limiting any distractions.</li> <li>• Think about the seating arrangements.</li> <li>• Check you have engaged the child’s attention before talking to them, use their name to do this.</li> <li>• Check that hearing has been tested.</li> <li>• Pre-teaching of topic vocabulary.</li> <li>• Now (you are doing this) and Next (you are going to be doing that) boards.</li> </ul>

## Communication and Interaction (continued)

Need and or identified barrier	Ordinarily available arrangements
<p>Difficulties saying or expressing what they want to and/ or difficulties in being understood (comprehension). (continued)</p>	<ul style="list-style-type: none"> <li>• Access to an oral language modifier for assessments (The Oral Language Modifier (OLM) is a role created to provide a reasonable adjustment in examinations for candidates who require a level of language support beyond that provided by a reader).</li> <li>• Ensure classrooms are communication friendly environments.</li> <li>• <b><a href="http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-friendly-checklists.aspx">www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-friendly-checklists.aspx</a></b></li> <li>• Use the child's name first to draw their attention, followed by key word instructions, for example, Jamie, stop.</li> <li>• Avoid turning instructions into questions, for example, by adding 'shall we' to the start.</li> <li>• Simple instructions (avoiding idioms, for example, over the moon).</li> <li>• Use simple instructions which provide positive direction, for example tells the child what you do want them to do and not what you don't want them to do.</li> <li>• Using literal language (avoiding sarcasm and figures of speech).</li> <li>• Use of symbol communication such as Picture Exchange Communication System (PECS.)</li> <li>• Use of intensive interaction strategies (for example) with EYFS and nonverbal CYP.</li> <li>• Use positive body language as 70% of what we communicate is non-verbal. Use appropriate tone of voice (calm, not too loud). Create an appropriate environment (noise, room temperature, lighting, room layout). Awareness of use of language and individual needs (some children may need a language rich environment; others may need it to be kept simple).</li> <li>• Firm and clear direction without shouting.</li> </ul>
<p>CYP does not understand or use social rules of communication.</p>	<ul style="list-style-type: none"> <li>• Whole setting ASC awareness training.</li> <li>• Modelling and role play.</li> <li>• Small group sessions (for example, Circle of Friends).</li> <li>• Social stories.</li> <li>• Prompts, symbols, signing systems.</li> <li>• Now (you are doing this) and Next (you are going to be doing that) boards.</li> </ul>
<p>Difficulties with imagination. Difficulty with social communication and developing relationships.</p>	<ul style="list-style-type: none"> <li>• Use role play and drama, use of props (for example, puppets).</li> <li>• Modelling story telling using photos, videos and sounds can used to talk through what might be happening and to assist the imagination.</li> <li>• Whole setting ASC awareness training.</li> <li>• Small group and or 1 to 1 tasks and activities.</li> <li>• Calm learning environment.</li> <li>• Clear communication of expectations.</li> <li>• Clear positive support to resolve playground and or peer group disputes.</li> </ul>



## Communication and Interaction (continued)

Need and or identified barrier	Ordinarily available arrangements
<p><b>Anxiety in busy unpredictable environments</b></p>	<ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> <li>• Personalise visual timetable to be used in setting.</li> <li>• Preparation for change of activity or routine. Beginnings and endings are important and require consideration using individual visual prompts as appropriate.</li> <li>• Small group / 1 to 1 tasks and activities.</li> <li>• Calm learning environment.</li> <li>• Clear communication of expectations.</li> <li>• Regular mentor support, including adults or peers.</li> <li>• Positive praise to improve self-esteem as a learner and as an individual.</li> <li>• Use of unconditional positive regard.</li> </ul>
<p><b>Sensitivity to sensory stimuli.</b></p>	<ul style="list-style-type: none"> <li>• Sensory breaks such as, a walk around the classroom, calm box or regulating activities.</li> <li>• Flexibility with uniform policy including shoes.</li> <li>• Consideration to the environment for example, noise, room temperature. Consider the proximity to and intensity of stimuli.</li> <li>• Flexible approach to transitions for example, between lessons, to and from the setting at the start and end of the day and during the daily routine.</li> <li>• Access to a safe place with clear and shared boundaries agreed with all staff and CYP</li> <li>• Use of sensory circuits or BEAM type programmes.</li> <li>• Engage CYP to give their voice.</li> </ul>
<p><b>Physical outbursts causing harm to others and/ or to self and/ or damage to property.</b></p>	<ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> <li>• A consistent approach to managing individuals with “reasonable adjustments” made.</li> <li>• Relationship based and trauma informed behaviour policy.</li> <li>• Recording and sharing of frequency and location of triggers and the severity and duration of unregulated behaviours in order to understand and adjust provision with an aim to reduce frequency and intensity.</li> <li>• Understanding, recording and sharing of the severity and duration of unregulated behaviour.</li> <li>• Communication with families about what might be happening at home (divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff.</li> <li>• Preventative strategies in place.</li> <li>• Safe area and or reflection room.</li> <li>• Appropriate de-escalation strategies in place (time out card, mirroring, redirection to a safe area, activity or resource).</li> </ul>

## Communication and Interaction (continued)

Need and or identified barrier	Ordinarily available arrangements
<p><b>Physical outbursts causing harm to others and/or to self and/or damage to property.</b> (continued)</p>	<ul style="list-style-type: none"> <li>• Risk management plan or individual risk assessment.</li> <li>• Reintegration plans (for school age exclusions).</li> <li>• A clear plan of action agreed with parents regarding physical intervention if appropriate.</li> <li>• Whole setting training on de-escalation strategies and or emotion coaching strategies.</li> <li>• Engage CYP to give their voice to any plans.</li> </ul>
<p><b>Limited attention span compared to developmentally appropriate milestones.</b></p>	<ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> <li>• Regular, short breaks.</li> <li>• Differentiation of task and environment as appropriate.</li> <li>• Chunking, breaking tasks down to ensure learning successes for CYP.</li> <li>• Personalised visual timetables or visual prompts such as task boards.</li> <li>• Backward chaining. For example, chain parts of the task together (build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task).</li> <li>• Instructions are given using the CYP name first to gain their attention.</li> <li>• Asking the child to repeat back what activity they are going to do.</li> <li>• Use of timers, so CYP know they only must focus for a comfortable amount of time.</li> <li>• Individualised timetables.</li> <li>• Clear feedback on progress.</li> <li>• I do it, we do it, you do it approach to working independently.</li> <li>• Engage CYP to give their voice.</li> </ul>

### 3. Social Emotional and mental health

This provision is in addition to the expectations in chapter one.

#### Approaches and strategies

Settings should assess SEMH to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using the settings' own screening or assessment tools and/or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.

- Whole setting approach to understanding Adverse Childhood Experiences (ACES) and that promotes resilience and well-being.
- A behaviour policy underpinned by a clear ethos and values that is relationship based, trauma informed, and attachment informed.
- Use of Restorative Approaches to build, maintain and repair relationships.
- Anti-bullying work across the setting.
- Identification of key adult to build positive and trusting relationships.
- Use of social stories.
- Small group or 1 to 1 work with ELSA / Learning Mentor or Equivalent and support available for staff working with CYP with SEMH via group or individual supervision or ELSA supervision.
- Emphasis on limited choice rather than control and "take up time" to respond to limited choice whenever possible.
- Use of distraction techniques and giving responsibility.
- Explicitly teaching de-escalation and self-management strategies.
- Use of PSHE, Circle Time and curriculum approaches to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all learners.
- Use of small groups for developing social and emotional well-being such as Nurture Groups.
- Attachment awareness training.
- Well-being screeners.

#### Resources, Advice and Consultation available in Bristol

- Educational Psychology consultation for individuals or groups.
- ELSA training for LSAs from the Educational Psychology team.
- Reading Recovery from TSW literacy consultants
- Training on attachment available from Educational Psychology Service and Hope virtual school.
- Safeguarding in Education team.
- ALP Hub team (exclusions, alternative provision and fair access).
- Education welfare team (attendance).
- Setting link mental health specialist.
- School nursing team.
- Early Intervention bases and special school outreach work.
- Consultation with SEND Specialist Leaders in Education.

### 3.Social Emotional and mental health (continued)

- CAMHS (see Appendix 1).
- Evidence based interventions information from Education Endowment Foundation [educationendowmentfoundation.org.uk/NASEN](http://educationendowmentfoundation.org.uk/NASEN): [www.sendgateway.org.uk](http://www.sendgateway.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- Schools in Mind a free network for setting staff and allied professionals which shares practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools [www.annafreud.org/what-we-do/schools-in-mind/](http://www.annafreud.org/what-we-do/schools-in-mind/)
- Anna Freud resources for supporting mental health in schools [www.annafreud.org/what-we-do/improving-help/resources/](http://www.annafreud.org/what-we-do/improving-help/resources/)
- Early Years Inclusion Team: Strategies to use with individuals or groups and training for Early Years Practitioners

**Comment on age ranges.** Adjustments and specific interventions expected by the settings will be made by the settings according to the ages and stages of the learner. This advice is generic from 0-25.

### Social Emotional and mental health (continued)

Need and or identified barrier	Ordinarily available arrangements
<p><b>Patterns of non-attendance</b></p>	<ul style="list-style-type: none"> <li>• Early identification of CYP at risk on non-attendance.</li> <li>• Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and settings.</li> <li>• Assess, plan, do review is approach is used with regular meetings to look at attendance data and to update strategies and interventions.</li> <li>• Discussions with other professionals to try to identify the cause of non-attendance. For example, anxiety, young carer, unmet educational needs.</li> <li>• Discussions with parent/carers. If concerned, identify possible causes and formulate a plan to support increased attendance in partnership. Identifying those push and pull factors limiting attendance.</li> <li>• Actively gather CYP voice to identify needs or issues preventing attendance.</li> </ul>
<p><b>Presenting as withdrawn or isolated and unwilling or unable to participate.</b></p>	<ul style="list-style-type: none"> <li>• Assessment through observation and teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?). Use these to develop confidence.</li> <li>• Small group work for example, friendship or social skills, nurture groups.</li> <li>• Backward chaining – (for example, bringing learner in at the end of assembly, activity, session or day to build up confidence and attendance).</li> <li>• Play based activities.</li> <li>• Establish interests and use them as motivators for engagement.</li> <li>• Consider buddying and or Peer Mentoring.</li> <li>• Giving responsibility for looking after someone or something else.</li> <li>• Focus on developing (thickening and deepening) existing relationships with adults and peers.</li> <li>• Continued use of unconditional positive regard to ensure fresh start each lesson/ session.</li> </ul>

## Social Emotional and mental health (continued)

Need and or identified barrier	Ordinarily available arrangements
<p>Presenting with challenging and or dysregulated behaviour, for example, refusal to follow instructions, aggression, and damage to property.</p>	<ul style="list-style-type: none"> <li>• Whole setting training in awareness of SEMH needs and strategies to manage behaviour.</li> <li>• Assessment through observation and or teaching, (for example, are there parts of the routine/curriculum that they find easier to manage than others?).</li> <li>• A consistent message but flexible approach (for example, “I want you to be in class learning” is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs).</li> <li>• Whole setting approach to support strategies to facilitate consistency amongst adults.</li> <li>• Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning.</li> <li>• Understand the story behind the behaviour (for example; what is the history and or context?).</li> <li>• Understand that behaviour is a method of communication, for example, what is x trying to communicate to us through their behaviour?</li> <li>• Helping the CYP to identify and work towards substituting other, more acceptable behaviours.</li> <li>• Use of choices to allow the child some control with the same end result (for example, would you like to talk to me now or in 5 minutes? Would you like to sit on the red chair or the blue chair?).</li> <li>• Teach the learner different ways to get their needs met through PSHE, emotional literacy and social skills work.</li> <li>• Consideration of the routine or timetable and transitions making adaptations where reasonable.</li> <li>• Detailed planning to support transition between year groups and phases of education.</li> <li>• Professionals meeting to discuss and understand behaviours.</li> <li>• Professionals meeting to discuss and understand behaviours with parents/ carers</li> <li>• Assessing risk using templates.</li> <li>• Communication with home/family to understand what is going on and to agree strategies.</li> <li>• Communication with other agencies to understand their involvement or possible involvement.</li> <li>• Regular review of asses, plan, do review cycle.</li> <li>• Engage CYP to give their voice.</li> <li>• Use of emotion coaching style techniques and unconditional positive regard to help repair rupture relationships after an incident.</li> </ul>

## Social Emotional and mental health (continued)

Need and or identified barrier	Ordinarily available arrangements
<p>Behaviours may reflect:</p> <ul style="list-style-type: none"> <li>• Anxiety / depression;</li> <li>• Self-harming;</li> <li>• Substance misuse;</li> <li>• Eating disorders.</li> </ul> <p>For all areas of need any provision or support should be provided in line with the needs of the child or young person and is not dependent on diagnosis.</p>	<ul style="list-style-type: none"> <li>• Assessment through observation/teaching (for example, are there parts of the routine and or curriculum that they find easier to manage than others?).</li> <li>• Unpicking the behaviours both (negative and positive) to understand what lies behind them.</li> <li>• Multi-professional approach to understand what is going on and making referrals and or sign posting where necessary.</li> <li>• Identifying what is not right for the CYP by asking and working with the individual.</li> <li>• Looking at the history, did the CYP behaviour start to change if so when and why do we think?</li> <li>• Liaison and collaboration with home is essential to understand the wider picture. This should be frequent and regular through the assess, plan, do review cycle.</li> <li>• Engage CYP to give their voice.</li> </ul>
<p>Physical symptoms that are medically unexplained for example, soiling, stomach pains.</p>	<ul style="list-style-type: none"> <li>• In partnership with parents, identify with the CYP activities that are stress reducing such as games, dance, colouring, gardening, animals, forest school and incorporate them in the daily routine.</li> <li>• Keep a diary and analyse pattern or trends.</li> <li>• Liaise with school nurse or health visitor.</li> <li>• Liaison and collaboration with home is essential to understand the wider picture. This should be frequent and regular through the assess, plan, do review cycle.</li> <li>• Liaise with safeguarding colleagues as appropriate.</li> <li>• Engage CYP to give their voice where appropriate.</li> </ul>
<p>Attention and or concentration difficulties.</p>	<ul style="list-style-type: none"> <li>• Whole setting awareness training on ADHD.</li> <li>• Assessment through observation and or teaching (for example, are there parts of the routine/curriculum that they find easier to manage than others?).</li> <li>• Understanding the reasons; is there a pattern? Use of ABC or STAR chart to identify patterns.</li> <li>• Use of a sensory break. Allowing plenty of time for movement or frequent small concentration periods.</li> <li>• Have a clear structure to the day.</li> <li>• Have clear expectations regarding behaviours and a clear and consistent response to behaviours.</li> <li>• Being aware of times of the day that may be more difficult for example before lunch if hungry.</li> <li>• Consideration of discipline procedures and or behaviour policies and any reasonable adjustments that need to be made in line with Equalities Legislation.</li> <li>• Binary approaches to behaviour management such as “ready to learn” will be problematic for CYP with attention and concentration needs and reasonable adjustments must be made.</li> <li>• Use of emotional regulation strategies and check ins such as “Zones of Regulation”</li> <li>• Engage CYP to give their voice.</li> </ul>

## Social Emotional and mental health (continued)

Need and or identified barrier	Ordinarily available arrangements
<p>Low level disruption or attention seeking behaviours, for example, talking out of turn, frequent interruptions to learning, fiddling with objects.</p>	<ul style="list-style-type: none"> <li>• Differentiated use of voice, gesture and body language by setting staff.</li> <li>• Focus on reducing anxiety and thereby behaviours.</li> <li>• Flexible and creative use of rewards and consequences (for example, 'catch them being good').</li> <li>• Positive reinforcement of expectations through verbal scripts &amp; visual prompts.</li> <li>• Time out and or quiet area in the setting.</li> <li>• Thicken and deepen existing relationships.</li> <li>• Use of unconditional positive regard strategies.</li> <li>• Use of ABC or STAR charts to identify patterns to behaviours.</li> <li>• Engage CYP to give their voice.</li> </ul>
<p>Difficulty in making and maintaining healthy relationships.</p>	<ul style="list-style-type: none"> <li>• Small group or nurture group activities to support personal social and emotional development.</li> <li>• A range of differentiated opportunities for friendship development (for example, buddy systems, friendship strategies, circle time).</li> <li>• Restorative approaches to enable repair to take place following relationship fractures.</li> <li>• Engage CYP to give their voice.</li> </ul>
<p>Difficulties following and accepting adult direction.</p>	<ul style="list-style-type: none"> <li>• Assessment through observation or teaching (for example, are there parts of the routine or curriculum that they find easier to manage than others?).</li> <li>• Look for patterns and triggers to identify what may be causing behaviours can be recorded on ABC or STAR charts.</li> <li>• Positive scripts using positive language to re-direct, reinforce expectations for example, use of others as role models (for example, emotion coaching strategies).</li> <li>• Calming scripts to de-escalate, including for example, use of sand timers for 'thinking time'.</li> <li>• Limited choices to engage and motivate.</li> <li>• Flexible and creative use of rewards and consequences (for example, 'catch them being good' sticker charts).</li> <li>• Visual timetable and use of visual cues for example, sand timers to support sharing.</li> <li>• Relationship based trauma informed practices.</li> </ul>
<p>Presenting as significantly unhappy or stressed.</p>	<ul style="list-style-type: none"> <li>• Identify and build on preferred ways of learning, subjects and interests.</li> <li>• Safe place and or quiet area identified and clear guidelines for access.</li> <li>• Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting.</li> <li>• Use of social stories to identify triggers and means of overcoming them.</li> <li>• Engage CYP to give their voice.</li> </ul>



## 4. Sensory and/or physical needs

This provision is in addition to the expectations in chapter one.

### Approaches and strategies

- All setting staff are aware of individual students' sensory and or physical disability and implications in all teaching and learning environments.
- Favourable access arrangements are identified.
- Favourable seating arrangements are identified.
- Staff are aware that for some CYP, a sensory or physical disability could impact on CYP language and social interaction.
- Staff should encourage CYP to wear appropriate sensory equipment and use physical aids.
- Staff should ensure that all CYP have understood instructions.
- Staff should be aware and take swift action to prevent unkindness related to sensory or physical needs of CYP.

### Resources, Advice and Consultation available in Bristol

- Education Psychology Team
- Sensory Support service. For CYP with sensory impairment (vision, hearing or multi-sensory) information from Sensory Support Service is available to support settings understand the specific, individual needs of these CYP.
- Portage and early years Inclusion Team.
- Occupational Therapy Service.
- Children with Disabilities Team.
- Physiotherapy Service.
- NHS Therapy Pack.
- School Nursing Service.
- Rainbow Trust: [www.rainbowtrust.org.uk/about/what-we-do?](http://www.rainbowtrust.org.uk/about/what-we-do?)
- Council for disabled children: [councilfordisabledchildren.org.uk/](http://councilfordisabledchildren.org.uk/)
- The national sensory impairment partnership for vision impairment, hearing impairment and multi-sensory impairment: [www.natsip.org.uk](http://www.natsip.org.uk)
- Sensory Support Service website for Local Area [sensorysupportservice.org.uk/](http://sensorysupportservice.org.uk/) (Including toolkit with information and resources).
- RNIB: [www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education resources](http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education-resources). Links to useful resources and a document listing teacher-reviewed resources for blind and partially sighted learners.

Book Share (Previously Load2Learn) [www.bookshare.org](http://www.bookshare.org) - Accessible online library for people with print disabilities. Useful for a range of needs.

- Seeing Ear Library: [www.seeingear.org/](http://www.seeingear.org/) (accessible online library for large print).
- RNIB Lending Library: [www.rnib.org.uk/braille-and-giant-print](http://www.rnib.org.uk/braille-and-giant-print) (large print and Braille books).

**Comment on age ranges.** Adjustments and specific interventions expected by the settings will be made by the settings according to the ages and stages of the learner. This advice is generic from 0-25.



## 4.Sensory and/or physical needs (continued)

Need and or identified barrier	Ordinarily available arrangements
Hearing impairment	<ul style="list-style-type: none"> <li>• All staff who work with a CYP with HI should be made aware how best to support in the setting as advised by their link teacher of the deaf.</li> <li>• Seat near front of class/ group with clear view of practitioner’s face and any visual material used.</li> <li>• Instructions delivered clearly and at an appropriate volume.</li> <li>• Ensure the lesson/ activity content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary.</li> <li>• Pre and post tutoring as advised by Teach of the Deaf (ToD).</li> <li>• Repeating / rephrasing pertinent comments made by other CYP.</li> <li>• Ensuring the CYP accesses those comments.</li> <li>• Be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Avoid moving around the room whilst talking.</li> <li>• Use visual reinforcement (pictures and handouts), to support learning.</li> <li>• Be aware that during physical activity it will be more difficult to follow verbal instructions. Also consider the acoustics in the hall, gym and swimming pool.</li> <li>• Words spoken on an audio/visual recording may need a person to repeat what is being said, provide visual support such as written copy and/or subtitles.</li> <li>• Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.</li> <li>• Seat away from any source of noise, for example, window, corridor, fan heater, projector, the centre of the classroom etc.</li> <li>• Encourage good listening behaviours such as sitting still, looking and listening.</li> <li>• Encouraged to ask when not sure what to do and to access resources independently when needed.</li> <li>• A quiet working environment, particularly for specific listening work.</li> <li>• Staff to work together with other professionals to share strategies and advice to support the child.</li> <li>• Provide additional time to complete tasks and assignments. Sensory Support Service would carry out specialist assessments to inform settings practice, for example, language assessments, functional vision assessments, IT, NEALE analysis for large print or braille users.</li> <li>• A specialist teacher from Sensory Support Service would need to contribute to requests for modified assessment papers or where more than 25% of time is required.</li> </ul>

## 4.Sensory and/or physical needs (continued)

Need and or identified barrier	Ordinarily available arrangements
<p><b>Visual impairment</b></p>	<ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified teacher for the visually impaired (QTVI).</li> <li>• Use advice from Sensory Support Service available through the website: <b><a href="http://www.sensorysupportservice.org.uk">www.sensorysupportservice.org.uk</a></b></li> <li>• Touch Typing when required to improve recording.</li> <li>• Use of magnification and accessibility features.</li> <li>• Use of magnification equipment, for example, visualisers, low vision aids, tablets.</li> <li>• Additional time to complete tasks.</li> <li>• Language mediation of visual information beyond CYP visual reach.</li> <li>• Adapted PE activities.</li> <li>• Line marking and visually friendly environments as per environmental audit and similar interventions suggested by habilitation specialist or QTVI.</li> <li>• Post and pre tutoring to ensure concepts are understood.</li> <li>• Use of real objects to support concept development and understanding.</li> <li>• Use of ICT for example, Ipad connected to whiteboard.</li> <li>• Reading apps.</li> <li>• Implement strategies advised by habilitation specialist.</li> <li>• Equipment for life skills/curriculum activities.</li> </ul>
<p><b>Physical disability</b></p>	<ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the child. This could include the inclusion of appropriate exercises (recommended from a therapist) for a child within the curriculum such as during a warmup session for PE/games etc.</li> <li>• Moving and manual handling training, all staff who may be involved with Moving and Handling children should have Basic Manual Handling training.</li> <li>• Support equipment.</li> <li>• Accessibility planning.</li> <li>• Accessible transport.</li> <li>• Work chairs.</li> <li>• iPad and grips.</li> <li>• Staff with care training and appropriate hygiene suites.</li> <li>• Switch operated life skills / curriculum equipment.</li> <li>• Adapted equipment to access specific aspects for example, cutlery, crockery, scissors.</li> <li>• Engage CYP to give their voice.</li> </ul>

## 4.Sensory and/or physical needs (continued)

Need and or identified barrier	Ordinarily available arrangements
<p><b>Severe and complex medical needs including a life- threatening diagnosis or condition.</b></p>	<ul style="list-style-type: none"> <li>• Reasonable adjustments in line with the Equality Act 2010.</li> <li>• Support equipment such as lockable medicine cabinets, first aid bags, fridges.</li> <li>• Rotated medication and or care training.</li> <li>• Liaising with specialist colleagues for up to date training.</li> <li>• Clear bereavement training and policies.</li> <li>• Regular home and setting contact when/if learner is not in a setting to maintain feeling of belonging with peers and community.</li> <li>• Engage CYP to give their voice.</li> </ul>
<p><b>Physical sensitivity including hyper (over) and hypo (under) responses and possible Sensory Processing Difficulties (SPD).</b></p>	<ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the child or young person.</li> <li>• Workouts and or sensory integration activities as advised by an OT programme.</li> <li>• Sensory reduction planning.</li> <li>• Staff training through CPD.</li> <li>• Individual workstations or work systems.</li> <li>• Build resilience using timers.</li> <li>• Engage CYP to give their voice.</li> </ul>

Glossary	
CYP	Children and young people
CIC	Children in care
CIN	Children in need
CP	Child Protection
Graduated approach and or response	A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. The graduated response includes assessing need, planning, implementing and reviewing the plan.
Quality First Teaching	High quality inclusive teaching for all children and young people including differentiation and formative assessment.
LA	Local authority.
Local Area	The education, health and social care arrangements across a city or area.
Local Offer	Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.
Setting	Any educational setting, school, early years provider or post 16 providers.
Setting based stages of the SEND COP	The stages of the code of practice that happen within in educational settings. This is different to the statutory stages of the SEND COP where a needs assessment maybe applied for. Typically, the setting-based stages are exhausted before consideration is given to the statutory stages.
SEND	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
SENDCo	A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.
SEND COP	Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

## Glossary (continued)

SEND OFSTED Inspection	An inspection of the SEND services across a local area by Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.
Special educational provision	Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.
Standard Inclusive Practice	The Early Years Framework makes it clear that all providers have a responsibility to ensure that diversity of individuals and communities is valued and respected and that no child or family is discriminated against. Standard inclusive practice is the terminology used by early years practitioners for inclusive practice.
Virtual School Head (VSH):	The Virtual School Head (VSH) is an officer of a local authority who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge this duty.
WSOA Written Statement of Action following a local area SEND OFSTED inspection	The written statement of action is the detailed plan to improve key areas identified in the OFSTED/QCC inspection report.

## Appendix 1

### CAMHS Ordinarily Available Offer

#### Specialist Mental Health Consultation

Specialist Mental Health Consultation is offered to staff of frontline children's services including local authority and academy schools in Bristol and as well as local authority Families in Focus and Social Care teams. These staff can ask to discuss any child or young person who attends their school or uses their service. Consultations are pre-booked with consent obtained and consultation paperwork completed in advance. PMHS' link with key staff members in schools, usually the DSL / SENCO. Any child can be discussed in PMHS consultation and the PMHS and staff member jointly agree actions which can include no further action, onward CAMHS referral or signposting to another more appropriate agency. There is a focus on upskilling school staff on social and emotional wellbeing as well as mental health needs in CYP.

- In all settings the main features of specialist mental health consultation aim:
- To identify and discuss young people with either (a) emerging or (b) severe, complex and enduring mental health needs and on occasion (c) urgent mental health needs.
- To offer frontline advice around resilience building and self-management in order that children / young people may not need specialist CAMHS input and that difficulties can be managed by children and families themselves as well as universal services.
- To support frontline workers with signposting children, young people and their families to appropriate resources and services when CAMHS is not appropriate and / or indicated.
- To facilitate CAMHS referrals where appropriate and to identify appropriate referrals for PMHS' direct casework.
- To identify with frontline workers issues of safeguarding and risk and to contribute to planning around these.
- To support thinking and planning around vulnerable CYP who require support from but cannot access CAMHS.

## Specialist Mental Health Training

CAMHS PMHS team are responsible for the delivery of a free Mental Health Training programme which operates city wide and is open to school staff and the School Health Nursing team across Bristol. There are a set of training modules which relate to specific mental health topics as identified via consultations and feedback, these are reviewed annually. Training modules are typically offered in 2 to 3 hour sessions and take place in a variety of AWP settings across Bristol. Training sessions include topics listed below.

- Parent workshop on Understanding Anxiety in Children
- Exam Anxiety Workshop
- ADHD/ASC training
- Anxiety in Primary School training
- Well Being
- Trauma in primary age children
- Emotional Regulation Module
- Body Image and Eating Issues
- Urgent Mental Health

## Documents available in other formats:

If you would like this information in another language, Braille, audio tape, large print, easy English, BSL video or CD rom or plain text please contact:

[tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) - Tel: 0117 922 2444



**Bristol's SEND  
Local Offer**

