Graduated Approach Guidance:
Planning support

Plan: Checklist

Planning is all about making sure that teaching approaches work; they respond to identified and assessed need and support agreed outcomes.

These actions are essential when planning provision
Involve child/young person and parents/carers: • Do they recognise and share the concerns identified? • What are their priorities and aims? • What do they think will help them progress? • How can they support progress?
Identify outcomes: • There should be shorter targeted steps/outcomes (half-termly/termly), which should build towards long term outcomes (phase or KS). • How will the success of the provision/interventions be evaluated? What difference are they going to make? Include outcomes that will support successful transition to the next phase of education, employment and independence.
Review and Plan provision: • Has the child/young person accessed high quality teaching across the curriculum? • Do all staff understand how to meet the needs of specific children/young people? • What provision is already available within the educational setting that would meet identified needs? • What new provision might need to be developed? • What resources might need to be secured (staffing and equipment)? • Are there any training needs for staff? • Ensure all relevant staff are aware of the SEN support being provided. • Have all of the recommended strategies from external agency reports been fully implemented?
Record: • Use the educational setting's preferred format for recording needs, outcomes and provision (i.e. school based My Plan, provision map). • Set a date for a review (maximum of 12 weeks away). • Ensure a copy is placed on the child/young person's SEN file and made available to the parents/carers and relevant staff.
Remember: The class teacher **remains responsible** for working with the child/young person on a daily basis. Where interventions are put in place by others, the **teacher should liaise closely**. The **SENCO** should offer support for planning and problem-solving.

Planning Support: Communication & Interaction

SEND Code of Practice

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Support and Provision Checklist:
The checklist should be used as an audit tool, so that staff can check they are providing appropriate and purposeful support for children and young people.

Universal - the SEND Code of Practice states that good quality teaching and appropriate differentiation are first steps in responding to children and young people (CYP) who have or may have SEN.	SEN Support - some children and young people will need targeted support **different and additional to** the support provided to the majority of other children and young people (CYP) in the educational setting. The frequency and extent of universal strategies will be increased under SEN Support. The individual strategies needed for each child/young person will be identified, formally recorded and implemented on an individual basis or in a small group.
Social development, interaction and play	
Skills are explicitly taught and rules of social interaction modelled	• Explicit teaching of important skills and rules of social interaction, with modelling and use of key phrases, e.g. 'can I join in?'
Buddy/befriender system in place at break and lunchtimes	
Staff positively reinforce good behaviour with individualised motivators.	• Personalised social stories to support understanding and choices
Positive redirection used to stop inappropriate behaviour.	• Support for interpersonal problem-solving to promote assertiveness and negotiation e.g. categorising the relative importance of problems, visual supports to express feelings, comic strip conversations
Visual supports used to define areas and structure the day e.g. visual timetable, drawers labelled with pictures in addition to words, language jigs, social stories, emotional thermometers	
Children and young people are given a specific role in group work to support their interaction with peers or alternative individual tasks available if group work is proving too difficult	• Develop child/young person's awareness of situation that may be difficult and encourage CYP to use appropriate strategies. Use of a 5-point scale to reinforce self-regulation
Opportunities are provided to 'show and tell' using prompts as appropriate.	• Encourage recognition of child/young person's own emotions and those of others. Link physical feelings to emotions.
Promote interaction with CYP's peer group through the use of programmes such as 'Circle of friends'	• Social skills group or involvement in Lego therapy with baseline assessment
	• Teach and model phrases about safety and help
	• Provide CYP with access to a buddy/peer support system
Staff understand and manage health and safety considerations e.g. lack of awareness of danger – running away/off-site/using certain equipment	• Teach CYPs to understand the passing of time

Attention and listening	
Staff use child/young person's name and if appropriate physical prompts to gain attention	• Key behaviours for successful listening and attention are taught and reinforced explicitly. For example turn taking taught in a small group and then reinforced in the whole class.
Visual supports/noise such as a shaker used to gain class attention e.g. 'Stop!' showing palm of hand and waiting for attention before speaking	• A clear, visual and consistent reward system to promote listening and attention
Clear expectations of activities established with visual cues	• Reduced time spent on difficult activities and increased time spent on the CYP's curricular strengths
Specific activities implemented to encourage attention and listening skills.	• The child/young person is clear of his/her particular targets.
Staff use specific positive reinforcement for good listening behaviour e.g. 'Good sitting still' rather than 'Good boy', use visual supports to back up good listening e.g. Widget symbols	
Teaching areas kept uncluttered	
Time is spent on difficult activities reduced a time spent on the child/young persons' curricular strengths increased	
Seating arranged in the best place to reduce distraction	
Special interest/obsessions are incorporated to focus attention and increase motivation	
Staff check that information has been understood, by asking child/young person to explain what they have to do rather than repeating instructions	
An appropriate level of language is used e.g. short, simple sentences	
Opportunity to take turns provided to maintain child/young person's interest	
Understanding language and communication	
Difficulties listening to and understanding instructions or stories anticipated and planned for	• Targeted comprehension groups e.g. Language for Thinking
Staff regularly monitor child/young person's understanding by asking to show or explain the instruction in their own words	• Small group work focused on particular targets; for example increasing the understanding of sentence length
Visual supports provided for children/young people to indicate when they have/not understood e.g. traffic light system	• Vocabulary teaching with phonological and semantic cues e.g. Widgit Symbols pre-teaching vocab
Children/young people encouraged to indicate when they haven't understood	• Colourful semantics e.g. colour coding to promote the understanding of meaning relationships in sentences
Additional processing time provided i.e. more time to respond	• Concept development programme
Alternatives ways to respond offered e.g. 'is it. or…?'	• Teaching active listening skills for example seeking clarification
Multi-sensory approaches to teaching new vocabulary and concepts used with opportunities for repetition and reinforcement	
Information given in small 'chunks', in clear concise language	
Explanations of expressions given e.g. 'Up you hop', 'bright as a button'	
Aspects of work related to CYP's direct experience when possible	
The level of questioning differentiated to suit individual children/young people e.g. 'what/where' questions easier than 'when/why'	
Children/young people encouraged to use strategies to process information e.g. silent rehearsal of instructions, identifying important words in the instruction	
Key words emphasised using slight stress and/or appropriate non-verbal communication	
Staff avoid the use of sarcasm, ambiguities and idioms	
Expressive (spoken) language and communication	

Confidence built through specific praise and support given where needed e.g. prompting with first word, encouragement to re-order idea, visual support	• Barrier games • Vocabulary teaching with phonological and semantic cues e.g. Widgit Symbols pre-teaching vocab • Specific visual schemes such as colourful semantics or shape coding e.g. colour coded prompt cards to extend the CYP's language • Concept development programme
Language is expanded e.g. CYP says 'ball gone' adult says ' the ball's gone in the box'	
Talking partners used	
Language modelled in social context e.g. 'my turn…your turn..'	
Consistent approach to practice developmentally appropriate errors e.g. endings such as 'walked', through reading, talking and at home	

Intelligibility

Language modelled back and the CYP's message responded to regardless of any mistakes with pronunciation e.g. if CYP asks 'where's the dup (cup)?' responding 'the cup is here'	• Specific speech sound and/or phonological awareness targets as advices by speech and language therapist
Specific praise used to build confidence e.g. for successful pronunciation or good attempts	
Staff encourage the CYP to use other means of communication	

Flexibility of thought

There is advance warning and preparation for changes to routine and activity	• Teach strategies to deal with stressful events and identify strategy if child/young person needs to be withdrawn e.g. a selection of anxiety reducing activities • TEACCH approaches • Personalised social stories and comic strip conversations in order to develop understanding • Access to time out area or distraction free environment • Break tasks down into manageable steps with a clear start and finish by using task planners that have been personalised for the CYP • Provide a visual prompt to support with organisational skills • Use a calm, firm and consistent approach to managing learning behaviour related to rewards that are motivating for the child/young person
Environment is structured with clear routines and expectations and visual support and/or timetable e.g. for entering the room, group work, snack time	
Strategies implemented to enable CYPs to manage time limited tasks, transitions and unexpected events e.g. use of timers, additional time, surprise cards, first-next board	
Choices are reduced to provide positive options.	
Clear rules and routines in place for moving around the educational setting	
Clear start and finish indicated in tasks	
Finished examples of tasks are provided	
Staff use the language of 'First, Next' , backed up with a visual support	
Clear routines for homework	
Staff cue CYPs into instructions by calling the child/young person's name first	

Sensory processing

Staff have knowledge of the child/young person's sensory profile and possible triggers, including developing self-awareness	• Provide alternative acceptable items to meet CYP's sensory needs • Access to time out are or distraction free environment • Personalised strategies such as ear defenders • Fun Fit • Regular short sensory breaks • Designated space or carpet square for sitting on the carpet • Use of a sit and move cushion/writing slope/pencil grip where required • Keyboard skills are taught
Staff anticipate impending sensory overload in order to intervene at an early stage, or allow the child/young person to remove themselves from the situation	
Staff had discussion with CYP and parents about how sensory overload is managed	
Staff prepare the child/young person for new or unusual sensory experiences	
Systems in place to allow CYP to remove themselves when they are not coping, self-monitoring strategies implemented so that CYP can indicate to staff when they need to do this	
Classroom environment adapted to reduce visual or auditory distraction if necessary	

Planning support: COMMUNICATION AND INTERACTION

Opportunities for alternative forms of recording e.g. using ICT

More evidence based advice and interventions

DfE *www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs* *The Better Research Programme reviews interventions for children and young people with speech and language and communication needs*
I-CAN *www.ican.org.uk/evidence* *Accessible research papers on a range of issues affecting children and young people with speech, language and communication needs in education*
The Communication Trust *www.thecommunicationtrust.org.uk/whatworks* *Evidence based interventions for communication and interaction needs*
The Autism Education Trust *www.autismeducationtrust.org.uk* *Provides training, resources and AET standards, competency framework and progression framework. Majority of materials are free to download and supported by* **DfE** *and* **Ofsted**
AAC Knowledge *www.aacknowledge.org.uk* *Brings together information and research evidence on augmentative and alternative communication (AAC) in one place. Provides different ways of finding out more about AAC.*
The American Speech-Language-Hearing Association (ASHA) *Compedium of EBP Guidelines and systematic reviews* *www.asha.org*
SpeechBITE ᵀᴹ*www.speechbite.com* *Database providing open access to a catalogue of Best Interventions and Treatment efficacy across the scope of speech pathology practice.*
The RALLI campaign *www.youtube.com/rallicampaign* *Created to raise awareness of Language Learning Impairment (RALLI) and includes videos that explain what a language impairment is, the impact it can have and how to get help*
National Autistic Society *www.autism.org.uk*
Ambitious about Autism *www.ambitiousaboutautism.org.uk*
The British Stammering Association *www.stammeringineducation.net*
Dyspraxia Foundation *www.dyspraxiafoundation.org.uk/groups/speech-language*
Afasic *www.afasic.org.uk/professionals*
Picture Exchange Communication System *www.pecs.org.uk*
http://www.thecommunicationtrust.org.uk/whatworks

Planning support: Cognition & Learning

SEND Code of Practice

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child/young person being recorded as having SEN

Support and Provision Checklist:

The checklist should be used as an audit tool, so that staff can check they are providing appropriate and purposeful support for children and young people.

Universal - the SEND Code of Practice states that good quality teaching and appropriate differentiation are first steps in responding to children and young people who have or may have SEN.	**SEN Support** - some children and young people will need targeted support which is **different and additional to** the support provided to the majority of children and young people in the educational setting. The frequency and extent of universal strategies will be increased under SEN Support. The individual strategies needed for each child/young person will be identified, formally recorded and implemented on an individual basis or in a small group.
General	
Work effectively differentiated	
Quality first multisensory teaching in place	
Hearing and /or vision issues considered and checked	
Reading	
Structured phonic programmes in place	• Develop sight vocabulary using e.g. Precision teaching to facilitate access to text
Possibility of visual stress been investigated; coloured backgrounds, gels, coloured paper, overlays, fonts used	• Use of structured reading programmes e.g. Rapid Reading, Letters and Sounds, Wellington Square, Project X Code, Reading Recovery, Every Child a Reader, Units of Sound, Toe by Toe, Phonics Counts
Child/young person strengths, hobbies and interests are used to develop an interest in reading	• Use of boxes font
Paired reading approach with more able readers utilised; CYP are trained in the use of this methodology	• Use of ICT resources to support reading and writing e.g. Read Write Gold • Inference Training
Language /comprehension-based approaches to reading support in place	• Fisher Family Trust Wave 3 Literacy support • Use graphic organisers to help summarise information
Explicit teaching and application of reading skills e.g. scanning for key information	• Model self-monitoring skills while reading, demonstrating how to stop and ask oneself if material/words have been understood
	• Teach cues for identifying main ideas such as looking for transition words

Writing	
Recording and spelling developed alongside and in partnership with reading	• Use of ICT resources to support reading and writing e.g. Read Write Gold, Acceleread/Accelewrite
Handwriting difficulties supported using appropriate resources e.g. writing slops, pen(cil) grips, penmanship paper, correct posture etc.	• Use of voice recognition software to support recording e.g. Dragon Dictate
Repeated modelling/opportunities to practice handwriting i.e. rainbow writing, use of aids for spacing between words, opportunities to develop patience and stamina	• Frequent use of touch typing programmes • Access arrangements for tests and exams • Use of structured writing/spelling programmes e.g. Toe by Toe
Recording of ideas is supported using e.g. drafts, writing frames, mind-maps, assistive technology, laptop/iPad, well-directed teaching assistants, able scribes etc.	• Use graphic organisers to help sequence information for effective communication • Model brainstorming for generation of ideas • Explicitly teach about genres and writing to an audience
Multi-sensory resources and methods used to support the learning of spelling; use of word lists, spelling books, technical glossaries, root words, 'word-building', word families; develop knowledge of morphology and etymology; pre-teaching of important vocabulary.	• Present models of good writing with guidance in determining why the writing was effective for its purpose
Maths	
'Hands-on' resources used e.g. number lines, objects, counters, Numicon, Cuisenaire rods.	• Use of well-founded evidence based interventions such as Counting to Calculating
Teach patterns and relationships such as skip-counting or patterns on 100s chart to help learn multiplication facts	• Structured individual teaching focused on specific numera n teaching for numeracy
Attach number-line to desk to help with number sense and pattern recognition	• Model problem cy skills e.g. Every Child Counts (ECC)
Specifically teach the way a number or problem can be represented	• Precision
Provide manipulatives in order to help make information concrete and less abstract	• solving through talking aloud • Teach math mnemonic strategies that specifically identify the steps for solving problems
Ask the CYP to explain their strategies when problem solving to expand problem solving options	• Teach patterns and relationships such as skip-counting or patterns on 100s chart to help learn multiplication facts
Model problem solving through talking aloud	• Attach number-line to desk to help with number sense and pattern recognition • Specifically teach the way a number or problem can be represented • Provide manipulatives in order to help make information concrete and less abstract • Ask the CYP to explain their strategies when problem solving to expand solving options
Attitude/access to learning	
Explicit teaching of strategies to minimise the impact of limited working memory e.g. use of pen and paper for jotting ideas, memory games such as Kim's game or Pelmanism, strategy games such as Connect 4	• Pre-teaching key concepts • Reduced time spent on difficult activities and increased time spent on the pupil's curricular strengths
Visually supportive learning environment, visual timetables used, personalised if necessary, 'now and next' prompts, learning mats etc. to support organisation and independent learning	• New learning linked with what the pupil already knows e.g. use of a mind map at the start of the lesson to review what the pupil already knows
Self-esteem is supported	
Use child/young person's name and establish eye contact before giving instructions.	
Instructions are clear and simple, longer instructions are broken down and given one at a time.	

Planning support: COGNITION & LEARNING

Tasks clearly explained, modelled or scaffolded, staff check for understanding	
Opportunities provided for CYP to jot down key points or instructions	
Learning broken down into small steps, using a task planner	
Children/young people are given appropriate processing time or opportunities to talk with a talk partner before answering a question	
Multiple examples of new concepts provided with examples taken from real life rather than talking in the abstract.	
Marking policies celebrate the positive aspects of CYP work and how their work can be developed and improved.	
Homework differentiated in order to present an equal level of challenge to all children and young people.	
New/difficult vocabulary clarified, displayed and referred back to	
Provide an outline of content to be covered in the lesson.	
Adjust difficulty in level of materials to child's ability level; concepts should be thoroughly explained with numerous examples.	
Allow sufficient time for review and practice, as well as time to share and discuss ideas	
Verbal reasoning	
Systematically teach new vocabulary, repeat skills and vocabulary	• Pre-teach vocabulary
Use mnemonics to help retrieve knowledge	
Use a quick vocabulary book or reference wall	
Relate information to prior knowledge	
Chunk information	
Create a language and experience rich environment	
Teach key verbs, that appear in questions (e.g., demonstrate, analyse)	
Provide specific vocabulary instruction such as the meaning of common prefixes, suffixes, and root words	
Incorporate interests and prior knowledge areas into instructional activities	
When presenting directions and discussing concepts, use vocabulary that is understood by the child/young person	
Problem-solving	
Explicitly teach multiple approaches to solving problems	• Use a problem solving planner that sequences the questions that need to be asked when approaching a problem
Define relationships and connections between ideas in a concrete way	
Provide analogies that the child/young person can relate to	
Provide opportunities to sort, classify, and categorise	
Use teacher demonstrations with a think-aloud procedure followed by guided practice with feedback	
Make use of graphic organisers to assist in unifying information and breaking information apart	
Teach problem-solving strategies	
Use cooperative groups and reciprocal teaching to help with perspective taking and exposure to different problem solving methods	
Integrate visual and verbal information to enhance learning	

Working memory	
Deliver information in smaller units or portions	• Teach chunking strategies
Use multimodal presentation of information (visual, tactile, and auditory)	• Provide copy of notes and outlines for notes
Use rehearsal strategies (e.g., rhymes, acronyms, anagrams, associations)	• Provide overlearning
Model re-telling, paraphrasing, and summarising	• Provide a list of steps that will help organise behaviour and facilitate recall
Use lists, notes, checklist, or memory plans	• Limit the number of new facts, words, and concepts in one lesson
Allow the use of a number line or calculator	
Use repetition of instructions and information	
Provide review and repetition	
Provide immediate feedback	
Teach memory aids-Use rehearsal strategies (e.g., rhymes, acronyms, anagrams, associations)	
Provide multi-sensory learning	
Use visual, kinaesthetic, vocal, and auditory channels as appropriate	
Provide context and meaning-based instruction	

Processing speed	
Self-monitoring strategies that focus child/young person to set goals and rate their success related to timely completion of tasks	• Allow time to respond orally or prepare student with question before calling on them
Provide high-interest books at child/young person's reading level	• Explicitly teach child/young person to increase speed and use concrete measures of progress using charts and graphs
Provide resource folder	• Access to word processor
	• Provide books on tape
	• Provide copies of notes, formatted which only key words need to be added
	• Provide extended time
	• Reduce quantity of work in favour of quality
	• Shorten or chunk assignments (e.g., odds or evens, fold paper in half, etc.)
	• Use a timer to increase self-monitoring of output and speed of completion
	• Reduce and structure the amount of copying required from a book or board

More evidence based advice and interventions
DfE Resources *www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils Teacher training materials for learners with severe, profound and complex learning difficulties*
Interventions for Literacy *www.interventionsforliteracy.org.uk/interventions Provides a summary of research for evidence-based interventions for literacy. Search by age group and by area of need*
Maths Every Child Counts https://everychildcounts.edgehill.ac.uk/ National Numeracy Trust www.nationalnumeracy.org.uk National Centre for Excellence in Maths www.ncetm.org.uk
Down Syndrome Education International *DSE works to improve early intervention and education for children and young people with Down Syndrome www.dseinternational.org/en-gb/*
Advanced Training *www.advanced-training.org.uk Training for experienced practitioners and for more complex needs CYP*
The Dyslexia-SpLD Trust *www.framework.thedyslexia-spldtrust.org.uk*
Dyscalculia and Dyslexia Interest Group *www.lboro.ac.uk/departments/mec/activities/maths-statistics support/thedyscalculiaanddyslexiainterestgroup/*
Optimus Education *www.optimus-education.com/how-develop-outstanding-provision-pupils-mld*
Learning Works *www.learning-works.org.uk/free-downloads/national-dyscalculia-and-mld-conference-newsletters-presentations*
*Boxall, M & Lucas, S (2010) **Nurture Groups in School: Principles and Practice. 2nd Edition**. London, Thousand Oaks, New Delhi: SAGE publications.*
*Bennathan, M & Boxall, M (2000). **Effective Intervention in Primary Schools: Nurture Groups (Second Edition).** David Fulton. ISBN 1-85346-706-5*

Planning support: COGNITION & LEARNING

Collins, C (2002) **Because I'm Special; A Take-home programme to enhance self-esteem in children aged 6-9.** *Lucky Duck Publishing. ISBN 1-873942-54-0*
Fauper, A; Herrick, E & Sharp, P (1998) **Anger Management: A Practical Guide.** *David Fulton ISBN 1-85346-562-3*
Shapiro, L.E (2004) **101 Ways to Teach Children Social Skills: A ready to use, reproducible activity book**. *The Guidance Group. ISBN 978-1-56688-725-0*
Stringer, B & Hall, M (1999) **A Solution Focussed Approach to Anger Management with Children: A group work manual for practitioners**. *The Questions Publishing Company Limited. Birmingham. ISBN 1-89814-993-3*
The Sutton Trust-EFF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit   The toolkit is an accessible summary of educational research, which provides guidance for teacher and schools on how to use their resources to improve attainment.
SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges A resource for mainstream leaders, teaching and support staff working with pupils and students with special educational needs and learning difficulties and disabilities. https://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html
Difficulties, Areas of Impact, and Recommended Strategies/Accommodations https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/Cognitive%20Functioning%20and%20Psychological%20Processing.pdf

Planning support: COGNITION & LEARNING

Planning support: Social, Emotional and Mental Health needs

SEND Code of Practice:

6.32 Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self- harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children and young people. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section at the end of the guidance,

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

- Certain individuals or groups are more at risk of developing SEMH needs than others. Risks can relate to the child/Young person, family or to their community or life events. This tool should be considered alongside other information known about the child/young person and family in order to identify needs holistically. This information may be drawn from a range of professionals including other school staff i.e. it may be that the primary need is environmental and the child/young person needs safeguarding. It is recommended that schools use the assessment triangle where appropriate and consult with (social care) **Early Help** for further advice, where required.
- Schools **must not** diagnose mental illness (this is a medical diagnosis reached by medical professionals). Assessment tools such as SDQ, Thrive, Boxall profile etc. will highlight individual need and support schools to identify suitable support and provision.
- It is recommended that when completing this section schools are mindful of the extent to which environmental and familial factors are thought to be influencing the presentation of behaviour seen.

Support and Provision Checklist:

The checklist should be used as an audit tool, so that staff can check they are providing appropriate and purposeful support for children and young people.

Universal - the SEND Code of Practice states that good quality teaching and appropriate differentiation are first steps in responding to children and young people (CYP) who have or may have SEN.	SEN Support - some children and young people will need targeted support, which is **different and additional to** the support provided to the majority of children/young people (CYP) in the educational setting. The frequency and extent of universal strategies will be increased under SEN Support. The individual strategies needed for each child/young person will be identified, formally recorded and implemented on an individual basis or in a small group.
Specific strategies are used to teach social understanding e.g. social stories, work schedules, emotional thermometers.	• Small, carefully thought-out group settings or individualised support programmes • Use of learning mentors/key workers/supportive adult, focus of which depends on the CYP identified needs e.g. to explore feelings of anger/worry
Appropriate programmes/interventions are used to teach and develop social interaction skills e.g. Circle of Friends, buddy systems.	• SEAL small group work, social skills, life skills groups
Explicit activities are used to develop relationships, emotions, social skills, self-confidence and self-esteem e.g. SEAL	• Children and young people are screened for speech, language and

Anger management techniques are taught and promoted by all staff e.g. calming strategies	communication needs, specific learning difficulties and moderate learning difficulties, to ensure underlying needs are identified and addressed.
Structured routines, clear guidelines and rules are in place, reinforced using visual prompts where helpful.	• Thrive/Boxall/ or equivalent individual assessment and action plans • Complete and evaluate a series of regular observations of displayed behaviour e.g. using schedules such as Antecedent, Behaviour, Consequence (ABC) diaries to look for patterns and triggers, taking into account environmental factors such as time of day, lesson, staff, peers, classroom etc.
School have a consistent approach when using rewards and sanctions	
Baseline screening is completed to build a clear profile of strengths and needs e.g. THRIVE screening or Strengths and difficulties questionnaire.	
All children and young people have access to adult *led* peer mediation.	• Regular involvement of external agencies to support and monitor
Seating plans are utilised effectively.	• Modification of the social environment to avoid triggers and reduce stress
Positive intervention strategies are in place.	• Personalised curriculum and structured activities
Clear routines	• Programmes for managing and controlling behaviour, anger management programmes
Adults to remain calm and contained	
Preparation for change, including transitions from one activity to another	• Enhanced personal, social and health education programmes
Lunchtime programmes/play leaders etc.	• Use of specific strategies to teach social understanding e.g. language jigs, social stories, work schedules, emotional thermometers
Staff are confident in adopting a flexible approach to a range of different behaviours.	• Regular, frequent small group support in a safe space to calm down at identified key trigger times and when required e.g. sensory activities, listening to music, relaxation exercises
Time-out systems are used appropriately and effectively,	
Choice and motivation is used to promote desired interactions and behaviour?	• Counselling and mentoring
Positive behaviour management techniques consistently used across the school e.g. emphasising the 5R's *(relationships, rights, responsibilities, rules and routines),* using the language of choice, broken record technique, volume matching and emphasising the positive.	• Orientation by key adult to prepare for a session/change and/or debrief after a session/change • Support to meet and greet and/or teach appropriate behaviours • Parent/carer involvement through regular review meetings, planning interventions to be carried out at home and school
Systems are proactive and prevent bullying.	• Small group support to calm down at identified key trigger times and when required e.g. sensory activities, listening to music, relaxation exercises
Data systems are in place to monitor and record behaviour concerns such as frequency, intensity, causes and other factors	• Nurture group approach monitored and evaluated i.e. through use of Boxall Profile • Alternative timetable with multi-agency agreement and a clear and focused plan in place
Parents are actively involved, clear and effective communication with parents/carers is promoted	• The use of alternative or off-site provision • Calming activities – a special box of activities e.g. stress ball, positive touch • Adults to recognise the signs of increased anxiety e.g. twitching, increase in volume of voice • Transitional object – a favoured object from home • Reassurance that they will still be liked even if they have done something inappropriate • Finding ways to 'check-in' frequently e.g. a touch on the shoulder, a reassuring word • Providing an area of responsibility in the classroom • Identifying a 'safe' person who the child/young person can go to when feeling anxious/upset/dysregulated • Indirect praise e.g. X will really like the colours that you used on the picture • Support/supervision for the 'safe person' to ensure containment and opportunities to talk about their work

	• Social Stories for preparation of new situations • Visual timetable • Now and Next whiteboard • Safe place (in and out of class)

More evidence based advice and interventions

DfE *Advice on identifying children and young people with mental health difficulties and planning appropriate provision.*
www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

MindEd *(the MindEd programme), the UK's first comprehensive systematic review of e-mediated therapies and computer-based applications for the prevention and treatment of mental health problems, and substance misuse www.minded.org.uk/*

Young Minds *Provides advice and information on programmes to support positive mental health and emotional wellbeing in young children www.youngminds.org.uk*

Emotional Literacy Support Assistant (ELSA) Network *National and local information about the ELSA programme and how it supports children and young people with temporary or longer term emotional needs www.elsanetwork.org*

Nurture Group Network *Information and guidance on the development of nurture groups to support children and young people with social, emotional and mental health needs www.nurturegroups.org*

Kooth *Award-winning online supports for young people to help them better understand mental health. Online counselling and supervised chat rooms. Useful articles, further contact details and easy referral processes. www.kooth.com*

Youth in Mind *Strengths and Difficulties questionnaire to support identification of social / emotional needs www.sdginfo.com*

PSHE Association *www.pshe-association.org.uk/default.aspx*

The Sutton Trust-EFF Teaching and Learning Toolkit The toolkit / guidance for teacher and schools on how to use their resources to improve attainment
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit.

SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges A resource for mainstream leaders, teaching and support staff. https://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html

Planning support: SOCIAL, EMOTIOAL & MENTAL HEALT

Planning support: Sensory Needs

SEND Code of Practice:

6.34 Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section at the end of the guidance). (COP, page 98)

For clarity and ease of use sensory and/or physical needs from the SEND Code of Practice will be separated in this document into: •Vision •Hearing •Physical and medical needs

Support and Provision Checklist
The checklist should be used as an audit tool, so that staff can check they are providing appropriate and purposeful support for children and young people.

Universal - the SEND Code of Practice states that good quality teaching and appropriate differentiation are first steps in responding to children and young people (CYP) who have or may have SEN:	SEN Support - some children and young people will need targeted support, which is **different and additional to** the support provided to the majority of children and young people in the educational setting. The frequency and extent of universal strategies will be increased under SEN Support. The individual strategies needed for each child/young person will be identified, formally recorded and implemented on an individual basis or in a small group.
Visual Impairment	
Children/young people are seated in the optimum position (considering vision in each eye) to be able to see the board and focus.	• Child/young person has timely access to appropriate modified resources and curriculum e.g. enlarged print, modified materials, good quality copies with good contrast and clutter free
Children/young people is seated at the front of the class with their back to the windows without casting a shadow over what they need to see	• Staff have had appropriate training to meet pupil's specific needs
Staff present work in a large bold format, which is simple and uncluttered.	• Child/young person has appropriate access arrangements for tests and exams
Use paper, background colours in electronic boards that provide good contrast	• Child/young person's specific social and emotional needs are being met
Adults to use pens that provide good contrast when writing on a board or pupil's books, e.g. when giving feedback	• Child/ young person has access to appropriate support, as recommended by VI specialist advisory teacher
Where enlargement is required use A4 paper – landscape if level of enlargement makes it more manageable	• Child/young person has support to promote age appropriate independence and is supported by staff who have received appropriate training
Encourage children/young people to use aids and keep glasses clean (if applicable)	• Child/young person has opportunity to develop self-advocacy skills • Child/young person has opportunity to develop low vision aid skills e.g. access to board, magnifiers
Provide a range of resources that support visual access so that pupil can choose the most appropriate resource for an activity, e.g. different types of pens, pencils, high visibility rulers etc.	• Child/young person has opportunity to develop touch typing skills • Close home-school links are developed so that the educational setting is aware of changes in circumstance that may impact on vision needs
Use resources that facilitate visual access across the curriculum, e.g. coloured balls in PE, accessible science equipment etc. – as advised by	• Additional support for transitions for example through additional visits to new

15

QTVI.	setting to help pupil familiarise with new environment, timely transfer of relevant information, specialist assessments and plans
Provide pupil with their own copy of materials and avoid sharing books/monitors so pupil can position them in the best angle/distance, unless sharing is required for social reasons	
Staff say the CYP's name before talking to them; staff remember that CYP with VI are unlikely to follow non-verbal communication. Provide clear verbal explanations when giving a demonstration or verbalise what you write on a board.	
Children and young people are given extra time to complete tasks to reduce the effects of visual fatigue. Provide rest periods or alternative activities so that visual effort is reduced (e.g. use of audio books or practical activity)	
Staff regularly check understanding by eliciting information, rather than yes/no responses or repetition of information (80% of learning is visual and so staff can't assume that CYP with VI have all the concepts in place)	
Background noise is kept to a minimum.	
Classroom and learning environment is clearly organised.	
Classroom has appropriate lighting.	
Staff ensure that there is minimum glare by turning off overhead lighting, pulling blinds or changing the background colour on the board and using matt surfaces including laminated materials.	
Children and young people are fully included in all areas of the curriculum, break and lunch time activities	
Children and young people are clear about what is expected, access good examples of peers' work and have the opportunity to work with peers.	
Staff anticipate the CYP differing needs in advance of learning opportunities and/or homework.	

Hearing impairment

Reasonable modification to the whole school environment are made to ensure that the individual needs are taken into account	• There is greater emphasis on language development, auditory training and communication skills/support.
Staff are aware if the pupil has hearing aids and do they know when they are not working	• Advice from Advisory teachers of alternative approaches to communication and curriculum access is implemented
Background noise is reduced to improve the acoustic environment.	• Child/young person has timely access to appropriate vocabulary both pre and post teaching
Additional time is available to process questions/information.	• Staff have had appropriate training to meet pupil's specific needs
Children/young people are given preferential seating and position in terms of access to the board and teacher.	• Child/young person has access to additional targeted teaching in small groups or individually in order to support language and literacy skills, opportunities to improve social skills, help in acquiring, comprehending and using speech and language in structures and unstructured situations
Classroom and learning environment clearly organised with minimal distractions.	
Children/young people are fully included in all areas of the curriculum, break and lunch time activities	
Children/young people are in a quiet environment for group work.	• Staff are aware of the equipment that needs to be used e.g. radio aids, soundfield, cochlear implants
Children/young people have opportunities to develop note taking skills/touch typing skills, if appropriate	• Staff are aware of how to check the equipment is working and troubleshoot any problems
Staff display key vocabulary for the lesson/topic	• Appropriate access arrangements are made for tests and exams
Staff turn off overhead projectors when not in use.	• Child/young person's specific social and emotional needs are met
Staff anticipate the CYP access needs in advance of learning opportunities	

Planning support: SENSORY NEEDS

and/or homework	• Child/young person has support to promote age appropriate independence
Staff provide differentiation of work activities using plain English, clear and precise instructions supported by visual clues.	• Child/young person is positioned so that he/she can access lip reading or subtitles on audio visual material or given a written summary of the lesson?
Staff monitor the wellbeing and self-esteem of CYP with HI	• Child/young person has opportunities to meet and socialise with deaf peers to develop a positive deaf identity.
	• Close home-school links are developed so that the educational setting is aware of changes in circumstance that may impact on hearing needs
	• Additional support for transitions for example through additional visits to new setting to help pupil familiarise with new listening environment, timely transfer of relevant information, specialist assessments and plans

More evidence based advice and interventions

RNIB *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* *Accessible online library for people with print disabilities. Useful for a range of needs*

NDCS *www.ndcs.org.uk* *Reviews technology including Apps which may be useful for children and young people with a hearing impairment*

Planning support: SENSORY NEEDS

Planning support: Physical Needs

Physical needs	
Fine motor skills development	
Pupil is seated in their optimum position or working e.g. feet flat, bottom back in the chair, table at elbow height and face on to their work	• Use functional fine motor activities with whole class and on an individual basis
Pre-writing skills are achieved prior to introducing formal handwriting.	• Complete suitable handwriting program that fits with the school activities daily
Tasks are adapted depending on the learning objective.	• Trial use of alternative equipment e.g. different scissors, writing slope, Dycem, pencil grips, different pen/pencil if appropriate.
Additional time allowed to complete learning activities.	• Use alternative methods of recording e.g. scribe, highlighting pre-produced notes, pre-produced worksheets which require minimal amounts of writing, IT (laptop)
	• Ensure advice from Therapist is fully implemented and use of recommended resources made
	• Adult assistance with some of the tasks is provided, always ensuring the learning objective is still met by the pupil
	• Keyboard skills are developed using resources such as BBC Dance Mat typing, Text Type from Doorway Online
	• Alternative means of recording work is provided including ICT and/or a scribe
	• Access arrangements are in place for tests and exams
Gross motor development	
Physical activities e.g. P.E., outdoor play adapted/modified to enable full participation with peers	• Advice on alternative equipment and resources from OT/Physio/Advisory teachers is sought and recommendations implemented
Classroom environment adapted/modified to enable full access to curriculum e.g. foot raise, repositioning classroom furniture	• Use alternative equipment e.g. punch ball balloons or light balls in PE
Accessibility of the environment is increased by ensuring the classroom is clutter free.	• Risk assessment of handling requirements is in place
Staff allow more time for movement or an activity for whole group or create more time for some pupils by providing extension activities for others.	• Staff are trained in 'Moving and handling' of children and young people with physical difficulties
	• 'Moving and handling' plan is in place
Personal autonomy and independence is encouraged.	• Personal Emergency Evacuation Plan is in place (PEEP), and staff are confident in its use
Social and emotional development	
Inclusive and accessible games/activities provided on the playground at break and lunchtimes.	Provide specific input for development of age appropriate social skills e.g. Thrive, SEAL, Emotional Logic
Staff plan school trips and extracurricular activities so they are inclusive and accessible.	
More evidence based advice and interventions: Physical needs	
CALL Scotland *www.callscotland.org.uk/downloads/posters-and-leaflets/supporting-writing-difficulties information on using ICT to overcome barriers to learning. Very useful poster "Supporting Writing Difficulties"*	

Planning support: PHYSICAL NEEDS

Communication Matters *www.communicationmatters.org.uk awareness and knowledge of needs of cyp with complex communication needs*
Abilitynet *www.abilitynet.org.uk Adapting technology. Resources, information and webinars*
Inclusive Technology *www.inclusive.co.uk Supplier of hardware equipment/software that helps learners with SEND use a computer, communicate learn*
Widgit Software *www.widgit.com Supporting fair and equal access to information*
Crick Software *www.cricksoft.com/uk/products/clicker/home.aspx Literacy without limits! Clicker is a child-friendly tool that enables learners of all abilities to significantly develop their literacy skills*
SEN/ICT Directory *www.senict.com Directory of resources*
Whizz Kids *www.whizz-kidz.org.uk Provider of mobility equipment, support and life skills for learners with disabilities*
Wheelpower *www.wheelpower.org.uk Providing sporting opportunities for children and young people with disabilities*
Cerebra *www.cerebra.org.uk Supporting cyp with neurological conditions through research, information and direct on-going support*
Muscular Dystrophy UK *www.musculardystrophyuk.org Providing support and information to cyp with muscular dystrophy*
Scope *www.scope.org.uk/support/professionals/teachers Providing support and information to cyp, and their families*
Changing Faces *www.changingfaces.org.uk/education*
CLEAPSS *www.cleapss.org.uk Advice on practical Science and Technology for schools, including health and safety issues*
Supporting Head Injured Pupils in School *www.shipsproject.org.uk English Federation of Disability Sport (EFDS) Supporting cyp with disabilities to be physically active www.efds.co.uk*
Jenkinson, J; Hyde, T & Ahmed, S (2002). **Occupational Therapy Approaches for Secondary Special Needs - practical classroom strategies** *Whurr Publishers. ISBN 978-1861563309*
Cornwall, J & Robertson, C (1999) **Individual Education Plans – Physical disability and Medical Conditions**. *David Fulton Publishers Ltd. ISBN 978-1853465253*

Planning support: PHYSICAL NEEDS

Planning Support: Medical needs

The statutory guidance 'Supporting pupils at school with medical conditions' 2015 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf places duty on governing bodies of maintained schools, proprietors of academies to make arrangements for supporting pupils at their school with medical conditions. They should be supported so that they have full access to education, including school trips and physical education. Bath and North East Somerset Council issues additional, local guidance for schools: Supporting Pupils at School with Medical Conditions.

Medical needs	
Leadership, management and governing body has due regard to the statutory guidance for supporting CYP with medical needs and the Equality Act 2010	• Specialist assessments are carried out by appropriate support services.
Leadership, management and governing body support staff to develop their general awareness, knowledge, skills and confidence to meet the needs of all CYP	• Health care plan is in place for CYP who require additional assistance with a specific area of healthcare, which is not already covered by existing policy
The educational setting provides a warm, safe, empathetic and positive ethos, supporting individual wellbeing and inclusive practice.	• Individual Personal Care plan is in place for CYP who require support or assistance with CYP,
Clear processes are in place to identify CYP needs	• Training is available for staff involved, as appropriate
Reasonable adjustments are made to enable the curriculum to engage all CYP	• Flexible approach to transitions is taken including – additional taster days if required, robust communication, transfer of information, plans, equipment as relevant
An accessibility plan is in place to improve access for all CYP with medical needs	• Regular reviews take place to ensure all information in up to date, plans are updated, signed and authorised by relevant medical professionals
Risk assessments are in place as required	• Social and emotional support is provided
There is focus on clear and accessible communication to establish positive relationships between staff, parents/carers and CYP	
More evidence based advice and interventions: Medical Needs	
Supporting children with medical needs at schools **https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf**	
Ensuring a good education for children who cannot attend school because of health needs, Statutory guidance for local authorities January 2013 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance__-_revised_may_2013_final.pdf	
Young Epilepsy *www.youngepilepsy.org.uk Providing support and information to children and young people with epilepsy and associated conditions*	
Epilepsy Action *www.epilepsy.org.uk/info/education*	
General - Further SEND Support	
Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (Jan 2015) *https://www.gov.uk/government/publications/send-code-of-practice-0-to-25*	
DfE SEN Pages *www.education.gov.uk/schools/pupilsupport/sen*	
SEN Policy Research Forum *www.sen-policyforum.org.uk*	
The Sutton Trust – EEF Teaching and Learning Toolkit *www.educationendowmentfoundation.org.uk/toolkit* *An accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit covers various topics, each summarised in terms of their average impact on attainment, strength of evidence supporting them and their cost.*	
The Inclusion Development Programme *www.idponline.org.uk Useful bank of strategies to meet high incidence SEN, many free downloadable resources and*	

video clips. Useful for staff CPD and training
DfE Resources *www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils Teacher* **advanced** *training materials for autism, dyslexia, speech, language and communication, emotional, social and mental health needs, moderate learning difficulties*
NASEN's SEND Gateway *www.sendgateway.org.uk Provides a range of free online resources to help teachers and other education professionals meet and identify the needs of children and young people with SEND.*
Centre for Studies on Inclusion *www.csie.org.uk*
World of Inclusion *www.worldofinclusion.com*
Council for Disabled Children *Supporting children and young people with SEND by influencing Government policy, working with local agencies to translate policy into practice and produce guidance and training www.councilfordisabledchildren.org.uk*
Contact a Family *Information on most types of disabilities www.cafamily.org.uk*
B&NES SEND Partnership Service *Offer legally based and easily accessible impartial information and advice, to support children and young people aged 0 – 25 years, with SEND and their parents and carers.*
Johnson, H; Carroll, J & Bradley L (2017) **SEN Support: a survey of schools and colleges***. London: Department for Education*
Carroll, J., et al. (2017) **SEN Support: a rapid evidence assessment***. London: Department for Education*
Skipp, A & Hopwood, V. (2017) **SEN Support: studies from schools and colleges***. London: Department for Education*
Ofsted and CQC (Oct 2017) **Local Area SEND Inspections: One year on**