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WOKINGHAM BOROUGH

**Ordinarily Available Provision**

Inclusive provision and support available for all learners in mainstream schools

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# Launch of Wokingham Borough's *Ordinarily Available Provision*

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Area SENCO

# What is Ordinarily Available Provision?

Ordinarily available provision is the inclusive provision and support available for all learners in mainstream schools

# Co-production of the guidance





Active working party

Reflects the good practice seen in local schools

Workshops to ensure local context of Wokingham is captured

Contributions from specialist services

Informed by learners' views on the support and adjustments needed

Draws on existing resources

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# Format of the guidance

## Contents

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'Wokingham is a borough where all children and young people are visible, valued, and included in their communities, are safe and cared for, achieve their potential, are healthy and feel happy, hopeful, and loved.'

Consistency across mainstream settings

Inclusion embedded in everyday practice

Early intervention, inclusion and continuous improvement

Environments that make learners feel valued and supported

High quality adaptive teaching

Needs led, not diagnosis driven

Draws on evidence-based research (EEF)

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## Directory of Services

This section outlines local and national support that settings can access for advice and support about learners with SEND. A more extensive list of support services for children, young people and families can be found on our SEND Local Offer.

### Wokingham Services

| Service | Description |
|---|---|
| Addington Outreach and Inclusion Service (AOIS) | • Outreach support for learners in primary or secondary school settings age 4-18 where learning difficulty or Autism is the primary need (a diagnosis is not required to access the service)<br>• Universal and targeted training available free of charge to all staff working in a school in the borough<br>• Targeted support for staff to set up and deliver bespoke interventions<br>• Access to a resource and information library |
| Arc Counselling | • Confidential counselling service on school sites or in their premises for people aged 8 upwards<br>• Factsheets and support information on topics such as anxiety, bullying, drugs and relationships<br>• Staff supervision, training and workshops |
| Area SENCO team | • Advice and support for SENCOs and other school staff on meeting the needs of learners with SEND<br>• SENCO Induction programme<br>• SENCO network meetings and newsletters<br>• SENCO surgeries and school visits |

| | |
|---|---|
| ASD Family Help | • Support for people with autism and neurodiversity<br>• Support to parents/carers through regular drop in sessions<br>• Free advice and information through email, face-to-face or phone calls<br>• Social activities for learners, young people & families<br>• Training & workshops for parents/carers and professionals<br>• Life and relationships skills for teens |
| Autism Berkshire | • Information and advice through a helpline, events, workshops and newsletters<br>• Accessible social and leisure activities for children, adults and families<br>• Autism-specific training and support<br>• Work with education, health, emergency and employment services to deliver autism-appropriate services |
| ASSIST Team (Autism Spectrum Service for Information Support and Training) | • Information, advice, guidance and signposting in relation to autism<br>• Autism focused workshops for families and professionals<br>• Targeted support for families of learners up to their 18th birthday with a diagnosis of autism or on the pathway for an autism assessment<br>• Focused 1:1 support via the Multi-Agency Safeguarding Hub for pupils who meet the service eligibility |
| Berkshire West Autism and ADHD Support Service | • Advice, workshops and courses for learners and young people aged up to 25 who are autistic or have ADHD – or are waiting for assessment – and their families. |

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## Directory of Services

| Wokingham Schools Hub | • Information for school professionals on a range of topics including leadership, management and governance, learning and teaching support, early years, childcare and play and professional development<br>• Access to the SENCO Hub |
|---|---|
| Wokingham Virtual School | • Promotes the progress and educational attainment of learners who are or who have been in care<br>• Training for schools<br>• Links to resources<br>• Information about funding |

### National Services

| Service | Description |
|---|---|
| ADHD Foundation | • Training for educators aimed at helping learners with neurodevelopmental conditions to navigate the pressures of education as they get older |
| Anna Freud | • Training courses and webinars about mental health<br>• Library of free evidence-based resources including the '5 Steps to Mental Health and Wellbeing framework' |
| Autism Education Trust (AET) | • Professional development programmes on Autism – available through the EP Service and AOIS<br>• Library of free resources for education professionals and parents<br>• Framework documents for assessing, planning, implementing and reviewing the progression of autistic learners for each education phase<br>• Autism competency frameworks for practitioners to use as a self-evaluation tool to rate their understanding and knowledge of Good Autism Practice |

| Beacon House | • A therapeutic service working with individuals who have experienced trauma and loss offering:<br>• Training and consultation for settings to develop trauma informed practice<br>• Library of free resources to support regulation<br>• Information about developmental trauma |
|---|---|
| Book Share | • A library of over 1.3 million audiobooks and ebooks that can be customised with assistive reading features such as read-aloud, enlarged text or braille |
| Council for Disabled Children | • Access to a range of information and resources about policy and practice<br>• Includes elearning courses on EHCPs, annual reviews, mental health and supporting children, young people with SEND |
| EEF Guidance Reports | • Access to a wide range of reports summarising the best available research aspect of teaching and learning, and presenting actionable recommendations for practice |
| IPSEA | • Training on the SEND legal framework<br>• Online legal guides, resources and template letters<br>• Independent legal advice and support for families of children and young people with SEND |
| Nasen – Whole School SEND | • Access to information, resources and CPD to support a whole school approach to Inclusion<br>• Access to training, webinars and an eLearning training calendar |
| National Autistic Society | • Information about neuroaffirmative practice, autism, ADHD and more |
| RNIB | • Access to an audio, braille and music library |

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This section outlines the reasonable adjustments and general approaches that all settings should implement to support the inclusion of all learners including those with SEND.

This section is organised into the following key areas:

❖ Leadership and management
❖ Teaching and learning
❖ Assessment
❖ Partnership with learners and their families
❖ Transition
❖ The physical and sensory environment
❖ Pastoral

Each section lists between 1 and 3 key expectations and describes the strategies schools need to implement in order to achieve the expectations.

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# Leadership and Management

**Leaders are ambitious for learners with additional needs and provision is well-led and managed.**

**This is achieved by:**

- Creating an inclusive culture that is reflected in the vision, values, practices and in all policies and procedures

- Ensuring the senior leadership team (SLT) are knowledgeable and pro-active about inclusion of learners with SEND, acting as champions

- Allocating funding including SEN funding efficiently and effectively

- Employing a nominated SENCO who achieves the mandatory qualification within 3 years of appointment

- Providing opportunities for the SENCO to be part of, or to liaise regularly with the SLT

- Allocating the SENCO sufficient time to carry out the role

- Ensuring all staff use positive and respectful language when talking about learners with SEND

- Ensuring all pupils receive a broad and balanced curriculum

- Ensuring all pupils access high quality, adaptive teaching and that all staff are supported to develop and improve their practice

- Complementing high quality teaching with carefully selected small-group and one-to-one interventions

- Ensuring that effective systems are in place to keep governors or trustees informed about the impact of provision in place for learners with SEND and that governors/trustees hold leaders to account for provision and outcomes for learners with SEND

- Developing a comprehensive Continuing Professional Development (CPD) programme that enables all staff to understand their statutory responsibilities and feel confident supporting learners with a range of needs

- Ensuring that appropriate time is set aside in the setting's CPD programme for training related to SEND and inclusion

- Implementing a Code of Conduct with clear guidance on the standards of behaviour all staff are expected to observe with all learners including those with SEND

- Deploying support staff effectively so that they have a positive impact on pupils with SEND, ensuring that learners who struggle the most, spend at least as much time with the teacher as other pupils

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# Teaching and Learning

**Settings implement an ambitious and inclusive curriculum that is successfully adapted to meet the needs of all learners.**

**This is achieved by:**

- Ensuring that there is clear curriculum progression and that all learners are given the knowledge and skills they need to achieve their potential

- Ensuring that the curriculum reflects the lived experiences of learners

- Providing access to all available curriculum subjects at all stages and for all learners

- Planning extra-curricular activities and educational visits to fully include learners with SEND (in line with the Equality Act 2010) including those with SEMH and physical disabilities

- Making repetition and retrieval core components of curriculum design

- Providing opportunities for learners to develop acceptance of different needs and disabilities

- Planning work of all adults in the classroom so that they are effective in supporting all learners

- Quality assuring strategies and interventions to ensure that they are supporting learners to make progress

**All pupils have access to high quality teaching. Staff understand and respond to the needs of their learners and adapt learning approaches accordingly.**

**This is achieved by:**

- Being aware of the nature of the learner's needs, recommended strategies and support

- Allowing processing time before expecting a response

- Breaking tasks into manageable steps that are clearly explained and modelled

- Explicitly modelling tasks and providing additional modelling as needed

- Offering scaffolds (visual, verbal, written) to promote independence; scaffolds are reduced when no longer needed

- Giving learners frequent opportunities to practise taught strategies

- Using clear concise language appropriate to the learner's developmental level

- Supporting understanding with visual/auditory aids e.g. visual timetables, now/next boards, task lists

- Providing adaptations and additional support with homework if needed

- Identifying and teaching vocabulary with opportunities for pre-learning or additional practice where needed

- Using additional adults flexibly to reinforce learning, support focus, facilitate groupwork and promote independence

- Allowing alternative methods of recording

- Using flexible grouping arrangements

- Teaching strategies to help learners to plan, monitor and evaluate their learning and to understand how they learn and the specific strategies that support them effectively (metacognition)

- Teaching of memorisation techniques e.g. repetition, visualisation, mnemonics

- Using technology to scaffold learning and to promote engagement

- Providing opportunities to work in different ways e.g. independently or in a variety of small groups; this may be supplemented with some individualised teaching where appropriate

- Providing opportunities where gaps are identified, for targeted teaching individually, in pairs or in small groups

- Implementing evidence-based interventions to target specific areas where appropriate; interventions are planned to ensure minimal disruption to the learner's inclusion and timetable and monitored and reviewed regularly to ensure they are effective.

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# Assessment

**Assessment is regular and purposeful and enables a thorough understanding of learners' strengths, difficulties and starting points and progress towards agreed goals.**

### This is achieved by:

- Making formative assessment and feedback key features in lessons and policies
- Ensuring that class and subject teachers regularly assess progress and identify learners falling behind or widening attainment gap
- Supporting teachers to use assessment data to plan next steps
- Providing learners with opportunities to evaluate their own learning
- Using a range of formal and informal assessment tools to build a thorough understanding of learners e.g. standardised assessments, teacher voice, learner voice, observation and discussions with families
- Applying assessment for learning strategies during lessons and making adaptations accordingly
- Adapting assessments to ensure accessibility for all learners

**A regular cycle of Assess, Plan, Do, Review (APDR) ensures learners with SEND make progress.**

### This is achieved by:

- Gathering and sharing information from families, staff and external professionals to build a holistic picture of strengths, difficulties and starting points
- Using varied assessment tools to build a thorough understanding of the learner's strengths and difficulties and using this information to plan support
- Monitoring the impact of provision and interventions and adjusting approaches if progress is slower than expected.
- Keeping clear APDR records, reviewed with parents/carers and learners at least three times per year

**Reasonable exam access arrangements are in place for all national tests and public examinations.**

### This is achieved by:

- Considering learners' preferred ways of working and adapting assessment arrangements as part of everyday practice e.g. by providing rest breaks; use of a reader/scribe; laptop; extra time; use of a smaller room or quieter space
- Following relevant exam board guidelines.

# Partnerships with learners and their families

**Settings work in partnership with learners and families and ensure active involvement in decision making.**

### This is achieved by:

- Making families feel welcome
- Encouraging learners and their families to share aspirations
- Promoting clear communication with accessible channels for sharing and receiving information
- Ensuring that parents/carers know their child or young person's SEND status and the provision in place
- Discussing how strategies can be reinforced at home and how the setting can use and adapt effective home strategies
- Gathering the views of the whole setting population including those with SEND through formal and informal events
- Helping learners to understand their barriers to learning and the strategies that help them
- Supporting learners to value themselves and their achievements
- Involving learners and their families in planning and preparing for adulthood from an early age
- Ensuring the SEND information report is accessible online and easy to read and reviewed annually with families
- Signposting families to the Wokingham Borough Council Local Offer with a visible website link

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# Transition

**Schools and settings work together to ensure effective transition between learning stages and into adulthood.**

**This is achieved by:**

- Identifying learners who may need additional support with transitions to new settings and planning accordingly

- Actively seeking and sharing information about learners to support successful transitions between settings

- Ensuring that preparation for adulthood is an explicit element of planning and support for learners with SEND

- Collaborating to create tailored transition plans for vulnerable learners which may include:

  - additional visits to the new setting,

  - social stories, transition books, video clips,

  - buddy systems,

  - identified key adults,

  - visits from staff from the new setting to the learner's existing setting,

  - targeted work on independent living skills e.g. travel, managing money, time

- Transferring relevant documentation to the new setting

- Providing careers advice and guidance for pupils aged 13-18

- Supporting resilience, coping skills and social communication skills to reduce the risk of Emotionally Based School Avoidance (EBSA) e.g. through targeted transition work or use of the EBSA toolkit (see Social, Emotional and Mental Health section).

**Transitions during the day are carefully planned and well managed.**

**This is achieved by:**

- Recognising that learners go through a range of transitions e.g. between activities/lessons, start and end of day, breaks, staff changes, life events, illness, extended periods of absence

- Supporting learners to manage these transitions with strategies such as

  - Visuals supports e.g. visual timetables, now/next, schedules

  - Structured alternatives during unstructured times e.g. lunch clubs, quiet spaces

  - Visual timers to indicate task duration

  - Calming/distraction activities for learners who struggle with change

  - Access to respite or safe spaces as needed

  - Reduced language

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# The Physical and Sensory Environment

**Settings create physical and sensory environments that effectively meet learners' needs.**

## Physical environment

**This is achieved by:**

- Providing purposeful, well-resourced learning spaces that encourage independence and engagement
- Regularly reviewing and adapting resources to suit learners' needs

- Ensuring access to equipment as needed e.g. wobble cushions, sloping boards, pencil grips
- Labelling resources with words and/or pictures and ensuring they are accessible to all
- Assessing and adjusting the physical accessibility of the building and individual learning spaces according to individual need and seeking external advice if required
- Ensuring the accessibility plan is on the setting's website and is regularly reviewed
- Using appropriately sized furniture
- Considering colour, size and font-type of texts presented to learners
- Gathering input from learners and families on required adaptations
- Ensuring that left and right-handed learners can use equipment comfortably
- Using technology to support alternative recording methods and to promote independence

## Sensory environment

**This is achieved by:**

- Planning seating and movement breaks based on sensory needs
- Ensuring that learners who wear glasses or hearing aids wear them and are seated in the optimum position

- Allowing access to sensory aids e.g. wobble cushions, ear defenders and weighted items
- Providing access to low arousal spaces or regulating activities when needed
- Accepting and supporting self-regulatory behaviour e.g. fidgeting and stimming
- Considering the effect of lighting, background noise and smells in the room and adjusting where necessary
- Creating structured, understandable and predictable learning environments
- Removing or reducing sensory stimuli by maintaining low-arousal tidy, orderly classrooms with visually accessible displays
- Accommodating individual sensory sensitivities including uniform adjustments
- Offering physical/sensory activities to help learners reach and sustain a calm, alert state e.g. sensory circuits.

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# Pastoral

Settings create an environment that promotes wellbeing and recognises and responds to learners' social and emotional needs.

**This is achieved by:**

- Adopting a whole school approach to promoting good mental health including preventative and reactive measures

- Ensuring staff recognise when learners need additional support and know the processes for referring for internal or external mental health support

- Creating a calm, purposeful and inclusive climate where learners feel they belong and that their contributions are valued

- Maintaining calm and orderly classrooms, where routines are well established, and behaviour is consistently well-managed

- Fostering an ethos of acceptance and tolerance and challenging negative attitudes towards individuals and groups if they arise

- Encouraging and acting upon learners' feedback

- Ensuring learners know who to approach with concerns

- Providing designated safe spaces when needed

- Supporting learners to understand their own emotions and to develop strategies they can use when they are dysregulated

- Delivering a curriculum that develops and supports wellbeing and awareness and sensitivity towards difference including SEND

- Ensuring that staff are aware that learners with SEND are vulnerable to bullying and that there is an appropriate level of support and monitoring in place

- Planning focused work for classes and groups regarding specific needs where necessary

Settings adopt a relational and nurturing approach that considers the impact of individual experiences and trauma.

**This is achieved by:**

- Ensuring adults establish supportive, positive relationships with learners, demonstrating compassion, empathy and consistency in their responses

- Ensuring staff understand the impact of adverse childhood experiences (ACES) and trauma informed/attachment aware approaches

- Recognising that behaviour is a form of communication and often reflects unmet emotional, physical or educational needs

  These could include needs such as

  - frustration, sadness or fear,
  - hunger, thirst or pain,
  - learning gaps, difficulties with the task

- Adapting approaches based on individual needs

- Providing opportunities for all learners to have a supportive relationship with a key adult

- Using restorative conversations to reflect on behaviours and restore relationships

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This section details the support and provision that should be available for learners with SEND across the four broad areas of need:

❖ Communication and interaction
❖ Cognition and learning
❖ Physical and sensory
❖ Social, emotional and mental health

Strategies should be implemented alongside those in the General Strategies section.

These broad areas encompass a wide range of needs; effective support requires a detailed understanding of each individual learner.



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# Communication and Interaction

**Learners may require additional support in one or more of the following areas:**

- Understanding language
- Use of spoken language or nonverbal communication
- Speech sounds
- Social communication and social interaction
- Speech anxiety

**Resources, advice and consultation available:**

Details of all available services are included in the Directory of Services. The following services may be particularly relevant to settings:

- Addington Outreach and Inclusion Service (AOIS)
- ASSIST Team (Autism Spectrum Service for Information Support and Training)
- Learners and Young People's Integrated Therapies
- CYPF Speech and Language Therapy Information Pack for Schools
- Early Years Support Service
- Educational Psychology Service
- Neurodiversity Service (Autism and ADHD)
- The Grove Speech and Language Resource Outreach

**General strategies:**

- Implement the advice in the General Strategies section
- Refer to the CYPF Speech and Language Therapy Information Pack for Schools (available on the SENCO Hub) and the CYPF website for further details about the areas outlined below
- Schools may consult with their Speech and Language Therapist (SALT) to decide if a referral is appropriate.
- Where learners are assessed by a SALT, settings may be required to implement an individualised programme
- Provide a quiet space for delivering programmes or for learners to access Speech and Language Therapy
- Settings may complete a Communication Supportive Environment Checklist

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# Communication and Interaction

## Strategies for specific areas of need:

### Understanding language

- Gain the learner's attention before speaking to them and allow time to process and respond
- Simplify language and regularly check understanding
- Repeat instructions and explanations as required; encourage learners to ask for repetitions when required
- Support verbal instructions with visual aids e.g. objects, pictures, gestures
- Monitor and reduce the number of key words in instructions if the learner is struggling to comprehend
- Use visual displays to reinforce key learning points, concepts and ideas ensuring that learners know how to find and use them
- Teach vocabulary explicitly and provide visual reminders; offer additional practice or pre-teaching where necessary
- Break instructions down into smaller chunks
- Implement evidence-based intervention programmes to support language comprehension

### Using language (talking)

- Provide frequent opportunities for learners to talk with peers and adults to expand language use
- Support the learner to extend and expand their sentences
- When incorrect grammar is used, adults repeat back the sentence using correct grammar but without telling the learner they are wrong
- Allow sufficient time to respond to questions
- For reluctant talkers, use comments on what the learner is doing rather than asking direct questions
- Use of visual resources to support sentence structure and word order e.g. Colourful Semantics
- Incorporate visuals to support communication e.g. pictures/symbols/photo cards, visual timetables, Now/Next boards, gestures, task planners,
- Provide visuals to support requests for help
- Deliver evidence-based programmes to develop and improve spoken language
- Allow learners to rehearse responses so they can join in with class or group activities
- Use alternative communication methods e.g. PECS, Makaton, communciation boards, technology

- Plan peer groupings so that learners have access to good role models for language and communication

### Speech sound difficulties

- Value and encourage all attempts to communicate
- Model correct pronunciation e.g. learner says "bider", adult responds, "oh yes, that's a spider"
- Adult can take the blame if they are unable to understand what a learner is saying e.g. "Sorry my ears aren't working well today - can you say that again?"
- Encourage the learner to look at the speaker so they can see the shape of their mouth when they say the sound
- Highlight target sounds naturally during daily routines e.g. if the learner is having difficulty using the 's' sound say: "Here are your socks; teddy is sitting on the seat"
- Targeted teaching of sounds using the CYPF resources

### Social communication and/or social interaction

- Teach social interaction skills in whole-class or small group sessions e.g. listening, turn-taking, responding
- Plan supportive groupings and opportunities for learners to work with peers
- Adults model effective conversation skills
- Accept and celebrate the different ways learners interact
- Offer structured activities during break or lunch times supported by an adult
- Teach the vocabulary of emotions (see SEMH section for more details)
- Use social stories or comic strip cartoons to address specific scenarios
- Create opportunities for learners to join interest-based groups

# Cognition and Learning

## Learners may require additional support in one or more of the following areas:

- Attention, concentration or processing
- Acquiring literacy or maths skills
- Working memory and retention

## Resources, advice and consultation available:

Details of all available services are included in the Directory of Services.

The following services may be particularly relevant to settings:

- Addington Outreach and Inclusion Service (AOIS)
- Learners and Young People's Integrated Therapies
- CYPF Speech and Language Therapy Information Pack for Schools
- Early Years Support Service
- Educational Psychology Service
- Learning Support Service
- The Grove Speech and Language Resource Outreach

## General strategies:

- Implement the advice in the General Strategies section
- Adapt teaching approaches and activities where necessary
- Provide a range of scaffolds to support learning
- Incorporate technology to enhance learning opportunities
- Present information clearly, ensuring worksheets and presentations are decluttered, e.g. by using clear fonts, plain backgrounds and boxes to separate text
- Employ the 'I do, we do, you do' model to support learners to develop mastery

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# Cognition and Learning

**Strategies for specific areas of need:**

## Attention, concentration or processing

- Minimise the distractions in the learning environment
- Seat the child in an optimal position to limit distractions
- Gain attention by calling the learner's name before giving instructions or spoken information
- Break instructions into manageable steps and provide visual prompts if required
- Reduce unnecessary administration tasks e.g. writing the date, title or learning intention
- Use voice, facial expression and gestures to keep the learner's attention
- Incorproate visual supports and movement breaks as described in General Strategies section
- Set realistic attention expectations - start with the amount of time they can manage and gradually increase
- Vary activities and pace to sustain engagement, alternating listening tasks with doing tasks
- Implement activities to develop attention e.g. through the Attention Autism programme
- Use timers to indicate task duration
- Teach executive functioning skills e.g. organisation, planning, time management
- Reduce written workload expectations whilst maintaining quality and level of challenge

## Acquiring literacy skills

- A direct teaching approach which focuses on high quality, explicit and systematic instruction
- Regular assessment to ensure that learners are reading texts at the appropriate level
- Use assessment to identify strengths and gaps
- Provide additional phonics practice for learners who are not yet secure
- Implement evidence-based interventions that are delivered consistently and monitored and adapted based on assessment
- Offer short daily practice sessions to support retention
- Use multi-sensory approaches to reinforce learning
- Provide additional opportunities to practise skills e.g. through reading regularly to an adult
- Offer scaffolds to all learners e.g. word banks, sentence stems, writing frames
- Use precision teaching approaches for word reading and spelling
- Enable alternative methods of recording where appropriate
- Model writing regularly whilst explaining choices and thought processes
- Encourage staff to access bite-size training from the Learning Support Service
- Apply the 'I do, we do, you do' model in whole class reading: teacher reads first, group choral reading, learner reads

- Adapt tasks so that learners are not disadvantaged by reading difficulties e.g. by using artificial intelligence (AI) to reduce the reading age of texts or by providing access to readers or text to speech software

## Acquiring maths skills

- Use concrete and pictorial resources to support understanding of abstract concepts and support the learner to use them with increasing confidence
- Teach the vocabulary associated with mathematical concepts e.g. through pre-teaching, use of visuals
- Ensure that worksheets are clearly laid out and not overcrowded with too many questions
- Provide modified resources as needed e.g. plain paper/enlarged squared paper
- Provide clearly presented worked examples for reference when working independently
- Facilitate fluency practice outside of lessons e.g. through games, precision teaching, short practice sessions
- Encourage mathematical games at school and home to reinforce concepts
- Teach the learner to use a calculator where appropriate e.g. when mental calculation is not the focus of the session
- Consider and mitigate any literacy demands in maths lessons

## Working memory and retention

- Provide memory aids that all learners can access as needed e.g. task lists, key word lists, graphic organisers, alphabet strips, times tables squares
- Ask learners to repeat instructions to reinforce memory
- Provide regular retrieval practice opportunities
- Teach memory strategies explicitly
- Break tasks/instructions into smaller chunks
- Use varied recording methods e.g. mind maps, drawings, voice and video recording, apps
- Avoid cognitive overload especially when introducing new concepts or strategies
- Teach skills to fluency and promote generalisation of learning across contexts
- Use pre-teaching to prepare learners for new content
- Combine verbal and visual information (dual coding) in presentations and worksheets
- Apply ongoing formative assessment e.g. quick quizzes, questioning, multiple choice
- Use precision teaching to support learners to remember key items such as number bonds, times tables, letter recognition, high frequency words
- Resources to support with revision where appropriate e.g. quizzes, online flash cards

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# Physical and Sensory

**Learners may have needs in one or more of the following areas:**

- Physical needs
- Hearing loss or deafness
- Vision impairment
- Sensory processing

**Resources, advice and consultation available:**

Details of all available services are included in the **Directory of Services**. The following services may be particularly relevant to settings:

- Addington Outreach and Inclusion Service (AOIS)
- Berkshire Sensory Consortium
- Learners and Young People's Integrated Therapies (CYPIT; occupational therapy, physiotherapy, speech and language therapy)
- CYPF Occupational Therapy Information Pack for Schools – available on SENCO Hub or directly through OT service

- Early Years Support Service
- Educational Psychology Service

**General strategies:**

- Implement the advice in the General Strategies section
- Ensure staff understand and plan for individual learners' physical or sensory needs – gather information from the learner, families, previous teachers, specialists and external agencies
- Make adjustments to buildings, classrooms, seating plans, layout of the classroom where needed to ensure full access
- Discreetly adapt activities, tasks and resources where needed without drawing unnecessary attention to the learner
- Seat learners in positions best suited to their needs
- Provide access to assistive technology and tactile resources
- Encourage the use of sensory equipment or physical aids, ensuring functionality

- Follow advice and individual programmes from outside agencies
- Use the Sensory Consortium's Quality First Teaching factsheets
- Access the CYPF Occupational Therapy Information Pack for Schools (available on the SENCO Hub) and the CYPF Health and Development page
- Use technology to support learning where appropriate
- Implement Personal Emergency Evacuation Plans (PEEPs) where needed

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# Physical and Sensory

**Strategies for specific areas of need:**

## Physical needs

- Allow additional time for movement between lessons and classes with access to ramps and/or lift where needed

- Train relevant staff to use specialist equipment

- Provide additional time and support for participation in practical lessons if required

- Assign a key worker to ensure all equipment is available and activities are accessible

- Encourage and support independence

- Keep rooms and corridors clear and uncluttered, allowing for safe movement pathways

- Adjust the language that is used e.g. 'move to' rather than 'stand up and line up'

- Offer individual or small group activities to develop gross or fine motor skills including handwriting (refer to the CYPF Occupational Therapy Information Pack)

## Hearing loss or deafness

- Staff access appropriate training from the Sensory Consortium Service for learners with a confirmed medical diagnosis

- Access the Sensory Consortium Service Deafness/Hearing loss factsheets

- Minimise background noise as far as possible e.g. close doors and windows, turn off unnecessary equipment, use rubber feet on furniture

- Speak clearly, naturally and at a normal pace facing the learner

- Try to avoid moving around the room when speaking to the learner

- Repeat questions and contributions from others to ensure clarity

- Ensure consistent use of hearing aids and/or radio aids

- Use subtitles for video or audio clips and ensure discussions do not take place with the lights off

- Gain the learner's attention before speaking – use their name or touch them on the shoulder if approaching from behind

- Reinforce key vocabulary visually e.g. write on the board, use pictures or artefacts

- Offer quiet workspaces if required

- Encourage good listening behaviours for all e.g. sitting still, facing the speaker, speaking one at a time

- Ensure appropriate exam access arrangements are in place

## Vision impairment

- Staff working with learners with a vision impairment receive advice and training from a Qualified Teacher of Vision Impairment (QTVI)

- Access the Sensory Consortium Service Vision and Multi-Sensory Impairment Factsheets

- Consider lighting and potential glare from windows

- Ensure all writing (whiteboard/printed) is clear and bold in black on a contrasting background

- Use of enlarged/magnified materials as advised

- Offer additional verbal commentary and explanations

- Use names before addressing learners so that everyone, including the learner with VI, knows who is being spoken to

- Provide specialist equipment or resources for practical subjects where appropriate e.g. bright balls, larger bats for PE, large print, high-contrast rulers, tablet

- Access to allocated staff to support in some lessons particularly practical lessons and to modified and adapted resources if required

- Offer support with mobility around the school if required

- Offer support during unstructured times to promote inclusion and engagement

- Ensure exam access arrangements are in place if required – learners using modified large print or braille versions automatically qualify for up to 100% extra time

## Sensory processing

- Refer to physical and sensory environment guidance in General Strategies section

- Access the CYPF Sensory Processing Online Workshops

- Consider sensory needs when planning lessons, lunch and break times, transitions, activities, trips and extra-curricular activities (see Transitions Guidance in General Strategies section)

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# Social, Emotional and Mental Health

## Learners' difficulties may manifest themselves in the following ways:

- Signs of distress e.g. withdrawing, refusing, avoiding interaction

- Difficult or dangerous behaviour

- Difficulty forming or maintaining healthy relationships

- Mental health difficulties e.g. anxiety, depression, eating disorders, self-harm, medically unexplained physical symptoms

- Anxiety leading to Emotionally Based School Avoidance (EBSA)

- Difficulty expressing or regulating emotions

## Resources, advice and consultation available:

Details of all available services are included in the Directory of Services. The following services may be particularly relevant to settings:

- Early Help Service

- Early Years Support Service

- Educational Psychology Service

- Emotional Wellbeing Hub

- Foundry College Outreach

- Mental Health Support Team

- Neurodiversity Service (Autism and ADHD)

- Wokingham Virtual School

## General strategies:

- Implement the advice in the General Strategies section

- Teach learning behaviours as part of a structured behaviour curriculum

- Apply the behaviour policy consistently and fairly, maintaining a calm and measured approach

- Reinforce and celebrate positive behaviours

- Ensure sanctions are proportionate, logical and take SEND into account

- Establish consistent routines including clear expectations for transitions, accessing resources, requesting support

- Consider whether the learner is having difficulty with the task and if they require scaffolding or support

# Social, Emotional and Mental Health

- Allocate curriculum time to emotional literacy and understanding of the social code e.g. Circle Time, PSHE lessons, assemblies

- Use assessments to assess, track and support social and emotional development e.g. Boxall Profile, Strengths and Difficulties Questionnaire, Therapeutic Thinking Tools, Thrive Scale

- Analyse behaviour data in collaboration with pastoral, safeguarding and SEND leads

- Provide designated safe spaces for learners to regulate emotions in a comfortable, supportive environment

- Offer sensory or regulatory breaks as required

- Ensure all staff receive training on SEMH needs and support strategies

## Strategies for specific areas of need:

### Demonstrating signs of distress e.g. withdrawing, refusing, avoiding interaction:

- Ensure learners know who they can go to for support and how they can access it

- Implement a clear policy on preventing and responding to bullying

- Key adults check in regularly with identified learners

- Arrange small group or individual work with an ELSA, Nurture Assistant or other member of staff to work on specific areas

- Conduct an anxiety analysis to explore reasons for the behaviour

### Displaying difficult or dangerous behaviours:

- Notice and praise positive social or learning behaviours

- All adults respond to incidents calmly through a lens of curiosity and care rather than one of blame and shame

- Use behaviour records to explore causes and identify patterns or triggers e.g. through ABC charts, frequency charts, observations

- Provide support for managing unstructured times such as lunch clubs or alternative spaces

- Recognise that some learners need more support than others, just as they might with learning

- Implement a personalised behaviour plan, Pastoral Support Plan and/or risk assessment whe necessary

- Ensure all adults have a strong understanding of Adverse Childhood Experiences (ACES) and the role of emotionally available and attuned adults

- Use of reward systems where appropriate

- Offer limited choices to allow learners some control

- Use scripts to redirect, reinforce expectations or de-escalate situations

- Apply the PACE (playfulness, acceptance, curiosity, empathy) approach

- Ensure all adults implement de-escalation techniques to restore calm and prevent further issues

- Adults monitor how learners' behaviour is affecting their own regulation and swap with another adult if required

### Difficulty forming or maintaining healthy relationships:

- Facilitate small group nurture activities to support social and emotional development

- Provide opportunities for group work or social activities guided by an adult

- Use restorative approaches to enable repair following incidents

- Offer structured activities supported by an adult during breaks and lunchtimes

- Use of buddies or peer mentors

### Mental health difficulties:

- Liaison with medical professionals where appropriate

- Make referrals to the Emotional Wellbeing Hub or Mental Health Support Team where appropriate

- Provide opportunities for stress-reducing activities e.g. games, physical activities, colouring, gardening, time with animals, or sensory activities

- Maintain close communication with families and learners to understand their current situation and how best to support

- Support the learner to develop strategies for self-regulation

# Social, Emotional and Mental Health

## Emotionally based school-avoidance (EBSA):

- Provide CPD on EBSA, to ensure all staff understand their responsibility in creating an environment of belonging

- Identify learners at risk of EBSA before it becomes entrenched e.g. when they regularly miss specific lessons or arrive late

- Use the EBSA toolkit (available via the SENCO Hub or EP Service)

- Assign a key person to provide regular check-ins

- Implement a soft start on arrival for affected learners

- Maintain close communication with families and learners to identify contributing factors

- Ensure staff maintain contact with absent learners so that they know they are being kept in mind

## Difficulties expressing or regulating emotions:

- Focus on developing learners' emotional vocabulary, literacy and agency

- Provide opportunities for learners to identify their feelings and to learn strategies for managing them

- Implement an approach such as Emotion Coaching to support learners to develop more effective responses to heightened emotions

- Allow time to regulate before engaging in discussions about behaviour

- Offer opportunities to co-regulate with an adult

- Small group or individual work on emotions

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# Spreading the word



Settings to train all staff using available resource

Area SENCO to present at various forums

Parent information sessions

Settings to share with families

Guidance and resources uploaded to SENCO Hub

SEND team training

Guidance uploaded to Local Offer

# Putting it into practice



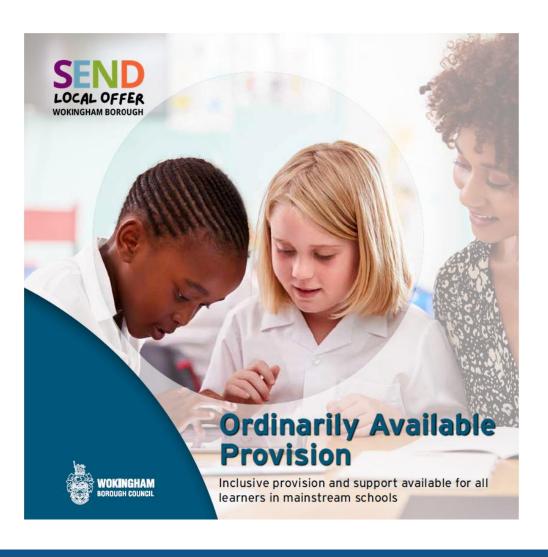Training offer

SENCO Induction Programme

Ongoing support from existing services

Panel responses may link recommendations to OAP

Offer of SEND reviews

Possibility of a localised Inclusion Quality Mark

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# How to access the guidance



**You can access the guidance here:**

[Local Offer: Help with learning](#)

Questions, comments, queries?