

Provision for Children & Young People with Special Educational Needs and Disabilities (SEND) in West Berkshire schools



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Introduction

West Berkshire Council's (WBC) vision for all children and young people with special educational needs and disabilities (SEND) is that they have the right support and opportunities at the right time so that they become resilient, happy adults.

This document sets out what WBC expects of all mainstream educational settings in their planning for and delivery of 'special educational provision'.

The definition of Special Educational Needs (SEN)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

SEND Code of Practice: 0-25 years, 2015

The definition of disability

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Equality Act 2010

The definition of special educational provision

"For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above or would so do if special educational provision was not made for them (Section 20 Children and Families Act 2014)."

SEND Code of Practice: 0-25 years, 2015

This document has been co-produced by West Berkshire Council working with West Berkshire Parent Carer Forum, the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS), staff in educational settings and SEND support services.

Background

Who is this for?

This 'Ordinarily Available Provision' document has been produced with regard to the following:

- The Children and Families Act 2014
- SEND Code of Practice 2015 (COP)
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- West Berkshire SEND Strategy 2018-2023
- West Berkshire Local Offer
- West Berkshire SEND Toolkit

The document is relevant and applicable to an educational setting's planning for and delivery of **Special Educational Provision** as defined above. It describes the type of support that settings should provide for learners with SEND in educational settings, including:

- Maintained Schools
- Academies
- Early Years providers (including Nursery Schools, Preschools, Day Nurseries, Childminders)
- Further Education providers

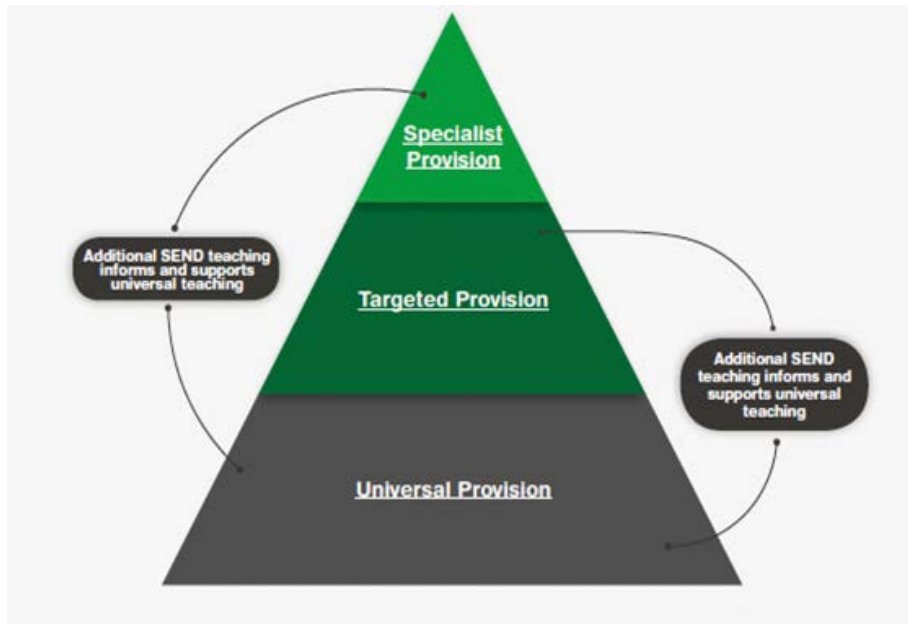
The education arranged for children and young people with SEND responds to their individual needs, with provision that is in line with their needs and is not dependent on a formal diagnosis.

The COP states that learners with SEND must have their support and provision planned and monitored using the 'Graduated Approach' – the cycle of 'assess, plan, do, review'. In West Berkshire the document most schools use is a 'Support and Achievement Plan (SAP)' (or Support and Achievement Play Plan (SAPP) in Early Years). This should be reviewed termly (three times a year). Some settings use a 'Graduated Approach Plan' (GAP).

It is vital that children and young people with SEND receive provision that is matched to their needs and is not dependent on a formal diagnosis. Provision needs to promote learning and development, as such settings have key considerations and actions in terms of assessment and monitoring provision and progress. Identification of learners with SEND includes using assessment to identify slower than expected progress, gaps and difficulties in learning, and development that is causing concern. Monitoring of progress and development for learners identified as having SEND also involves assessment. It is important to identify areas of strength as well as areas of weakness for individual learners so that strengths can be used to enhance learning, and celebrate success.

Education and support for learners with SEND can be planned and delivered as universal, targeted and specialist provision.

Universal, targeted and specialist provision



Universal provision:

- Learning within the whole class – delivered by the class/subject teacher/leader of the room/manager of the setting
- Learning within the whole class – differentiated or adapted to match individual learner's needs
- Access to materials and resources set out in the environment for all to use (displays, visual timetables, concrete materials, etc)
- Support from staff in a small group
- Support from staff individually

Targeted provision:

- Access to individualised materials and resources – usually based on advice from SENCO and/or some advice from specialists (possibly from Education and Health services)
- Support from staff in a small group
- Support from staff individually

Specialist provision:

- Access to individualised materials and resources – often based on advice from external specialists (likely to be from Education services and Health services)
- Higher level of support from staff in a small group
- Higher level of support from staff individually
- Higher level of support likely to be needed long term, and delivered regularly & frequently
- Advice from a number and range of external professionals needed to plan, deliver and monitor provision.

The COP outlines two levels of SEND support – SEN Support level and Education Health and Care Plan (EHCP) level. Schools' duties in relation to meeting the needs of children and young people with SEND apply to all learners with SEND.

SEN Support

SEND provision for the majority of learners is funded, planned and delivered at 'SEN Support' level.

15.4% of learners in schools in England have been identified as having SEND.

12.1 % of learners are at SEN Support level. 2019-20 data taken from:

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england#releaseHeadlines-summary>

- Universal provision is able to meet many of the needs of learners at SEN Support level
- Targeted provision may be needed for a proportion of time during the week
- Specialist provision may be needed for only a very small amount of time during the week

In schools SEN Support level provision is funded from the school's budget. This budget includes delegated funding for schools to use to support the needs of children and young people with SEND, this funding is notional and based on the individual school's data about attainment and deprivation. The formula used to allocate this funding is decided by government.

Education, Health and Care Plan (EHCP)

SEND provision for the minority of learners is funded, planned and delivered at EHCP level.

15.4% of learners in schools in England have been identified as having SEND.

3.3 % of learners having an EHCP. Data from 2019-20 taken from:

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england#releaseHeadlines-summary>

- Universal provision is able to meet a lot of the needs of learners at EHCP level
- Targeted provision is needed for a greater proportion of time during the week
- Specialist provision is needed for an increasing amount of time during the week

The 'assess, plan, do, review' cycle is also used for these learners, WBC holds the responsibility for producing EHCPs (using information from settings, parents/carers, pupils and other relevant practitioners/professionals). Settings use this to plan and monitor provision on a termly basis, as for learners at SEN Support level, this can be done using a SAP/SAPP/GAP.

If a learner has an EHCP, the setting must use a proportion of its delegated budget to fund the first £6K of EHCP funding, WBC provides funding that is over and above this as 'top up' funding.

Note that funding principles and mechanisms for Early Years and Further Education may differ from that detailed above. However, the approach of universal, targeted and specialist provision remains relevant.

Expectations of all educational settings

This document reflects the duties detailed in the SEND Code of Practice 2015 and the Children and Families Act 2014 where it is stated that a setting or organisation 'must' do something, this refers to statutory requirements in primary legislation, regulations or case law.

Principles settings must have regard for

Settings must:

- work in partnership with parents and carers by having regard for their views, wishes and feelings, and promoting participation in discussion and decisions
- support parents to help with their child's learning, including signposting to the Local Offer:
<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>
- have regard for the views, wishes and feelings of the child or young person, and promote participation in discussion and decisions
- use person centred approaches to ensure provision is individualised, listening carefully to the pupil and the parents, and recording their views
- use their best endeavours to meet the needs of learners with SEND
- do everything they can to meet children and young people's SEN through use of the graduated approach (ie the Assess, Plan, Do, Review cycle)
- make reasonable adjustments when necessary
- promote equality of opportunity and act without discrimination
- have effective leadership and governance that promotes inclusion and high expectations of children and young people with SEND

What about Leadership and Governance?

The Children and Families Act 2014, SEND Code of Practice 2015 and SEND Regulations 2014 provide direction to governing bodies/trustees/proprietors/management committees in their duties in relation to SEND. WBC considers the following to be key to adhering to the regulations and upholding the principles set out in these documents:

- Ensure SEND is a high priority for the governing body/board of trustees/management committee/etc
- Ensure there is someone responsible for SEND in the setting – in many places this will be a SENCO
- Ensure there is regular liaison between the person responsible for SEND in the setting and the leadership and management of the setting
- Where and when required, the SENCO completes the 'National Award for SEND Coordination' as set out in the SEND Regulations 2014
- Have responsibility for publishing and reviewing relevant policies and documents relating to SEND (for example SEN Information Report, Local Offer, Accessibility Plan)

- Foster approaches that are integral to the whole setting when responding to SEND, including:
 - identifying SEND
 - having an awareness and understanding of individual needs for each learner with SEND
 - providing high quality teaching and opportunities for learning that are differentiated to ensure each learner can access a broad and balanced curriculum
 - using best endeavours to arrange provision to meet the needs of learners with SEND.
 - making arrangements for reasonable adjustments under Equality Act 2010
 - the organisation of access arrangements when appropriate

Educational settings working with children in the Early Years and those working with young people Post 16 should ensure their Leadership and Governance is aware of these expectations and use this document in their planning for learners with SEND, although it is recognised that their governance arrangements may differ from that of schools and academies.

What about staff in settings?

The COP outlines the expectations of all staff in relation to SEND, these include:

- Taking responsibility for learners with SEND and ensuring there is not over reliance on the SENCO, teaching assistants or similar staff
 - Making learning accessible to all learners, providing high quality teaching that is adapted for individuals with SEND
 - Using provision in universal, targeted and specialist levels as required
 - Delivering provision using the graduated approach to plan, deliver and monitor the effectiveness of the provision against desired outcomes
 - Taking time to build up a holistic view of a learner – using information from the setting and from home
 - Communicating with parents/carers effectively, listening to their concerns and taking note of their observations
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Broad areas of need

The SEND Code of Practice 2015 outlines four 'broad areas of need', these are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

This section can be used by educational settings in their 'graduated approach' (Assess, Plan, Do, Review) for each of these broad areas.

Although these are set out as separate areas of need, it is recognised that many learners have needs across more than one of these broad areas, also the needs of some learners do not fall neatly into one area. Learners who have more than one difficulty are often described as having 'comorbid' needs and therefore may have needs in more than one of the broad areas.

To support the identification of SEND a variety of sources of information and guidance are available:

- West Berkshire SEND Reform Toolkit <https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=Os3AoL8HUVQ&localofferchannel=0>
- Teachers' Handbook: Identification and provision for pupils with SEND – available from Cognition and Learning Team
- Berkshire Healthcare guidance: <https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/>

It is vital that children and young people with SEND receive provision that is matched to their needs and is not dependent on a formal diagnosis. Provision needs to promote learning and development, as such settings have key considerations and actions in terms of assessment and monitoring provision and progress. Identification of learners with SEND includes using assessment to identify slower than expected progress, gaps and difficulties in learning, and development that is causing concern.

Working with the graduated approach, settings can use the framework of the four broad areas of need to ensure that provision and support is considered across all these areas.

Principles and actions at a 'whole setting' level for all learners and all types of SEND

- Practice is underpinned by the principles of the COP:
 - Working in partnership with families – parents/carers and learners themselves
 - Co-producing plans for support/provision with families
 - Use best endeavours to meet the needs of learners with SEND using the 'Graduated Approach'
- High quality teaching is in place to support learning, development and understanding
- Consideration of learning experiences, activities, task and teaching strategies, is made to ensure appropriate differentiation for each learner – in particular in terms of pace, outcomes, preparation for learning and resources required

- Assessment and monitoring uses formal and informal methods, all of which help to build up the holistic picture of a learner, their needs and their strengths.
 - Formal assessment:
 - > Attainment against National Curriculum or external examinations
 - > Standardised assessments, for example in reading, spelling, numeracy
 - > Assessment by specialist services in education (Cognition and Learning Team, Autism Team, Educational Psychology Service, Sensory Consortium Service, etc)
 - > Assessment by health services (CAMHS, Therapy Services – Speech and Language Therapy, Occupational Therapy, Physiotherapy)
 - Informal assessment:
 - > Ongoing assessment through observation and interaction with the child during learning tasks and activities in relation to independence, approach to task, focus and attention
 - > Observations in setting – both in structured and non-structured times
 - > Observing interactions with peers and adults
 - Evidence based interventions are used when needed
 - Tracking progress and development is modified when necessary possibly using the Pre-Key stage standards or Engagement Model as a starting point
 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903457/2021_Pre-key_stage_1_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf
 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903553/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf
 - <https://www.gov.uk/government/publications/the-engagement-model>
 - Relevant staff are aware of individual learners' needs and have the knowledge to support appropriately to ensure a consistent approach
 - Support is sensitively arranged and delivered to develop independence
 - Wellbeing and resilience is a high priority across the setting
 - Use of technology and specialist equipment to support learning when needed
 - All learners are able to participate in all experiences and activities in the setting and any linked to the setting, eg after school clubs and educational visits
 - Policies reflect an inclusive approach to supporting learning and development for all learners.
 - The environment is arranged to ensure it is accessible and promotes learning and development for all children and young people with SEND, with attention given to the physical organisation of furniture and resources and to carefully planned displays which promote learning and independence for all learners.
 - Careful transition is planned and support provided for learners with SEND, including transitions to different schools, moves to new classes or groups and transitions during the day – such as separating from the parent/carer, moving from one activity to another, moving to group times.
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Four Broad Areas of Need:

Communication and Interaction

The SEND Code of Practice 2015 describes the broad area of need of 'Communication and interaction' as including those pupils with speech, language and communication needs (SLCN) and children and young people with ASD, including Asperger's Syndrome and Autism.

"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."

SEND Code of Practice: 0-25 years, 2015

"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"

SEND Code of Practice: 0-25 years, 2015

In addition to the above, children and young people with an Autism diagnosis may experience difficulties with changes in routine, sensory sensitivities and with focus and attention.

Resources and guidance

- Berkshire Healthcare website & Toolkits (includes links to support and advice, and to Speech and Language Therapy Service, Physiotherapy Service and Occupational Therapy Service)
<https://cypf.berkshirehealthcare.nhs.uk/our-services/therapy-services-cypit/>
<https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/>
- Autism Team: contact email: learningsupportteam@westberks.gov.uk or use Local Offer to find details
 - A wide range of training is provided by the Autism Team, including a comprehensive five week course about Autism
 - The West Berkshire Autism School Toolkit:
contact the Autism Team learningsupportteam@westberks.gov.uk
- Educational Psychology Service (a traded service):
https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4

Examples of support offered include:

- Assessment, clarification of need and intervention.
- Strategies around emotional regulation and anxiety
- Bespoke communication and interaction training for staff and parents.
- Video Interactive Guidance to identify and promote successful interactions.

For further information please contact:

Hazel.Loomes@westberks.gov.uk (Admin officer) or

cate.wilkes@westberkshire.gov.uk (Senior Educational Psychologist).

- West Berks Early Years Service (for children under statutory school age): www.westberkseducation.co.uk/Services/2131
- West Berks ECAT (Every Child a Talker): www.westberksecat.info/
- Child and Adolescent Mental Health Services (CAMHS): <https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/>
- The Communication Trust: www.thecommunicationtrust.org.uk/
- ICAN: <https://ican.org.uk/>
- Autism Education Trust: www.autismeducationtrust.org.uk/
- Autism Berkshire: www.autismberkshire.org.uk/2020/12/22/register-berkshire-autism-adhd-workshops/
- National Autistic Society: www.autism.org.uk/
- Council for Disabled Children
<https://councilfordisabledchildren.org.uk/early-years-send-partnership/training-resources-and-support/early-years-send-partnership-resources#SLCN>

Area of need/barrier to learning	Strategies, interventions and reasonable adjustments
<p>Difficulties saying what they want to and being understood (expressive language)</p>	<ul style="list-style-type: none"> • Model language, focus on key words and vocabulary • Interventions might focus on word level work, social interaction • Allow time for learner to process and respond • Use rhymes, songs, etc to support language development • Provide encouragement and praise to support the learner's attempts to speak • Use Berkshire Healthcare Toolkit to plan provision (link above) • Incorporate advice from Speech and Language Therapy as required (this may include use of additional methods of communication eg Makaton, Picture Exchange Communication System – PECS)
<p>Difficulties understanding what is said to them (receptive language)</p>	<ul style="list-style-type: none"> • Focus on key words and vocabulary and emphasise these when speaking • Reduce use of unnecessary words/phrases • Allow additional processing time for learner to understand information/instruction and to respond • Use multi-sensory approaches to support spoken language – pictures, symbols, role play, concrete resources • Gain attention before speaking to learner • Check hearing has been tested • Pre-teaching opportunities where staff introduce learners to vocabulary/concepts prior to the main lesson to support understanding • Use 'now and next', or 'first, then, next', or a visual timetable to support understanding of routine and expectations

Difficulties with relationships and understanding social communication	<ul style="list-style-type: none"> • Model or role play social situations • Interventions might include use of social stories, circle of friends, comic strip conversations – these can support the development of relationships – further information available in the West Berkshire Autism Team School Toolkit – see above)
Difficulties with speech production	<ul style="list-style-type: none"> • Model language • Use Berkshire Healthcare Toolkit to plan provision (link above) • Use Speech and Language Therapy advice to plan provision
Difficulties with imagination	<ul style="list-style-type: none"> • Use role play, drama, puppets, small world play • Read stories
Difficulties with change and in unpredictable environments	<ul style="list-style-type: none"> • Environment developed as predictable and calm • Use visual support to prepare learner for changes
Over or under-sensitive to sensory stimuli – sensory integration difficulties in relation to sound, light, touch, smell and taste.	<ul style="list-style-type: none"> • Consider environment in terms of visual & auditory stimuli, temperature, smells, proximity of others • Have a flexible approach in policy towards wearing uniform • Have a flexible approach in transitions between lessons, lunchtimes, etc • Provide a safe space for learner to be able to use when needed • Use Berkshire Healthcare Toolkit to plan provision (Link above) • Use Speech and Language Therapy advice to plan provision
Difficulties with focus and attention	<ul style="list-style-type: none"> • Build in regular, short breaks • Reduce amount of subject matter given at one time • Use visual timetables/individualised timetables • Use backward chaining – allow learner to experience the end steps of tasks/experiences and gradually build up time or number of steps • Use timers so learner is aware of length of time they are expected to focus • Gain attention before speaking to learner

Four Broad Areas of Need: Cognition and Learning

The SEND Code of Practice 2015 describes the broad area of need of 'Cognition and learning' as including those pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties, and Profound and Multiple Learning Difficulties.

'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.'

SEND Code of Practice: 0-25 years, 2015

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

SEND Code of Practice: 0-25 years, 2015

Resources and guidance

Cognition and Learning Team (CALT): learningsupportteam@westberks.gov.uk

- A wide range of training is available from CALT in relation to Cognition and Learning Needs
- Literacy Assessment Pack (LAP) and Numeracy Assessment Pack (NAP) – provided free to all schools by CALT

Specialist Inclusion Support Service (SISS): learningsupportteam@westberks.gov.uk

- Referrals can be made by schools for learners with significant needs in relation to Cognition and Learning
- The service supports schools in their planning of provision for these learners

Educational Psychology Service (a traded service):

https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4

Examples of support offered include:

- Information about individual CYP learning/cognitive strengths and difficulties through a variety of approaches including consultation, dynamic and psychometric approaches.

For further information please contact:

Hazel.Loomes@westberks.gov.uk (Admin officer) or

cate.wilkes@westberkshire.gov.uk (Senior Educational Psychologist).

West Berks Early Years Service (for children under statutory school age):

<https://www.westberkseducation.co.uk/Services/2131>

Area of need/ barrier to learning

Strategies, interventions and reasonable adjustments

Difficulties in learning

- Scaffolding : using structured and supportive interaction/resources to develop skills and knowledge
- Explicit instruction
- Flexible grouping
- Use meta-cognition approaches: learning to learn eg, by trying to understand the learner's difficulty and asking them what helps.
- Ensure instructions are broken into manageable chunks and given in sequence, using simplified language when needed.
- Allow additional processing time for learner to understand information/instruction and to respond
- Use structured teaching strategies – contact Cognition and Learning Team for information (See above)
- Use multi-sensory approaches for learners with SpLD
- Plan time for pre-teaching to help prepare the learner for the new subject specific vocabulary or concepts
- Use visual cues and prompts use to ensure learner is engaged in active listening and looking and is ready to learn.
- Use technology to support personalised learning; eg text to speech software, word prediction, speech recognition software, reading pens, mind mapping software
- Provide visual planner to support the organisation of written work
- Make simple changes to the way learning/work is presented, eg font style and size, coloured paper, line spacing, lighting, overlays
- Don't do too much at once – as it overloads the working memory
- Ensure information is clearly understood in the first place
- Make links to previous knowledge explicit
- Use repetition/overlearning where necessary
- Give instructions in the order they are to be performed
- Ask pupil to repeat the instruction/information back to you
- Give pupil 'thinking time' to process information and respond appropriately
- Display prompts and reminders about what to do, where to find things, useful words
- Use multi-sensory teaching approaches to ensure that information is absorbed and stored
- Encourage alternatives to writing - respond by drawing or dictating/ recording answers
- Display prompts and reminders about what to do, where to find things, useful words

- Use multi-sensory teaching approaches to ensure that information is absorbed and stored
 - Encourage alternatives to writing - respond by drawing or dictating/ recording answers
 - Check pupil's learning by requesting non-written responses - draw, act out, sing, dictate answers
 - Limit writing demands and give plenty of time to complete written work
 - Provide planning formats/writing frames/cloze activities/story skeletons for extended writing
 - Teach pupils how to use mind maps, spider webs, bullet points, flow charts, ICT software
 - Mark work in a positive way – mark only words that have been taught
 - Specify what will be marked - content, spelling, technical skills or presentation and mark only that
 - Match reading resources to an individual's reading ability, ensuring it is age appropriate
 - Encourage the use of books in audio/digital format to support individual access to texts
 - Limit/avoid reading/copying from the board. Give copies of notes/ examples
 - Avoid asking pupils to read aloud in front of others
-

Four Broad Areas of Need:

Social, Emotional and Mental Health Difficulties

The SEND Code of Practice 2015 describes the broad area of need of 'Social, emotional and mental health difficulties' (SEMH).

“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.”

SEND Code of Practice: 0-25 years, 2015

Resources and guidance

Educational Psychology Service (a traded service):

https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4

Examples of support offered include:

- A wide range of therapeutic interventions based on various approaches including: Cognitive Behavioural Therapy, Compassion Focused Therapy, and Solution Focused Brief Therapy, Video Interaction Guidance (VIG), Mindfulness, Anxiety and Low Mood/ Depression.
- Group 'Coping with worries' interventions for secondary pupils and whole class 'Coping with worries' primary sessions are offered using a CBT approaches.
- Staff interventions include 'Circle of Adults' for emotional and professional advice when working with emotionally challenging children. Developing actions and next steps to move the situation forward. Other interventions also on offer include PATHS, Solution Circles and Staff wellbeing sessions.
- A wide variety of training for staff and or parents in areas such as ADHD, Emotion Coaching, Mental Health First Aid, Parenting,
- Emotionally based school avoidance (EBSA) Toolkit: developed by EPS

For further information please contact:

Hazel.Loomes@westberks.gov.uk (Admin officer) or

cate.wilkes@westberkshire.gov.uk (Senior Educational Psychologist).

Emotional Health Academy:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=upYcDgaijYw>

Therapeutic Thinking Team <https://www.westberkseducation.co.uk/Services/4716>

Child and Adolescent Mental Health Services (CAMHS): <https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/>

Berkshire NHS website (includes links to support and advice)

<https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/>

Little Blue Book of Sunshine: A mental health booklet aimed at teenagers produced by local NHS

<https://www.berkshirewestccg.nhs.uk/media/4705/littlebluebookofsunshine-2020-final.pdf>

Mental health resources for children and young people: www.berkshirewestccg.nhs.uk/coping

Free Online counselling and emotional well-being support service providing young people aged 11-18 years (up to 19th birthday)

www.Kooth.com

Area of need/barrier to learning Strategies, interventions and reasonable adjustments

Behaviour disrupts teaching and learning

- Give a consistent message, eg 'I want you to be in class learning'. Use a flexible approach to supporting this to happen, use scripted language the pupil is familiar with and with which they can feel safe.
- Focus on reducing anxiety and thereby difficult and dangerous behaviour.
- Ask the child how they are feeling so that they have a voice
- Make reasonable adjustments that are differentiated for the individual learner's SEMH needs, any response to a learner's behaviour in relation to their SEMH needs must be in line with the Equality Act 2010
- Understand the basis for the behaviour e.g. what is the history/context? What is the function of the behaviour? Is there an unmet need in another of the Four Broad Areas of Need?
- Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child? What is x trying to tell us with their behaviour?
- Help the learner to substitute other, more acceptable, behaviours using therapeutic thinking approaches.
- Help the learner to reduce incidents of anti-social behaviour through offering more pro-social experiences to initiate pro-social feelings
- Use limited choices to allow the learner some control with the same end result, eg 'Would you like to talk to me now or in one minute?' If using 'one minute' adds pressure, amend the language, eg 'Would you like to talk to me now or shortly?'
- Using restorative conversations, teach the learner different ways to get their needs met E.g. develop social skills, strategies to manage anger through planned additional provision
- Consider transition plan when moving between year groups/ etc. Be sure to share any therapeutic intervention tools that have been successful
- Undertake a risk assessment/risk reduction assessment if necessary

Difficulties with environments

- Classroom well organised and labelled (with picture symbols).
- Keep learning spaces as clear from clutter as possible and consider if there is too much sensory stimulus or not enough.
- Where possible, create a quiet area both for working and as a 'quiet time' zone. Be sure to use this method as a positive one and be somewhere where the child feels safe. Build it in to their planned provision and avoid it appearing as a punishment
- Ensure that tools and equipment are easily accessible and available for use.
- Allow pupils to have a safe place to store belongings and 'listening' (fiddle) toys.
- Provide alternative seating at carpet time, if this is a challenge.
- Play calming music where appropriate.
- Create a "small garden" which is used as a planned safe space, eg a popup tent with a weighted blanket, a particular room to be able to go
- Consider group dynamics and use the anxiety tool to map individual needs

Difficulties with relationships

- Planned "small gardens" which meet the individual needs of the child based on analysis
- Provide a range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time
- Ensure all adults are aware of the individual's needs and share scripts to secure consistency of communication

Difficulties participating in learning

- Create a pro-social climate within the classroom where making mistakes is positive and okay, aligning the approach with the therapeutic ethos.
- Provide a clear lesson structure with learning objectives presented orally and visually.
- Identify and build on a range of learning styles and set tasks appropriate to need
- Ensure instructions are differentiated by being broken into manageable chunks and given in sequence, using simplified/ scripted language when needed.
- Include the use of visual cues and prompts in the child's personalised plan to ensure learner is engaged in active listening and looking and is ready to learn.
- Use 'now and next', or 'first, then, next', or a visual timetable to support understanding of routine and expectations
- Give breaks between tasks and give legitimate 'moving around' activities in line with their personalised plan
- Transition from whole class work to independent or group work is explicitly taught, signalled and actively managed.

Difficulties with attention and focus

- Have a clear structure to the day and ensure the child understands what the day looks like for them
- Build in regular, planned short breaks
- Use visual timetables/individualised timetables which the learner has been taken through and has had the opportunity to ask questions about
- Use backward chaining – allow learner to experience the end steps of tasks/experiences and gradually build up time or number of steps
- Use timers so learner is aware of length of time they are expected to focus
- Gain attention before speaking to learner and ensure the learner is sufficiently regulated to respond to any communication

Attendance causing concern

- Explore reasons for attendance concerns and use the therapeutic tools to plan for individual needs
 - Use Emotionally Based School Avoidance (EBSA) guidance (Educational Psychology Service)
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Four Broad Areas of Need:

Sensory/physical needs

The SEND Code of Practice 2015 describes the broad area of need of 'Sensory and/or physical needs' as including those pupils with Hearing Impairment (HI), Visual impairment (VI), Multi-sensory impairment (MSI) or Physical disability (PD).

“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.”

SEND Code of Practice: 0-25 years, 2015

“Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.”

SEND Code of Practice: 0-25 years, 2015

Resources and guidance

Sensory Consortium Service (SCS): <https://berkshirescs.btck.co.uk/>

Educational Psychology Service (a traded service):
https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4

Examples of support offered include:

- Assessment, clarification of need and intervention to support emotional wellbeing and learning.

For further information please contact:

Hazel.Loomes@westberks.gov.uk (Admin officer) or
cate.wilkes@westberkshire.gov.uk (Senior Educational Psychologist).

Berkshire Healthcare Toolkit (includes links to Speech and Language Therapy Service, Physiotherapy Service and Occupational Therapy Service)

<https://cypf.berkshirehealthcare.nhs.uk/our-services/therapy-services-cypit/>
<https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/>

School nursing

<https://cypf.berkshirehealthcare.nhs.uk/our-services/public-health-nursing-health-visiting-school-nursing-immunisation/school-nursing/>

Area of need/barrier to learning Strategies, interventions and reasonable adjustments

Hearing Impairment

- Use advice of SCS to plan provision and support
- Ensure learner is seated near front of class with clear view of teacher's face and any visual material used. Also ensure learner is seated away from sources of noise (heating, projector, window, corridor)
- Ensure instructions delivered clearly and at an appropriate volume.
- Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework, and/or using unfamiliar vocabulary.
- Repeat or rephrase pertinent comments made by other learners to ensure the deaf learner accesses those comments.
- Be aware the learner may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking.
- Use visual reinforcement (pictures and handouts), to support learning.
- Be aware that during PE or games lessons it will be more difficult to follow instructions.
- Consider if words spoken on an audio or visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles.
- Consider the environment. Carpeting, soft furnishing, rubber feet on the table and chair legs, etc.reduce noise.
- Ensure a quiet working environment when the need to listen is key
- Encourage good listening behaviour: sitting still, looking and listening.
- Encourage pupil to ask if not sure what to do.
- Access training (eg British Sign Language – BSL) if appropriate for the individual learner

Visual Impairment

- Use advice of SCS to plan provision and support
- If appropriate, ensure use of a Braille and Braille training (via SCS – see above).
- Ensure appropriate use of IT, eg text to speech
- Use talking books and literature and books in Braille.
- Use Apps as appropriate (seek advice from SCS – see above)
- Ensure mobility and cane training is in place if appropriate

Physical disability

- Use advice from Occupational Therapists and Physiotherapists to plan provision and support
- Arrange any moving and handling training
- Ensure a manual handling plan is in place if necessary using advice from relevant professionals, including any hoisting that may be necessary
- Ensure all equipment is suitable and maintained – standing frame, walker, specialist seating, wheelchair
- Ensure any communication aid is suitable and maintained
- Ensure access to other adapted equipment – cutlery, scissors, etc
- Ensure a 'Personal emergency evacuation plan' is in place if necessary
- Consider timetabling to ensure learner can access all rooms/ spaces used
- Ensure appropriate plan is in place for hygiene
- Consider need for accessible transport – for getting to and from school, and also for school trips

Sensory sensitivities – including hyper and hypo responses

- Consider environment in terms of visual & auditory stimuli, temperature, smells, proximity of others
 - Have a flexible approach in policy towards wearing uniform
 - Have a flexible approach in transitions between lessons, lunchtimes, etc
 - Provide a safe space for learner to be able to use when needed
 - Use Berkshire Healthcare Toolkit to plan provision ([Link above](#))
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We are committed to being accessible to everyone. If you require this document in an alternative format or translation, please call the SEN and Disabled Children's Team. on 01635 551111

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