Children first and at the heart of all we do

ORDINARILY AVAILABLE INCLUSIVE PROVISION GUIDANCE

Dudley
Metropolitan Borough Council

Working as One Council in
the historic capital of the Black Country

CHILD FRIENDLY DUDLEY

CONTENTS

INTRODUCTION

Defining Special Educational Needs - from the Special Educational Needs and Disability Code of Practice 0-25 years, 2015 (CoP). introduction:

'A child or young person has special educational needs 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 to others of the same age in mainstream schools or mainstream post-16 institutions.

SPECIAL EDUCATIONAL PROVISION IN SCHOOLS AND OTHER EDUCATION SETTINGS

All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This guidance is designed to help education professionals in all settings identify, plan for and meet the needs of children and young people (CYP) who have special educational needs or disabilities (SEND) and require reasonable adjustments or additionality at the SEN Support stage, in line with the Special Educational Needs and Disability Code of Practice 0-25 years, 2015 (CoP). It highlights the vital importance of high-quality teaching and learning in the context of inclusive pedagogy for all CYP, as the basis for meeting the range of needs within a mainstream setting.

It identifies the main categories of SEND and some typical characteristics or presentations of learners with SEND in those categories, alongside approaches and strategies to help address those needs in the classroom, whilst also sign-posting towards services and agencies that can offer additional advice and support.

Within schools and other education settings, children fall into one of the following 3 broad categories:

- Universal – The majority of children fall within this category and will have their needs met through quality first teaching with some short-term targeted intervention as required.

- SEN Support – Children who have been identified by the school as having special educational needs and requiring some more prolonged targeted or specialist support.

- Education Health Care Plans (EHCP) – These children will have undertaken a statutory assessment which has resulted in an EHCP being issued and may require more prolonged targeted and specialist support.

The SEND Code of Practice is clear in its expectation of schools, stating that mainstream schools and maintained nursery schools 'must:

- *Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet CYP 's SEN*

- *Ensure that CYP with SEN engage in the activities of the school alongside pupils who do not have SEN*

- *Early Years providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.*

Any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis. This guidance aims to provide advice to all school practitioners with the support of the school's special educational needs coordinator (SENCo).

(6.36) *"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."*

(6.37) *"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered."*
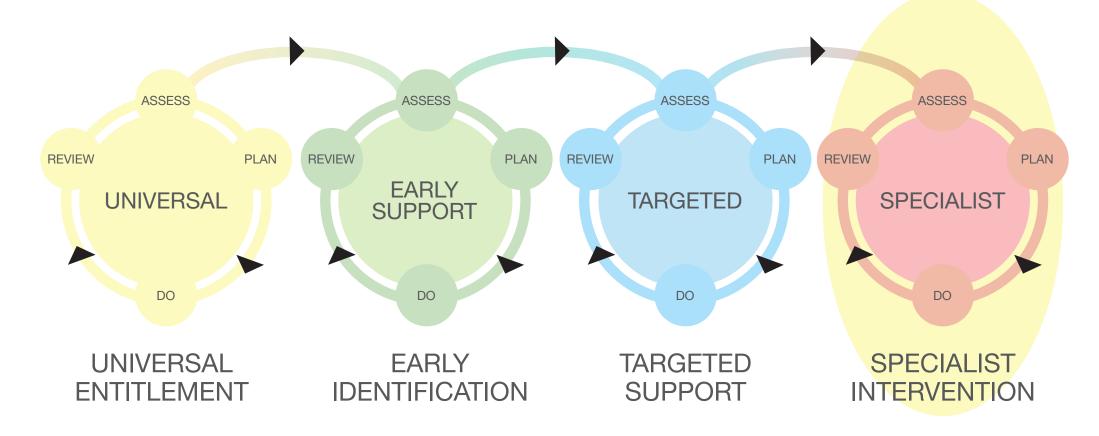
(5.36) *"It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life"*

There are recommendations and prompts to ensure effective and consistent provision for Dudley children and young people with SEND. Enabling them to achieve the best possible educational outcomes and to be effectively prepared for adulthood, including independent living and employment. This framework is not exhaustive, and provides guidance and suggestions that can be adapted and implemented to create a personalised response to meeting the specific needs of each individual. Whilst acknowledging that all settings are different and the resources and expertise that they have available to them varies, it is important to ensure that best endeavours have been taken to ensure provision is in place.

(Numbers in brackets refer to chapters in the SEND Code of Practice where relevant)

THE SEND PATHWAY

The SEND Pathway shows a graduated approach to ways in which needs may be met. It is important to recognise a continuum of need, with much variation of extent and nature of need within a defined group. Many CYP are identified as requiring additional support for SEN, but the level and extent of need will vary significantly within that group, including for CYP who have the same category of need. This is why a graduated approach is important; one size will not fit all, and boundaries of need may often be blurred and/or variable.

UNIVERSAL ENTITLEMENT	EARLY IDENTIFICATION	TARGETED SUPPORT	SPECIALIST INTERVENTION

DUDLEY DEFINITION OF ORDINARILY AVAILABLE INCLUSIVE PROVISION

Dudley parent/carers, education settings and practitioners worked collaboratively to create a definition of what Ordinarily Available Inclusive Provision means in Dudley;

"Ordinarily Available Inclusive Provision refers to the additional resources and graduated support that all mainstream settings should provide for all children and young people through the funding and resources that are already, or 'ordinarily', available in the setting."

This Ordinarily Available Inclusive Provision guidance is intended to be used as a tool for schools and settings and those partner agencies working with them. It is also intended to be an information source for parents, carers and young people to inform and guide in relation to the education of children and young people with Special Educational Needs and Disabilities. The guidance offers suggestions and strategies that can be implemented to support children and young people with additional needs. It is not an exhaustive list and will also include some interventions that may not be ordinarily available to all settings. This guidance is not intended as a tool to hold settings to account, but there is an assumption that settings will use their best endeavours to meet the needs of all of their pupils.

The framework is divided into each of the 4 broad areas of need, but acknowledges that many children and young people will present with a range of needs that will span a number of different areas.

UNIVERSAL OFFER

This section outlines the expectations on all Dudley schools, according to the needs of the child/young person. Much of this section will be an integral part of the school's provision for all children. The provision and strategies outlined in this section may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

Expectations of all settings	Strategies
A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress. (See SEN Code of Practice Ch.6.44- 6.56 for more details)	Pupil's difficulties in learning and behaviour are observed and monitored in different contexts to inform planning and next steps. Staff are aware of pupil's starting points so that expected progress can be measured. A holistic, multi-agency assessment is used to inform planning and interventions.
Formative assessment and feedback are a feature of lessons and evident in marking and assessment policy	A range of assessment strategies are used to ensure a thorough understanding of learners. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners.
The setting works in partnership with parents, carers and learners.	Formal and informal events take place to seek views in relation to SEN provision. Learners are helped to understand their own barriers to learning. Providers adopt a 'Think Family' approach
The setting recognises, and responds to, the need for pastoral support for learners with SEND and recognises that behaviour is a means of communication and may indicate an unmet need	Peer awareness and sensitivity towards difference are raised at a whole school level. PSHE is used to develop wellbeing and resilience. Awareness that learners with SEND are vulnerable to bullying

FRAMEWORK OF SUPPORT COMMUNICATION & INTERACTION

Could include children or young people with or without a diagnosis of autism (ASD) and also those with a Speech Language and Communication Need (SLCN)

Identified barriers and/or need:	Training/support Reference
Difficulties communicating what they want to and being understood **(Expressive Language difficulties)** • word-finding difficulties • limited vocabulary • overuse of non-specific words like "thing" or "stuff" • over reliance on stock phrases • difficulty "coming to the point" of what they are trying to say	**Interventions**

Provisions and /or strategies:	LA Training:
• Model language – reflect back correct speech rather than correcting. • Repeat what the child or young person has said and add one word. • Encourage children and young people to work in pairs and small groups. • Organise small group or individual language sessions – adults have phonological awareness and understand the impact that processing difficulties may have on phonics acquisition, and differentiate phonics teaching accordingly. • Teach in a way that links with language programmes devised by a Speech and Language Therapist. • Allow time for children and young people to process and respond (10 second rule). • Introduce a variety of language through rhymes, songs. • Ensure that all efforts to communicate verbally are supported. • Use alternative methods of communication. For example, Makaton, ICT, communication books and boards. You may also want to consider the use of a symbol communication system, please speak to your SENCO for further advice.	**CIPS TEAM:** • Creating a Communication Friendly Environment • An Introduction to WellComm https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/specialist-education-services/speech-and-language-centre • Lola the listening leopard / WellComm / What's in the box? • Colourful semantics to support writing • Communication cards **Dudley SLT service:** • Speech, language and communication development • Supporting SLCN in children with additional needs • Communication friendly environment • Verbal Reasoning • Colourful Semantics • Vocabulary Development • Get Talking • Talking Tots **IEYS Team:** • First Words Together • Talking Tots • Making it REAL • Total Communication Environment training • Wellcomm assessment and intervention • Communicate with Babies • IEYS pages on Revolution for Schools https://revolutionforschools.dudley.gov.uk/Search?search=ieys

	• Makaton: jemma@upanddowns.org.uk single place bookings £81pp Up to 5 Learners = £325 Up to 8 learners £520 Up to 11 learners = £715 Up to 15 learners = £975 Online training for Levels 1 - 4 are priced the same and are inclusive of Participants Manuals, Certificates of attendance, Tutor fees, and admin costs. A taster session costs £150 for Up to 15 Learners. • SALNET speech and language workshop for group settings https://www.blackcountryhealthcare.nhs.uk/our-services/childrens-speech-and-language-therapy-service-dudley **National Training** Whole School SEND: An introduction to speech language and communication needs https://onlinecpd.wholeschoolsend.org.uk/unit-4 Identifying and supporting speech, language and communication needs (SLCN) https://onlinecpd.wholeschoolsend.org.uk/unit-5 Supporting the development of speech, language and communication skills https://onlinecpd.wholeschoolsend.org.uk/wp-admin/admin-ajax.php?action=campus-wss-join-course&blog_id=8&_wpnonce=3ee437e6ab

Difficulties understanding what is being said to them. (Receptive Language Difficulties)	
Provisions and /or strategies: • Consider how many information carrying words a child or young person can manage when giving instructions – adapt use of language and method, e.g. simple choices, reduce complexity and sentence length, consider using forced/false alternatives. • Provide visual prompts if necessary, including key vocabulary, visual timetables, now and next, objects of reference, gestures and labelling equipment with photographs, pictures or symbols. • Ensure the adult is physically at the child or young person's level. • Organise small group or individual language sessions • Adults have phonological awareness and understand the impact that processing difficulties may have on phonics acquisition, and differentiate phonics teaching accordingly. • Give extra / allow 'take up' time to process what has been said. • Think about the environment and how to limit any distractions. • Check you have engaged the child's attention before talking to them, use their name. • Check that hearing has been tested. • Pre-teach topic vocabulary and provide opportunities to re-visit understanding and use of words. • Consider use of 'First, then, now, next' visual framework. • Ensure access to an oral language modifier for assessments	• Word Aware http://thinkingtalking.co.uk/word-aware/ • Creating a learning environment that supports speech, language and communication https://onlinecpd.wholeschoolsend.org.uk/wp-admin/admin-ajax.php?action=campus-wss-join-course&blog_id=9&_wpnonce=0d702d3b33

Child or young person does not understand or use social rules of communication	Autism Training
- Implement small group sessions e.g. Circle of friends - Use social stories. - Give prompts – symbols, signing systems. - Use visual supports for routines e.g. Now (you are doing this) and Next (you are going to be doing that) boards. Use of, 'My turn, your turn…' - Use modelling / role play - Playground buddies/role models - Restorative approaches to conflict resolution	https://carolgraysocialstories.com/social-stories/what-is-it/ **LA training** **IEYS TEAM:** - Visually supported communication - Autism Education Trust Training - Early Years Autism - Wellcomm assessment and intervention - IEYS pages on Revolution for Schools https://revolutionforschools.dudley.gov.uk/Search?search=ieys **CIPS Team** - Autism Education Trust – Making Sense of Autism/ Good Autism Practice https://www.autismeducationtrust.org.uk/autism-training-and-development - Peer Awareness/Assemblies **National training** Autism learns https://www.autismlearns.co.uk **West Midlands Autism** - Autism Awareness - Autism & Communication - Autism & Sensory Differences - Autism & Behaviours of Concern - Autism & Anxiety - Autism & Girls - Autism & Pathological Demand Avoidance https://autismwestmidlands.org.uk/training/ Full day 6 hours £550 or a half-day session that is 3 hours for £325. https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-coversations https://www.ambitiousaboutautism.org.uk/what-we-do/connecting-young-people/youth-led-toolkits/autistic-and-ok? www.autismwestmidlands.org.uk/information-resources-index/ www.autismwestmidlands.org.uk/online-resources

Difficulties with language / difficulties with communication	AET Sensory/Environmental audit
• First, use the child or young person's name to draw their attention, followed by key word instructions e.g. "Jamie, stop". • Give simple instructions (avoid the use of idiom). • Use literal language (avoiding sarcasm and figures of speech). • Consider the use of symbol communication such as Picture Exchange Communication System (PECS) or similar. Consider the use of communication libraries to try out a variety of resources. • Be aware of your own body language: a high percentage of what we communicate is non-verbal but not always recognised. • Use an appropriate tone of voice (calm, not too loud). • Consider an appropriate environment (noise, temperature, lighting, layout, distractions).	https://www.autismeducationtrust.org.uk/aet-shop
Difficulties with imagination • Try role play and drama, use of props (e.g. puppets) • Modelling • Story telling and sequencing. • Photos to talk through what might be happening. • Harness the use of the child or young person's (special) interests when considering your approach.	Comic Strip conversation/social stories https://www.youtube.com/watch?v=BqQldkFWW_M https://www.youtube.com/watch?v=JMPV-8ojHvk Many examples and training videos on youtube

Difficulty with social communication and developing relationships	National Training:
• Plan class groupings and/or opportunities to develop social understanding and inference. • Plan group work (provide explicit roles initially) and use flexibly to promote independence from adults. • Organise small group / one to one tasks and activities, e.g. Lego based therapy • Implement a 'buddy' system. • Promote a calm learning environment. • Be clear/explicit in your communication of expectations. • Ensure staff monitor at break and lunchtime and intervene with strategies to support peer interactions, e.g. teaching of structured games, turn taking, it's OK to lose etc.	Whole School SEND Creating a socially safe environment https://onlinecpd.wholeschoolsend.org.uk/unit-2 **SALT programmes** **IEYS Team** IEYS pages on Revolution for Schools https://revolutionforschools.dudley.gov.uk/Search?search=ieys ABCC training PSED and Behaviour Strategies Refer to social stories https://carolgraysocialstories.com/social-stories/what-is-it/ www.childautism.org.uk https://www.autism.org.uk/shop

Anxiety in busy unpredictable environments • Prepare for change of activity or routine, e.g. use of visual resources, visual timers and objects of reference. • Organise small group / one to one tasks and activities. • Ensure that there is a calm learning environment and/or access to a low arousal space. • Ensure clear communication of expectations. • Provide regular mentor support, including adults or peers. • Consider the use of a visual timetable or 'now and next cards'. • Ensure staff monitor key transition points e.g. home / school, break and lunchtime with strategies to reduce anxiety. › Provide a 'get out' option or a way of asking for help / alerting adults to distress.	
Sensitivity to sensory stimuli • Provide sensory breaks and snacks. • Be aware of the significance of sensory processing needs on eating. This can include food colour, texture, taste, meal size, mixing of food on plates etc. • Be aware of sensory needs and be flexible with the uniform policy when necessary. • Consider the environment e.g. noise, room temperature, visual stimuli, proximity. Use of an audit tool would be helpful. • Have a flexible approach to transitions e.g. between lessons and to and from school. • Provide access to a haven / low arousal space, if needed. • Develop a sensory profile for the individual child. • Consider the use of ear-defenders, weighted blankets etc. • Consider Sensory circuits	**IEYS Team** Sensory differences training Sensory audit and toolkit https://www.autismeducationtrust.org.uk/aet-shop

Physical outbursts causing harm to others and/or to self and/or damage to property	Refer to SEMH section
• Use a consistent approach to managing individuals with "reasonable adjustments" made. • Continue to implement strategies that are reassuring. • Offer clear guidance – explicit messages letting the pupil know what is expected of them. • Offer a 'get out with dignity' choice letting the child or young person leave the situation. • Monitor so that you have a good understanding of the frequency and location of triggers: frequency charts; STAR (situation, trigger, action, response) observation sheet; ABCC (antecedent, behaviour, consequence, communication) observation sheet; informal observations should be carried out to analyse incidents, develop understanding and plan for adjustments according. • Encourage two-way communication with families. This could include changes within the family (e.g. divorce, bereavement, illness) and strategies that work / don't work. Ensure information is relayed to all relevant staff. • Put preventative strategies in place, e.g. avoiding high arousal situations such as busy corridors. • Arrange a low arousal area / reflection room, chosen in agreement with the child / young person. • Ensure appropriate de-escalation strategies are in place (e.g. time out card). • Implement a risk management plan which includes pro-active strategies, early interventions to reduce anxiety/harm and reactive strategies to ensure a consistent approach.	https://www.ambitiousaboutautism.org.uk/what-we-do/connecting-young-people/youth-led-toolkits/autistic-and-ok? www.autismeducationtrust.org.uk/resources/school-exclusions-school-stress-and-anxiety

• Devise and use reintegration plans – to support the child or young person in returning to full time education. • Implement a clear plan of action, agreed with parent carers with regard to physical intervention. (Schools do not need parental permission to use reasonable force on children and young people). A Risk Assessment must be in place if the child or young person is causing a risk. • Consider the use of a Pastoral Support Plan (PSP). Ensure it is read and implemented by relevant staff, and feedback given to pastoral lead. • Consider use of a script which is understood and used by all appropriate adults. • Change the adult supporting the child or young person as part of a planned approach. Ensure that this is seen as a positive and effective strategy. • Ensure all adults are aware of the need for the child/young person to process and respond before any type of discussion or reflection takes place	**Refer to SEMH section** https://www.ambitiousaboutautism.org.uk/what-we-do/connecting-young-people/youth-led-toolkits/autistic-and-ok? www.autismeducationtrust.org.uk/resources/school-exclusions-school-stress-and-anxiety

Limited attention span compared to developmental age	E.g. Task board
• Use the child / young person's interests as a motivator and to extend engagement. • Implement regular, short breaks. • Plan for differentiation. • Use chunking and break tasks down into smaller, manageable steps. • Consider the use of visual timetables. • Consider backward chaining. Break the overall task down into smaller steps. The adult helps the child or young person with all but that last step with the child or young person being taught to do the last step themselves. Once the last step is learnt, the child/young person and adult work backwards learning other steps of the sequence until they can do the entire task. • Use the child's / young person's name when giving instructions. • Ask the child / young person to repeat back what activity they are going to do. • Consider use of timers, so they know they only have to focus for a comfortable amount of time. • Plan individualised timetables • Consider font size, page colour and on white boards, coloured letters against different backgrounds can be an issue.	

SOCIAL EMOTIONAL AND MENTAL HEALTH NEEDS (SEMH)

Identified barriers and/or need:	Training/support Reference
SEMH - General **Provisions and /or strategies:** Top Tips: • Consider what the behaviour may be communicating. Are there any unmet communication or social, emotional needs? • Try to sensitively get the child or young person's views on what happened to gain a clearer understanding of the behaviours in context. • Look at the history. When did the behaviour start to change? What are the triggers? • Liaise and collaborate with home to understand the wider picture. • Keep notes of concerns and liaise with designated professionals. • Be aware of any prescribed medication and feedback changes or concerns to your special educational needs co-ordinator (SENCO). • Model pro-social behaviours in the classroom and acknowledge them in children and young people. Pro-social behaviours are considered to be positive, helpful and intended to promote social acceptance and benefit other people or society, such as sharing / co-operation.	**Interventions** **Specialist services training:** **EP service** Mental Health First Aid Youth Understanding Teenage Brain Understanding Anxiety and Strategies to support this Understanding Emotional Based School Non-Attendance Emotion Coaching Nurture Group Training Anger: De-escalation and assault cycle Nurture Network session Understanding Brain Development Becoming an Attachment Aware Setting Motivational Interviewing for Schools Supporting the CYP for parents who can't be there Attachment and Trauma Refresher On being the Key Adult Emotion Coaching Refresher Using 'PACEful' approaches https://www.revolutionforschools.dudley.gov.uk/Page/10910 https://www.dudleyparents.co.uk/home

	Sycamore Behaviour Support Service
	We offer whole school training in the school day or during staff meeting time. We also offer training for small groups of staff, teachers, TA's and Lunchtime Supervisors. Training available to schools is listed below. We can also offer bespoke training for your school based on your requirements. They may include:
	o Positive Handling Training
	o Attachment and Behaviour
	o Low level disruption (OFSTED requirements)
	o Anger Management – Prescribed programmes
	o Managing behaviour in the EYS
	o Top 10 strategies for encouraging good behaviour
	o De-escalation and challenging behaviours
	o Refusal and Defiance
	o Top 10 tips for defusing confrontation
	o Developing emotional security
	o PDA
	o Managing ADHD in the classroom
	o Classroom strategies for communication difficulties (ASD)
	o Engaging the dis-engaged pupil
	o Fighting and Biting
	o Relaxation and mindfulness
	o Behaviour clinics
	o Lunchtime Supervisor training
	o Lunchtime/playtime audit
	o Positive classroom management
	*Positive Handling foundation course. This has previously been delivered as CPI/MAPA. The Sycamore Centre is now identified as Dudley's CPI hub. This comes at an extra cost to schools
	https://www.revolutionforschools.dudley.gov.uk/Page/14170

Difficulties participating and presenting as withdrawn or isolated	
Provisions and /or strategies: • Use assessment through teaching and learning – e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Analyse informal observations; frequency observations and other observation sheets. • Discuss the child/young person with colleagues and your special educational needs co-ordinator (SENCO). Check if there are staff members who seem to get a more positive response. What are the strategies or approaches they use with the child/young person? Can these be more widely replicated? • Differentiate tasks to ensure that all children / young people experience success. • Include explicit teaching of behaviour expectations. • Try small group work e.g. friendship or social skills, nurture groups. • Give the child/young person responsibility for looking after someone else.	**IEYS Team** Autism Education Trust training PSED and behaviour strategies training Happier Minds - Mental wellbeing website Info on EBSA, Wysa, CAMHS, Dudley Talking Therapy service https://happierminds.org.uk/school-based-staff/ **Dudley Counselling service** Training and Professional development sessions for Staff • Supporting attachment through play • Stress management and relaxation • Listening skills • Creative and therapeutic play in schools • The impact of domestic violence • Developing Mindfulness in school • Bereavement Training https://revolutionforschools.dudley.gov.uk/Services/4802 Regulating emotions and behaviour – digital materials http://calmbrainapproach.com/ supports nurture work that schools are already doing. Supports children to calm themselves down by experiencing an intense period of calm. Solihull Approach Whole School Training is all about supporting emotional health and wellbeing with a focus on relationships and nurturing connected, sensitive and responsive interactions. https:solihullapproachparenting.com/schools/

- Use a backward chaining approach to activities, such as bringing children and young people in at the end of assembly.

- Use play based activities.

- Establish the child/young person's interests. Use differentiated resources – teach the curriculum appropriate to the development of the child. For example, a year five child may be accessing year one objectives in the same context.

- Use buddying /peer mentoring to enable the child/young person to take on both roles, enabling them to receive support from a peer and provide support to a peer.

- Try activities which provide the child / young person with a sense of belonging or importance to the group.

- Provide alternative methods to contributing to class discussions.

Behaviour that challenges expectations	National Training
• Give a consistent message but flexible approach, e.g.' I want you to be in class learning' is the consistent message. The approach to support this happening may vary or be flexible depending on individual needs.	ADHD information services
	Understanding ADHD and its implications for the classroom. This is a one day course led by experts, focusing on understanding ADHD, how to accommodate and get the best out of children with the diagnosis and preventing school exclusion.
• Ensure that reasonable adjustments are made such that they differentiate for social, emotional and mental health needs in the same way that we differentiate for learning.	http://addiss.co.uk/training.htm
	ADHD information services
• Ensure learning needs are being met.	1-2-3 Magic is a successful behaviour training programme that is easy to understand and implement. It is very different from other programmes available, as it is a simple but powerful approach to managing challenging behaviour in the primary school.
• Understand the basis for the behaviour e.g. what is the history/context?	
• Continue to implement strategies that are reassuring. › Offer clear guidance – explicit messages letting the child/young person know what is expected of them.	http://addiss.co.uk/training.htm
	The ADHD Foundation Neurodiversity Charity is the largest provider of training in ADHD and neurodevelopmental conditions for professionals in the UK. All our courses are interactive, full of practical strategies and informed by up to date research. We can offer a wide range of expert led courses across a wide range of subject areas. These courses can be tailored to your needs as an education setting, offering the opportunity to focus on a specific area/need or a selection of topics. We also offer Neurodiversity Friendly accreditations for education settings, including our ADHD Friendly Award. These cover ADHD, autism, dyslexia, Tourette's, and more
• Offer a 'get out with dignity' choice letting the child/young person leave the situation.	
• Monitor so that you have a good understanding of the frequency and location of triggers – frequency charts; STAR (situation, trigger, action, response) observation sheet; ABCC (antecedent, behaviour, consequence, communication) observation sheets; informal observations can be carried out to inform understanding.	
	https://www.adhdfoundation.org.uk/training/training-for-education/
	0151 541 9020
	info@adhdfoundation.org.uk
• Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child or young person? What are they trying to tell us with their behaviour? Is there an unmet need? Help the child/ young person to learn to substitute with other, more acceptable, behaviours.	**Steve Brown -Behaviour Support & Training Ltd**
	School/pupil support (inc. counselling, assessments, staff/student/classroom/SLT support etc.)
	SEND training sessions e.g. ADHD, Tourette/Tic Disorders, SLCN, Dyslexia, PDA, Autism, Behaviour Management, Lunchtime supervisor training, social skills groups, social scripts, Comic Strip Conversations, restorative approaches, Emotion Coaching, de-escalation etc
	andreamoorebst@gmail.com 07947369701

• Devise a risk management plan which includes pro-active strategies, early interventions to reduce anxiety / harm and reactive strategies to ensure a consistent approach. • Use reintegration plans and meetings to support the child/young person in returning to full time education. A gradual reintegration is most effective. • Employ a clear plan of action, agreed with parent carers with regard to physical intervention (schools / settings do not need parental permission to use reasonable force on a child/young person). A risk assessment must be in place if the child/ young person is causing a risk. • Use choices to allow the child/young person to have some control with the same end result e.g. "Would you like to talk to me now or in 1 minute?" • Teach the child/young person ways to get their needs met, such as developing social skills or strategies to self-regulate emotional states. • Use readiness to learn strategies and routines, for example, after breaks or between tasks. • Consider the impact of the timetable and how you prepare children and young people for transitions. • Plan for transition between year groups / phases of education, including 'what works well' in terms of in-class differentiation, and support professionals to analyse the behaviour. • Communicate effectively with home/family e.g. what is going on at home? Are other services involved?	stevebrownbst@gmail.com 07946728713 www.stevebrownbst.co.uk Innovate https://innov4te.co.uk/other-services 1-1 Mentoring bespoke 1-1 mentoring based on the young person's barrier to engage in Education, employment or training. Issues may include, but are not limited to: positive engagement, gangs, and criminal exploitation, domestic violence, healthy relationships, positive post 16 options. This can be delivered at the referring school, INNOV4TE or a neutral community venue. This can be delivered during the school day, evenings or weekend as required. Building Blox This building emotional resilience programme was developed as a response to children who are vulnerable owing to a variety of factors: typically, adverse childhood experiences; this programmes includes 1-1 and group work. Using play, technology and other interactive methods. Building Blox covers; recognising and increasing positives, coping mechanisms and strategies, recognising, processing and managing emotions, how to build resilience, how to seek and accept help, healthy relationships. Primary Preventative Early intervention is key to promote successful transition from primary to secondary school, and prevent exclusions. The programme is designed to educate year 5/6 pupils on external factors that could have an adverse effect and negatively influence their choices. We explore school readiness for those children identified as having additional SEMH needs Readiness for Schools A variety of diagnostic tools are used to understand a learner's barriers to their education. A bespoke programme is then created to cater to their needs. The programme focuses on: Self-control and management of behaviour, social skills, self-awareness and confidence, skills for learning and approach to learning. Each of these topics will be monitored throughout the programme to ensure progress is being made. A case study will be produced for each of the learners on the programme.

• Raise the need for use of a Pastoral Support Plan with your SENCO / Inclusion Lead if a child or young person shows regular episodes of dysregulated behaviour, or persistent disruptive behaviour, or is at risk of exclusion. • Discuss the need for getting advice from the Fair Access Team, Educational Psychology Service, or specialist teacher advisory teams if difficulties persist. • Ensure that advice is consistently implemented, analysed and reviewed for effective impact. • Review individual plans regularly: they may have changed, or you may be able to contribute. • Ensure there is a whole school and settings consistent approach to support the children and young people's individual strategies. • Consider use of scripts.	Athena Programme We deliver the Athena programme, which is an empowering programme for young women who may be experiencing issues in accessing their education due to: Self-image, confidence and self-esteem, Poor peer relationships, Disengagement, Emotional & Metal Health, Offending behaviour, Poor experience in education, New to area/No school place. The programme explores issues specific to young women based on individual assessments, using a variety of diagnostic tools covering SEMH and academic ability. https://www.challengingbehaviour.org.uk/understanding-challenging-behaviour/what-is-challenging-behaviour/resource-understanding-challenging-behaviour-part-1/ Anna Freud centre Anti racism and mental health Mental Health and School attendance https://bookings.annafreud.org/s/training-in-schools

Physical symptoms that are medically unexplained, for example, soiling and stomach pains.	Whole School SEND
Soiling:	Unit 8: Understanding behaviour as communication
consider the causes for soiling too, these could be due to:	https://onlinecpd.wholeschoolsend.org.uk/unit-8/
o Development – exploring the sensation.	Unit 9: Promoting mental wellbeing in your setting
o Sensory stimulus – the pupil likes the feel.	https://onlinecpd.wholeschoolsend.org.uk/unit-9/
o Not being toilet trained.	Unit 10: Understanding and promoting resilience
o Abuse.	https://onlinecpd.wholeschoolsend.org.uk/unit-10/
• Use activities that are stress reducing e.g. games, dance, colouring, gardening, animals, and forest school.	Unit 11: Understanding anxiety and creating a supportive learning environment
• Monitor to see whether the symptom is persistent and consider contributory factors, eg sensory processing issues impacting on eating or anxiety.	https://onlinecpd.wholeschoolsend.org.uk/unit-11/
• Keep a log and analyse pattern or trends to identify triggers. Talk to designated lead (special educational needs co-ordinator, pastoral or safeguarding lead) regarding your concerns if issue persists.	
• Liaise with school nurse.	
• Remember that pain can affect autistic children and young people or those who have experienced trauma in ways that are different to people who are neurotypical.	

Attention difficulties	https://www.adhdfoundation.org.uk/training/training-for-education/
• Have a clear structure to the day.	0151 541 9020
• Have a consistent seating plan for all lessons – primary or secondary.	info@adhdfoundation.org.uk
• Sit the child or young person away from distractions and near good "learning" role models.	
• Have clear expectations regarding behaviours and a clear and consistent response to behaviours.	
• Think about potential reasons, is there a pattern?	
• Record behaviour and remember to analyse and review trends.	
• Allow plenty of time for movement or frequent small concentration periods.	
• Plan lessons in small manageable chunks.	
• Be aware of times of the day that may be more difficult.	
• Use of a 'time out' card to enable classroom behaviour to remain positive. Do not assume the 'time out' card is being "abused" if it is used often for one lesson of the week. It may be that there are certain barriers to learning for the child in this lesson, eg sensory.	
• Consider whether any reasonable adjustments need to be made to discipline procedures / behaviour policies and ensure these are in line with equalities legislation.	
• Remember to consult with the child / young person so they can share with you their perspective.	

Attachment difficulties	Anna Freud centre
• Be aware that a child or young person with attachment difficulties may respond differently to behaviour strategies which work with others. Discuss this with your special educational needs co-ordinator (SENCO) if needed. • Be aware that the child / young person may say they do not want the support offered. This doesn't always mean that they don't need it. Seek to support in more subtle ways, but do not withdraw support. • Liaise with parent carers for shared understanding. • Consider the family context and the range of children and young people who may have attachment difficulties e.g. adopted, forces children, child in need, or a child who has experienced care. • Ensure there is a good transition when the child / young person starts school / the setting. Check the history. • Use attachment informed strategies within class and develop a nurture group or foster a nurture ethos. • Consider the appropriateness of existing discipline procedures / behaviour policies. Discuss an individual support plan if necessary. The law states that 'reasonable adjustments' must be made. • Liaise with the virtual school for Children in Care, educational psychology service (EPS), Behaviour Outreach team for training.	Anti racism and mental health Mental Health and School attendance https://bookings.annafreud.org/s/training-in-schools

Low level disruption or attention needing	
• Differentiate your use of voice, gesture and body language. • Focus on reducing anxiety and thereby behaviours. • Positive reinforcement of expectations through verbal scripts and visual prompts. • Have a 'time in/out' or quiet area. • Focus on the behaviour and what it is you would like the child or young person to do – what is it you (the adult) wants to achieve? Provide support to achieve the aim. • Ensure a pro-social relational approach to managing behaviour is taken, not a punitive behaviourist approach.	

Difficulty in making and maintaining healthy relationships

- Use small group/nurture group activities to support personal, social and emotional development.

- Model appropriate emotional responses to disagreements or difficulties, e.g. sharing / turn taking.

- Think about who the child or young person can maintain a relationship with, for example, adults only, younger children. Why might that be? Can you use this information to build the child/young person's capacity to maintain relationships?

- Try differentiated opportunities for social and emotional development e.g. buddy system/paired learning activities/scaffolding group work.

- Use restorative approaches when relationships break down.

- Use a key worker to rehearse and replay more appropriate social communication methods, provide opportunities to practise the social communication skill being learned in class.

- Discuss the use of dedicated and planned time with your special educational needs co-ordinator (SENCO) to support the child/ young person where necessary, such as during unstructured break and lunch times.

- Do not use the school / settings 'special educational needs' base purely as a reactive strategy when friendship issues arise.

- Consider using a 'Circle of Friends' technique or similar.

Difficulties following and accepting adult direction

- Look for patterns and triggers to identify what may be causing behaviours e.g. use of language.

- Be aware that these behaviours may underlie an unmet need for safety.
  › Use positive scripts – positive language to re-direct and reinforce expectations e.g. use of others as role models.

- Consider calming scripts to deescalate, including for example, use of sand timers for 'thinking time'.

- Provide limited choices to give the child/young person a sense of control whilst following adult led activities.

- Use meaningful rewards and consequences flexibly and creatively such as 'catch them being good' sticker charts or whatever the child or young person is personally motivated by, e.g. hair care, personal care, sports, shooting baskets, controlled access to iPad, YouTube etc.

- Consider creating a visual timetable and using visual cues such as sand timers to support the end of activities and sharing.

Presenting as significantly unhappy or stressed • Identify a key figure within class or special educational needs and disabilities (SEND) team who can provide an emotional secure base and build on preferred learning styles. • Establish a calm place/quiet area which is chosen and agreed with the child or young person. • Ensure feedback is used to collaborate and plan with parent carers, to ensure consistency between the home and school / setting. • Consider the use of comic strip conversations to identify triggers and identify an alternative choice of action. • Provide opportunities to reflect emotional states and develop strategies to support self-regulation.	
Patterns of non-attendance • Talk to parent carers to identify barriers of non-attendance. • Think about 'push and pull' factors. • Consider accessing Emotional Based School and settings Avoidance (EBSA) materials. • Collaborate and plan with parent carers, to ensure consistency between the home and school / setting. • Consider the impact of exclusions on individual attendance in the long run – will the child or young person learn that this behaviour enables them to go home to their safe space in their bedroom?	

Post 16 social, emotional and mental health difficulties – additional guidance

Some key factors which may be common causes of Social, Emotional Wellbeing and Mental Health issues amongst post 16 students with SEND:

- **The emphasis and expectation regarding independent learning at all levels of qualification.**

To thrive in a college or post-16 setting, a young person needs to be equipped with good study skills and an increasing level of independence, particularly in relation to organisation of time and workload, and life skills such as independent travel and financial management.

- **The pace of the curriculum, particularly at level 3.**

The linear 'A' levels and new BTEC qualifications demand strong memory retention, note taking and the ability to disseminate knowledge within set time constraints, whether these be via assessment deadlines or exam conditions. They have more extensive specifications, which must be taught, continually assessed and revised within a relatively short time span. In many colleges and post-16 settings, there has been an increasing emphasis on 'flipped learning' where the young person is expected to acquire the factual knowledge for a topic area via their independent learning. The classroom is very much for checking, consolidating and practising how to use this knowledge in formal assessed work.

- **Transitioning to adult services which may include the reduction of some external services and support.**

As the young person reaches their 16th birthday and, where applicable, moves from childrens' to adult services, some types of support may cease. It is important that this is known and planned for ahead of time as part of the young person's transition strategy.

The structure of the young person's timetable. This can remove them from previous, long term friendship groups, which they may have previously relied upon for support and interaction. Consider how the setting can support the development of new friendships by organising social activities so young people can get to know others through shared interests.

The young person may not wish to disclose their SEND difficulties/differences.

This may be due to their desire not to be 'labelled', a fear that disclosure will prejudice their place at college, or, as many now complete their application forms without support, they did not think to include it or understand the question on the form. Be sensitive to these young people and have an identified member of staff who will check in with each young person regularly to pick up on any difficulties.

- **Transition to a new setting can invoke strong emotions within some young people who struggle with change and fear the unfamiliar.**

Consider putting into place a range of strategies that can support young people to cope with their emotions.

Addressing the impact of these factors on social, emotional wellbeing and mental health.

- **Anxiety**

Anxiety in young people may be general, social or in relation to learning and is often one of the key difficulties which a college/sixth form's SEND team is asked to support. Learning related anxiety is prevalent amongst this group. Young people with SEND commonly experience difficulties relating to speed of processing, working memory, time management and organisation. When they experience high levels of worry or anxiety and their threat response is triggered, working memory and the ability to process information will be further hampered as their brain shifts into 'survival' mode. This can add to the young person's distress and feelings of failure which can then impact their attendance and performance in their courses.

Some support strategies:

- Wellbeing courses specifically aimed at young people who are experiencing issues with their mental health, such as anxiety, can be beneficial. For example, courses on:
- o Mindfulness
- o Academic anxiety
- o Cognitive based skills
- Referrals for counselling may also be used as a support strategy.
- Providing a drop-in facility for young people for help with generic study skills and emotional wellbeing.

- Providing transition support / programmes with a focus on the acquisition/development of the study skills and studentship qualities required for further education and higher education study subjects.

- Be aware of referral routes within college. These routes may be different in different colleges but may include Pastoral Mentors, Mental Health Advisors, Counsellors and Safeguarding Leads.

- **Isolation**

Isolation can have a devastating impact on a young person's experience of college and can impact on their emotional wellbeing, mental health and their ability to engage with their courses. Feedback from post 16 settings suggests that feelings of isolation are becoming more prevalent amongst young people.

Some support strategies:

o Provide supervised / facilitated social opportunities / spaces on a regular basis which young people know about and are comfortable to attend and participate in at whatever level suits them.

o Providing other spaces that offer opportunities for social interactions / connections. For example, a 'Comfort Zone' for quiet work. Often young people using this facility begin to chat to others and form friendships.

o Peer mentoring – this might be an informal arrangement supported by the setting's SEND support team or a more formal arrangement such as Circle of Friends. In addition, careful pairing and grouping within the classroom can encourage peer interaction. It is important that all students with SEND or any other potential vulnerabilities (e.g. disadvantaged students, care leavers, young carers) are seen as individuals requiring tailored support to meet their needs. Many post-16 settings develop an 'integrated approach' to providing extra support to young people. This means that any young person who accesses support is initially assessed not only in terms of their learning needs, but also their wellbeing. WSCC post 16 settings report that they often find that young people requiring additional support, benefit from a package of support rather than just one discrete intervention

COGNITION AND LEARNING

Identified barriers and/or need:	Training/support Reference
Uneven profile / difficulties across the curriculum but with some areas of strength.	interventions
	IEYS Team
Provisions and /or strategies:	New to EYFS training
• Ensure the 'assess, plan, do, review' process is understood and used consistently across the school or setting. The cycle and evidence of impact should be recorded.	SENCo network meetings
	Role of the Setting SENCo training
	EYFS Ranges training
	Schema training
• Ensure the child or young person has full access to the breadth of learning by making adjustments and modifications to differentiate the curriculum, right across the board. Differentiate by task, outcome, level of difficulty or amount of support/ scaffolding provided.	Triple I (Intent, Implementation and Impact) and the Engagement of the Adult
	Terrific Two's
	LA Training
	LSS
	https://www.dudley.gov.uk/residents/learning-and-school/learning-support/
• Include additional learning opportunities to develop prosocial behaviours.	https://www.revolutionforschools.dudley.gov.uk/Services/4578
	• Boosting Reading @ Primary (BR@P)
• Place emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners.	• Boosting Reading @ Secondary (BR@S)
	• ENABLE 1:1
	• ENABLE Group
	• Fischer Family Trust Wave 3 Literacy Intervention Programme
• Support them to develop their self-esteem through celebration and reinforcement of strengths and successes.	• Inference Training
	• Talking Maths
	• A Structured Approach to Reading Comprehension
• Where possible, use the child or young person's strengths to make links to and support areas of difficulty.	• A Structured approach to Spelling
	• Games to Support the learning of HFW words and Phonics (read and spelling)
	• Running Records and Miscue Analysis
	• Phonics for Pupils with Literacy difficulties

	• Dyscalculia – Maths and SpLD
	• Auditory and Visual difficulties affecting learning
	• Dyslexia Friendly Schools
	• How to be an effective TA
	• Multisensory Teaching
	• Developing an SEN Screening Toolkit
	ECHO TEAM
	• Supporting Writing through Colourful Semantics
	• Supporting Children's Narrative Skills through Colour Coding
	National training
	British Dyslexia Association
	https://www.bdadyslexia.org.uk/services/training
	e.g The Dyslexia Friendly Learning Environment
	training on Dyscalulia
	Also run training days:
	https://www.bdadyslexia.org.uk/events/category/training-days
	Whole School SEND
	Understanding executive function
	https://onlinecpd.wholeschoolsend.org.uk/unit-14/
	Memory for Learning
	https://onlinecpd.wholeschoolsend.org.uk/unit-15/
	Developing skills for mathematics
	https://onlinecpd.wholeschoolsend.org.uk/unit-17/
	Promoting independence from the Earliest Years
	https://onlinecpd.wholeschoolsend.org.uk/unit-19/
	Person-centred working
	https://onlinecpd.wholeschoolsend.org.uk/unit-18/
	Coming soon: Understanding the building 'blocks' for reading and writing (Unit 16)
	Down Syndrome UK
	https://downsyndromeuk.co.uk/education-professionals/

Inadequate progress despite appropriate differentiation, working below age related expectations.

Provisions and/or strategies:

- Ensure the 'assess, plan, do, review' process is understood and used consistently across the school or setting. The cycle and evidence of impact should be recorded.

- Assess through teaching to identify the areas of need in consultation with the child or young person.

- Model use of open-ended simple statements such as 'I wonder… or what if' rather than questions.

- Give clear and simple instructions, breaking down longer instructions and giving one at a time.

- Use visual timetables, visual cues and prompts e.g. objects, pictures, photos, symbols, choice boards, sequences.

- Develop 'Social Stories'.

- Give time to process information before a response is needed. ›

- Pre-teach e.g. provision of a Teaching Assistant to help prepare the children and young people for the new topic.

- Make explicit links to prior learning.

- Share next steps – so children and young people know what to expect.

- Use differentiated resources – teach the curriculum appropriate to the development of the child. For example, a year five child may be accessing year one objectives in the same context.

- Use meaningful strategies to boost self-esteem and confidence.

- Provide specific meaningful praise and feedback when a child / young person perseveres and/or achieves something new

Social Stories and Comic Strip Conversations

Social stories (a trademark owned by Carol Gray) and comic strip conversations assist with developing social understanding, social communication and interaction and help to keep children and young people (CYP) safe. This training will provide staff with an understanding of what social stories and comic conversations are, how they help, how to write them and the evidence base for how to use them effectively.

To access please email EPS@dudley.gov.uk , where you will be sent a link to the training to complete at your own convenience. Please note there is no cost for this training, but you will be required to complete an evaluation form after each session.

Specific learning difficulties affecting one or more specific area of learning.

In addition to strategies suggested in the other cognition and learning areas, the following may be of help:

- Assessment through teaching to identify the areas of need in consultation with the child or young person. Observation can be used if more appropriate.

- Teach metacognition approaches (how we learn e.g. by trying to understand the child or young person's difficulty and asking them what helps).

- Adopt a neuro-diversity approach to celebrate the strengths of each child.

- Recognise and celebrate success in effort and show interest in other areas of their life.

- Work closely with the special educational needs co-ordinator (SENCO) and other specialist staff to understand what strategies or approaches to use in line with advice from assessments or consultation.

- Use evidence-based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy.

- Link learning to real life situations.

To support memory:

- Provide memory aids e.g. alphabet strips, number squares, post-its, key word lists, table squares.

- Consider teaching of memory skills, eg memory games, kinaesthetic prompts, and use of planning tools such as mind mapping.

For literacy difficulties:

- Make simple changes e.g. font style and size, coloured paper, line spacing, lighting, overlays, appropriate use of technology.

- Use 'think, pair, share' to provide time to think.

- Consider peer groupings so the child or young person has access to good role models for language and communication.

- Consider use of appropriate learning resources e.g. pencil grips, spelling aids and alternative methods for recording information – including verbal and ICT methods.

- Provide opportunities of over learning through games to support reinforcement.

- Reduce the use of language in other areas of the curriculum, eg maths – solving word problems. For numeracy difficulties:

- Provide access to concrete resources e.g. hundred squares, number lines, Numicon etc.

- Provide context for learning so that the child or young person can understand the relevance of each concept and link to their experiences.

- Teach in the sequence of language, concrete resources and diagrams before symbols.

- Support use of a calculator when mental calculation is not the focus of the session. For example, when solving word problems.

For developmental coordination difficulties:

Please see the Sensory and Physical Needs section for developmental co-ordination difficulties (DCD) previously known as dyspraxia.

PHYSICAL AND SENSORY NEEDS

Identified barriers and/or need:	Training/support Reference
Developmental co-ordination difficulties	**Interventions:**
Developmental co-ordination difficulties were previously known as dyspraxia.	IEYS Team
Children may have difficulty with:	Safer Children Handling training for children with a physical / medical condition
• playground activities such as hopping, jumping, running, and catching or kicking a ball. They often avoid joining in because of their lack of co-ordination and may find physical education difficult	
• walking up and down stairs	
• writing, drawing and using scissors – their handwriting and drawings may appear scribbled and less developed compared to other children their age	
• getting dressed, doing up buttons and tying shoelaces	
• keeping still – they may swing or move their arms and legs a lot	
• A child with DCD may appear awkward and clumsy as they may bump into objects, drop things and fall over a lot.	
In addition to the strategies suggested in the Cognition and Learning section, the following may be of help.	

provisions and /or strategies:	National training :
- Develop the child or young person's core stability e.g. wobble cushion, exercises and games. - Ensure correct seating position with appropriately sized table and chairs. - Provide support for letter formation e.g. using a multi-sensory handwriting scheme, pencil grips, sloping boards etc. - Provide physical activities to support development of gross motor skills e.g. throwing, catching, hopping etc. - Develop fine motor skills e.g. hand and arm exercises, specialist scissors, pegboard, threading, play dough, pincher grips activities e.g. pegs onto washing line. - Provide sequencing and organisational skills e.g. now / next boards, writing frames, visual timetables.	Whole School Send on line CPD units: Creating a physically safe environment https://onlinecpd.wholeschoolsend.org.uk/unit-3/ http://www.wholeschoolsend.org.uk/events/live-discussion-creating-physically-safe-environment-primary http://www.wholeschoolsend.org.uk/events/live-discussion-creating-physically-safe-environment-secondary-further-education An introduction to teaching learners with physical needs https://onlinecpd.wholeschoolsend.org.uk/unit-13/ pdnet standards Learners with physical disabilities have individual needs which need to be met to ensure they can access and engage with learning. To help those working with young people with physical disabilities, pdnet have produced a set of standards for those working in post-16 education. This resource provides tools to evaluate your current provision and to support developing an action plan for continual improvement https://www.et-foundation.co.uk/professional-development/special-educational-needs-disabilities/specific-learning-differences-and-wellbeing/physical-disabilities Pdnet Level 1 training Who is the training for? These free online training modules are designed for anyone working within an educational setting who needs to develop their awareness and understanding of physical disability and the impact it can have on learning.

	What does the training involve?
	Each module is approximately one hour in length and uses custom graphics and scenario-based learning to help users to understand the barriers or challenges that can be faced by children and young people with a physical disability and the steps that can be taken to overcome these.
	https://pdnet.org.uk/pdnet-level-1-training/
	Get Moving Program Dudley Paediatric Physiotherapy Service
	https://www.blackcountryhealthcare.nhs.uk/our-services/paediatric-physiotherapy-service
	Advice in supporting young persons physical needs throughout the school day. May include adaptations to curriculum, activity/ exercise advice use of equipment.
	We work closely with PIMIS/CIPS on access and moving and handling from a therapeutic perspective.
	Information on conditions and what it means for young person in that educational setting.

Hearing impairment

Indicators of possible 'hearing impairment'

- The child or young person may mishear words or instructions and need reinforcement and reassurance before beginning task.

- Fluctuations in attention, may struggle concentrating.

- Difficulty in understanding peers in group discussions or in noisier environments.

- The child or young person may have delayed language.

- Unable to follow whispered conversations

- May disengage with conversations or misinterpret discussions

Provisions and /or strategies:	LA training from HI and SIPS service (free unless otherwise stated)
• Remove or reduce background noise. • Where appropriate, use hanging objects to support sounds bouncing back to the child's level. • Employ techniques to monitor and support all children and young people with noise levels. • Give prior warning regarding fire alarms. If appropriate use an alternative exit route. • Ensure staff work together with other professionals e.g. Sensory Support Team. Ensure all staff and visitors who work with the child are aware of how best to support them. They should be familiar with the child's One Page Profile or equivalent. • Use appropriate seating and visual materials – see individual learning plan for requirements. • Ensure instructions are delivered clearly and at an appropriate volume. • Check the lesson content has been effectively communicated and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary. • Repeat / rephrase pertinent comments made by other children and young people ensuring the child can access those comments. • Be aware the child / young person 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. • Be aware of communication system development including eye contact, body language and facial expressions.	PLEASE SEE TRAINING GRID FOR FUTHER INFORMATION: • Role of the Hearing Impairment service • Learning basic braille • Role of the Hearing Impairment service • Deaf Awareness • Deaf awareness and supporting children with a hearing loss in a setting. • Supporting a hearing impaired child within a mainstream school. • Deaf Awareness for Lunchtime Supervisors • Training for taxi drivers and escorts. • Managing Glue Ear – a workshop • Unilateral Hearing loss • On Body Signing • Objects of Reference • The use of Sound Field in education • British Sign Language introduction • Modifying language/materials • Maths and the Hearing Impaired child • Phonics and the Hearing Impaired child • Swimming and the Hearing Impaired child • Deafness and Complex Needs • Hearing Aid Care and maintenance – practical workshop • Cochlear Implant maintenance – a practical workshop • Bone Conduction Hearing Aids (BAHA's) • Using Radio Aids • Risk Assessment and the hearing impaired child • Deaf Awareness – classroom British Sign Language/ Sign Supported English

• Use visual reinforcement (pictures and handouts), to support learning.	• Make a paper ear
• Consider using visual timetables and visual cues such as sand timers, to support sharing.	• A good classroom environment
	• Act out how the ear works
• Be aware that during P.E. or games lessons it will be more difficult to follow instructions, particularly in large open spaces.	Training from national deaf children's society
	https://www.ndcs.org.uk/our-services/services-for-professionals/training-and-e-learning
• Consider that words spoken on an audio / visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles.	
• Consider the environment e.g. carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.	
• Seat away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the classroom etc.	
• Encourage good listening behaviour: sitting still, looking and listening.	
• Encourage children and young people to ask when not sure what to do.	
• Establish a quiet working environment, particularly for specific listening work.	
• Ensure all staff who work with a child or young person with hearing impairment (HI) are aware how best to support in school and settings.	
• Arrange for adults working directly with children and young people with hearing impairment to have appropriate training i.e. British Sign Language (BSL).	
• Work together with other professionals to share strategies and advice to support the children and young people.	
• Consider a sound field system	

Vision impairment.	Contact VI and SIPSTeam for Vision Impairment awareness, early identification, and environmental access training.
Deterioration in visual behaviours e.g., handwriting, copying, moving text closer to eyes, identifying peers in playground, frequently tripping, bumping and falling.	
Indicators of possible 'vision impairment'	
• Wearing glasses/lenses that are not correcting vision.	
• Deteriorating handwriting – may be unusually small or large, or letters may be poorly formed.	
• Difficulty copying accurately either from board or close to.	
• Remembers and understands verbal information rather than what is read or seen.	
• When reading skips letters, lines and words and may cover an eye when reading or performing close tasks.	
• Shows signs of poor hand eye co-ordination and over and under reaching.	
• Appears clumsy and may often trip or fall.	
• Have difficulties with height, depth, or shadows.	
• Tires easily or easily distracted by precision tasks.	
• Thrusts head forward to squint when looking at near/far.	
• Holds equipment unusually close or at a strange angle.	
• Complains of headaches and/or may rub eyes.	

• Eyes may have unusual appearance, e.g., clouding in front of eyes, wobbly eyes, small eyes.
• Tires and loses concentration more quickly than peers or appears to be frequently 'day dreaming.'
• Difficulties with self-help skills, for example, dressing, mealtimes.
• Less interest in activities than their peers.
• difficulty in negotiating obstacles and/ or pathways around the environment.
• Making unusual choices when using colour or failure to recognise and match colours in early years.

Provisions and /or strategies:	Training from the RNIB
• Provide uncluttered space and plain backgrounds to help the child / young person focus on the appropriate object. • Use auditory reinforcements. • Well organised classrooms/rooms/ halls with clear route ways. • Accessible displays at eye level. • Best seating arrangements in relation to the teacher/teaching focus and light source, including lunch time. • Teachers verbalising work written on the board. • Clean and glare free whiteboard. • Handouts/worksheets/learning resources clearly presented in a standard print size (Point 12) and good contrast. Avoid poor quality photocopying. • Provide additional resources for inclusive play, for example brightly coloured and contrasting play equipment so all can play together. • Consider lighting and position at group time / lunchtime. • May need encouragement to wear glasses and support to ensure they are clean. • May need to wear an eye patch. Follow guidance from health professionals regarding eye patch treatment. Environment: • Contrast e.g., between carpet and skirting, skirting and walls, walls, and doors. • Consider lighting, may need higher wattage or task lamps. • Yellow paint markings on steps, and any changes in surface levels. • Ensure main pathways are level.	www.rnib.org.uk/professionals/health-social-care-education-professionals/education-professionals/training-for-professionals-supporting-learners-with-vi **LA training from VI service** (free unless otherwise stated) PLEASE SEE TRAINING GRID FOR FUTHER INFORMATION: • Role of the Visual Impairment service • VI Awareness • Early identification and accessibility to learning and the environment • Supporting children and young people with a visual impairment in a setting • Bespoke to the individual VI pupil • Modification of learning resources • An introduction to basic Braille course • Habilitation - Sighted guidance techniques. • Habilitation: Mobility and independent living skills • Habilitation: Long cane training, ILS equipment • Specialist equipment and software • Electronic books • Visual Impairment and Complex Needs • Cortical/cerebral visual impairment • Early Years • Peer VI awareness (Year 5-10) • Learning basic braille (Year 5-10) • Training for taxi drivers and escorts. • On Body Signing https://dudleyci.co.uk/the-visual-impairment-vi-service-visual-impairment-service https://www.rsbc.org.uk

- Clearly signed routes.

- Working blinds in classrooms.

- Doors with both push plates and handles.

- Non-slip flooring in toilet areas.

- Highlighting of hazardous, immoveable/fixed objects e.g., playground furniture, pupil lockers.

- Ensure everyone values the importance of tidying up after themselves, e.g., pushing chairs under the table, putting cushions back in the cosy area.

- Provide access to quieter learning environments.

Physical sensitivity.

Physical sensitivity including hyper and hypo responses and sensory processing differences.

Expand on what staff may see:

- someone with hypersensitivity disorder may become agitated when hugged or spoken to in a clear, calm, and direct tone.

- Likewise, they may find discomfort in the smell of perfume, the taste or texture of food, or the feel of something on their skin or clothing (such as a name tag or sticker).

- Consult with parent carers to identify potential trigger times and activities.

- Consider conducting a sensory audit of the school / setting environment.

- Share strategies and advice with all members of staff to support the child / young person's sensory diet.

- Consider referral to the Occupational Therapy Service.

- Access staff training (such as sensory integration) if needed.

- Work together with other professionals to share strategies and advice to support the children and young people's sensory diet.

- Identify activities which help the child / young person to regulate. Use these at appropriate times of day to promote access to learning.

- Consider the impact of break times, lunch time and transitions. Work with the child to develop strategies which help them feel ready to learn.

- Consider using sensory reduction planning.

- Consider using individual workstations.

- Build resilience using timers.

Whole School SEND:

Supporting sensory differences in the learning environment

https://onlinecpd.wholeschoolsend.org.uk/unit-12/

https://www.natsip.org.uk/doc-library-login/mainstream-training-pack

LA training

Understanding Sensory Differences

SIS - IEYS

Early Years Settings

Dudley Children's Occupational Therapy

www.blackcountryhealthcare.nhs.uk/our-services/dudley-childrens-occupational-therapy:

Advice for parents and professionals

For parents: sensory processing, toileting and feeding

Motor coordination toolkit

Tasting (gustatory) differences.

The child / young person may have aversion to certain food tastes and textures or may also seek input from foods and food textures. Break into bullet points

- Use visual supports to support with choices and awareness of what is for lunch, snack, dinner.

- Have a consistent mealtime routine involving opportunities for positive adult role modelling and positive support.

- Offer an element of choice, for example peas or carrots.

- Allow and provide opportunities for the child / young person to explore food texture with their hands.

- Encourage positive interactions with peers and staff to build confidence.

- Keep pressure to eat low, especially when trying new foods.

- Ensure that there are alternatives available at mealtimes and foods that suit a sensory preference.

- Plan carefully how the child / young person will access meals and snacks to reduce stress and any pressure to eat.

Smelling (olfactory) differences.

The child / young person may have a strong aversion to smells or indeed seek smells out. Break into bullet points

- Set up a 'no scent' zone, free from air fresheners, flowers, perfumes etc.

- Staff should consider the perfume/ aftershave and other products that have a smell that they wear.

- Consider if the cleaning materials have a strong smell.

- Provide scented resources.

- Allow the child or young person to have opportunities to bake and cook to create different smells.

- Be aware of smells from the outdoor environment, for example refuse collection and mitigate these smells where possible.

Touch (tactile) differences.	
• Complaining about clothing or shoes, even though they seem to fit fine and are made out of fabrics that are usually comfortable	
• Objecting to having their hair cut or combed, or having their teeth brushed	
• Dislikes getting dirty	
• Dislikes activities such as finger painting or playing with "squishy" art supplies such as modeling dough or clay	
• Appearing to be "picky eaters" because certain food textures are hard to tolerate	
• Flinching or turning away when the wind blows against their face	
• Complaining about mild changes in temperature: feeling too hot or too cold when the air is actually temperate.	
• Consider the proximity of others - would a carpet tile help?	
• Allow the child to enter large group settings, eg assemblies once everyone has settled.	
• If helpful, allow the child / young person to be at the front or the back of a line.	
• Approach the child / young person within their visual field.	
• Consider the challenges that the child / young person may face with different floor surfaces.	
• Ensure that there are opportunities for the child / young person to engage in sensory opportunities to meet their tactile seeking needs.	

Proprioceptive differences.

The child / young person may seek extra input for their proprioceptive sense.

- Difficulty performing normal childhood tasks

- Clumsiness

- Uncoordinated

- Difficulty planning or carrying out tasks (unable to finish task as cannot direct limbs to make the movement)

- Difficulty finding the right level for the movement, (for example pushing too hard when using pencil and snapping it, not gripping bottle hard enough and dropping it)

- Trouble maintaining postural stability (unable to stand on one foot, slumping at their table, have to support head with their hands)

- Offer age appropriate movement opportunities for the child / young person to regulate. For example, run, jump, join in weight bearing or deep pressure activities.

- Recognise that a child/young person may seek further sensory input via leaning. For example, consider table or wall pushes.

- Be aware that the child/young person may rock on their chair, or place the chair legs on their feet to seek "grounding".

- Ask the child/young person to carry a box or bag (heavy) of toys or work to their next activity.

- Offer jumping on trampette.

- Suggest using a space hopper.

- Use timers to support the start and finish of the activity.

- Provide sensory circuits or regular access to a gym trail.

Vestibular differences

Might have poor balance leading to falls, especially during high level activities (eg, hopping, skipping and walking on a balance beam).

They might also have trouble focusing their eyes during head movement

- Give the child / young person daily opportunities to perform gentle stretches, rocking back and forth, slowly marching; consider yoga activities.

- Provide opportunities to work in pairs with another child/young person working on 'rowing' (sitting opposite, legs in a 'V' touching feet with partner, holding hands, gently 'row' forward and back), wheelbarrows etc.

- A child / young person may need support negotiating space, for example, walking up the stairs and with balancing activities.

- Vestibular activities can help to raise a child/young person's level of arousal or alertness. Activities may include jumping / working against gravity, hanging upside down, swinging, crunchy strong-tasting foods, climbing, running, movement breaks, moving furniture.

Interoceptive differences.

may have trouble knowing when they feel hungry, full, hot, cold, or thirsty.

may struggle to notice the messages from their bladder or bowel that they need the potty or toilet.

may find it difficult to manage their emotions and social interactions. If someone does not recognise the signals for an emotion, they are not able to respond to it. This can result in anger becoming rage, sadness becoming distress and so on.

- Ensure adults regularly talk about internal feelings both physical and emotional.
- Consider building mindful activities into daily routine.
- Consider using body mapping to support the child or young person in developing their interoceptive awareness.
- Consider activities that link physical sensations to labelling emotions.

Physical disability

- Ensure that transition arrangements have been put into place prior to the child/ young person joining the class. This would include ensuring that the necessary adaptations are in place, such as:

o Undertaking appropriate moving and manual handling training.

o Use of support equipment e.g. work chairs, walkers, standing frames, hoists.

o Ensuring that appropriate accessibility plans are in place e.g. Personal Emergency Evacuation Plan.

o Undertaking appropriate care training and use of school and setting's hygiene suites.

o Procuring and knowing how to use/ maintain (where necessary) with operated life-skills / curriculum equipment.

- Use adapted equipment to facilitate access specific activities throughout the day e.g. cutlery, crockery, scissors.

- Maintain progress by having a detailed handover with the child/ young person's previous teacher to have a clear understanding of their strengths, coping strategies and any particular areas of need. Consider those that also relate more broadly to their development or emotional well-being such as opportunities to develop confidence or developing and maintaining friendships.

- Keep a focus on promoting independence and resilience within planning and differentiation.

- Provide accessible 'stretch' opportunities.

Medical needs

In addition to the quality first teaching expectations outlined in Section 1, additional provision and interventions maybe required. Examples of presenting needs and suggested strategies are given below as a starting point for your planning and classroom practice.

Determine if the child / young person is under the care of health professionals and, if so, work with parent carers and the SENCO to gain up to date assessment information.

Refer to relevant professionals if needed for further assessment and advice.

Consider the adaptations needed to ensure that the child / young person is able to access learning with their peers as much as possible.

Work together with other professionals to share strategies and advice to support the child/young person.

Severe and complex medical needs including a life-threatening diagnosis or condition.	LA training from PIMIS service (free unless otherwise stated)
- Ensure that staff have the equipment they need, e.g. support equipment such as lockable medicine cabinets, first aid bags, fridges. - Ensure that transition arrangements have been put into place prior to the child / young person's entry to class. This includes necessary adaptations such as: o Having a good understanding of any documents related to managing medical needs. o Accessing training prior to transition, such as rotated medication / care training, or manual handling. o Consider how staff establish and maintain good communication links with parent carers and share information in a timely manner. o Identifying what additional support may be required e.g. diet, toileting, swimming, use of PE and science equipment, cooking, breaktime and to attend clubs and trips. - Ensure staff feel supported and equipped to support the child or young person, their family and the class through any losses. Discussing with your SENCO / lead professional for support. This could include access to bereavement training. - Review and update individual support plans with the SENCO to ensure that they reflect the level of need being presented and are informative for other members of staff (e.g. cover teachers). - It may also be helpful to discuss use of ICT equipment with the SENCO to support communication and learning.	PLEASE SEE TRAINING GRID FOR FURTHER INFORMATION: Safer people handling Risk assessment -for supporting children and young people with physical impairments and medical conditions Supporting children and young people with medical conditions in schools and early years settings Other courses: PIMIS offer a range of courses designed around supporting children and young people with physical impairments and medical conditions in the classroom; these courses work from a diagnosis perspective to develop an understanding of how children and young people learn and what strategies are required in the classroom. We also offer courses to develop the understanding of a particular diagnosis and how this impacts on the child or young person with the view to improving outcomes for these groups of children and young people. Some of these courses are offered as generic courses or to schools on a bespoke basis dependent on the needs of their pupil's staff requirements and knowledge for experience base.

• Provide achievable opportunities for child or young person to experience success and be as independent as possible. For example, providing scaffolding opportunities to take part in paired or small group work. • Consider fatigue levels when differentiating. • Consider how you could promote regular home school contact when / if the child / young person is not attending the school / setting to maintain a 'sense of belonging' with peers and the community. • Absence due to medical needs may require a reintegration plan to address learning gaps – consider talking to the SENCO or lead professional about this. • Ensure advice from medical professionals is recorded along with support received in the child's individual support plan. This will need to be regularly reviewed and updated.	

GLOSSARY OF ACRONYMS

ABA - Applied behavioural analysis

ADD - Attention Deficit Disorder

ADOS - Autism Diagnostic Observation Schedule

ADHD - Attention Deficit and Hyperactivity Disorder

AET – Autism Education Trust

AP – Alternative provision

APD - Auditory Processing Disorder

APDR - Assessment, Plan, Do, Review

AR - Annual Review

AS - Asperger Syndrome

ASC - Autistic Spectrum Condition

ASD - Autistic Spectrum Disorder

ASW – Advanced Social Worker

AWM - Autism West Midlands

BCHFT- Black Country Healthcare NHS Foundation Trust

BAS – British ability scales

CAAS – Childrens Autism assessment Service

CAMHS - Child and Adolescent Mental Health Service

CBT – Cognitive Behavioural Therapy

CDT- Children with Disabilities Team

CFD – Child Friendly Dudley

CIN - Child in Need

CIPS - Communication Interaction Physical and Sensory Team

CLA - Child Looked After

CiC – Child in Care

CME – Child missing education

CoP - Code of Practice

COPM- Canadian Occupational Performance Measure

CP - Child Protection

CPD-Continued Professional Development

CCP-Centre for Professional Practice

CPM - Costed Provision Map

CQUIN- Commissioning for Quality and Innovation

CYP - Children & Young People

CYPF – Children, Young People and Family

DBV- Delivering Better Values

DCD – Developmental Co-ordination Disorder (Dyspraxia)

DD - Disability Discrimination

DfE - The Department of Education

DLA – Disability Living Allowance

DSCO- Designated Social Care Officer

DSR – Dynamic support register

DWP – Department for Work and Pensions

EAL - English as an additional language

EBSNA- Emotionally Based School Non-Attendance

EHE – Elective home education

EOTAS – Educated other than at school

EYFS - Early Years Foundation Stage

EHC - Education, Health and Care

EHCNA - Education, Health and Care Needs Assessment

EHCP - Education, Health and Care Plan

EP - Educational Psychologist

EPS - Educational Psychology Service

EWO - Education Welfare Officer

FAS - Foetal Alcohol Syndrome

FE - Further Education

FH – Family Hubs

FSM - Free School Meals

FSW – Family Support Worker

GP- General Practitioner

GSP - Graduated Support Plan

HAF- Holiday Activities Fun

HE - Higher Education

HV - Health Visitor

HI - Hearing Impairment

HLTA - Higher Level Teaching Assistant

HWBB –Health and wellbeing board

ICB – Integrated care board

ICP – Integrated care partnership

IEYS - Integrated Early Years Service

IFSW – Intensive Family Support Worker

IP – Inclusive Practice

JSNA-Joint Strategic Needs Assessment

KS - Key Stage

LA - Local Authority

LO - Local Offer

LSA - Learning Support Assistant

MDT – Multi-Disciplinary Team

MH – Mental health

MLD - Moderate learning difficulties

MPFT – Midlands Partnership NHS Foundation Trust

ND – Neuro-Developmental

NICE- National institute for Health and Care Excellence

NTAS – National training and advisory service

OAIP – Ordinarily Available Inclusive Provision

OCD - Obsessive Compulsory Disorder

ODD - Oppositional Defiant Disorder

OT - Occupational Therapy / Occupational Therapist

PCF – Parent Carer Forum

PB – Personal budget

PCA - Person Centred Approaches

PD - Physical Disability

PDA - Pathological Demand Avoidance

PEP – Personal Education Plan

PFA - Preparing for Adulthood

PHB- Personal Health Budget

PIP – Personal Independence Payment

PMLD - Profound and Multiple Learning Difficulties

PP - Pupil Premium

PRU - Pupil Referral Unit

RCHT- Royal College of Occupational Therapy

RIPE – Reduction in Pupil Entitlement (Part-time timetable)

SALT - Speech and Language Therapy

SC - Social Care

SEMH – Social emotional and mental health

SEN - Special educational needs

SEND - Special educational needs and / or disability.

SENDIASS – Special Educational Needs & Disability Information, Advice and Support Service

SENDIST - Special Educational Needs and Disability Tribunal

SENCO - Special Educational Needs Co-ordinator

SI - Sensory Impairment

SI – Supported internship

SIS - Sensory Inclusion Service

SLCF- Speech Language and Communication Framework

SLCN - Speech Language and Communication Needs

SLD - Severe Learning Difficulties

SLT – Senior Leadership Team

SPA- Single Point of Access

SpLD - Specific Learning Difficulties

SLT - Speech and Language Therapy / Therapist

SSW - Senior Social Worker

SW - Social Worker

TA - Teaching Assistant

TAC - Team around the child

TAF - Team around the family

TEH – Targeted Early Help

TOMS – Therapy Outcomes Measures

VI - Visual Impairment (loss of sight)

YJS – Youth Justice Service

YP - Young People / Young Person