PORTSMOUTH EDUCATION PARTNERSHIP
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Portsmouth CITY COUNCIL

Ordinarily Available Provision

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs and/or disabilities

Information for professionals and parent/carers

Introduction

Portsmouth is a needs-led city:

Any provision or support should be provided in line with the needs of the child or young person and is not dependant on any formal diagnosis.

This document has been coproduced with SENCOs following extensive consultation with head teachers and partners.

For details of services and support please visit:

www.portsmouthlocaloffer.org

www.portsmoutheducationpartnership.co.uk

With thanks to Norfolk County Council

Section One: Expectations of all settings

This section outlines the expectations on all schools, according to the needs of the child / young person.

Broadly speaking much of this section will be an integral part of the schools provision for all children. They outline some of the practices and adaptations that are part and parcel of quality first teaching. 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
Assessment	A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.	Pupils' strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning. Staff are aware of pupils' starting points so that expected progress can be measured across each key stage. Assessment is used to inform planning and interventions Consideration is given for individual pupils' developmental trends. Case studies are used to demonstrate holistic progress.
	Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	A wide range of assessment strategies and tools are used to ensure a thorough understanding of leaners. Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners.
	Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	Settings make adaptions to assessment arrangements as part of their everyday practice. This is used to establish the leaners normal way of working. Please refer to the relevant exam board guidelines. Arrangements could include: • Rest breaks • Use of a reader / Scribe / laptop • Extra time Adapted resources are used in class and assessments.

	Expectations of all settings	Strategies
Partnership with learners and parents/carers	The setting works in partnership with parents, carers and learners in decision making.	The SEND information report is coproduced with parents and carers. Parents and carers are signposted to www.portsmouthlocaloffer.org. This is referenced on the school's website. Parents and carers are aware of the range of communication channels available for sharing information about their child. Parents are aware of SEN status of their child and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child. Formal and informal events take place to seek views in relation to SEN provision in the school e.g. pupils and parent surveys, coffee mornings. Use of a home school diary / book bag / text / email to support communication directly with parents/carers in addition to communication given via learners.
	An effective partnership with learners and parents is evident through their participation in assessment and review processes.	Learners are involved in the Graduated Approach; assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies. Learners are helped to understand their own barriers to learning and to value their achievements. Learners understand and are able to contribute to the targets they are working to achieve.

	Expectations of all settings	Strategies
Pastoral	The setting recognises, and responds to, the need for pastoral support for learners with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.	There is a calm and purposeful climate for learning where pupils feel they belong and their contributions are valued. Pupils can identify an agreed safe space. Language used in the classroom demonstrates unconditional positive regard for learners (e.g. Restorative Approaches). Awareness that learners with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place. PSHE is used to develop wellbeing and resilience. Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.
	Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	Named adults / key workers as a stable point of reference when required. Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society. Pupil voice is encouraged and acted on.

	Expectations of all settings	Strategies
The physical and sensory environment	The physical environment is adapted to meet the needs of learners.	The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is on the school's website and "Reasonable adjustments" are made according to individual needs. The furniture is the appropriate size/ height for the learners. Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. "Reasonable adjustments" are made. Learners' views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require.
	Practitioners are aware of sensory needs and issues that may impact on leaners	Learners' sensory needs are known and used to plan seating arrangements and movement breaks. Left and right-handed pupils are able to use equipment comfortably. Pupils who wear glasses and/ or hearing aids wear them and are seated in the optimum position. Displays are meaningful and visually accessible to reduce sensory overload Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light. Use of pale background and accessible font styles on the whiteboard. Staff are aware of smells and noise in the room and any particular individuals who may be impacted by these. E.g. classroom next to the canteen or music room.

	Expectations of all settings	Strategies
Teaching and learning strategies	Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.	Aspects of structured teaching are used according to pupil needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions. Learners are given time to process information before being asked to respond. Tasks are broken down into small manageable steps. These steps are shown explicitly. The pace and order of activities is varied to maintain interest and attention of all pupils.
	Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles. Individualised and/or small group planning and programmes in more than one curriculum area. Use of steps-to-success or similar to promote independence, scaffold and support learners.	Modelling is used to aid understanding. Visual/ audio demonstrations and visual cues/ audio commentary are used. Key vocab is displayed with visuals. Alternative to written recording are used routinely. Study skills are explicitly taught. Pupils have access to homework clubs, or additional support with homework. Homework is differentiated appropriately for pupils. Teachers' handwriting on the board and in pupils' books is clear and legible. Interactive whiteboard is used to effectively promote engagement and scaffold the lesson.
	Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs. Individualised and/or small group sessions.	Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources. Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups structured opportunities for conversation and sharing of ideas and access to additional adults where they are available. Use of additional adults is planned to maximise their impact on learning.
	Practitioners ensure that collaborative learning and peer support is a feature of lessons.	Strategies are used to build and maintain positive relationships across the whole school community (e.g. restorative approaches). There are opportunities to develop peer awareness/ sensitivity and support for different needs and disabilities both in and out of the classroom.

	Expectations of all settings	Strategies
Resources	Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, is scrutinised	Resources are within easy reach of learners to promote independence and reduce stigma. Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets. Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress. Adapted physical resources such as PE and Maths equipment are adapted to promote independence e.g. different size balls.
	Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.	Concrete apparatus and adapted resources are available for those pupils who require it. ICT is used to support alternatives to written recording and to promote independent learning.

	Expectations of all settings	Strategies
Staff skills and training	All practitioners, including Teaching Assistants, make a positive contribution to learner progress.	Additional adults are deployed proactively in the classroom and their impact on the learner is monitored carefully to ensure progress is supported. Grouping / seating arrangements and additional support are used to promote independent learning as far as possible. Strategies used in interventions are integrated into class teaching so that learners can sustain progress.
	There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.	There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. Best practice is shared within the school and with other schools in the city via the Portsmouth Education Partnership and its networks.
	Staff collaborate and have effective links with other relevant outside agencies and specialists.	Practitioners know when to refer for extra support or advice. The setting is aware of and regularly communicates with any other professionals who are involved with each learner. Advice received from other professionals is used to inform teaching and learning.

	Expectations of all settings	Strategies
Transition and Transfer	Support is in place for routine and life transitions when required.	Transitions include: • Moving around the setting • Preparing for weekends and the start of holidays and beginning of term • Moving from lesson to lesson • Changing from structured to unstructured times • Moving from break to lesson times • Moving from one activity to the next within a lesson • Changes of staff -permanent and temporary • Special events: visitors, visits, celebrations • Life events: birth of a sibling, change in parenting arrangements e.g. change in parents relationship status, loss and bereavement or contact visits • puberty Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes leaners who: • Have insecure attachment, including but not limited to LAC, CIN, CP and forces pupils • have social communication difficulty including ASC • suffered trauma, loss or bereavement • are anxious Safe space available within the classroom or an identified area of the school for time out. Visual timetables are used, events are removed or ticked off when finished. Timers are used to show pupils how long they have to work for/ how long they have to finish Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed / individual time-out. Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club, use of library for vulnerable pupils.
	Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.	Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond. This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required. Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/ classroom with a familiar trusted adult, creating social stories.

Section Two: Support for broad areas of need

We have separated this section by the four areas of need set out in the Code of Practice.

Many learners may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

Communication and Interaction

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
• Whole school awareness and understanding of communication and interaction needs • Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and socia l activities • Tasks may need to be differentiated by level/ outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful • Staff are skilled in adjusting the pace and order of activities to maintain interest and attention	• Education Psychology Team • Speech and Language Therapy Service • Solent Therapies Pack (link) • Autism Liaison and Support Officer (contact details) • CAMHS – SPA • MABS (via PSENSP)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties saying what they want to and being understood	• Modelling language • Small group or individual language sessions • Language programme devised by a SALT or via use of Solent Therapies Pack • Allow time for child to process and respond (10 second rule) • Introduce a variety of language through rhymes, songs • All attempts to speak are supported • Providing an additional method of communicating e.g. use of ICT, symbol communication (e.g. Makaton, PECS)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties understanding what is being said to them	• Consider how many information carrying words a child can manage when giving instructions • Tailor delivery style according to the learner's needs e.g. "bossy talk" (give name and clear short instruction) or language modification techniques • Provide visual prompts if necessary including key vocabulary and visual timetables • Extra time to process what has been said • Allow take up time to process information • Think about the environment and limiting any distractions • Check you have engaged the child's attention before talking to them, use their name • Check that hearing has been tested • Pre-teaching of topic vocabulary • Use of first, then, next… • Access to an oral language modifier for assessments
Child/Young person does not understand or use social rules of communication	• Modelling / role play • Small group sessions (e.g. circle of friends) • Social stories • Prompts – symbols, signing systems • Now (you are doing this) and Next (you are going to be doing that) boards
Difficulties with language Difficulties with communication	• Use the child's name first to draw their attention, followed by key word instructions e.g. Jamie, stop. • Simple instructions (avoiding idioms) • Using literal language (avoiding sarcasm and figures of speech) • Use of symbol communication such as Picture Exchange Communication System (PECS) • 70% of what we communicate is non-verbal and so be very aware of your own body language • Awareness of what would be an appropriate tone of voice (calm, not too loud) • Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout) • Awareness of use of language (some children may need a language rich environment, others may need it to be kept simple)
Difficulties with imagination	• Role play and drama, use of props (e.g. puppets) • Modelling • Story telling • Photos used to talk through what might be happening
Difficulty with social communication and developing relationships	• Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Anxiety in busy unpredictable environments	• Preparation for change of activity or routine • Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Regular mentor support, including adults or peers • Visual timetable to be used in setting/school
Sensitivity to sensory stimuli	• Sensory breaks and snacks • Flexibility with uniform policy • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity • Flexible approach to transitions e.g. between lessons and to and from school • Access to a safe haven
Physical outbursts causing harm to others and/or to self and/or damage to property	• A consistent approach to managing individuals with "reasonable adjustments" made • Understanding the frequency and location of triggers • Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don't work and relaying this information to staff • Preventative strategies in place • Safe area / reflection room • Appropriate de-escalation strategies in place (e.g. time out card) • Risk management plan • Reintegration plans • A clear plan of action, agreed with parents with regard to physical intervention
Limited attention span compared to developmentally appropriate milestones	• Regular, short breaks • Differentiation • Chunking, breaking tasks down • Visual timetables • Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task) • Named instructions • Asking the child to repeat back what activity they are going to do • Use of timers, so they know they only have to focus for a comfortable amount of time • Individualised timetables

Cognition and Learning

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
• Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students. • Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi- sensory teaching strategies, a focus on phonological awareness, motor skills programme • Effective use of IT equipment to support learning • TAs are trained and skilled in supporting students with general and specific learning difficulties	• Group consultation, with parents, professionals and school • Advice or support via PSENSP • Education Psychology Team • Evidenced based literacy and numeracy interventions (embed) • Speech and Language Therapy Service • Guidance on Supporting Children and Young People with reading difficulties

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties with learning: e.g. despite appropriate differentiation, making inadequate progress over time across the curriculum and working below age related expectations	• Assessment through teaching to identify the areas of need in consultation with the learner • Clear and simple instructions, breaking down longer instructions and giving one at a time • Visual timetable • Visual cues and prompts • Social Stories • Give time before response is needed • Pre-teaching – e.g. provision of a TA to help prepare the learner for the new topic • Shared next steps – so they know what to expect • Differentiated resources.- teach the curriculum appropriate to the child not their chronological age (e.g. year five child may be accessing year one objectives in the same context)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment. *(N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis)*	• Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate • Metacognition approaches – learning to learn e.g. by trying to understand the learner's difficulty and asking them what helps • A neuro-diversity approach to celebrate the strengths of each learner • Recognising and celebrating success in other areas of their life • Use of evidence informed approaches to address the difficulty • Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology • Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation • Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy • Use of Solent NHS Therapies pack (BEAM/ clever bodies programme etc)
Generalised learning difficulties e.g. Difficulties across the curriculum but with some areas of strength Children with an uneven profile of skills and attainment	• Adjustment, modification and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum • Active learning, concrete, pictorial and pragmatic approach to learning • Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners • Support to manage self-esteem – celebration of strengths, reinforcement of success

Social, Emotional and Mental Health Difficulties

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available

Settings should assess SEMH needs (link to tool) to help staff understand the barriers to learning that pupils face. Learning needs should also be reviewed using school's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.
• Use of whole school approaches to promote wellbeing and resilience
• A behaviour policy underpinned by a clear ethos and values
• Use of Restorative Approaches to build, maintain and repair relationships
• Anti-bullying work
• Identification of key adult to build positive and trusting relationship
• Use of social stories
• Small group or 1 to 1 work with ELSA / Learning Mentor or Equivalent
• Support available for staff working with pupils with SEMH via group or individual supervision or debrief sessions
• Emphasis on choice rather than control and "take up time" to respond to choice whenever possible
• Use of distraction techniques and giving responsibility
• Explicitly teaching de-escalation and self-management strategies
• Use of PSHE, Circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all leaners
• Use of Nurture Groups
• Developing attachment aware strategies (training available from the Virtual School)
	• Use of Early Help Assessment
	• Consultation with the MASH (Multi Agency Safeguarding Hub)
	• Services guide (embed)
	• Education Psychology Team
	• Behaviour Guide for parents (embed)
	• Advice from MABS via schools contract or PSENSP
	• Professional consultation with CAMHS Single Point of Access (SPA)
	• Schools Nursing Service
	• Advice from PCC attendance team when considering the use of part-time timetables, and virtual school or SEN team for LAC or learners with EHCPs.
	• Local Networks:
	  • Restorative Schools Network
	  • Pastoral and Behaviour Strategic Leads
	  • Lead links
	  • Portsmouth's Nurture Group Network

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties participating and presenting as withdrawn or isolated	• Assessment through teaching – e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence • Small group work e.g. friendship or social skills, nurture groups • Backward chaining – bringing learner in at the end of assembly or school day • Play based activities • Establish interests • Buddying /Peer Mentoring • Giving responsibility for looking after someone else
Displaying challenging behaviour , e.g. refusal to follow instructions, aggression, damage to property	• 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 • Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning. • Understand the basis for the behaviour e.g. what is the history/context? • 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? • Helping the learner to substitute other, more acceptable, behaviours • Use of choices to allow the child some control with the same end result e.g. Would you like to talk to me now or in 1 minute? • Teach the learner different ways to get their needs met? E.g. develop social skills, strategies to manage anger • Develop readiness to learn • Consideration of the timetable and transitions • Detailed transition between year groups / phases of education • Professionals meeting to unpick the behaviour • Risk assessment • Communication with home/family e.g. what is going on at home, other agencies involvement? • Regular review of plan • Whole school approach to support strategies – consistency • Structure should be clear and explicit – what are the expectations?
Behaviours may reflect • Anxiety / depression • Self-harming • Substance misuse • Eating disorders	• Unpicking the behaviours – negative and positive behaviours – what lies behind them? • Multi-professional approach • Identifying what is not right through engagement with the learner • Looking at the history, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture • Substitutes for self-harming behaviours e.g. elastic bands, marbles

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Physical symptoms that are medically unexplained e.g. soiling, stomach pains	• Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, forest school • Keep a log and analyse pattern or trends to identify triggers • Liaison with school nurse
Attention difficulties	• Understanding the reasons, is there a pattern? • Allowing plenty of time for movement or frequent small concentration periods • Have a clear structure to the day • Have clear expectations regarding behaviours and a clear and consistent response to behaviours • Being aware of times of the day that may be more difficult • Consideration of discipline procedures / behaviour policies and any reasonable adjustments that need to be made in line with Equalities Legislation
Attachment Difficulties (including Attachment Disorder) *N.B. any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis*	• Nurture group / nurture ethos • Liaise with parents and carers for shared understanding • A good transition when the child starts school – checking the history • Supportive, structured school curriculum • Staff to all be trained and aware of any child with attachment difficulties and how to respond to them • Consideration of discipline procedures / behaviour policies • Consideration of family context and the range of children that may have attachment difficulties e.g. adopted, forces children, previously CIN, LAC • Liaison with the Virtual School and/ or EPT for training and advice including working as part of the attachment aware project
Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects	• Differentiated use of voice, gesture and body language • Focus on reducing anxiety and thereby behaviours • Flexible and creative use of rewards and consequences e.g. 'catch them being good' • Positive reinforcement of expectations through verbal scripts & visual prompts • Time out/quiet area in the setting
Difficulty in making and maintaining healthy relationships	• Small group/nurture group activities to support Personal Social and Emotional development • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Restorative approaches (Link)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties following and accepting adult direction	• Look for patterns and triggers to identify what may be causing behaviours • Positive scripts - Positive language to re-direct, reinforce expectations e.g. use of others as role models • Calming scripts to deescalate, including for example, use of sand timers for 'thinking time' • Limited choices to engage and motivate • Flexible and creative use of rewards and consequences e.g. 'catch them being good' sticker charts • Visual timetable and use of visual cues i.e. sand timers to support sharing
Presenting as significantly unhappy or stressed	• Identify and build on preferred learning styles • Safe place/quiet area in the setting • Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting • Use of social stories to identify triggers and means of overcoming them
Patterns of non-attendance	• Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting

Sensory and/or Physical Needs

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies	Resources, Advice and Consultation Available
• All staff are aware of individual students' sensory/ physical disability and implications in all teaching and learning environments • Favourable seating arrangements are identified • Staff are aware that for some pupils, a sensory or physical disability could impact on their language and social interaction • Staff should encourage students to wear appropriate sensory equipment and use physical aids • Staff should ensure that all students have understood all instructions	• Education Psychology Team • Sensory Impairment service • Portage • Occupational Therapy Service • Children with Disabilities Team • Physiotherapy Service • Solent NHS Therapy Pack • School Nursing Service • PSENSP • Rainbow Trust • Simon Says

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Hearing impairment	• Seated near front of class with clear view of teacher's face and any visual material used • 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 • Repeating / rephrasing pertinent comments made by other pupils ensuring the student accesses those comments • Be aware the student 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 • Visual reinforcement (pictures and handouts), to support learning • Be aware that during P.E. or Games lessons it will be more difficult to follow instructions • Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles • 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 • Encouraged to ask when not sure what to do • A quiet working environment, particularly for specific listening work • All staff who work with a learner with HI should be made aware how best to support in school • Adults working directly with child with HI to have appropriate training i.e. British Sign Language (BSL) • Visual timetable and use of visual cues i.e. sand timers to support sharing • Staff to work together with other professionals to share strategies and advice to support the child • BSL Training (available via the sensory impairment service)
Visual impairment	• Staff to work together with other professionals to share strategies and advice to support the child • Use of a Brailler and Braille Training (via Sensory Impairment Service) • Use of ICT e.g. IPad connected to whiteboard (via Join Me) • Talking books & literature/books in Braille • Reading apps • 3D printer • Mobility / cane training • Talking equipment for life skills / curriculum activities

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Physical disability	• Staff to work together with other professionals to share strategies and advice to support the child • Moving and manual handling training • Support equipment • Accessibility planning • Hoisting • Accessible transport • Work chairs • Standing Frames • Walkers • iPad and grips • Staff with care training and appropriate hygiene suites • Switch operated lifeskills / curriculum equipment • Adapted equipment to access specific aspects e.g. cutlery, crockery, scissors
Severe and complex medical needs including a life threatening diagnosis or condition	• Reasonable adjustments in line with the Equality Act 2010 • Support equipment such as lockable medicine cabinets, first aid bags, fridges • Rotated medication / care training • Liaising with specialist colleagues for up to date training • Clear bereavement training and policies • Regular home school contact when/if learner is not in school to maintain 'sense of belonging' with peers and school community.
Physical sensitivity including hyper and hypo responses and possible Sensory Processing Disorder (SPD)	In addition to the sensory provision outlined in section one: • Staff to work together with other professionals to share strategies and advice to support the child's sensory diet • Senseology workouts / sensory integration (training via OT) • Sensory reduction planning • Staff training through CPD • Individual work stations • Build resilience using timers,

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