Somerset's Graduated Response Tool
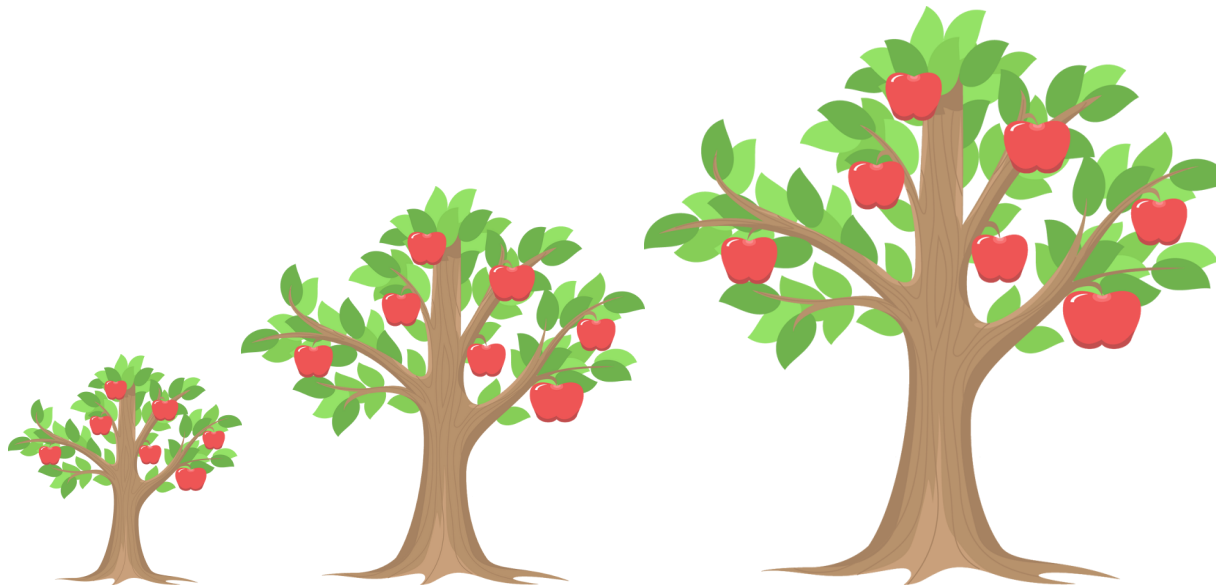
Ordinarily Available Provision for Children with Special Educational Needs

'Grow'   'Thrive'   'Flourish'

Somerset Parent Carer Forum   NHS   Somerset Council   Somerset Safeguarding Children Partnership

SEND Somerset's Local Offer

Contents

Key Links and Documents

SEND Code of Practice 2015 – SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Somerset Local Offer – Somerset's Local Offer

Effective Support for Children and Young People with SEND and their Families in Somerset

Somerset Parent Carer Forum – enable children and young people and their families to have a voice, gain support and resources and supporting families to support each other.

SENDIAS - information, advice and support for parent carers and children and young people in Somerset.

Working together to Improve School Attendance DfE

The notional SEN budget for mainstream schools: operational guidance - GOV.UK (www.gov.uk)

School Suspensions and permanent exclusions appendix B has the key DfE guidance for exclusions and suspensions.

Children and Families Act 2014

Special Educational Needs and Disability Regulations 2014

Equality Act 2010 (legislation.gov.uk)

SEND Somerset's Local Offer

Glossary

Access Arrangements	'Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.' JCQ	**EHCNA**	Early Help Care Needs Assessment	**SEN**	Special Educational Needs
AAT	Access and Assistive Technology	**EP**	Educational Psychologist	**SEND**	Special Education Needs and Disability
ACS	Autism and Communication Service	**FSM**	Free School Meals	**SENCo**	Special Educational Needs Coordinator
ADHD	Attention Deficit and Hyperactivity Disorder	**HI**	Hearing Impairment	**SEMH**	Social Emotional Mental Health
ASD	Autistic Spectrum Disorder (Autism)	**HQT**	'High Quality Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies '. EEF	**SIT**	Somerset Inclusion Tool
CAMHS	Child and Adolescent Mental Health Service	**Holistic Approach**	The process of using multiple sources to gather information and provide feedback to support and guide learning and assessment.	**SLD**	Severe Learning Difficulty
CLA	Children who are Looked After	**KS**	Key Stage	**SMART**	Specific, Measured, Achievable, Realistic, Time bound (Outcomes/ Targets)
COP	Code of Practice	**LST**	Learning Support Team	**SpLD**	Specific Learning Difficulty
CP	Child Protection	**MLD**	Moderate Learning Difficulty	**SSE**	Support Services for Education
CYP	Children and Young People	**OT**	Occupational Therapy	**VI**	Visual Impairment
CYPss	Children and Young People's specialist service	**Outcome**	'An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.' Code of Practice, p. 163		
EAL	English as an Additional Language	**PD**	Physical Disability		
EHA	Early Help Assessment	**SALT**	Speech and Language Therapy		

Introduction

All children and young people (CYP) attending a mainstream school have an entitlement to access a minimum provision. The purpose of this document is to ensure every CYP in a Somerset school receives the support they are entitled to.

Most CYP in Somerset will have their needs met within Universal support through high quality teaching. Some CYP will require or need Special Educational Need (SEN) support at SEN Support level in addition to Universal support. This document sets out the ordinarily available provision in Somerset schools at both the Universal and SEN Support levels. (Code of Practice, Chapter 6).

The consultation process highlighted the need for a reduced overall length, and as such, the acronym 'CYP' rather than 'children and young people' is used periodically within 'Somerset's Graduated Response Tool'. The use of the acronym CYP can appear impersonal and therefore this will considered for future versions.

Establishing a minimum level of provision ensures;

- Clarity for school staff

- A provision guarantee for CYP and their families

- Support for discussion of CYP between school staff and support services

- Baselines against which the Local Authority can carry out its statutory duty to monitor provision for CYP with SEN.

One document cannot describe every possible intervention but the information in the pages that follow indicate what CYP and their families can expect from schools in Somerset.

SEND Somerset's Local Offer

How to use this document

Somerset's Graduated Response Tool sets out the barriers to learning that children and young people (CYP) may have and the strategies and provision that should be in place to support them. Strategies, interventions, and support should be put in place as a **Graduated Response**, meaning that Universal strategies and provision are the foundation for **all learners**. Many CYP will have needs that do not 'fit' into one of the four categories of SEN and therefore a number of the four broad areas of need may need to be referred to when using the tool to identify barriers and support strategies.

Universal Support

All CYP must have access to **high quality teaching** that focuses on inclusive practice and breaks down barriers to learning. For the majority of CYP this can be achieved through **identifying specific barriers**, followed by personalisation and differentiation using strategies in the **Universal** sections of this tool. The **'Tools for identification of need' column** within each broad area of need contain assessment suggestions.

SEN Support

Where a CYP does not make expected progress despite trying a range of strategies in the Universal section of the tool, further **assessment** may be required. The **'Tools for identification of need' column** within each broad area of need contain assessment suggestions. The **SEN Support** sections of the Broad Areas of Need should be referred to when selecting intervention to put into place **in addition to** the strategies and intervention the Universal level.

Where they are available, resources have been hyperlinked so that users can go directly to the relevant website. Hyperlinks are indicated by underlined text. We will endeavour to keep links up to date, however if you find a 'broken' link, do inform us via the link at the end of this document.

SEND Somerset's Local Offer

Statutory SEND Information

Legal duties of schools in regards to Special Educational Needs

The <u>SEND Code of Practice 2015</u> is a statutory document and is very clear in setting out the responsibilities of schools in identifying and meeting the needs of all children and young people (CYP).

The Children and Families Act 2014, The Equality Act 2010 and the SEND regulations 2014 underpin the principles within The Code of Practice 2015. The key principles are :

- There **must** be regard given to the views, wishes and feelings of the CYP and parent carers
- **CYP and parent carers participate** as fully as possible in decision making and are supported to participate
- The **early identification** of CYP's needs and intervention to support them
- Greater **choice over and control for CYP** and parent carers over support
- Collaboration between education, health and social care services
- **High quality provision** to meet the needs of CYP and a focus on **inclusive practice** and removing barriers to learning
- **Successful preparation for adulthood**, including independent living and employment

Every school is required to not only to identify the SEN of the CYP, but also address it. Section 6 of the CoP 2015 clearly sets out the statutory duties of mainstream schools (including, maintained schools and academies that are not special schools, maintained nursery schools, sixteen to nineteen years academies, alternative provision academies and Pupil Referral Units).

'Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.'

Code of Practice, 6.58

SEND | Somerset's Local Offer

Somerset Inclusion Tool (SIT)

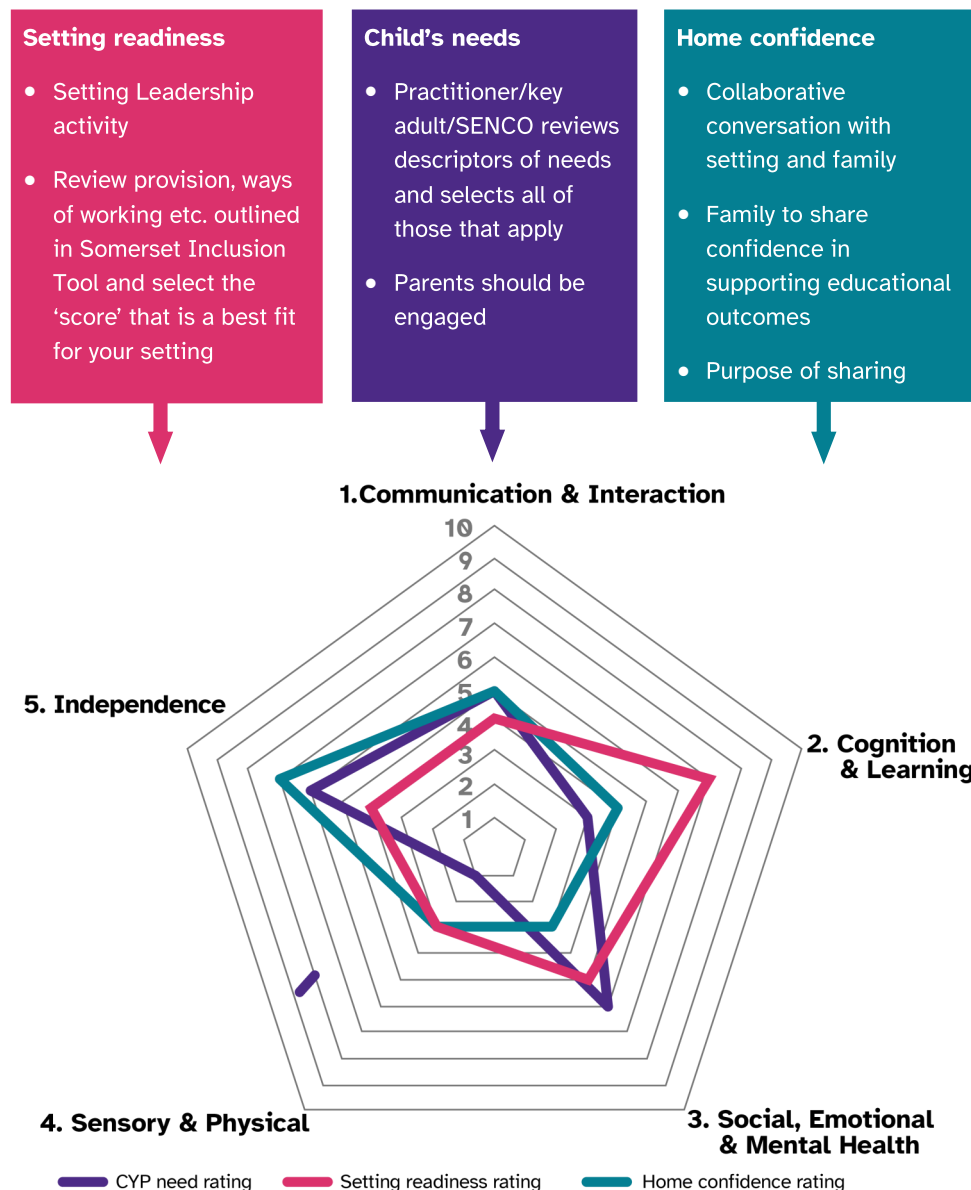**What is the Somerset Inclusion Tool?**

This is a tool that is used to:

- Help **all schools and settings** to ensure they are **ready** to meet **SEND needs** and to help Inclusion Services to better target and **tailor support to schools and settings**

- Help schools and settings to **explore CYP's emerging needs** early and access the right support at the right time

- Help **strengthen conversations between professionals and families** about their CYP's needs and the support in place for them

- Better **monitor** CYP's changing **needs and progress** and ensure we are being **ambitious** about their futures

How does the SIT work with the Somerset Graduated Response Tool (SGRT)?

The Somerset Inclusion Tool is the first step to reflect on whole school strategic SEND and initial pupil profiling.

It is expected that all schools and settings will use the tool to reflect on and develop their setting readiness to meet need and to support the early identification of individual pupil need.

The second step for schools as part of their graduated response is to complete the SIT pupil profile and fully embed the Somerset Graduated Response Tool. This will support implementation of high quality provision as a response to emerging needs.

Setting readiness

- Setting Leadership activity

- Review provision, ways of working etc. outlined in Somerset Inclusion Tool and select the 'score' that is a best fit for your setting

Child's needs

- Practitioner/key adult/SENCO reviews descriptors of needs and selects all of those that apply

- Parents should be engaged

Home confidence

- Collaborative conversation with setting and family

- Family to share confidence in supporting educational outcomes

- Purpose of sharing

CYP need rating — Setting readiness rating — Home confidence rating

What is the Graduated Response and the Assess, Plan, Do, Review Cycle?

The Graduated Response

The SEND Code of Practice outlines the requirement for educational settings to have arrangements in place to support children and young people (CYP) with SEN. This includes a clear approach to identifying and responding to SEN. Code of Practice (CoP), Chapter 6.

The importance of **early identification** of the needs of CYP so that appropriate provision can be put in place at the earliest opportunity is central to the CoP.
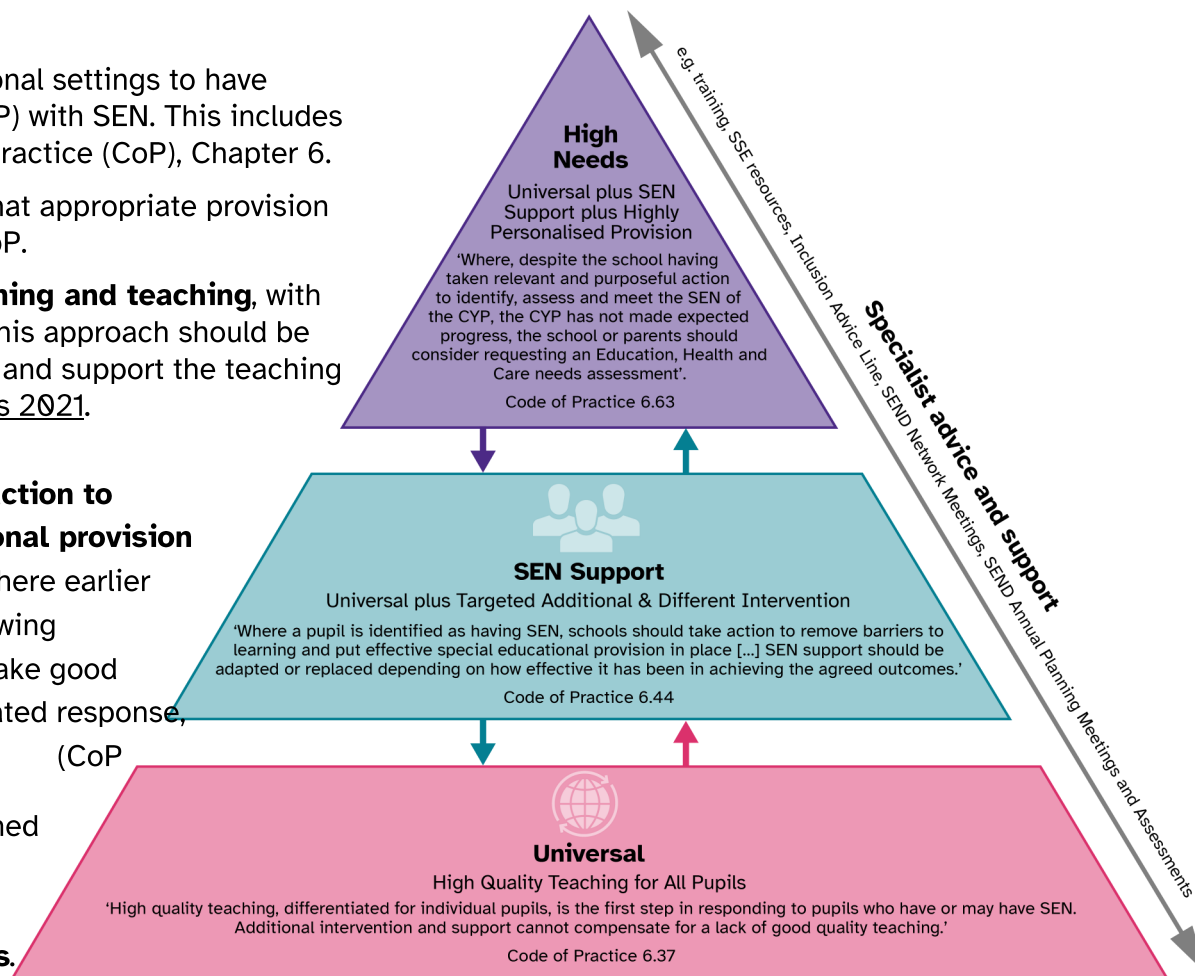
Educational settings should offer an **inclusive approach to learning and teaching**, with high quality teaching which is differentiated for individual CYP. This approach should be embedded in their provision in all subject areas, and at all levels, and support the teaching of all CYP, including those with SEN as per the Teacher Standards 2021.

Where a pupil is identified as having SEN, schools **should take action to remove barriers** to learning and **put effective special educational provision in place**. This support should take the form of a four part cycle where earlier decision and actions are revisited, revised and refined with a growing understanding of the pupil's needs and what supports them to make good progress and secure good outcomes. This is known as the graduated response, (CoP

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's needs, the **school should consider involving specialists**, which they can do **at any point** to advise them on **identification of SEN and effective support and interventions**. A school **should always involve a specialist when a pupil continues to make little or no progress** or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence based SEN support delivered by appropriately trained staff. The pupil's parents should always be

High Needs
Universal plus SEN Support plus Highly Personalised Provision

'Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the CYP, the CYP has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment'.

Code of Practice 6.63

SEN Support
Universal plus Targeted Additional & Different Intervention

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place [...] SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.'

Code of Practice 6.44

Universal
High Quality Teaching for All Pupils

'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.'

Code of Practice 6.37

Specialist advice and support
e.g. training, SSE resources, Inclusion Advice Line, SEND Network Meetings, SEND Annual Planning Meetings and Assessments

For most children or young people where there is a concern, the school should work through a **graduated response** 'to ensure the relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person has been taken.' (CoP 9.14) and as per the Code of Practice 6.44. 'In a very small minority of cases of children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure.' (CoP 9.3)

There are templates to record the graduated response within the Somerset Graduated Response Tool supporting documents.

SEND | Somerset's Local Offer

What is the Graduated Response and the Assess, Plan, Do, Review Cycle?

The graduated response is 'a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.' Code of Practice 6.44.

Progress should be monitored at every stage of the graduated response process.

Please see the SEN Graduated Response Flowchart in the additional documents available on the What to expect from education (somerset.gov.uk)

Assess, Plan, Do, Review

Assess
Identify a child or young person (CYP) as needing SEN Support, drawing on assessments, the individual development in comparison to peers, and CYP and parent carer input

Plan
School, CYP and parent carers create a plan with appropriate support and intervention provided to meet the identified needs. Specific, Measurable, Accurate, Time-bound (SMART) targets are set and a review is

Do
Professionals, parent carers and CYP carry out the agreed plan

Review
Professionals, parent carers and CYP review progress towards SMART targets. If there are still a SEN that are not being met, the cycle starts again with a reassessment of need updated SMART targets and provision

Start Point ▶

Universal Provision through High Quality Teaching, whole school inclusive systems

Not making expected progress

Progress means SEN Support is no longer required □

Assess

SEN SUPPORT
CYP
Parent carers

Review

Plan

Do

SEND Somerset's Local Offer
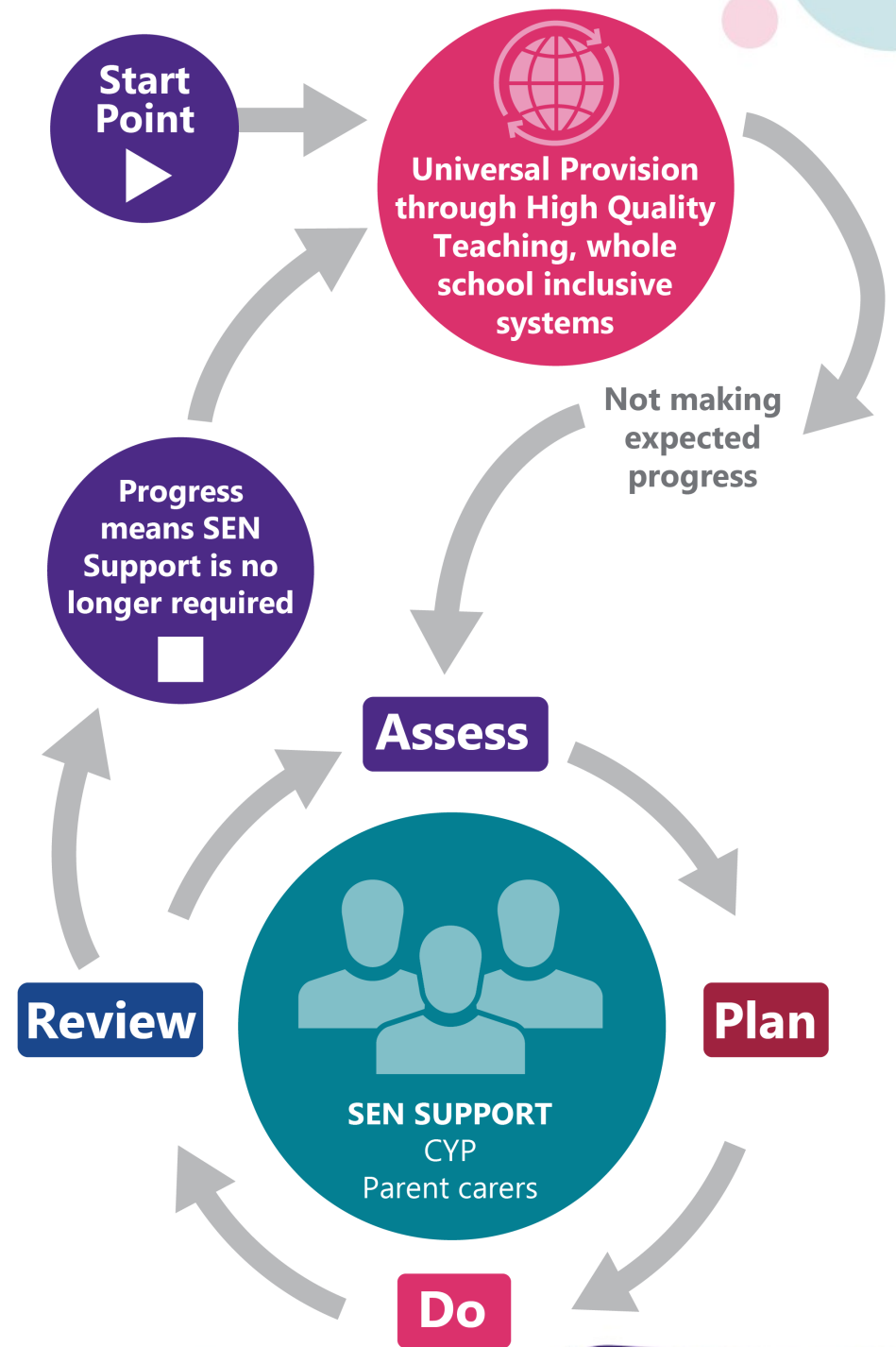
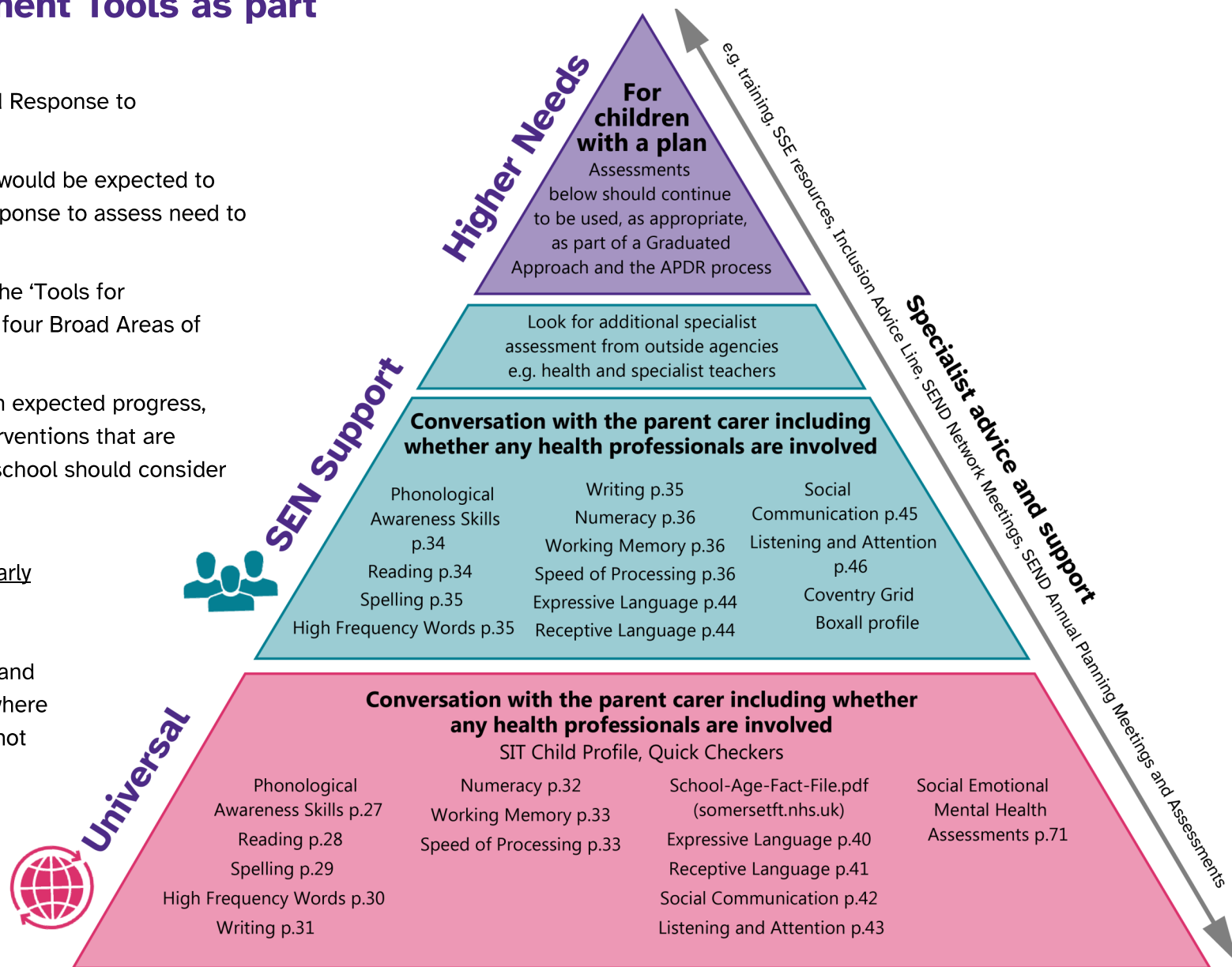# Screening and Assessment Tools as part of the APDR process

The pyramid here provides the Graduated Response to assessments.

This provides guidance for what settings would be expected to complete as part of a clear graduated response to assess need to inform the APDR process.

Links to these tools can be found within the 'Tools for Identification of Need' column within the four Broad Areas of Need section of the tool.

'Where a pupil continue to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists.' (CoP 6.58)

To access specialist support, Somerset Early Help Assessment (EHA) is the tool for practitioners to identify the needs of the children/young people and their families and make 'request for services' involvement where required, if services already involved are not able to meet the identified needs.

Higher Needs

For children with a plan
Assessments below should continue to be used, as appropriate, as part of a Graduated Approach and the APDR process

e.g. training, SSE resources, Inclusion Advice Line, SEND Network Meetings, SEND Annual Planning Meetings and Assessments

Specialist advice and support

SEN Support

Look for additional specialist assessment from outside agencies e.g. health and specialist teachers

Conversation with the parent carer including whether any health professionals are involved

Phonological Awareness Skills p.34
Reading p.34
Spelling p.35
High Frequency Words p.35

Writing p.35
Numeracy p.36
Working Memory p.36
Speed of Processing p.36
Expressive Language p.44
Receptive Language p.44

Social Communication p.45
Listening and Attention p.46
Coventry Grid
Boxall profile

Universal

Conversation with the parent carer including whether any health professionals are involved
SIT Child Profile, Quick Checkers

Phonological Awareness Skills p.27
Reading p.28
Spelling p.29
High Frequency Words p.30
Writing p.31

Numeracy p.32
Working Memory p.33
Speed of Processing p.33

School-Age-Fact-File.pdf (somersetft.nhs.uk)
Expressive Language p.40
Receptive Language p.41
Social Communication p.42
Listening and Attention p.43

Social Emotional Mental Health Assessments p.71

SEND Somerset's Local Offer

Education, Health and Care Plans (EHCPs)

Most children and young people (CYP) with SEN will have their needs met in their local mainstream setting. A few CYP will have an Education Health and Care Plan (EHCP). Most CYP with an EHCP will also attend their local mainstream setting.

An EHCP may be required when the nature and extent of a CYP's special educational needs or disability means the support they require cannot be provided within resources normally available to mainstream settings. See section below on Funding for more information.

Most CYP with EHCPs will continue to attend their local mainstream setting.

The Education, Health and Care Needs Assessment (EHCNA) is a twenty week statutory process set out in the Code of Practice. Requests for statutory needs assessment could be considered after following a graduated response (see section above for more information). A request for statutory needs assessment could be considered where 'despite relevant and purposeful action to identify, assess, and meet the SEN of the child or young person' they have not made expected progress (Code of Practice, 6.63).

More information about the EHCNA processes in Somerset can be found here Effective Support and on the Local Offer.

CYP with an EHCP require the appropriate strategies and support outlined in the Universal and SEN Support sections within this Somerset Graduated Response Tool. Any special educational provision they require will be detailed in Section F of their EHCP. Strategies and approaches included in the Somerset Graduated Response Tool document will not usually be included in Section F as they are considered normally available in all settings. However, an intervention or strategy described in this document might also be included in Section F if it needs to be delivered in a specific or personalised way. Provision included in Section F will usually specify the frequency, duration, and nature of the support required.

SEND Somerset's Local Offer

Funding

What funding is available to meet the needs of all children and young people (CYP) with SEN?

This guidance is a summary of the DfE guidance published in February 2023 and refers to the SEND Code of Practice 0-25 which can be found here.

The notional SEN budget for mainstream schools: operational guidance – GOV.UK (www.gov.uk)

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

In mainstream settings each pupil on roll will receive **Element 1 funding Age Weighted Young Person Unit (AWPU)**. All children should be able to access high quality teaching and we know from research that this improves outcomes for all children but also, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The main source of SEN funding in schools is the **Notional SEN Budget**. Mainstream maintained schools and academies ("schools") are notified each year of a clearly identified but notional budget, within their overall budget allocation, towards the costs of fulfilling their duty to use their *'best endeavours'* to secure special educational provision for their pupils with SEN. **The Somerset Graduated Response Tool makes clear the Local Authority expectation of what *'ordinarily available'* provision mainstream schools should provide for children with SEN**.

The Local Authority calculate the amount of the notional budget using local mainstream schools funding formula factors such as free school meals, social deprivation factors, English as an Additional Language (EAL), attainment levels etc.

SEND Somerset's Local Offer

Funding

What funding is available to meet the needs of all children and young people (CYP) with SEN?

The expectations of mainstream schools in relation to the use of the Notional SEN budget are to;

- meet the costs of special educational provision for pupils identified as on SEN Support in accordance with the SEND Code of Practice; and

- contribute towards the costs of special educational provision for pupils with high needs (most of whom have education, health and care (EHC) plans), up to the high needs cost threshold set by the regulations (currently £6,000 per pupil per annum).

It is important to note that the notional SEN budget is **not intended to provide £6,000 for every pupil with SEN**, as most such pupils' support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil for those with lower additional support costs. The Local Authority may make reasonable assumptions about what those costs might be, for the purpose of ensuring that their schools' notional SEN budget calculation is realistic.

In Somerset we have funding allocated to support schools who do not have sufficient notional funding to support the CYP within the school. This is formula based and run following census points. Schools will be contacted about this if they are allocated additional funding through this process.

If the contribution towards the costs of special educational provision for CYP with high needs is above the notional SEN budget of £6,000 per pupil per annum, then **Element 3 funding can be applied for through an Educational Health Care Needs assessment.** See the Education Health and Care Plan page for more information. Element 3 (also known as top up funding) is allocated to a pupil when they are in receipt of an EHCP, and **this funding is ring fenced to the individual pupil.**

There is an expectation (DfE and SEND Code of Practice 0-25) that the SENCO is aware of their school's notional SEN budget and to be actively engaged with the senior leaders of the school in deciding what to spend SEN support and provision on. **It is for the SENCO, headteacher and governing body to establish a clear picture of the resources that are available to the school, and to consider their strategic approach to meeting SEN** in the context of the total resources available to them, including any resources targeted at particular groups, such as the pupil premium. The additional resources included in the Somerset Graduated Response Tool on whole school costed provision plans and individual pupil costed provision plans support this strategic approach to SEN funding.

Strategic planning and monitoring of SEN Funding	When to use
NASEN Whole school costed provision map Excel template **Whole School SEN Funding Overview Word template**	Prior to new academic year to plan provision for pupils across the whole school based on identified needs. Prior to new academic year to plan SEN expenditure based on information within whole school the costed provision map.
Individual Pupil planning and tracking of SEN Funding	**When to use**
Individual Pupil Costed Provision Map Excel template	When making a Request for Statutory Assessment to evidence where the school contribution towards the costs of special educational provision for pupils with high needs is above the notional SEN budget of £6,000 per pupil per annum. When schools are struggling to meet the needs of a pupil with an EHCP and evidencing where the school contribution towards the costs of special educational provision for pupils with high needs is above the notional SEN budget of £6,000 per pupil per annum and exceeds the additional element 3 funding.

There are templates to record the graduated response within the Somerset Graduated Response Tool supporting documents.

Complex Medical Needs

Supporting CYP with Medical Needs

The Children and Families Act 2014 and the Equalities Act 2010, place legal duties on schools to support CYP with medical conditions. This support might be specified in a healthcare plan which is written by the school with the help of the CYP's parent carers and relevant medical professionals and clearly outlines how the CYP's medical needs will be supported while they are attending the setting and an escalation plan for any deterioration in their health condition.

 If medical procedures such as monitoring medical readings or providing health treatments are required while the CYP is within the setting, then relevant healthcare professionals will provide training to identified staff within the setting to ensure that the CYP's needs can be safely met.

The document Supporting pupils at school with medical conditions (publishing.service.gov.uk) outlines national guidance on meeting medical needs within school.

Medical Needs and Disability

Some CYP with medical conditions may be considered disabled. A CYP with a medical condition that is physical or mental and that has a 'long term and substantial adverse effect on their ability to carry out day to day activities' may be defined as disabled by the Equality Act 2010. This means they may also be covered under the SEND Code of Practice legislation and should be supported in school through the graduated response with an Education, Health and Care Plan only being needed for those with the highest level of need.

Medical Needs without SEND

A CYP may have an isolated medical need and not necessarily have special educational needs or a disability, however they may need enhanced support to ensure they are safe and kept as healthy as possible within the setting. This will usually be provided by the setting making reasonable adjustments which may involve enhanced staffing.

Funding for support

If a CYP has an isolated health condition for which a very high level of support is needed to carry out **medical monitoring and medical interventions**, then the setting could apply for some medical needs funding. This does not cover SEND needs which arise as a result of a medical condition e.g. physical needs including personal care needs and accessing the school environment. Please email somicb.dcosomerset@nhs.net with details of the CYP's needs and the support being provided and the Designated Clinical Officer team will respond and inform you of next steps.

The following document gives further guidance. There is work going on nationally to update advice and guidance which is due to report in 2024 so this will be reviewed in the light of any changes to the national guidelines. Click this image to view the document in a larger PDF format.
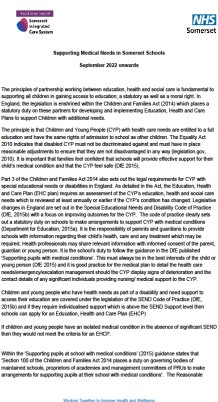
Expectations for Teachers, Governors, SENCOs and Headteachers

These expectations are drawn from:

- SEND Code of Practice 2015
- Headteacher Standards 2020
- Teachers' Standards 2021
- Governance Handbook 2020
- Children and Families Act 2014 (legislation.gov.uk)
- Equality Act 2010 (legislation.gov.uk)
- UN Convention on the Rights of the Child - UNICEF UK
- UN Convention on the Rights of Persons with Disabilities: initial report on how the UK is implementing it - GOV.UK (www.gov.uk)

SEND Somerset's Local Offer

Expectations for Teachers, Governors, SENCOs and Headteachers

Governors must

- Be aware of their legal duties in relation to children and young people (CYP) with SEN as per The SEND Code of Practice and Children and Families Act 2014 and have a good working understanding of these documents.

- The governing body have the legal duty to focus on the school's systems and processes for supporting CYP with SEN rather than provision for individual CYP.

- Ensure that there is a suitably qualified teacher designated as Special Educational Needs Coordinator (SENCO).

- Ensure that SEN duties are undertaken effectively across the organisation including but not limited to: identification of needs, responding to SEN, a broad and balanced curriculum, record keeping of SEN provision and engagement and participation for all CYP.

- Ensure the schools notional SEN budget is appropriately allocated to support CYP with SEN.

- Have a member of the board with specific oversight for the school's SEN arrangements.

- Build a good working relationship with the SENCO and meet with the SENCO on a regular basis.

- Help to review the school's policy on provision for CYP with SEN and the school's approach to meeting the needs of those with SEN.

- Ensure that the school website publishes the school's SEN offer and link to Somerset's SEND Local Offer

Did you know?

Any governing body that subscribes to SSE's Governor Services package can access a toolkit on their resource page. There is also specific SEN Governor training available.

For more information please visit: http://www.supportservicesforeducation.co.uk/Ser vices/3255

SEND Somerset's Local Offer

Expectations for Teachers, Governors, SENCOs and Headteachers

Headteachers must

- Ensure the school holds ambitious expectations for all children and young people (CYP) with SEN.

- Establish and sustain culture and practices that enable CYP to access the curriculum and learn effectively.

- Ensure the school works effectively in partnership with parent carers and professionals, to identify the additional needs and SEN of CYP, providing support and adaptation where appropriate.

- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice 2015.

- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.

- Ensure that responsibilities are met under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- Ensure a suitably qualified and experienced teacher is designated as SENCO and allowed sufficient non-teaching time to carry out their duties.

- Have a clear approach to early identification of SEN and response to identified needs.

- Ensure School SEN Information Report is produced and published online in accordance with section 69 of the Children and Families Act 2014.

- Ensure the SENCO is able to support and advise you and the governing body in determining strategic development of SEN policy and

Did you know?

You must accept school applications from CYP with SEN (and Looked After Children) and make reasonable adjustments for CYP with disabilities.

SEND Somerset's Local Offer

Expectations for Teachers, Governors, SENCOs and Headteachers

Teaching staff must

- Be aware that teachers are responsible and accountable for the progress and development of the children and young people (CYP) in their class, including where CYP access support from teaching assistants or specialist staff.

- Have a clear understanding of the needs of all CYP, including those with SEN, and be able to use and evaluate distinctive teaching approaches to engage and support them.

- Set goals that stretch and challenge CYP of all backgrounds, abilities and dispositions.

- Have a secure understanding of how a range of factors can inhibit CYP's ability to learn and how best to overcome these.

- Manage classes effectively, using approaches which are appropriate to CYP's needs in order to involve and motivate them.

- Remain responsible for working with CYP on a daily basis. Where interventions involve time away from the main class teacher, the teacher retains responsibility for the CYP.

- Work closely with teaching assistants to inform the planning and to assess the impact of interventions and link them to classroom teaching.

- Work closely with parent carers and CYP to identify strengths, barriers and support strategies.

Did you know?

There is a helpful guidance report around supporting SEN in Mainstream published by the Education Endowment Foundation (EEF) available here: Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)

SEND Somerset's Local Offer

Expectations for Teachers, Governors, SENCOs and Headteachers

SENCOs must

- Be able to support and advise the Headteacher and governing body in determining the strategic development of SEN policy/provision in the school – this is achieved most effectively by being a member of the SLT.

- Have day-to-day responsibility for the operation of SEN policy and specific support to children and young people (CYP) with SEN, including those with an EHCP.

- Be a qualified teacher and working towards a National Award in Special Educational Needs Coordination within three years of becoming a SENCO.

- Provide professional guidance to colleagues and work closely with staff, parent carers and other agencies.

- Be aware of the Local Offer provision and provide support to families to ensure CYP with SEN receive appropriate support.

- Ensure your school keeps its record of CYP with SEN up to date.

- Compile an annual report for school governors about the provision for, and progress of, CYP with SEN.

- Have knowledge of the SEN budget and how it is used.

- Advise on the graduated approach to providing SEN support.

- Liaise with potential next providers of education to ensure a CYP and their parent carers are informed about options and a smooth transition is planned.

- Work with the Headteacher and SEN Governor to ensure that the school meets requirements under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Did you know?

As a SENCO you are able to access the range of support available via SEND Networks and Inclusion Services.

SEND Somerset's Local Offer

Expectations for Whole School Inclusion

These expectations are drawn from The Code of Practice 2015, and EEF SEND in Mainstream Guidance Report 2020. They outline the expectations that will promote inclusion for all children and young people (CYP), including those with SEN, that are not detailed within the Broad Areas of Need section of this document.

Assessment	Practitioners ensure that formative assessment and feedback are a feature of lessons. Assessment is used to reflect on pupil progress, and to identify, and act upon, possible barriers to learning.
	All schools should have a clear approach to **early identification** of SEN.
	Schools should use a holistic approach to assessment including, but not limited to, formative assessment, observation, checklists, diagnostic tools and CYP and parent carer voice.
	A regular cycle of Assess, Plan, Do, Review should be used to ensure that CYP with SEN are making progress.
	Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.
Partnership with CYP and parent carers	The setting works in partnership with parent carers and CYP in decision making.
	Parent carers and CYP are supported to engage in decision making and supported to share their views.
	Tips, supports and resources are shared with parent carers.
	Parent carers are signposted to support available through The Local Offer.
Positive and supportive environment for all CYP	Promote positive relationships, active engagement, and wellbeing for all CYP.
	Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.
	Remove barriers to participation.
	Provision should address the needs identified by the school.
Staff skills and learning	All practitioners, including Teaching Assistants, (TA) make a positive contribution to learner progress. The Education Endowment Foundation (EEF) guide might be useful for TA CPD Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk).
	There is a plan for on-going Continuing Professional Development (CPD) in relation to understanding and meeting the needs of CYP.
	Staff collaborate and have effective links with other relevant outside agencies and specialists for support, training, and supervision.
Transition and transfer	Support is in place for routine and life transitions when required.
	Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.
	CYP and parent carers participate in decisions around transition and transfer.

SEND Somerset's Local Offer

Quick Checker

The Quick Checker can be used to support conversations between class teachers and parent carers at the initial concern stage (see SEN Graduated Response Flowchart). The Quick Checker is not a diagnostic tool but it is designed to identify barriers within the four broad areas of SEN. There are stand alone versions of the quick checker, including a version for multiple teachers on the SGRT page of the Local Offer under 'Supporting Documents'.

Quick Checker for Cognition and Learning

There are concerns about the child or young person's:	Y/N
Lack of progress, even with differentiated high quality first teaching approaches which are targeted to gaps and barriers.	
Performance levels i.e., they are below the level within what most children and young people are expected to work.	
Difficulty acquiring basic literacy skills and knowledge, for example, phonics, reading fluency and reading speed.	
Difficulty acquiring basic maths skills and knowledge, for example, number bonds, applying and remembering maths learning.	
Retaining and recalling information—in the short and/or long term.	
Difficulty in dealing with abstract ideas, applying from prior learning and problem solving.	
Slow processing—they take longer to work through problems and tasks, but can do with longer time.	
Poor independent learning skills such as the ability to focus, listen, organise themselves, sequence, or sustain attention on a task.	
High level of dependence on adult support.	
Lack of confidence, avoidance of tasks and reluctance taking risks.	

SEND Somerset's Local Offer

Quick Checker

Quick Checker for Communication and Interaction

There are concerns about the child or young person's:	Y/N
Expressive language	
Expressive language—their ability to use language to communicate with others, for example, finding the words they need or putting them in a cohesive sentence.	
Difficulty with speech sound or articulation skills.	
Difficulty using speech sounds accurately.	
Ability to use and express their ideas with clearly voiced and fluent speech, for example, stammering.	
Receptive language	
Ability to understand and process language including auditory memory and vocabulary, for example, remembering length of sentence.	
Ability to understand a sentence as a whole, for example, may cue into certain words.	
Attention and/or listening skills—their ability to engage successfully with language.	
Difficulty with sequencing words or events to tell a story.	

There are concerns about the child or young person's:	Y/N
Social and non-verbal communication	
Social communication, difficulty with social understanding and interaction, for example, building and maintaining friendships.	
Rigidity of thought, for example, ability to manage changes in routine, literal understanding and use of language.	
Difficulties with non-verbal communication such as eye contact, interpreting facial expression, non-verbal cues and prompts, body language.	
Poor awareness of needs of listener and what's appropriate, for example, not giving context, detail, speed of speech, tone of voice.	
Poor conversation skills, not taking turns, taking on board other's ideas, following another's topic of conversation, using a monologue, dominating the conversation.	

SEND Somerset's Local Offer

Quick Checker

Quick Checker for Sensory and Physical: Physical Needs

There are concerns about the child or young person's:	Y/N
Physical skills/needs are affecting their learning and/or access to the curriculum.	
Physical skills/needs effect their stamina and endurance levels impacting on quantity and quality of work achieved (such as fatigue).	
Physical skills/needs affecting their ability to access the school site/facilities.	
Physical skills/needs requiring them to have assistance with personal care/moving and handling.	
Physical skills/needs requiring additional support/equipment to evacuate the building safely in the case of an emergency.	
Physical skills/needs impacting on their ability to complete activities of daily living such as toileting, dressing, use of cutlery, use of scissors, writing etc.	

SEND Somerset's Local Offer

Quick Checker

Quick Checker for Sensory and Physical: Vision Impairment (Vision Loss)

There are concerns which may be related to vision loss about the child or young person's:	Y/N
Holding printed resources and/or objects very closely or at an unusual angle.	
Failing to respond to non-verbal instructions.	
Losing their place when reading, skipping lines and struggling to find text on a page.	
Having difficulty accessing, or not paying attention to board work.	
Struggling in P.E., especially demonstrating poor spatial awareness.	
Appearing isolated in the playground.	
Having difficulty interpreting facial expressions, social cues and can get too close.	
Being withdrawn or demonstrating behavioural issues.	
Tripping over, or having difficulty with steps/stairs/uneven ground.	
Has difficulty orientating in an unfamiliar environment.	

Quick Checker for Sensory and Physical: Hearing Impairment (Hearing Loss)

There are concerns which may be related to hearing impairment about the child or young person's:	Y/N
Having noticeable delays or gaps in attention and listening, play, communication and understanding spoken interaction.	
Showing some of the following: poor speech intelligibility, difficulty with recognising and responding to phonics, limited vocabulary both receptive and expressive, and immature grammatical structures in spoken language.	
Being distractible in class, having poor listening skills in a busy environment, and asking you to repeat often.	
Having low levels of confidence.	
Voice varies considerably, which may be due to group size, distance from board/teacher, reverberant rooms or poor light levels.	
Being dependent on visual cues from their teacher or peers.	
Having difficulty in responding to questions, instructions, starting work after teacher input or discussion, recalling information, social and academic interaction with peers.	

Quick Checker

Quick Checker for Social, Emotional and Mental Health

There are concerns about the child or young person's:	Y/N
Ability to plan, attend, organise, regulate themselves and manage change.	
Level of hyper vigilance and their disproportionate 'fight, flight, freeze' response.	
Attendance at school. (Refer to DfE Guidance 'Working together to Improve School Attendance')	
Maintaining healthy peer relationships and friendships.	
Behaviour at home that may not be seen at school.	
Engagement with the curriculum.	
Changes in demeanour and/or appearance.	
Unpredictability of behaviour with lack of obvious triggers.	
Low confidence and/or self-esteem.	
Failure to make anticipated progress across many areas of the curriculum.	

SEND Somerset's Local Offer

Inclusion for each Broad Area 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.

Whilst there is a wealth of suggestions and strategies, this is not an exhaustive list of the barriers that you might see and the provision that could be used to support children and young people (CYP).

Children and young people (CYP) say:

When I had an assessment for what would make my life at school easier, they were quite willing to put procedures in place.

The education was brilliant. because I got all of the right help.

There needs to be a broader and better understanding of SEND in order to give people a better experience in a mainstream school.

SEND Somerset's Local Offer

Cognition and Learning

SEND Code of Practice

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.' Code of Practice, 6.30 and 6.31.

Children and young people (CYP) say:

I have a really hard time lining up numbers in my head.

It feels like something is pushing me down.

Embrace our difference.

I would look at pictures and pretend I was reading.

SEND Somerset's Local Offer

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	Many CYP show a slower rate of progress than their peers. This could be due to a range of factors for example developmental delay or the impact of life events. Often their rate of progress will increase over time through high quality teaching and in class support at a universal level. It is important to check hearing and vision prior to consideration of or assessment for cognition and learning barriers.	SIT pupil profile See below for Cognition and Learning assessments	The view of the CYP around how they feel has been sought in a child friendly way. • Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on progress. Also to ensure that information is shared appropriately. See below for Cognition and Learning strategies and provision
	Phonological awareness skills		
	CYP may have difficulty with: • Identifying syllables, alliteration, rhyme • Blending sounds and segmenting sounds orally • Identifying and recalling individual phonemes (sounds)	Sound Linkage phonological awareness for any age, at a cost Hertfordshire Primary Phonological Assessment Pack , free to access Hertfordshire Secondary Phonological Assessment Pack, free to access	• Sound Linkage A cumulative multisensory phonological awareness programme. Activities to support identification of words and syllables; identification and supply of rhyming words; identification and discrimination of phonemes; blending, segmentation, deletion, substitution and transposition of phonemes within words., any age, at a cost • Hertfordshire SPLD Phonological Awareness Pack a range of teacher strategies and activities with handouts to develop syllable detection, rhyme, alliteration, phoneme blending and segmentation, phonological awareness for secondary pupils, free to access • Hertfordshire Phonological Skills and Games, list of syllable, rhyme initial sound/alliteration and initial middle and final phoneme game–based activities for the classroom, free to access See suggested training on page 39

SEND Somerset's Local Offer

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
	Reading		
Universal	CYP may have difficulty with: • engaging with reading independently or with some adult support • making progress in their reading skills such as reading accuracy, fluency and comprehension • reading words outside of their vocabulary • blending sounds e.g. t-i-n CYP may appear: • anxious or refuse when asked to read aloud • to have over reliance on adults or peers and to avoid reading • to overly rely on images and contextual clues when reading • to dislike or avoid reading at home • to predict a word using the first sound rather than segmenting or using phonics to read a word • to misread words	Miscue analysis, Hertfordshire Running Record, all ages, free to access Miscue Analysis, guide and form, all ages free to access Salford Sentence Reading and Comprehension Test ages 6-16, at a cost	• Hertfordshire Co-operative word games list game-based reading activities, free to access • Opportunities for success in reading (reading books with over 95% accuracy and reading familiar books) • Paired Reading with an adult • Paired Reading with a peer • Explicit teaching of fluency including re-reading for speed, intonation and response to punctuation • Explicit teaching of reading skills such as inference, scanning and summarising • Being read to and talking about text, developing comprehension skills such as summarising, predicting and inference • Sound mats, key words, phonics games, plastic letters, ability and interest appropriate reading books • Text-to-speech functions in Microsoft, Google, Ipad, Mac • Use of audio books, reading software such as ClaroRead and reading pens, • Use of abridged versions of texts to support access to more challenging material • Reading wall, personal reading poster or book, containing words that are known, partly know and new words. Words could be ticked when they are read correctly See suggested training on page 39

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Spelling			
Universal	CYP may have difficulty with**:** • accurately spelling high frequency words and spelling rules such as root words, prefixes are not secure • recalling and/or knowing graphemes • spelling accurately using the correct grapheme (letter) choice i.e. spelling phonetically • breaking down words into syllables and sounds • a slow speed of writing due to slow spelling fluency	New Group Spelling Test (NGST) ages 7-14+, at a cost Helen Arkell Spelling Test (HAST 2) ages 5-adult, at a cost	• Look, Say, Cover, Write—this can be adapted to suit learners' needs such as additional stages for tracing over the words, air writing, writing in sand, verbalising the word using letter names etc. • Mnemonics– Use visuals, colour, pictures, words within words, sounds or rhymes to help remember letters within words, or 'mental hooks'. • Rainbow writing— multisensory sight word method for learning spellings with opportunities to then write the word in a chosen colour on a fresh page without any visual prompt • Teach 'etymology' the roots, suffixes, and prefixes of words using multisensory techniques such pictures, sounds and videos to learn the meaning of the roots, suffixes and prefixes • Use of 'boxes' font when introducing words – supporting CYP to see the physical structure of a word, using visual clues as well as spelling strategies • Precision Teaching– Somerset Educational Psychology Service E-learning, at a cost, 4 minute DfE Youtube video, SEND Success 30 minute webinar, free to access • Key word mats with picture clues, phonic mat, vocabulary lists, glossaries • Personal spelling book in alphabetical order that can be added to • Mini Whiteboard to test out spellings before putting pen or pencil to paper • Phoneme frames to support segmenting for spelling • 'Ask Siri' on an ipad if a CYP does not know where to start with a spelling • Use of spelling Apps such as: A+ Spelling, Mt Thorne Spelling with Dragons, DDs Dictionary, • Free online spelling games, KS1 and KS2, free to access See suggested training on page 39

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	**Tools for identification of need**	**What can help?** (Strategies and provision)
Recognising common high frequency words (HFW)			
Universal	CYP may have difficulty with**:** • remembering letter-sound relationships for reading and spelling • remembering high frequency words for reading and spelling • accurate and/or fluent reading • matching the quality of their written work with their language skills • understanding (comprehending) text • inferring meaning from and/or answering questions about text • reading words outside of their vocabulary	Oxfordshire First 100 HFW all ages, free to access Unlocking Letters and Sounds (ULS)A DfE validated programme for assessing and teaching phonics, Foundation to end of year 2, at a cost SNIP Literacy 1 checklist pages 4-5 primary age pupils, free to access SNIP Literacy 2 checklist pages 5-6 secondary age pupils, free to access	• Pre-teach, teach and revisit HFW using a multisensory approach, overlearn and use in context • High Frequency word lists and flash cards, free to access • Hertfordshire word fan for first and second 100 high frequency words, free to access • Precision Teaching– Somerset Educational Psychology Service E-learning, at a cost, 4 minute DfE Youtube video, SEND Success 30 minute webinar, free to access • Unlocking Letters and Sounds (ULS)A DfE validate programme for assessing and teaching phonics, Foundation to end of year 2, at a cost See suggested training on page 39

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
	Writing/Recording		
Universal	CYP may have difficulty with: • the pace or quality of their handwriting and/or letter formation, and do not competently use an alternate method of recording • accurately using punctuation and grammar • difficulty forming or remembering sentences • sequencing thoughts • word finding • demonstrating their underlying ability and knowledge when writing • starting written work or laying out work on the page	South Warwickshire Foundation Skills Assessment assessment of foundation classroom skills and fine motor skills, all ages, free to access South Warwickshire NHS Hand skills assessment assessment of classroom and fine motor hand skills, all ages, free to access Integrated Therapy Service for Children and Young people Factfile 'Problems you may see and what do to' identification table to support identification of motor skills and sensory/ cognitive skills for writing. Pages21-31, all ages, free to access	• Opportunities to talk before writing and to 'talk like an expert' • Writing support such as pen grips, writing slopes, alternative methods of recording using technology, word spacers • Dictate functions in, Microsoft, Google, Ipad, Mac with training on their use • Provide an example of the finished product • Write on alternative lines to leave space for editing • Coloured paper or exercise books • Teacher modelling the writing or examples of a 'good one' • South Warwickshire School Skills Classroom Strategies list of classroom strategies to support writing/recording, all ages, free to access **Organising** • Magpie books for word finding and word mats related to the topic • Model the thinking process around language choice, grammar and live mark when writing • Allow additional thinking and writing time, give print outs of text, sit close to and facing the board • Word banks and scaffolding materials such as sentence starters, graphic organisers, pictures, labels, images, writing frames, story boards or story maps, key words on post-its that can be moved around, learning how to mind map • Support writing with colour, mages, actions, sensory experiences and drama See suggested training on page 39

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
	Numeracy		
Universal	CYP may have difficulty with: • remaining focused or motivated when learning in maths • learning new mathematical skills • Making progress in their maths learning • sharing their thinking around maths tasks with peers or adults • using or applying mathematical concepts • sense of number and estimation • keeping up with the pace of learning • high levels of anxiety within the maths classroom • mental arithmetic skills • basic understanding of quantity • understanding Base-10 • the four operations of addition, subtraction, multiplication and division • recording operations using written methods • difficulty understanding specific concepts such as fractions, ratio, percentages, time and money	The Dyscalculia Checklist Steve Chinn identifies most of the key issues/ behaviours that contribute to maths failure, all ages, free to access Identifying and Supporting Pupils with Maths Difficulties Tracking doc - Somerset produced document with pupil/teacher scaling sheet page 3-6 quick checklist page 7, what to look for and how to help pages 12-21, all ages, free to access	• Know starting point and begin by visiting prior learning with low stakes and high success activities to build confidence and engage CYP • Use of recap of skills required before teaching new material • Understand the numeracy specific barriers and strengths of learners • Access to worked examples and real world examples such as shopping, train/bus timetables, money management • Allow the CYP to talk through their learning and thinking • Reinforce understanding of maths using 'hands-on' diagrams and models • Follow Concrete, Pictorial, Abstract sequence of learning to introduce new concepts • Use Thinking Aloud teaching to scaffold problem solving. Narrate the thought process • Other specific classroom strategies are listed in Identifying and Supporting Pupils with maths difficulties tracking doc - pages 12-21, free to access • Opportunities to consolidate learning through use of concrete resources such as manipulatives, place value grids, pictorial supports such as pizzas/cakes • Provide visuals such as times table grids, number lines, number square etc See suggested training on page 39

Cognition and Learning
Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
	Cognitive Barriers to learning (Executive Function) Working Memory		
Universal	CYP may have difficulty: • remaining focused on the task and/or appear not to listen effectively • keeping up with the pace of whole class teaching and learning • remembering instructions • managing multi-step tasks and problem solving • copying from a worksheet or the board • understanding and/or retaining verbal information • understanding and/or retaining written information • organising tasks such as time keeping, homework, equipment • making academic progress • keeping their place in tasks • being motivated to learn	Pearson Working Memory Checklist all ages, free to access Working Memory Rating Scale, 5-11 years, at a cost	• Recognise, repeat, reduce. Recognise the pressure on working memory, repeat key information in the same way, reduce pressure on working memory • Pre-teaching and revisiting of key information and new topics • Make explicit links to prior learning by 'thinking aloud' and modelling how to 'open the right box' in the working memory • Hands on practical learning opportunities movement and rhyme, discussion and structured talk • Practical demonstrations rather than explanations Visual aids such as colour, highlighting, pictures, videos, checklists, flow charts, boxes, ask steps, now and next boards, white boards, post-its with key words, key word and sentence starter key rings, print outs of information on the board See suggested training on page 39
	Cognitive Barriers to learning Speed of Processing		
	Processing speed is the pace at which you take in information, make sense of it and begin to respond. This information can be visual, such as letters and numbers. It can also be auditory, such as spoken language. CYP may: • take significantly longer than peers to start and complete tasks • appear to forget information or instructions • seem easily distracted • give up easily and appear frustrated with learning and lack confidence	Hertfordshire Processing Speed Checklist, all ages, free to access	• A calm quiet environment when giving instruction • Give time to process any information that is given either orally or in written form • Give extra time to complete tasks. This may include to think and recall to answer a question, formulate a sentence, recall sounds for spelling, retrieve sounds for reading, It is also important to be aware that the CYP may find tasks more tiring than other pupils. • Chunk information • Accompany talk with demonstration where possible See suggested training on page 39

Cognition and Learning

Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support	**Phonological awareness skills**	
Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive APDR cycles.	PhAB & PhAB2 Primary - test of phonological processing, ages 5-14, at a cost CTOPP2 2013 - phonological awareness, memory and naming speed subtests, ages 4-24, at a cost, requires qualification level B– see details here Dyslexia Portfolio phoneme deletion and non-word reading subtests, ages 5-16+, at a cost	To include Universal support plus targeted interventions in small groups or one-to-one using evidence-based learning principles. • Individualized Literacy Intervention (ILI) programme- 1:1 personalised literacy intervention double the rate of progress in reading and spelling. Training available through the Access to Inclusion team, book via SSE, free to access • Phase 1 Teaching Programme Letters and Sounds six-phase teaching programme to help practitioners and teachers teach children how the alphabet works for reading and spelling. Primary ages, free to access • Little Wandle,Letters and Sounds Revised, Systematic, Synthetic Phonics Programme, at a cost See suggested training on page 39
	Reading	
	Test of Word Reading Efficiency (TOWRE) 2 - Tests ability to pronounce printed words and phonemically regular non-words accurately and fluently, ages 6-24, at a cost, requires qualification level B– see details here York Assessment of Reading Comprehension (YARC)- individually assesses reading accuracy, reading rate and comprehension, ages 4-16, at a cost Wide Range Achievement Test 5 (WRAT5) reading subtests, ages 5-85+, at a cost, requires qualification level B– see details here	• Brooks's What Works for Literacy Difficulties? Up to date list of evidence-based schemes targeting Reading for Key Stages 1-5. Schemes are reviewed for impact • Phase 1 Teaching Programme Letters and Sounds six-phase teaching programme to help practitioners and teachers teach children how the alphabet works for reading and spelling. Primary ages, free to access • Little Wandle,Letters and Sounds Revised, Systematic, Synthetic Phonics Programme, at a cost • Individualised Literacy Intervention (ILI) programme- 1:1 personalised literacy intervention double the rate of progress in reading and spelling. Training available through the Access to Inclusion team, book via SSE, free to access See suggested training on page 39

Cognition and Learning
Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive APDR cycles.	**Spelling**	
	Helen Arkell Spelling Test (HAST 2) ages 5-adult, at a cost Wide Range Achievement Test 5 (WRAT5) spelling subtest, ages 5-85+, at a cost, requires qualification level B– see details here	• Brooks's What Works for Literacy Difficulties? Up to date list of evidence-based schemes targeting Spelling for Key Stages 1-5. Schemes are reviewed for impact and contact details for each scheme are provided • Spelling Detectives – group spelling intervention, training free to access, book via SSE See suggested training on page 39
	Recognising common high frequency words	
	Oxfordshire First 100 HFW all ages, free to access Unlocking Letters and Sounds (ULS) A DfE validate programme for assessing and teaching phonics, Foundation to end of Year 2, at a cost SNIP Literacy 1 checklist pages 4-5 primary age pupils, free to access SNIP Literacy 2 checklist pages 5-6 secondary age pupils, free to access	• Catch up Literacy- ages six to fourteen 1:1 reading intervention for word recognition and comprehension Catch Up Literacy – Catch Up • Switch-on Reading- KS2,3,4 1:1 Switch-on™	The East Midlands Education Support Service (em-edsupport.org.uk) • National Literacy Trust Skills Academy Secondary pupils- freestyle football or breakdancing themed sessions Secondary school reading intervention football music (literacytrust.org.uk) • First100 High Frequency Words - Precursive (oxfordshire.gov.uk) • Precision Teaching- 1:1 intervention for targeted area of development. Somerset Educational Psychology Service E-learning, at a cost, 4 minute DfE Youtube video, SEND Success 30 minute webinar, free to access • Individualized Literacy Intervention (ILI) programme- 1:1 personalised literacy intervention double the rate of progress in reading and spelling. Training available through the Access to Inclusion team, book via SSE, free to access See suggested training on page 39
	Writing/Recording	
	DASH 2007 - speed and legibility of handwriting, 9 to 16.11, at a cost Dyslexia Portfolio writing subtest, ages 5-16+, at a cost	• Brooks's What Works for Literacy Difficulties? Up to date list of evidence-based schemes targeting Writing for Key Stages 1-5. Schemes are reviewed for impact and contact details for each scheme are provided • Motor skills support interventions 1: Foundation Skills (swft.nhs.uk) See suggested training on page 39

Cognition and Learning
Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support	**Numeracy**	
Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive APDR cycles.	Diagnostic Assessment of Numeracy Skills (DANS) determines areas of numerical strength and weakness, KS1, KS2, at a cost More Trouble with Maths Diagnostic Assessment reveals error patterns, includes maths vocabulary and maths anxiety, all ages, at a cost Dyscalculia Assessment investigates numeracy abilities to inform a teaching programme, all ages, at a cost	• Catch-up Numeracy, a structured 1:1 intervention, ages 6-14, at a cost • Number Shark- game based catch up programme for maths foundations, ages 5-14, at a cost • First Class @ Number, intervention to address gaps in year 1 and 2 curriculum, at a cost • Numicon Breaking Barriers, assessment and step by step activities, ages 7 onwards, at a cost • Beat Dyscalculia highly structured, multi-sensory numeracy programme, all ages (but designed with KS1 KS2 curriculum), at a cost • Dynamo Maths, intervention for those not meeting age related expectations in maths. Contains assessment and intervention, at a cost • Maths for Life differentiated approach to the maths curriculum that lays down solid foundations of essentials maths for life, all ages, at a cost • Number Detectives – group number intervention, training free to access, book via SSE
	Cognitive Barriers Working Memory	
	Dyslexia Portfolio Digit Recall Forwards, Digit Recall backwards, ages 5-16+, at a cost	• 1:1 or small group support to learn and use memory support strategies. How Can I Remember All That? or Improving Working Memory could support these sessions • Bradford Small group or 1:1 memory games • Refer to universal strategies See suggested training on page 39
	Cognitive Barriers Speed of Processing	
	Comprehensive Test of Phonological Processing CCTOP2 – Rapid Symbolic Naming, ages 4-24, at a cost,requires qualification level B– see details here Dyslexia Portfolio Naming subtest, ages 5-16+, at a cost PHAB2 rapid symbolic naming, picture naming ages 6-14 years, at a cost	• Refer to universal strategies for speed of processing • 1:1 or small group support to develop and use their own toolkit of strategies to support their speed of processing needs See suggested training on page 39

Cognition and Learning

How can I find out more?

Literacy

Improving Literacy in Key Stage 1, EEF Guidance Report

Improving Literacy in Key Stage 2, EEF Guidance Report

Improving Literacy in Secondary Schools EEF Guidance Report

EEF Promising Projects contains a range of reviewed literacy and learning interventions as does Effective educational intervention database - Evidence 4 Impact

Choosing a Phonics Teaching Programme, DfE

Validated Systematic Synthetic Phonics Programme Providers, DfE

Call Scotland Ipad Apps to Support Literacy difficulties, 2023, free to access

Assessment

Dyslexia checklists - British Dyslexia Association (bdadyslexia.org.uk)

Reading

Assessment

New PiRA– Progress in Reading Assessments for KS1 and KS2, at a cost

Strategies, provision and interventions

Teach your Monster to Read- ipad based intervention

Education Recovery Interventions, national Literacy Trust

Teach your Monster to read: Free Phonics, Reading and Mathematics Games

Spelling

Spelling: Why we need to ditch spelling lists, TES, subscription required

Writing

dyspraxiafoundation.org.uk - Dyspraxia Foundation website

Assessment

GAPS: Progress in Grammar, Punctuation & Spelling Assessment (risingstars-uk.com)

Strategies, provision and interventions

Talk for writing – Pie Corbett - Outstanding Teacher Training - Talk for Writing (talk4writing.com), at a cost

Spelling Rules, Riddles and Remedies: Advice and Activities to Enhance (routledge.com) Spelling Rules, Riddles and Remedies' by Sally Raymond.

Big writing intervention Big Writing | Andrell Education, at a cost

Write Dance – handwriting for early years/infants, at a cost

Nessy Writing Beach, games, videos, printable resources, develop writing skills in structured step-by-step system, ages 7+, at a cost

Numeracy

Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)

Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk)

EEF blog: Promoting high-quality talk in Maths | EEF (educationendowmentfoundation.org.uk)

Assessment

GL Dyscalculia Screener

The Dyscalculia Assessment - Jane Emerson, Patricia Babtie - Google Books

More Trouble with Maths, Steve Chinn

Cognition and Learning

How can I find out more?

Cognitive Barriers

Guide to Executive Function, National Center for Learning Disabilities, free to access

Understanding how Working Memory Problems Impair Classroom Learning, University of Cambridge, free to access

Working Memory in the Classroom, Gathercole and Alloway, 2007

Strategies, provision and interventions

Developing Memory Skills in the Primary Classroom, at a cost

Sensory Processing Handbook, free to access

Who else can help?

Somerset Inclusion Advice Line 0300 123 2224.

Talk to your CYP's class teacher, they may be able to offer support and advice. Every school has a SENCo and you can arrange to discuss your concerns with them.

accesstoinclusion@somerset.gov.uk A team of advisory teachers with specialism in SPLD and C&L difficulties

British Dyslexia Association

Training

Somerset Access to Inclusion Training– via SSE

Webinar: Teaching Children with Cognition and Learning Needs– Whole School SEND, free with log in

Dyslexia Awareness

Modular CPD (Recognised Teacher): Introduction to dyslexia | Nasen

Understanding Dyslexia | Nasen

Education – Teachers – Made By Dyslexia

Understanding Dyslexia FREE teacher edition | Nessy

Courses for educators | Helen Arkell

Sir Jim Rose Dyslexia and the Simple View of Reading - YouTube

Training

Reading

Teaching English: How to teach reading | Teaching English | British Council

Courses for educators | Helen Arkell

Primary Reading: Inspire a Love of Reading | The National College (Need a subscription)

Raising Standards in Reading Comprehension | National Literacy Trust

Reading for Learning | Secondary Online CPD | National Literacy Trust

Primary Reading: Develop Reading Comprehension Skills | The National College (need a subscription)

Developing Reading Comprehension Skills Ready for Secondary School | The National College (need a subscription)

Spelling

Practical Solutions Plus – Spelling (Virtual & eLearning) - British Dyslexia Association (bdadyslexia.org.uk) £120 online training

Teaching Spelling Strategies - YouTube

How I Teach Spelling | Active Spelling Strategies & ways to make practicing spelling fun! - YouTube

Spelling - BBC Teach (Lots of short videos for different spelling patterns/rules)

Writing

Improving Writing in Key Stage 2 | National Literacy Trust (

CPD: Supporting struggling writers | Teaching Resources (tes.com) (for supporting 14–16 year old CYP)

Numeracy

Number Sense and Place Value (maths.org)

Top Tips to Teach Number Sense Well - Rainbow Sky Creations

Number Sense Activities for the Classroom - WeAreTeachers

Teaching Number Sense - Over 50 Free Hands-on Learning Activities - Sea of Knowledge

What is Number Sense? The Key to Strong Math Skills - Teaching with Jillian Starr (jillianstarrteaching.com)

Modular CPD (Recognised Teacher): Introduction to dyscalculia | Nasen

Cognitive Barriers

Working Memory Training, SSE, on demand, at a cost

Executive Function Training– e-learning, an overview of Executive Function Skills (Working Memory, Planning & Prioritising, Organisation, Metacognition, Impulse Control, Emotional regulation, Task Initiation, Flexibility)

Communication and Interaction

SEND Code of Practice:

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.' Code of Practice, 6.28. and 6.29.

Children and young people (CYP) say:

I can't follow vague instructions and unplanned events are a nightmare.

Ask and listen. Be curious about who I am.

I struggle with strong smells, sounds and lights.

I have worked with the learning support staff to make things easier for myself.

SEND Somerset's Local Offer

Communication and Interaction
Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
	Expressive language		
Universal	The CYP may: • have a limited range of vocabulary • use shorter, more simple sentence structure • only talk about the here and now, rather than things in the past or future • use simpler forms of words e.g. 'geen' instead of 'green' • swap some sounds e.g. 'bish' instead of 'fish' • have difficulty responding to the whole of a sentence	SIT pupil profile School-Age-Fact-File.pdf (somersetft.nhs.uk) 4-19yrs p. 64, 111, 124.Free to access Universally Speaking Checklist 5-11yrs, left hand column, free to access Speech Sound Screener takes you to the Children and Young People's Therapy page where there is a link to the Speech Sound Screener Word document, 3yrs+, free to access	The view of the CYP around how they feel has been sought in a child friendly way. • Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on progress. Also to ensure that information is shared appropriately. • Refer to p.65 in the School Age Fact File for strategies and advice for expressive language • Test of Abstract Language Comprehension TALC 1 - activities to support development of expressive language • **Cue** CYP into what you are saying - start by saying their name and checking back for understanding • Pre Teaching vocabulary for YouTube links for Whole Class demonstration for Year 4 and Year 6 and access to PDF Vocabulary Manual for the explicit teaching of vocabulary. Free to access • Explicit teaching of **active listening. Listening** to all of the words, looking in the direction of the speaker (not necessarily requiring eye contact) and remaining quiet so other people can listen • **Simplifying** language and give increased **processing time** • S**equential** instruction tasks chunked and **visually supported** if appropriate using gesture, pictures, objects of reference (CYP's preference at age/stage appropriate) • **Modelling -** adults to model and scaffold appropriate language and conversation skills • Use of tools of communication, e.g objects, objects of reference, photos, symbols, gestures, signing • Inclusive Communication Is a person-centred, holistic approach to developing functional communication, where verbal and non-verbal skills are combined with other 'tools' to enable communication. Resources are free to access • Word Aware is an evidence-based approach to improving children's vocabulary knowledge. At a cost See suggested training on page 49

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	**What can help?** (Strategies and provision)
	Receptive language		
Universal	The CYP may: • find it difficult to follow instructions, follow on part of the instruction • need more time to understand what has been said • ask questions to clarify understand • copy peers • echo back question or last part of the sentence they have just heard • repetition of words or whole phrases from familiar TV programmes, stories and conversations	**Receptive language** Test of Abstract Language Comprehension TALC 1 (Primary) TALC 2 (Secondary) at a cost School-Age-Fact-File.pdf (somersetft.nhs.uk) 4-19yrs, p. 121. Free to access Universally Speaking Checklist 5-11yrs, middle column, free to access	• Refer to p.122 in the School Age Fact File for strategies and advice for receptive language • Test of Abstract Language Comprehension TALC 1 - activities to support development of receptive language • Teaching of 'wh' questions—what, why, who etc. • **Cue** CYP into what you are saying - start by saying their name and checking back for understanding • Pre Teaching vocabulary for YouTube links for Whole Class demonstration for Year 4 and Year 6 and access to PDF Vocabulary Manual for the explicit teaching of vocabulary. Free to access • Explicit teaching of **active listening. Listening** to all of the words, looking in the direction of the speaker (not necessarily requiring eye contact) and remaining quiet so other people can listen • **Simplifying** language and give increased **processing time** • S**equential** instruction tasks chunked and **visually supported** if appropriate using gesture, pictures, objects of reference (CYP's preference at age/stage appropriate) • **Modelling -** adults to model and scaffold appropriate language and conversation skills • Use of tools of communication, e.g objects, objects of reference, photos, symbols, gestures, signing. • Inclusive Communication Is a person-centred, holistic approach to developing functional communication, where verbal and non-verbal skills are combined with other 'tools' to enable communication. Resources are free to access • Word Aware is an evidence-based approach to improving children's vocabulary knowledge. At a cost See suggested training on page 49

Communication and Interaction
Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
	Social Communication		
Universal	The CYP may: (in different situations/with different people) • find it difficult to take turns in conversations, or listen to others e.g. may dominate or withdraw • may find it difficult or not want to change topic of conversation and repair conversation where it goes wrong • need support to understand, build and maintain friendships • need support with changes in routine unsettling • need support to understand/recognise facial expression, non-verbal cues and prompts and body language • need support to give context, detail, adjust speed of speech and tone of voice • not always ask for help, or feel able to express their needs • have an increased need for concrete, precise language. For example, someone may misunderstand jokes and sarcasm, idioms, synonyms	Speech, Language and Communication Needs Progression Tools 4-10yrs, at a cost.—page 22 Universally Speaking Checklist 5-11yrs, right hand column, free to access Access to Inclusion's Autism and Communication Pages | Support Services for Education Social Communication Checklist, 4yrs+, p.28-32, free to access	Develop whole school approach to social communication that includes: • opportunities for supported social interaction (e.g. unstructured playtimes, a variety of extra curricular groups, circle of friends, friendship bench) • awareness of social demands on a child with social communication needs and limiting the demand by giving a choice of working alone, in a pair or a small group • identified spaces to offer choice of sensory preference (quiet, calm or alerting spaces available) • opportunities to answer questions in different ways (e.g. white boards, hands up and opting out) • preferred communication style recognised and modelled by the supporting adult (not speaking in class, written, gestures) • social stories and Comic strip conversations can help children and young people develop greater social understanding and help them stay safe • use of tools of communication, e.g objects, objects of reference, photos, symbols, gestures, signing • Inclusive Communication Is a person-centred, holistic approach to developing functional communication, where verbal and non-verbal skills are combined with other 'tools' to enable communication. Resources are free to access • Word Aware is an evidence-based approach to improving children's vocabulary knowledge. At a cost See suggested training on page 49

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
	Listening and attention		
Universal	The CYP may: • have difficulties following multi step instructions • not appear to hear • not understand information • appear to forget information • demonstrate dysregulated behaviour e.g. avoidance, disruption, upset, anxiety, withdrawal • fleeting attention and difficulties sustaining attention	School-Age-Fact-File.pdf (somersetft.nhs.uk) 4-19yrs, p. 83, free to access Check with parent carer when the last hearing test was conducted Sensory preferences and differences profile / Environmental checklist (looking for potential distractions) Autism and Communication Service | Support Services for Education	• Use the School Age Fact File and refer to p.83, 84 and 85 for strategies and advice for maximising attention and p.122 for strategies and advice for receptive language • Test of Abstract Language Comprehension TALC 1 - activities to support development of receptive language • **Cue** CYP into what you are saying - start by saying their name and checking back for understanding • Explicit teaching of **active listening. Listening** to all of the words, looking in the direction of the speaker (not necessarily requiring eye contact) and remaining quiet so other people can listen • **Simplifying** language and give increased **processing time** • S**equential** instruction tasks chunked and **visually supported** if appropriate using gesture, pictures, objects of reference (CYP's preference at age/stage appropriate) • **Modelling –** adults to model and scaffold appropriate language and conversation skills • Sensory diet and movement breaks may need to be considered, particularly prior to times where there are increased demands placed on the child. Sensory, fidget and fiddle objects (e.g. therabands, peanut balls to sit on instead of a chair) • Consider the seating position of the young person to promote attention and listening / minimise distractions • If there is hearing loss, the adult (and peers) will ensure they are facing the child, not covering face etc • Inclusive Communication Is a person-centred, holistic approach to developing functional communication, where verbal and non-verbal skills are combined with other 'tools' to enable communication. Resources are free to access • Word Aware is an evidence-based approach to improving children's vocabulary knowledge. At a cost See suggested training on page 49

Communication and Interaction
Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	**Expressive Language**	
	Speech, Language and Communication Needs Progression Tools 4-10yrs, at a cost. Pages 15 Renfrew Action Picture Test This test assesses, from short sentence answers to specified questions, the age levels of the information content and grammatical usage. 3-8yrs, at a cost Talk Boost speech and language interventions 4-7yrs (KS1) and 7-10yrs (KS2), at a cost How To Refer A Child Or Young Person - Children and Young People's Therapy Service (somersetft.nhs.uk) Speech Link, SLCN screening, assessment, intervention and support, packages for 4-8, KS2 and Secondary, at a cost WellComm - GL Assessment (gl-assessment.co.uk), speech and language toolkit, screening to intervention, 6-11years, at a cost	To include Universal support plus: Talkboost Talk Boost interventions can help children improve their speaking and understanding (at a cost for materials). NELI To develop vocabulary, narrative, listening and phonological awareness for four to five year olds, the Nuffield Early Language Intervention, at a cost. See suggested training on page 49
	Receptive Language	
	How To Refer A Child Or Young Person - Children and Young People's Therapy Service (somersetft.nhs.uk) Speech, Language and Communication Needs Progression Tools 4-10yrs, at a cost. Pages 10 British Picture Vocabulary Scale a test to assess a pupil's receptive vocabulary. 3-16yrs, at a cost Speech Link, SLCN screening, assessment, intervention and support, packages for 4-8, KS2 and Secondary, at a cost WellComm - GL Assessment (gl-assessment.co.uk), speech and language toolkit, screening to intervention, 6-11years, at a cost	To include Universal support plus: Talkboost Talk Boost interventions can help children improve their speaking and understanding, at a cost. See suggested training on page 49

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	**What can help?** (Intervention)
SEN Support	**Social Communication**	
Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	Talkabout: A Social Communication Skills Package a basic assessment procedure to evaluate the pupil's self-awareness, as well as the awareness of others. Teachers will choose the appropriate level or book to start work at. 7yrs and above, at a cost. Assessment is on the accompanying disc Speech Link, SLCN screening, assessment, intervention and support, packages for 4-8, KS2 and Secondary, at a cost WellComm - GL Assessment (gl-assessment.co.uk), speech and language toolkit, screening to intervention, 6-11years, at a cost	To include Universal support plus: Talkabout: A Social Communication Skills Package A social communication skills package. Beginning with a basic assessment procedure to evaluate the pupil's self-awareness, as well as the awareness of others, it is divided into six levels, and provides professionals with a framework for the development of social skills. There is Talkabout for Children and Talkabout for Teenagers. Socially Speaking: by Alison Schroeder is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. As pupils progress through the carefully structured programme, their self-esteem will increase and their listening skills and expressive language abilities will improve, and in turn will benefit from enhanced social interaction. Time to talk by Alison Schroeder Developed to teach and develop oral language and social interaction skills to children aged 4-6. Containing 40 sessions, designed to take place two to three times a week, the book aims to help teachers to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the activities. SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support. Attention Autism aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn taking. See suggested training on page 49

Communication and Interaction

Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
	Listening and Attention	
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	Talkabout: A Social Communication Skills Package a basic assessment procedure to evaluate the pupil's self-awareness, as well as the awareness of others. Teachers will choose the appropriate level or book to start work at. 7yrs and above, at a cost. Assessment is on the accompanying disc Speech Link, SLCN screening, assessment, intervention and support, packages for 4-8, KS2 and Secondary, at a cost WellComm - GL Assessment (gl-assessment.co.uk), speech and language toolkit, screening to intervention, 6-11years, at a cost	To include Universal support plus: Talkabout: A Social Communication Skills Package A social communication skills package which also supports attention and listening skills. Beginning with a basic assessment procedure to evaluate the pupil's self-awareness, as well as the awareness of others, it is divided into six levels, and provides professionals with a framework for the development of social skills. There is Talkabout for Children and Talkabout for Teenagers Time to talk by Alison Schroeder Developed to teach and develop oral language and social interaction skills to children aged 4-6. Containing 40 sessions, designed to take place two to three times a week, the book aims to help teachers to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the activities. Talkboost Talk Boost interventions can help children improve their speaking and understanding . Attention Autism aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn taking. Socially Speaking: by Alison Schroeder is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. As pupils progress through the carefully structured programme, their self-esteem will increase and their listening skills and expressive language abilities will improve, and in turn will benefit from enhanced social interaction. See suggested training on page 49

Communication and Interaction
How can I find out more?

Profiles

Getting to know a children or young person (CYP) and having a pupil profile

AET progression Framework https://www.autismeducationtrust.org.uk/resources/progression-framework

Universally Speaking check lists Universally Speaking (ican.org.uk)

Other

ELKLAN -language builders training https://www.elklan.co.uk/Training/

Autism Education Trust (AET) has lots of frameworks and resources: Autism Education Trust

ICAN progress checker for Parents Progress Checker home (ican.org.uk)

Home - SLCF - The Communication Trust (slcframework.org.uk) Training for all education staff so they understand the basics of supporting SLC development

CYPTS Fact File (Stammering) https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/sample-page/fact-files/

Children and young peoples therapy service (CYPTS) website

Michael Palin Centre for Stammering (https://michaelpalincentreforstammering.org)

AET Early Years resources Early Years Standards Framework | Autism Education Trust

School Assessment

GL Emotional Literacy Assessment– assessment of strengths and weaknesses in self-awareness, self-regulation, motivation, empathy and social skills, 7-16 years, at a cost

Strengths and Difficulties Questionnaire (SDQ) - For identifying areas of strengths and difficulties to be completed by school, family and child and young person (CYP). Age 3—17 years, free to access

Developing Baseline Communication Skills is a practical resource designed to fit with baseline assessments in primary school. It contains a programme of games and activities to foster personal and social development, and promote language and literacy skills in 3–5 year olds.

YARC (York Assessment Reading and Comprehension) is an individually administered reading assessment that allows you to closely observe a pupil's reading behaviours, strengths and areas for development.

Autism and ADHD pathway

SEND Somerset's Local Offer

Communication and Interaction

Who else can help?

Somerset Inclusion Advice Line 0300 123 2224.

Talk to your CYP's class teacher, they may be able to offer support and advice. Every school has a SENCo and you can arrange to discuss your concerns with them.

CAOT - Childrens Autism Outreach Team birth up to thirteen years support for children and young people (CYP) and their families with an Autism diagnosis Childrens Autism Outreach Team (CAOT) (somerset.gov.uk)

Children and Young People's Therapy Service telephone advice line: Tel: 0303 033 3002 – Monday to Thursday 09.00 – 12.00

Speech and Language UK

NAPLIC - an organisation of teachers, speech and language therapists and other professional

RADLD - raising awareness of developmental language disorder

The Michael Palin Centre for Stammering– help for children and young people and adults who stammer

British Stammering Association

NAS – National Autistic Society

AFASIC - supports and provides information for families with children and young people who have speech language and communication needs with a focus on developmental language disorder (DLD)

Autism and Communication Team– referral via an EHA available on Professional Choices

Speech and Language Therapy in Somerset– information and referral guide on the Local Offer here

Training

Somerset Access to Inclusion Training– via SSE

SCERTS The SCERTS® Model SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support

AET Training Schools and Post-16 professional development programme and discover new training modules

Sensory and Physical

SEND Code of Practice:

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.' Code of Practice, 6.34 and 6.35.

Children and young people (CYP) say:

School wanted to know what helped me best and put in extra-curricular activities for me.

They did building works in order for my needs to be accommodated.

Listen to us, our parents and our carers. We can help you understand how to support our learning.

SEND Somerset's Local Offer

Sensory and Physical – Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
	Physical access to the school		
Universal	The CYP may: • seek adult support to move around the school • refrain from moving between areas of the school • struggle to open doors • require additional support to evacuate a building in case of emergency • require physical support to negotiate the school site	SIT pupil profile Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist Sensory Processing Handbook	The view of the CYP around how they feel has been sought in a child friendly way. Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on progress. Also to ensure that information is shared appropriately. • Provide alternative areas for specific tasks to be carried out • Allow alternative routes around the school • Consider changing classroom locations to increase accessibility • Consider changing door handles and handrails on steps • Consider use of step to access toilet/basin • Consider arrangements for lunch and break times, e.g. queuing earlier • Leaving lessons early or later • Reduce physical exertion around the school site. Eeg., to lockers, cloakroom pegs • Create a Personal Emergency Evacuation Plans (PEEP) See suggested training on page 60
	Toileting and self-care		
	The CYP may: • require–adult assistance with cleaning themselves occasionally • require adult support to change their clothes • be unable to get on and/or off toilet • demonstrate–poor balance on the toilet • be unable to reach sink • be unable to use taps/dry hands	School-Age-Fact-File.pdf (somersetft.nhs.uk) 4-19yrs, free to access • Dressing Skills (p.62) • Fasteners (p.66) • Shoes and Socks (p.106) • Tying shoe laces (p.119) Sensory Processing Handbook	Provide adaptations and commercially available equipment such as: • installation of rails • provision of bath-steps or stools • change taps to leavers • provide toilet seat with arms • toilet seat insert • follow guidance for Personal and Intimate Care Plan School-Age-Fact-File.pdf (somersetft.nhs.uk) 4-19yrs, free to access : • Dressing Skills (p.62) • Fasteners (p.66) • Shoes and Socks (p.106) • Tying shoe laces (p.119) See suggested training on page 60

SEND Somerset's Local Offer

Sensory and Physical – Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	**Sitting and seating**		
	The CYP may: • appear to be fidgeting/leaning in their chair • appear to be distracted/taking longer to complete tasks in comparison to their peers • complain of pain or falling off their chair • demonstrate poor quality of work, such as poor handwriting, longer time to eat • struggle to maintain posture throughout the school day • struggle to sit on and get up from the chair	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist 'What you may see' in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see: • Core Stability (p.48) • Pelvic Stability (p.95) • Shoulder Stability (p.109) Sensory Processing Handbook	• Dining area – some tables and chairs (with back rest and arm rests) should be available, especially for younger CYP • Hall – some chairs in different heights, with backrest and some with arm rests should be available • Use of cushions such as wobble cushions or wedge cushions. Trial of a writing slope Differentiation and modification of school day including: • rest periods • consider working in different areas of the classroom—allow different positions for working; high kneeling, standing etc • consider alternative workstations to allow flexibility for work whilst sitting on the carpet or work in standing • allowing additional time for activities • regular mobility/movement breaks A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see: • Core Stability (p.48) • Pelvic Stability (p.95) • Shoulder Stability (p.109) See suggested training on page 60

Sensory and Physical – Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	Handwriting and fine motor skills		

| | Recording work

The CYP may:

• have illegible handwriting

• be reluctant to hand write

• be unable to keep up with pace

• be unable to record ideas | Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist

South Warwickshire Foundation Skills Assessment assessment of foundation classroom skills and fine motor skills, all ages, free to access

South Warwickshire NHS Hand skills assessment assessment of classroom and fine motor hand skills, all ages, free to access

Integrated Therapy Service for Children and Young people Factfile 'Problems you may see and what do to' identification table to support identification of motor skills and sensory/cognitive skills for writing. Pages21-31, all ages, free to access

Sensory Processing Handbook | Recording work

• Consider alternate ways of recording work for some tasks, e.g. voice recording, using pictures,
using laptop for some work

• Use of a writing slope or alternative positions for working

• Enlarged worksheets to account for larger/less clear handwriting

• Consider positioning of worksheets, some CYP find tracking side to side easier than up and down

• Reduce expectations of volume of work produced

• Allow additional time for activities involving fine motor skills

• Adapting homework tasks to reduce expectations

• Handwriting programmes such as Teodorescu-Write from the start: Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting. This programme offers an approach to handwriting which develops the muscles of the hand. It includes over four hundred graded exercises and activities to develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination and orientation and laterality. Promotes early pencil control. At a cost.

• The Handwriting Without Tears® curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory strategies for early writing. The program follows the research on how CYP learn best and includes materials that address all styles of learning. CYP move, touch, feel, and manipulate real objects as they learn habits and skills essential for writing. At a cost.

• A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files, p.7

See suggested training on page 60 |

SEND Somerset's Local Offer

Sensory and Physical – Physical Needs
Support for a child or young person (CYP) within the broad areas of need.

Sensory and Physical Universal

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	**Handwriting and fine motor skills**		
	The CYP may: **Keyboard access** • be unable to type with both hands • use single fingers **Copying from the board** • be unable to track between board and book • be unable to record accurately • miss information **Using tools** • have difficulties manipulating small objects (e.g. beads) • have difficulties using scissors • have difficulties using cutlery	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist 'What you may see' in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. • Developing fine motor skills (p.57) • Hand Gym for the older child (p.71) • Handwriting (p.75) • Scissor skills (p.102) • Bilateral integration (p.39) Sensory Processing Handbook	**Keyboard access** • Consider alternative mouse, keyboard or other suitable equipment and associated keyboard/touch typing software. • Simple Changes for Pupils using Technology • Developing Keyboard Skills **Copying from the board** • Have a handout on the desk • Have an electronic version • Consider where the student sits A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see: • Developing fine motor skills (p.57) • Hand Gym for the older child (p.71) • Handwriting (p.75) • Scissor skills (p.102) • Bilateral integration (p.39) • Enlarged worksheets to account for larger/less clear handwriting • Consider positioning of worksheets, some CYP find tracking side to side easier than up and down • Reduce expectations of volume of work produced • Allow additional time for activities involving fine motor skills • Adapting homework tasks to reduce expectations See suggested training on page 60

SEND Somerset's Local Offer

Sensory and Physical – Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	Coordination and mobility		
	The CYP may: • require occasional, low-level support to mobilise in the setting • have difficulties sitting on the floor and/or getting up from the floor • have difficulties changing positions • struggle to coordinate movements in PE • have falls/trips frequently in the playground • have difficulties navigating around the classroom e.g. bumping into furniture/people • have difficulties throwing/catching • have poor timing and sequencing of movement • have difficulties learning new motor skills e.g. swimming, riding a bike/trike • have difficulties with balance	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist 'What you may see' in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see: • Balance (p.34) • Ball Skills (p.38) • Bilateral Integration (p.39) • Core Stability (p.48) • Flexible Joints (p.68) • Motor planning (p.86) • Pelvic Stability (p.95) Sensory Processing Handbook	• Whole class Wake and Shake or similar • Regular movement breaks • Consider position on the floor – dedicated spot/cushion with firm surface to lean against A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see: • Balance (p.34) • Ball Skills (p.38) • Bilateral Integration (p.39) • Core Stability (p.48) • Flexible Joints (p.68) • Motor planning (p.86) • Pelvic Stability (p.95) See suggested training on page 60

Sensory and Physical - Physical Needs
Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive APDR cycles.	**Physical access to the school**	
	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist. School staff are not expected to carry out any specialist assessments relevant to this area of need.	To include Universal support plus: For CYP with physical needs that requires SEN Support, an EHA referral should be made to AAT for further advice and support. Information can be found on the SSE Website. See suggested training on page 60
	Toileting and self-care	
	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist. School staff are not expected to carry out any specialist assessments relevant to this area of need.	To include Universal support plus: • For CYP with physical needs that requires SEN Support, an EHA referral should be made to AAT for further advice and support. Information can be found on the SSE Website • Referral to the Children and Young People's specialist service (previously known as SPOT) Occupational Therapy team via Somerset Council on 0300 123 2224 • Occupational Therapy (Children with Disabilities) – Professional Choices • Referral to the continence team or school nurse. School Nurses cover Level 1 continence i.e. Primary Night-time wetting, Bladder and Bowel team cover most other aspects relating to school. For further information see the Paediatric Continence (somerset.gov.uk) on the local offer website • https://www.eric.org.uk/ ERIC, the Children's Bowel and Charity is the UK's leading charity supporting all children and teenagers with a bowel or bladder problem. A free to access telephone and email helpline • See suggested training on page 60

Sensory and Physical – Physical Needs
Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive **APDR** cycles.	**Toileting and self-care**	
	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist School staff are not expected to carry out any specialist assessments relevant to this area of need.	https://www.eric.org.uk/ ERIC, the Children's Bowel and Charity is the UK's leading charity • Clinically correct information and digital resources and use a credible online shop for continence products • Training courses for health and education professionals and Support and information events for parent carers See suggested training on page 60
	Sitting and seating	
	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist School staff are not expected to carry out any specialist assessments relevant to this area of need.	• Referral to the Children and Young People's specialist service (previously known as SPOT) Occupational Therapy team via Somerset Direct on 0300 123 2224 • Follow professional advice for reasonable adaptations and commercially available equipment • Consider referral to Physiotherapy in CYPTS if strategies have not supported progress. Further information and referral criteria can be found on the service website See suggested training on page 60
	Handwriting and fine motor skills	
	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist School staff are not expected to carry out any specialist assessments relevant to this area of need.	• Access to dedicated lap top or tablet for recording work and word prediction to support spelling • Text-to-speech functions in Microsoft, Google, Ipad, Mac • Dictate functions in, Microsoft, Google, Ipad, Mac with training on their use • Learnt to type programme - Typing Club Learn Touch Typing Free to access - TypingClub Development of Touch Typing skills using programmes such as: • DoorWay Text Type, A highly accessible touch typing method, all ages, free to access • BBC dancemat touch typing, all ages, free to access • English Type Junior and Senior, all ages , at a cost • Regular programme of fine motor skills activities individually or in small groups Referral to the Children and Young People's specialist service (previously known as SPOT) Occupational Therapy team via Somerset Direct on 0300 123 2224 See suggested training on page 60

Sensory and Physical – Physical Needs

Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support	**Coordination and mobility**	
Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive APDR cycles.	Conversation with the parent carer including whether any health professionals are involved. E.g. occupational health, Paediatrician, Physiotherapist. School staff are not expected to carry out any specialist assessments relevant to this area of need.	To include Universal support plus: • regular programme of motor coordination activities individually or in small groups such as Learn to Move • Children and Young People's specialist service OT offer CYP-specific Manual Handling training. This will require a referral to the Children and Young People's specialist service OT team plus prior attendance at the generic Moving and Handling Training course • consider a referral CYPTS OT and Physiotherapy should further advice and support be needed. More information and referral criteria can be found on their website. See suggested training on page 60

Sensory and Physical - Physical Needs

Useful Resources

Toileting and self-care

Whole school approach to inclusive access

Toileting-Guidance.pdf

Children and Young People's Continence Service - Paediatric Continence Service (somersetft.nhs.uk)

Occupational Therapy Checklist which can be found here.

Sitting and seating

Whole school approach to inclusive access. Refer to:
Seating for schools presentation 22.3.22.pptx (sharepoint.com)

Handwriting and fine motor skills

Occupational Therapy Checklist which can be found here.

Coordination and mobility

Risk assessment information can be found at:
Moving and Handling risk assessment (MH1)
Occupational Therapy Checklist which can be found here.

SEND Somerset's Local Offer

Sensory and Physical - Physical Needs

Useful Resources

Access to useful Resources from the Access and Assistive Technology Team here

Access and Assistive Technology team resources | Support Services for Education

Training

Access training from the Access and Assistive Technology Team here:

Access and Assistive technology Team | Support Services for Education

Personal Emergency Evacuation Plan (PEEP) – generic one hour online training. Information can be found on the SSE Website.

Personal and Intimate care. Information can be found on the SSE Website.

Evacuation Chair training – setting specific three hours training. Information can be found on the SSE Website.

Curriculum access through IT. Information can be found on the SSE Website.

Who else can help?

Somerset Inclusion Advice Line 0300 123 2224

Somerset's Inclusion Tool and Inclusion Advice Line for schools

Referral to AAT

Link to the Local Offer which explains the differences between the services and when to refer to which service Somerset's SEND Local Offer

For children and young people (CYP) diagnosed with:

Cerebral Palsy - Cerebral palsy - NHS (www.nhs.uk)

Developmental coordination disorder (DCD) - https://canchild.ca/en/diagnoses/developmental-coordination-disorder

Juvenile Idiopathic Arthritis(JIA) - https://jia.org.uk/shop/managing-jia-in-school/

Muscular Dystrophy - Muscular dystrophy - NHS (www.nhs.uk)

Rheumatoid Arthritis: - https://nras.org.uk/

Spina Bifida: - https://www.nhs.uk/conditions/spina-bifida/

https://www.sasp.co.uk/disability-sport

https://cpsport.org/

SEND Somerset's Local Offer

Sensory and Physical – Visual Impairment
Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	The CYP may: • hold reading materials very close or at an unusual angle • adopt a poor or unusual posture when reading • not respond to non-verbal instructions such as facial expressions • lose their place when reading, skip lines or struggle to find text on a page • lack confidence in group activities • be hesitant when walking or bump/knock into things • walk with an unusual gait • have difficulty finding dropped items • have a short attention span when reading or writing • tilt their head excessively to one side, up or down • use excessive head movements when reading The CYP may: • squint or frown when looking at the board • struggle to copy information from the board or from a peer next to them • have poor hand/eye co-ordination	<u>SIT</u> pupil profile Conversation with the parent carers around your concerns. Check when last eye check took place and whether any health professionals are involved such as a Consultant Ophthalmologist.	The view of the CYP around how they feel has been sought in a child friendly way. • ·Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on progress. Also to ensure that information is shared appropriately. • Joint working between school and family to discuss CYP's vision impairment • Curriculum differentiation that takes account of individual visual needs • Enlarging of class resources e.g. larger text on worksheets • Use of matt laminates to reduce glare • Removing unnecessary text on worksheets • Ensuring good overall glare-free to access levels of light • Following medical advice about the wearing of glasses and/or occlusion (patching) • Making applications for Exam Access Arrangements as required • Accessing and using e-books • Awareness and risk assessment of impact of vision impairment for safety e.g. PE lessons, fire practice, offsite or unfamiliar visits • Follow tips and strategies for creating an <u>accessible environment.</u> , age 5-18, free to access • Follow tips for <u>working with children with a visual impairment</u> , age 5-18, free to access See suggested training on <u>page 63</u>

Sensory and Physical – Visual Impairment
Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive **APDR** cycles.	Make sure you have looked at the Quick Checker and have had a conversation with the parent carers around your concerns. Ask if the CYP has a Consultant Ophthalmologist. School staff are not expected to carry out any specialist assessments relevant to this area of need.	To include Universal support plus: For CYP with a vision impairment that requires SEND Support, an EHA referral should be made to the Vision Support Team for further advice and support. Information about the Vision Support Team (including Habilitation Specialists) can be found on the SSE Website. The Vision Support Team can: 1. Carry out a Functional Vision Assessment and provide strategies and recommendations Depending on the assessment outcomes Vision Support team may provide: 2. Advice and guidance on things you can do in school including: • adapting standardised curriculum assessments e.g. Neale Analysis of Reading Ability • enhanced transition planning • specialist equipment • accessible resources for the curriculum – enlarging or modifying • adaptations to the physical and sensory environment • mobility and Independence • independent Living Skills 3. Deliver one to one teaching to CYP and staff on: • use of specialist equipment • touch-typing • introduction to electronic resources, such as books • modification of curricular resources See suggested training on page 63

Sensory and Physical - Visual Impairment

Useful Resources

Access useful resources from the Vision Support Team here:

Vision Support Team Resources | Support Services for Education

Environmental Self-Audit (free to access) of a school site for a child or young person (CYP) with a Vision impairment

Classroom self-audit (free to access) for a CYP with a vision

Training

Access training from the Vision Support Team here:

Vision Support Team | Support Services for Education

Who else can help?

Somerset Inclusion Advice Line 0300 123 2224

Somerset's Inclusion Tool and Inclusion Advice Line for schools

RNIB advice-for education-professionals/guidance-teaching-and-learning has some excellent curriculum resources and help sheets

Welcome to Somerset Sight | Somerset Sight Somerset Sight have a shop in Taunton for resources, a mobile advisory service which provides low vision aids, advice and guidance and the organisation runs many fun events for CYP with vision impairment

Guide Dogs UK Charity For The Blind And Partially Sighted

Families First Service - RSBC Royal Society for Blind Children (RSBC) – their Families First service has practitioners who look to support the wellbeing and confidence of CYP and their families

Parents and Carers Archives - Habilitation VI UK This provides information aimed at mobility and independent living skills

ECLO - Ophthalmology (Eyes) (somersetft.nhs.uk)

Bristol Eye Hospital | ECLO These are the weblinks for Eye Clinic Liaison Officers (ECLOs) at a couple of Somerset hospitals. ECLOs can offer a range of assistance which may include guidance, emotional support, eye condition information, details of available benefits and helpful organisations, sight loss registration and employment matters

The Amber Trust - Home The Amber Trust provides free to access resources and ideas to engage CYP with vision impairment with music

Activity Finder - British Blind Sport British Blind Sport aims to encourage children and adults with vision impairment of all ages to take part in activities and play sport at every level

Somerset Cricket Foundation Somerset Cricket Board offer a number of inclusive cricket sessions around Somerset (including Frome, Yeovil, Chard) for different ages

Play Therapy Pods - Newlife Charity A service that loans sensory

SEND Somerset's Local Offer

Sensory and Physical – Hearing Impairment
Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	It is important to check whether a recent hearing assessment has taken place. The CYP may: • have immature grammar e.g. "me want apple" • have immature speech sounds e.g. " bish" for fish, "gar" for car • make less than expected progress in phonics • make less than expected progress in the curriculum • lose focus or be more often distracted in comparison to peers • vary in response to hearing their name e.g. good if familiar voice, when close or can see you, in quiet • not turn their head and smile, look up, and respond verbally to name • give answers or comments which are not relevant, and show have missed information • often asks for repetition of instructions • have difficulty in starting a task after instructions (e.g. looks at other CYP or asks for help)	<u>SIT</u> pupil profile Conversation with the parent carers around your concerns. Ask when the CYP last had a hearing check and if there are health professional such as a Clinical Audiologist and/or Ear, Nose and Throat Consultant. School staff are not expected to carry out any specialist assessments relevant to this area of need.	The view of the CYP around how they feel has been sought in a child friendly way. • Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on progress. Also to ensure that information is shared appropriately. Improve the listening environment by: • reducing background noise • reducing reverberation (echo) by introducing soft furnishings, blinds, display boards • ensuring electrical, plumbing and heating sources are quiet • installing carpet, stoppers on chair and table legs, close doors between rooms Consider the introduction of a soundfield system allowing all CYP to hear well wherever they are in a class and whichever direction the teacher faces. All staff have 'deaf awareness' strategies: • repetition of contributions from others when required • organise class routines and seating to optimize teacher's voice and minimize other noise • pupil sits close to teacher • the face of the teacher well lit • provide visual cues alongside speech to give meaning • access to quiet spaces to work and small group support See suggested training on <u>page 67</u>

Sensory and Physical – Hearing Impairment
Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	The CYP may: • use limited vocabulary, not pick up new curriculum words or names readily • use non-specific language e.g. "that one" "over there" "it's big" • have difficulty expressing needs clearly or are difficult to understand if context is unknown • use gestures, show or point alongside speech to help them get message across • are very quiet in or withdraw from group social situations • have issues with friendship group and socialising with peers • have difficulty joining in playground games or age appropriate conversation	Conversation with the parent carers around your concerns. Ask when the CYP last had a hearing check and if there are health professional such as a Clinical Audiologist and/or Ear, Nose and Throat Consultant. School staff are not expected to carry out any specialist assessments relevant to this area of need.	Conduct a risk assessment. Be aware of possible impact of hearing difficulties for safety in environments including: • explicit teaching of fire practice • allocate watchful adult /hand holding • planned fire alarms are not heard in all areas including toilet • making sure swimming and PE coach and supply staff are aware of hearing loss Consider ways to include in sports at distance for example, instructions and demonstration before PE game, visual 'flag' to start races or alert CYP to stops and starts at distance. To support CYP with hearing-aids Top tips for caring for hearing aids at home (ndcs.org.uk) , age 0+, free to access Consider specific strategies for CYP with different types of hearing loss: • strategies for supporting CYP with unilateral hearing loss, age 5-18, free to access • strategies for supporting CYP with conductive hearing loss age 5-18, free to access • Supporting CYP with Glue Ear age 5-18, free to access See suggested training on page 67

SEND Somerset's Local Offer

Sensory and Physical – Hearing Impairment
Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive APDR cycles.	Conversation with the parent carers around your concerns. Ask when the CYP last had a hearing check and if there are health professional such as a Clinical Audiologist and/or Ear, Nose and Throat Consultant. School staff are not expected to carry out any specialist assessments relevant to this area of need.	To include Universal support plus: For CYP with a hearing impairment that requires SEND Support, an EHA referral should be made to the Hearing Support Team for further advice and support. Information about the Hearing Support Team can be found on the SSE Website.. Following acceptance of an EHA Hearing Support Team can provide: • assessment and recommendations to support auditory access to the curriculum related to known hearing loss • training from the Hearing Support Team (HST) in relation to the specific hearing needs • enhanced Transition planning support • monitoring visits to observe curricular access and support the implementation of HST recommendations. • advice on modification of curricular materials • advice and training on specialist equipment • provision of Specialist Equipment (assistive listening devices/radio aids) • signposting to voluntary agencies and other sources of information See suggested training on page 67

Sensory and Physical - Hearing Impairment

Useful Resources

Teachers can use the questionnaires below when they have concerns about a child or young person's (CYP) hearing ability.

Primary
SoundSkills-TEAP-Form.pdf free to access

S.I.F.T.E.R.pdf (soundskills.co.nz) free to access

Secondary
Secondary-S.I.F.T.E.R.pdf (soundskills.co.nz) free to access

Complete self-audit tools or the classroom and school environment, free to access

Information and resources can be found on the Hearing Support Team Section of the SSE Website

Discuss concerns with parents and encourage them to make a GP appointment for referral to audiology

Consider if the CYP also had their eyes checked

Training
Access training from the Hearing Support Team here Hearing Support Team | Support Services for Education

Who else can help?

Somerset Inclusion Advice Line 0300 123 2224

Somerset's Inclusion Tool and Inclusion Advice Line for schools

Hearing Support Team for deaf children and young people (somerset.gov.uk) **The Hearing Support Team** works with CYP from birth up to sixteen years old/twenty five years old (with an EHCP)

National Deaf Children's Society | supporting deaf children (ndcs.org.uk) The **National Deaf Children's Society (NDCS)** work with families and professionals to overcome the social and educational barriers that hold deaf children back.

Further reading

DELTA: Deaf Education Through Listening and Talking - Deaf Education **Deaf Education Through Listening and Talking (DELTA)** is a charity that supports families with deaf babies, CYP and the practitioners in Health and Education that work with them.

Home - BATOD **British Association Teachers Of the Deaf (BATOD)** is the sole professional association for Teachers of the Deaf in the UK.

Home page - The Elizabeth Foundation for Preschool Deaf Children (elizabeth-foundation.org) The **Elizabeth Foundation** help young deaf children to listen and talk. Ewing Foundation (ewing-foundation.org.uk) The **Ewing Foundation** is a national charity, promoting inclusion and achievement for deaf CYP through listening and speaking.

NatSIP - Home **The National Sensory Impairment Partnership (NatSIP)** supports colleagues from the frontline workforce who are new to working with a CYP with sensory impairment as well as a wealth of research, information and resources to support CYP with sensory impairment.

Find the Best Hearing Aid Solution | Hearing Devices - Phonak **Phonak** is an international hearing aid manufacturer.

National Association for Special Educational Needs (**nasen)**: video specific to hearing impairment https://www.sendgateway.org.uk//

SEND Somerset's Local Offer

Social, Emotional and Mental Health (SEMH)

Children and young people (CYP) say:

SEND Code of Practice:

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools'.

It's important to have the right level of support.

It helps me when I can go out of the room to calm. down

It makes a world of difference to use when people understand and care.

Just because you can't see it doesn't mean that it isn't there.

It is important to recognise that SEMH difficulties may reflect other underlying special educational needs or difficulties from other categories of need. It is essential that barriers, identification tools, and strategies/interventions from other areas of need outlined in this document are considered when supporting a CYP who presents with SEMH needs.

SEND Somerset's Local Offer

Social, Emotional and Mental Health

A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. (p.4)

Mental health and behaviour in schools (DfE, 2018)

Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils. (p.4)

There are things that schools can do for all pupils, as well as those at risk of developing mental health problems, to intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur. (p.5)

The culture, ethos and environment of the school can have a profound influence on both pupil and staff mental wellbeing. Schools are in a unique position, as they are able to help prevent mental health problems by promoting resilience as part of an integrated, whole school approach that is tailored to the needs of their pupils. A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life (p.8)

What Can Help?

Somerset Wellbeing Framework

The Somerset Wellbeing Framework provides a range of tools and guidance to support the development of an effective whole-school approach to mental health and wellbeing. This includes a Wellbeing Audit, which is a series of criteria covering a wide range of wellbeing indicators that are linked to the 8 principles of a 'whole school approach'. Each of the criterion represent the essential elements that make up a mentally healthy school and will provide settings with a valuable starting point for further health development.

The Wellbeing Audit acts as a self-assessment checklist which will help you to identify and celebrate all the positive health-related developments you have made. It will also identify any areas where you may need to take action or develop further work.

Whole School Policy and Practice

- **School Policies** which are underpinned by attachment and relationship-based principles—Guidance-for-Developing-Relational-Practice-and-Policy.pdf (somersetvirtualschool.co.uk)
- **Trauma Informed Somerset** guidance, information, and resources (more coming soon).
- **Ongoing CPD** for all staff to support wellbeing. Free CPD resources from the Educational Psychology Service can be found here and the training menu here.
- The **mental health and wellbeing overview** page includes a route map, directory of local services and organisations, a quick guide for families , and amore detailed video outlining the local mental health landscape and support available.
- The **Inclusion Route Map** (coming soon) provides and overview of the expected steps of response when supporting CYP who present with challenges with education engagement and/or behaviour.
- The **Targeted Support (Pre-exclusion) Checklist** (coming soon) provides and pverview of the responsibilities and duties as part of pre-exclusion considerations.
- The **Emotionally Based School Avoidance (EBSA) Information, Guidance, and Resources** provides practical information ranging from whole-school approaches to more targeted support.

SEND Somerset's Local Offer

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)

Universal	It is likely that a lot of CYP will experience some difficulties with their social and emotional health at some point during their school career. They may display some of the behaviours listed below, but it does not always mean they have a SEN.
	Ability to plan, attend, organise, regulate themselves and manage change
	Forgetting materials or instructions, not paying attention, disliking change in routine, impulsive behaviours, difficulty remaining on task, difficulty with task transition, rushing work.
	Attendance at school
	Reduction in attendance/ and or being late and patterns of non-attendance, parent carers report challenges getting their CYP into school, missing lessons, difficulties with transition. Frequent illnesses i.e. tummy ache, headache. See EBSA guidance for more information
	Maintaining healthy peer relationships and friendships
	Falling out with peers, not forming positive relationships, needs to feel in control of peer relationships, difficulties maintaining appropriate boundaries and relationships, physical aggression with others, isolated from peers, sensitive to disagreements, lacks resilience to repair the relationship, rejecting others.
		SIT pupil profile
		SEMH needs can arise due to needs in other areas not being identified and met. It is essential that the assessment tools outlined in other aeras of need are considered when supporting a CYP who presents with SEMH needs.
		
		Universal SEMH identification tools for individual students are listed on the next page.
			The view of the CYP around how they feel has been sought in a child friendly way.
			
			• Close home/setting/parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on progress. Also to ensure that information is shared appropriately.
			
			Due to the complex nature of SEMH needs, the strategies below are applicable to many of the barriers to the left. These strategies create a school and classroom environment which supports the social and emotional wellbeing of all CYP.
			Whole Class Strategies
			• Use solution focused approaches. Focus on pupil strengths, skills, and interests rather than on the 'problem'
			• Create a safe and predictable classroom environment with clear expectations by:
			  • using a whole class visual timetable
			  • having consistent rules within the classroom that are appropriately differentiated where necessary
			  • creating zones in the classroom which includes a safe space or calm zone
			  • putting CYP into pairings rather than asking them to choose
			• A class emotions board that asks 'How are you feeling today?' and gives pupils a range of emotions to place their name sticker underneath. If pupils highlight emotions you are worried about, you can follow up with additional conversation. An example can be found here
			• Include Circle time/PSHE Lessons which focus on teaching various emotional literacy skills such as self-regulation. Sessions should happen at least weekly in primary school and fortnightly in secondary school
			• Teach calming/relaxation activities as part of the timetable. This might include mindfulness, breathing, yoga, colouring, drawing, story time (adult reading to CYP). This could happen as part of tutor time in secondary school
			• Use a growth mindset approach in the classroom. Ideas can be found here
			• Make kindness a priority in your classroom. Notice CYPs being kind and keep records or celebrate this. This might be with a Kindness Tree or other special recognition
			See suggested training on page 75

Social, Emotional and Mental Health (SEMH)
Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	**Managing and/or regulating their emotions (e.g. quick emotional reactions to seemingly small stimuli)** Disruptive behaviour e.g. throwing chairs, destroying work, verbal and/ or physical aggression. Emotional outbursts, tears, screaming and shouting, self-injurious behaviours. **Behaviour at home that may not be seen at school** A change in behaviour at home, for example emotional at the end of the day which may present as challenging behaviours, withdrawal, difficulties with sleep, eating, self-care and independence. **Engagement with the curriculum** Avoiding work e.g. asking to leave the classroom, looking for resources, disruption and distraction, refusal to comply with adult requests, withdrawal, shouting out, getting up and wondering around, running away. **Change in demeanour and/or appearance** Change in appearance, attitude to learning, motivation to engage with peers, quieter or louder in class. Changes may have occurred quickly or over time. **Unpredictability of behaviour with lack of obvious triggers** Behaviour does not seem to follow particular patterns, triggers may seem unrelated, behaviours seem vary or change on a regular basis.	Emotional Literacy Checklist—Measure CYPs' ability to understand and express feelings and highlight areas for intervention. Age 7—16 years, at a cost Identifying pupil views is a key feature of effective practice when identifying SEMH needs. All ages, free to access The Children's Mental Health and Psychological Wellbeing Portfolio—a range of simple, questionnaire-based assessments to measure CYP social and emotional skill. Age 2—20 years, at a cost ABCC charts (antecedent, behaviour, consequences and communication) — An observational tool that allows you to record information about a particular behaviour to better understand what the behaviour is communicating. All ages, free to access Strengths and Difficulties Questionnaire (SDQ) - For identifying areas of strengths and difficulties to be completed by school, family and child and young person (CYP). Age 3—17 years, free to access	**Individual Pupil Strategies** Due to the complex nature of SEMH needs, the strategies below are applicable to many of the barriers to the left. • Regular communication between home and school using a home/school book or emails • Provide appropriate play-based activities and/or creative activities e.g. messy play, using playdough, drumming, music, drama, art. This should be at least once a week with a trusted adult • Schedule a daily check in or daily meet and greet with a trusted adult. This may happen at the start of the day to discuss the day ahead, at the end of the day to review the day, or during the day to check in about how the day is going. This should be at least 15 minutes daily • Plan targeted opportunities to build positive relationships with the CYP—e.g. a specific time in the day/week to share an activity that is of interest to you both • Give the CYP a responsibility or special role in the classroom to increase their self-esteem, and provide opportunity for movement • Give controlled choices within timetable e.g. 'would you like to do task A or task B first?' • Set personalised learning targets. Tasks should have clear goals, outputs, and timescales for completion to reduce the 'unknown' and limit anxiety • Chunk tasks. Make tasks short, with frequent breaks, and opportunities to move around See suggested training on page 75

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	What will you see? (Barriers)	Tools for identification of need	What can help? (Strategies and provision)
Universal	**Low confidence and/ or self-esteem** Fear of failure, risk avoidance, negative self-talk/ appraisal of self, difficulty accepting praise, fixed mindset, unable to experience joy in success. **Failure to make anticipated progress across many areas of the curriculum** This might include reduced progress in core subjects (such as maths, English, science) and/or progress in other subjects areas.	Universal SEMH identification tools for individual students are listed on the previous page.	Due to the complex nature of SEMH needs, the strategies below are applicable to many of the barriers to the left. • Use visual support to provide structure to tasks such as a now and next board. • Use short, clear instructions; recap and reinforce these during lessons • Provide 'scaffolding' in the form of writing frames, word mats, relevant classroom displays, access to technology • Say what you want them to do, rather than what you don't. E.g. 'walk slowly' rather than 'don't run' • Consider seating and positioning in the classroom. A seat at the side or back of the classroom might be preferable for some CYP so they do not worry about what is happening behind them. Some CYP might prefer to be closer to the door to allow for time out if needed See suggested training on page 75

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	Boxall profile— It identifies the levels of skills the CYPs possess to access learning. Age 4—18years, at a cost The Spence Children's Anxiety Scale assess 6 domains of anxiety and can be used to understand whether a CYP has raised levels of anxiety in a specific or more generalised area. For CYP age 8—15. Currently free. Emotionally Based School Avoidance (EBSA)– tools for identification and information gathering should be used alongside other guidance. All ages. Free. **Somerset Pastoral Support Plan** (coming soon)—supports the identification of need, including ensuring there is an understanding of the functions of behaviour to inform planning. All ages, free	Intervention at this level includes strategies listed at a Universal level. Elements of universal provision would be considered SEN support when it is personalised to the CYP and is delivered on a one to one or small group basis. **Classroom based interventions** • Provide a personalised 'Help me' card for the CYP discreetly to ask for support from an adult • Provide a 'Time out' or 'exit card' for the CYP to request time away from the classroom or task when required. A clear plan should be made about where the CYP can go, what they could do (provide calming activities), and the plan for reintegrating them into the classroom (e.g. they may be set a time to come back, an adult may need to check on them etc) • Use a visual strategy to support communication about emotional regulation in the classroom. This could be Zones of Regulation (a book is available at cost) or the Incredible 5-point Scale (a book is available at cost) • A one-page profile created by parent carers and teaching staff, along with the CYP, to give a snapshot of a CYP likes, dislikes, strengths and areas where they might need a bit more support • Provide an individualised visual timetable for the task, lesson and/or across the whole school day • Classroom transition support – use music, important job, snack time either side of break, pre-warning, buddy to move to different classroom, leaving lessons early/late to move when it is quieter • Make reasonable adjustments to behaviour policy • Use a worry box/ in the classroom so CYP can express their needs safely • Use a keeping in mind strategy such as the invisible string. More information can be found here • Give warnings and/or preparation and allow discussion for any changes to the school day or for any school trips. Visual support might be helpful here such as pictures of any change or new place • Personalise the environment , e.g. provide own workspace if this is preferable for the CYP • Additional adult support is likely to be required in the classroom to embed and support the use of some of these strategies See suggested training on page 75

SEND Somerset's Local Offer

Social, Emotional and Mental Health (SEMH)

Support for a child or young person (CYP) within the broad areas of need.

	Tools for identification of need	What can help? (Intervention)
SEN Support Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through successive ADPR cycles.	SEN Support SEMH identification tools for individual students are listed on the previous page.	**Interventions outside of the classroom** Important considerations for interventions outside of the classroom: • selecting the right intervention to meet the needs of the CYP and the skills you wish for them to develop • the balance of interventions taking place outside of the classroom with time spent in the classroom • the number and type of intensive interventions the CYP can reasonably manage • small group or individual interventions should run at least weekly for 6 –10 weeks before reviewing. It can be beneficial to have a break in intervention for several weeks to allow for consolidation of skills • interventions should have clear aims and outcomes to be achieved at the end of the intervention period. Outcomes/ aims should be reviewed regularly as part of he APDR cycles **Interventions outside of the classroom** • A continuation of collaboration between home and school to ensure pupil views and parent carers are central to the APDR process. This should include a team around the child/family approach which might also include regular meetings, phone calls/emails. • Individualised ELSA (Emotional Literacy Support Assistant) Intervention which teaches specific emotional regulation and/or social skills. More information is available <u>here</u> and <u>training</u> is available in Somerset from the Educational Psychology Service • Small group interventions aimed at developing social skills or communication such as: <u>Talkabout</u>, <u>socially speaking</u>, <u>Time to talk</u> • Circle of Friends Intervention aimed at developing understanding and collaboration within a class or peer group. More information can be found <u>here</u> • Outdoor interventions such as weekly forest school, gardening, sports • Nurture Group Provision. Further information can be found <u>here</u> • Identify a trusted key person(s) to talk about worries and support with problem solving. A key person would need to be available regularly (at least weekly but planned to meet the CYP needs) to meet with the CYP. They may also need to be available on an ad hoc basis for support when required during the day **Alternate Provision** • Explore <u>alternative provision</u>. School is the best place to learn for the majority of CYP. Schools can use alternative provision to prevent exclusions and/or to support pupils to re-engage in their education • Temporary hybrid timetable <u>Guidance for using Part Time Timetables.docx (live.com)</u>. This might include <u>AV1 robots</u> with clear intentions to increase this over time and through the APDR process See suggested training on <u>page 75</u>

Social, Emotional and Mental Health (SEMH)

Who else can help?

Somerset Inclusion Advice Line 0300 123 2224.

For Schools:

- **Somerset Educational Psychology Service** are pleased to offer;
  - E-Learning training on a variety of subjects EPS E-Learning | Support Services for Education
  - A webpage dedicated to Wellbeing Wellbeing for Education Return – Training Videos for Education Staff | Support Services for Education
  - Information, advice, and resources on emotionally based school avoidance Emotionally Based School Avoidance (EBSA) – Information, Guidance & Resources | Support Services for Education,

- **Mental Health in Schools Team (MHST)** Mental Health Support Team (Schools) | Young Somerset Ages five to sixteen. Low intensity CBT interventions and support to schools to adopt a Whole Schools Approach to mental health and wellbeing. Access via a request for help through the school's Designated Mental Health Lead. For Schools who are not part of the MHST service please see Young Somerset's Wellbeing Service (below).

- **Senior Mental Health Lead Training** Somerset children & young people : Health & Wellbeing : Somerset Senior Mental Health Leads Training And Support (cypsomersethealth.org) – DfE assured 4-day course to develop and implement a whole school or college approach to mental health and wellbeing.

- **Young Somerset (YS) Wellbeing Service,** Low intensity Cognitive Behavioural Therapy for mild to moderate depression and anxiety. Suitability criteria can be found on their website Wellbeing Support | Young Somerset referral information can be found here Request Support

| Young Somerset

- **School nursing team,** Schools can contact their local area school nurse team School Nurses (somerset.gov.uk). Parents of a school age child who require advice and support, can contact Somerset's School Nurse text line Parent Service on 07480 635515. Young people aged eleven to nineteen years old can text the School Nurse Young People's Service on 07480 63551.

- **Pupil Referral Outreach support:**
  - Tor school- Mendip Homepage - Tor School
  - South Somerset Partnership School – South https://www.ssps.org.uk
  - The Bridge- Sedgemoor - The Bridge School - Home (thebridgesedgemoor.org)
  - Taunton Deane Partnership College – Taunton and West Somerset Home | Taunton Deane Partnership College

- **Single Point of Access for Child and Adolescent Mental Health Service (CAMHS SPA)** Professionals can use this number if they need advice or guidance in how to support a young person and their family but are uncertain about which service may best meet their needs.: 0300 124 5012. Eligibility for CAMHs and recommended interventions. https://www.cypsomersethealth.org/images/ CAMHS_Eligibility_Criteria.pdf

- **Somerset Wellbeing Framework** provides a range of resources.

SEND Somerset's Local Offer

Social, Emotional and Mental Health (SEMH)

Who else can help?

For CYP:

- **YoungMinds** YoungMinds | Mental Health Charity For Children And Young People | YoungMinds are a mental health charity for CYP and their parents, making sure all young people can get the mental health support they need.

- **Kooth** Home - Kooth Free safe and anonymous tool for young people aged ten to eighteen in Somerset.

- **GPs, Health Visitor and health services—**If you speak to **your GP** about **your mental health** concerns, they can: ask questions about **your** feelings and thoughts that may help you better understand what you are going through and what support is available.

For parent carers:

- **Parent carer toolkit** Somerset children & young people : Health & Wellbeing : New Home (cypsomersethealth.org) Their website has been designed to support parents and carers to find the information they need to help with their role of 'being a parent'.

- **Home-Start** http://www.homestart-westsomerset.org.uk/ is a voluntary organisation offering support, friendship, and practical help to families at home with CYP under seven.

- **Somerset Parent Carer Forum** Somerset Parent Carer Forum – Somerset Parent Carer Forum CIC Ltd (not for profit) company no. 10227489 is an independent not for profit Community Interest Company formed by parent carers.

- **SENDIAS** Somerset SENDIAS Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give CYP and their parent carers information, advice, and support about SEND. The service is free, confidential, and impartial.

- **Parent and Family Support Advisors (PFSAs)** work with school-aged CYP and their families that require additional support. Contact your school pastoral support team for more information.

- **Family Intervention Service (FIS)** Family Intervention Service (somerset.gov.uk) is a specialist county-wide **service**. It offers support to CYP people from birth up to eighteen years and their families where multiple complex issues are present.

SEND Somerset's Local Offer

Social, Emotional and Mental Health (SEMH)

Who else can help?

Support for a specific populations:

- **2BU** Welcome for LGBTQ+ young people (2bu-somerset.co.uk)Provide support to young people living in Somerset, who may find that being Lesbian, Gay, Bisexual Transgender, or questioning your sexuality or gender identity can be difficult. Support to parent/ carers LGBTQ+ support and help. (2bu-somerset.co.uk).

- **Somerset Mind** For Trans people living in Somerset Tel 0300 330 5468. www.mindtws.org.uk/trans-plus.

- **The LGBT+ Switchboard** The LGBT+ Switchboard provides an information, support and referral service for lesbian, gay, bisexual, and transgender people. Tel 0300 330 0630. or you can e-mail them chris@switchboard.lgbt

- **CRUISE** Home - Cruse Bereavement Support Cruise offers support to grieving children, young people (CYP) and adults. 0808 808 1677.

- **PROMISE works** https://www.promiseworks.org.uk/agencies/Delivering inspirational mentoring for Somerset's most vulnerable, disaffected and disadvantaged young people.

- **Safe lives** Home | Safelives UK-wide charity dedicated to ending domestic abuse.

- **SARSAS Somerset and Avon Rape and Sexual Abuse Support** SARSAS provides support to people who have experienced rape or any kind of sexual assault or abuse at any time in their lives, 0808 801 0456 or 0808 801 0464 How do I make a referral? | SARSAS.

- **SDAS Somerset Drugs and Alcohol Service** Somerset Drug and Alcohol Service (SDAS) (impactpathways.org.uk) treats young people and adults that have a problem with drugs and alcohol. 0300 303 87 88: sdas@turning-point.co.uk or visit https://www.turning-point.co.uk/services/sdas

- **SIDAS Somerset Integrated Domestic Abuse Service** Somerset Integrated Domestic Abuse Service (somersetsurvivors.org.uk) is Somerset's main specialist service which provides support to men, women and children who are affected by domestic abuse https://somersetsurvivors.org.uk/somerset-survivors/how-to-make-a-referral/.

- **Somerset Phoenix Project** Somerset Phoenix Project Working alongside professionals and supporting children, young people (CYP) and families affected by sexual abuse Request support - Professionals - Children | Somerset Phoenix Project.

- **We Hear You – WHY** We Hear You Cancer Counselling WHY provides emotional support to patients, families, friends and carers who have been affected by cancer or any other life-threatening condition. 01373 455255.

- **Young Carers** Young Carers (somerset.gov.uk) Somerset County Council provides support, advice and respite breaks for CYP under eighteen who have substantial caring responsibilities at home. Referrals come through an Early Help Assessment. To find out more phone Somerset County Council on 0300 123 2224.

- **Young Victims** Young victims service | Young victims service The Young Victims Service (YVS) provides help and support to young people (aged five to eighteen) who have been victims of crime, anti-social behaviour or domestic abuse. young.victims@n-somerset.gov.uk and 01275 88 44 88.

SEND Somerset's Local Offer

Social, Emotional and Mental Health (SEMH)

Who else can help?

Organisations with useful SEMH resources:

- Anna Freud Supporting mental health in schools <u>Resources (annafreud.org)</u> booklet for primary and secondary schools to support all staff working in school settings to understand how best to help CYP in their care.

- Beacon House website with attachment-based resources <u>Resources (beaconhouse.org.uk)</u>

- I-THRIVE <u>http://implementingthrive.org/about-us/</u> an essential framework for communities who are supporting the mental health and wellbeing of CYP and families.

- MIND resources for young people aged eleven to eighteen <u>Information for young people on mental health and wellbeing | Mind, the mental health charity - help for mental health problems</u>

- NHS website relaxation resources and signposting. <u>Mindfulness - NHS (www.nhs.uk)</u>

- Twinkl mindfulness resources <u>Mindfulness - Twinkl Wellbeing</u>

General SEND Signposting and Training

SENDIAS Somerset Special Educational Needs and Disability Information, Advice and support can give children, young people and their parent carers information, advice and support about SEND.

Somerset Parent Carer Forum Independent voice for families with children birth-25 with additional needs or disabilities

www.special-needs-kids.co.uk - An information directory for parents and carers

www.iassnetwork.co.uk - Advice and support for parents of children and young people (CYP) with SEN

www.ipsea.org.uk - A useful site for free, legally based Special Education advice

https://www.mencap.org.uk/ and https://www.cerebra.org.uk/ for learning disabilities and difficulties support

Examples of ways to gather child or young person's views | Tools for schools (local-offer.org)

Wellbeing

YoungMinds YoungMinds | Mental Health Charity For Children And Young People | YoungMinds are a mental health charity for CYP and their parents, making sure all young people can get the mental health support they need.

Kooth Home - Kooth Free safe and anonymous tool for young people aged ten to eighteen in Somerset.

Young Somerset (YS) Wellbeing Service, Low intensity Cognitive Behavioural Therapy for mild to moderate depression and anxiety. Suitability criteria can be found on their website Wellbeing Support | Young Somerset referral information can be found here Request Support | Young Somerset

See pages 75-78

Training

Webinar: Adapting teaching for learners with SEND | Whole School SEND (ppt)

High Quality Teaching to support pupils with SEND - Part 1 | Nasen

High Quality Teaching to support pupils with SEND - Part 2 | Nasen

High Quality Teaching to support pupils with SEND - Part 3 | Nasen

High Quality Teaching to support pupils with SEND Part 4 | Nasen

Effective support for children and young people with SEND: Session 1 | Nasen

Effective support for children and young people with SEND: Session 2 | Nasen

Effective support for children and

young people with SEND: session 3 | Nasen

Effective support for children and young people with SEND - session 4 | Nasen

Webinar: High-Quality Teaching - Targeting Areas of Need | Whole School SEND

Webinar: High standards and an inclusive curriculum for all | Whole School SEND

Webinar: High standards and an inclusive curriculum - Best Practice | Whole School SEND

Differentiation in Practice | Optimus Education (optimus-education.com)

Quality First Teaching | Optimus Education (optimus-education.com)

SEND Inclusive Teaching Programme | Optimus Education (optimus-education.com)

Practical online resources to support SEND students | Support Services for Education

Universal Provision for SEND | Support Services for Education

Webinar: Ensuring accurate identification of SEN in school and college settings | Whole School SEND

Webinar: Early Identification and Intervention: Acting upon the Earliest Indicators of Need at Every Stage | Whole School SEND

SEND Somerset's Local Offer

Feedback

This document was co-produced and was available to parent carers and professionals during the Autumn 2021 Term. Feedback has been obtained from schools, parent carer forum, professionals and organisations during this period. Somerset County Council would like to acknowledge these valuable contributions. This version of the tool was updated in the summer term of 2023.

If you have any feedback for the document, please provide it via this link. This document will be updated periodically based on the feedback provided.