



Chapelfield
Primary School
Ordinarily
Available Inclusive
Provision

By adopting a consistent, whole-school approach to Ordinarily Available Inclusive Provision, we aim to strengthen inclusive practice and ensure equitable opportunities for all children to thrive. By fostering positive relationships between school, families, and other professionals, we hope to meet children's needs at the earliest opportunity, ensuring no learner is left behind.

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Content Overview

Section A

Ordinarily Available Inclusive Provision 5

This section includes a clear definition, and key principles of OAIP.

Importance of Relationships 6

This section describes the impact of positive relationships that nurture a sense of belonging for the whole school community. It is relevant for parents, school leaders, teachers, SENCOs, and all other school staff.

Support around the Child 9

This section describes the 4-part model outlined in the SEND Code of Practice: assess, plan, do, review. It is especially relevant for parents, teachers, and SENCOs where concerns persist despite High-Quality Teaching.

Reasonable adjustments 12

This section includes a description of reasonable adjustments, with a focus on inclusive practice and removing barriers to learning, what the law says, and seeks to clarify what is and is not 'reasonable'.

High-Quality Teaching 15

'High-quality teaching', as described in the SEND Code of Practice, is teaching that is differentiated and personalised to meet the needs of children where progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

High-quality teaching considers the needs of children in schools to inform planning and delivery to make learning accessible. This may involve teaching staff using the examples of provision and/or strategies: approaches, adjustments and specific interventions, detailed in section B, to support children to learn, access and engage with the curriculum.

This section can be used to facilitate conversations between children, parents, and schools, and can be understood as the requirement for school to take positive steps to ensure that all children can fully participate in the education provided by the school, and that they can enjoy the benefits, facilities, and services that the school provides.

This section includes characteristics of good practice for

Pastoral Care	17
Physical and Sensory Environment	19
Teaching and Learning Strategies	20
Equipment and Resources	22
Skills and Interests	24
Transition and Change	25
Assessment, planning, implementation, and review	28

Section B

Supporting Children Through Ordinarily Available Inclusive Provision

Contains practical examples of provision and/or strategies: approaches, adjustments and specific interventions to support children in schools. The strategies in this section should be used alongside High-Quality Teaching, based on the needs of individual children. It is of relevance to teachers, SENCos and school leaders when determining the school's SEND offer in relation to their learners' additional needs. It will also support conversations between schools and parents to ensure the right support can be prioritised at the right time.

Communication and Interaction	30
Social and Emotional Mental Health	37
Cognition and Learning	44
Sensory and Physical	49

Section A

Ordinarily Available Inclusive Provision

Definition of Ordinarily Available Inclusive Provision (OAIP)

OAIP is part of a school's approach to inclusive education based on individual needs. It removes barriers to progress and supports the development of every child. It forms part of everyday provision that schools are expected to deliver, within their resources, and is available to all children as part of high-quality teaching and learning practice.

Key principles of OAIP

1. Empowers children and young people to be independent and develop their decision making in preparation for adulthood.
2. Takes a personalised approach that acknowledges success looks different for everyone.
3. Holds the views and aspirations of children, young people and their families central to planning, and ensures they are included in decision making.
4. Ensures assessment and intervention focus on identified needs and not a diagnosis. This refers to a need led approach that centres on inclusion and adaptations.
5. Is a whole school approach, where inclusion is fully integrated, not something extra.
6. Places a strong focus on inclusive practice where schools endeavour to remove barriers to learning, adapt to support progress and social inclusion, create environments that offer a strong sense of belonging for all children.

Importance of relationships

Relationships are essential for creating a successful and supportive school community where everyone belongs, and learning can take place.

Relational practice is a way of being, a fundamental ethos which provides an environment where healthy relationships are fostered, where there is both, high support, and high challenge. A relational approach is evidenced through the daily interactions and culture of the school, promoting trust, empathy, and mutual respect among children and young people, parents, carers and the wider school team.

When relationships are at the heart of everything we do, the community feels connected, there is increased engagement, and everyone thrives both socially and academically.

Relational practice is about proactive relationship building and maintenance, reducing conflict and enabling resolution and repair. Relational communities seek to understand behaviour, show curiosity and acknowledge all behaviour as a form of communication. Having well established positive relationships with children and families leads to a secure foundation on which to build when additional support is needed. When additional support is needed it is provided in a restorative way where everyone is involved in what happens next and in deciding how to move forward.

Benefits of relational practice

For children

- Higher engagement: Feeling valued boosts motivation.
- Positive behaviour: Reduces behaviour that challenges.
- Stronger social skills: Develops communication, empathy, and teamwork. Includes a positive impact on attendance.
- Supports mental health and emotional well-being For Teachers & Teaching staff
- Improved classroom environment: Fewer disruptions, more cooperation
- Job satisfaction: Meaningful connections lead to a more positive experience
- Better collaboration: Stronger relationships between teachers, children and parents

For the Whole School

- Increased sense of belonging: Fosters inclusivity and respect
- Higher academic performance: Studies link relationships to better learning outcomes
- Reduces conflict, bullying and discipline problems
- Creates a safe learning space where children feel respected
- Prepares children for future career, relationships, and lifelong success
- Aligns with school goals: Equity, inclusion, and positive school culture

Relational practice in OAIP

Build strong relationships:

- Prioritise getting to know children and colleagues
- Show genuine interest in their lives and experiences

Create safe spaces:

- Ensure that children feel respected and understood
- Foster an environment where children feel safe to express themselves and take risks in learning

Listen with purpose:

- Actively listen to children's concerns and needs
- Validate children's feelings and experiences. This will help build trust.

Model positive behaviour:

- Demonstrate the behaviour you would like to see from children
- Show kindness, open-mindedness, empathy, in your interactions

Collaborate with families and colleagues:

- Work together to provide consistent support for children
- Engage parents and external agencies to create a unified approach

Understand and respond to behaviour:

- Understand behaviour is a form of communication
- Address underlying needs rather than just managing symptoms

Provide ongoing support and training:

- Invest in continuous professional development for all staff, including support staff and staff not based in the classroom
- Offer regular meetings, supervision, and coaching to maintain skills

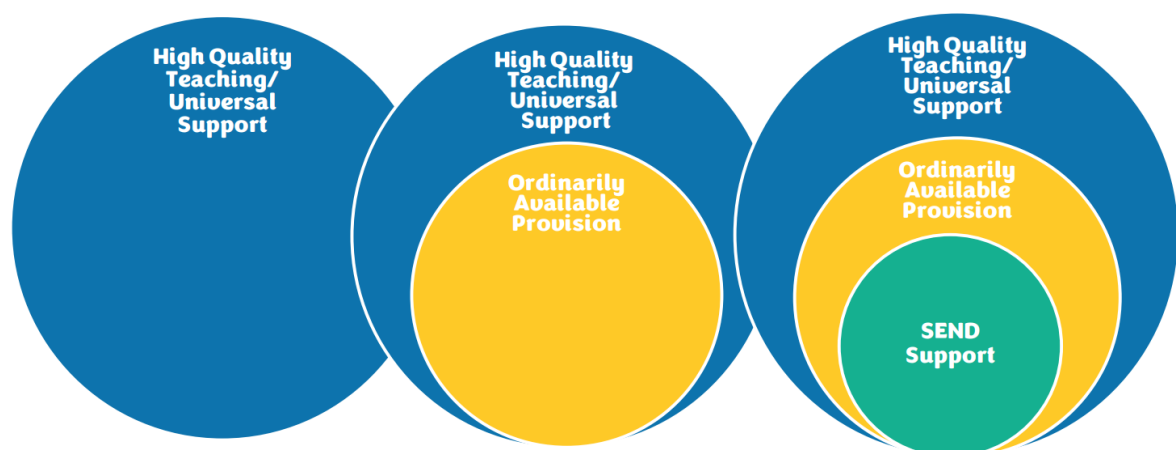
Support around the child

All children at Chapelfield benefit from high-quality teaching and universal support, enabling the majority to thrive and make strong progress.

At times—and not solely in relation to educational needs—some children may require additional support. In such instances, schools can consider additional Ordinarily Available Inclusive Provision (OAIP) to identify reasonable adjustments, minor adaptations, and supportive strategies that can be scaffolded around the child to help them continue to make the progress we know they are capable of.

If progress cannot be evidenced, schools can look at adding some SEND support in for the child, such as appropriate interventions.

All the above should be considered alongside conversations with parent/carer to understand if anything at home is impacting on school life.



Assess, Plan, Do and Review

The support and actions put in place by the school to meet a child's needs will usually be re-visited, reviewed, and refined. This allows for increased focus and informed provision to be put in place. These actions aim to ensure children can make good progress and better access the school curriculum. This is often referred to as a graduated response.

For most children, high-quality teaching strategies remove potential barriers to learning and enable progress. Where there is evidence of ongoing difficulties that prevent progress, indicating the need for additional support and/or provision, the school will apply the four-part model outlined in the SEND Code of Practice: assess, plan, do, review.



Assess

- What is happening for the child?
- How does the child describe their needs/difficulties?
- What are the parents/carers concerns?

- Is there a pattern i.e. a particular lesson/environment?

Plan

- What additional High-Quality Teaching strategies could support the child?
- What additional provision and resources are needed to meet needs?
- Best time for the support to take place?
- Who is best placed to act as point of contact, deliver and review additional support?
- What is the best way to measure impact for a child?

Do

- Deliver agreed support strategies and note differences made.
- Refine strategies to maximise the effect they have.
- Ensure that additional provision is delivered as it is meant to be.
- Observe and gather feedback.

Review

- What adjustments are needed based on observations and feedback?
- What worked well, what didn't work well?
- Did the child make sustainable progress?
- Identify next steps. Is further support needed?
- Is further training needed for the staff team?

Reasonable adjustments

All children should be helped to fulfil their potential. Reasonable adjustments can help to create equity by minimising the disadvantages that children might face compared with their peers.

Most reasonable adjustments are amendments made to policy and practice, that are straightforward to implement, where teaching staff recognise barriers to learning and see the benefits the adjustments have for children. Whilst there is no requirement to change policies for all pupils, Chapelfield recognises adaptive learning environments provide the best opportunities for all children to succeed.

Whilst it is not possible to say what is and is not reasonable, because situations and circumstances are different, Chapelfield considers the following when thinking about the reasonable adjustments they can make:

- What is already in place?
- Cost and resources available to the school
- Potential impact/outcomes
- Is it practical?
- Health and safety requirements
- Impact on school standards (incl. academic, musical, sporting)
- Interests of other pupils and prospective pupils

You can read more about the Equality Act Guide for schools [here](#).

Examples of reasonable adjustments

When putting reasonable adjustments in place, a member of the school staff team will be allocated as a point of contact between home and school, to agree what can be put in place, a timeframe, and dates for review.

Additionally, a member of school staff will check in with the child regularly, to ensure the adjustment is appropriate, and to understand if further adjustments are needed. This may include increasing, extending, or ending the adjustment.

- child with a broken foot who requires adjustments to the school uniform (footwear) to accommodate the injury for a fixed period, determined by need.

- a child who has experienced a bereavement, requires temporary adjustments to their timetable to support them throughout the grieving process.
- a child who has recently been observed struggling to manage their emotions in class has a conversation with a trusted adult, they agree that a movement break card may help.
- a child with a visual impairment is able to lead their line to ensure they can easily move through the corridors before everyone starts to move around
- a child with a visual impairment sits at the back of the class to accommodate their field of vision.
- school uniform is adapted for a child who has an allergy to synthetic material or severe eczema.
- communication systems like traffic light cards are put in place for a pupil who needs extra time to complete a task.
- a child with specific literacy difficulties i.e. dyslexia, has a printout of Interactive Whiteboard presentations to make reading and tracking text easier.
- a short-term reduced timetable, which is reviewed regularly, is agreed for a child who finds classroom environments overwhelming, to build their confidence back up to full-time attendance.

Working with children and families to make adjustments can increase attendance, improve behaviour, and contribute to building positive relationships. Chapelfield will discuss reasonable adjustments with parents and children, who may be able to provide insight that offers innovative solutions.

The SEND code of practice: 0 to 25 years - GOV.UK states:

'In practical situations in everyday settings, the best early years settings, schools and colleges do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN.'

Schools should assess each child's current skills and levels of attainment on entry, building on any information provided by previous settings and key stages where appropriate. At the same time, schools should consider

evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

High-quality teaching

High-quality teaching is inclusive, adaptive instruction designed to maximize learning for every student through explicit teaching, scaffolding, and ongoing formative assessment. It forms the essential first wave of educational support before any specialized interventions. It involves provision and coproduction with children, parent and carers.

Expectation

There is an embedded commitment to work in partnership with parents, carers and children to maintain a person-centred approach.

Characteristics of good practice

- Parents, carers and children know who they can speak to. This may be the child's head of year, SENCo, or another suitable person.
- Families can access a range of formal and informal ways of sharing information about children. This may include, but is not limited to, child and parent surveys, coffee mornings, use of a home school diary, information placed in book bag, text or email. Parents and carers are actively encouraged and supported to contribute.
- Parents and carers are signposted appropriately to Bury's Local Offer website via the school.
- Parents can access the OAIP for Schools guidance on the school website.
- Parents and carers are actively encouraged and supported to contribute to support plans.
- Every school/setting has a SEND information report which is updated annually.
- Formal and informal events take place to seek views in relation to SEND from both family carers and children e.g., school council, pupil/parent voice questionnaires.

Expectation

Effective partnerships with children and their parents are evident through participation in the assessment and review processes. The voice of the child is central to the support and interventions put in place.

Characteristics of good practice

- Parents and carers are aware of their child's learning needs, the support, and any individually tailored interventions in place.
- Children are aware of their own learning needs, the support in place, as well as any additional support that may be available to them. Children are informed when they are accessing interventions, and when the intervention has come to an end, so that there is an opportunity to reflect on the learning and to plan next steps.
- Targets are coproduced and reviewed with parents, carers and the children themselves.
- Children are supported to understand the difficulties they are experiencing and the strategies they can use to overcome these difficulties.
- Children understand and can contribute to the targets they are working to achieve.
- Child's strengths and aspirations are key to the support put in place.
- The parent and children's expertise are actively sought to inform strategies of support

Pastoral care

Expectation

Children feel safe, valued and cared for. school staff are supportive and responsive to the needs of children and manage concerns appropriately.

Characteristics of good practice

- Children feel they are listened to, heard, and treated with respect.
- There is a calm and purposeful learning environment where children belong, feel welcome, and that their contributions are valued
- Children can identify an agreed safe space that they can access and use when they need it.
- Relationships are at the heart of the school's culture. Relational and Restorative Practice is evidenced through the school values, behaviour and teaching and learning policies. Everyone in the school community demonstrates positive regard for each other.
- The school/setting fosters a culture of self-help, cooperation, and collaboration. A range of strategies are used to promote peer support.
- PSHE (Personal, Social, Health and Economic) education is proactively planned to help develop a sense of belonging, self-esteem, health and wellbeing along with skills to develop social and emotional literacy, assertiveness, decision making and resilience.
- Children have opportunities to understand their own needs and reflect on the needs of others
- Peer awareness and sensitivity towards difference e.g., SEND and protected characteristics, are raised at a whole school level. Work is then carried out with classes and groups regarding specific needs or conditions as appropriate.
- Difference is accepted with all children included and represented across all aspects of school life.
- The language used in school/setting is positive and encouraging
- Unconscious bias training is available for all staff

- Children know a trusted adult/teacher/person they can talk to when they have a concern. They know how, where and when they can reach them.
- The setting promotes positive attitudes, beliefs and practices towards individuals and groups
- The staff in the setting model positive attitudes, beliefs, and practices.
- The views of children are sought regularly to identify and implement improvements.
- Children are ready to learn before teaching begins and teachers are equipped with a collection of strategies for this
- Staff and teachers listen so that children, parents and carers feel that they have been heard, and their concerns have been acknowledged and addressed accordingly

Physical and sensory environment

Expectation

The physical environment is adapted to meet the needs of children and young people.

Characteristics of good practice

- All settings have an accessibility plan which is published on their website.
- Reasonable adjustments are made according to individual needs.
- The furniture is the appropriate size and height for the child.
- Extra-curricular activities and educational visits are planned to fully include children with SEND (in line with the Equality Act 2010), including those with social, emotional and mental health (SEMH) and physical disabilities
- Children's views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require

Expectation

Practitioners are aware of and adjust for children's sensory needs which may include physical impairment e.g., hearing/ vision and sensory differences e.g., touch, smell, noise.

Characteristics of good practice

The following adjustments have been considered and applied where appropriate:

- Seating arrangements
- Movement breaks
- Equipment
- Environmental modifications e.g., reduced sensory overload, lighting, displays.
- Presentation of materials e.g., text size, colour, background.
- Noise management e.g., noise cancelling headphones, a quiet area to work.
- Flexible uniform policy

Teaching and learning strategies

Expectation

Practitioners understand the nature of children's needs, the impacts their needs have, and how to respond to them.

Characteristics of good practice

- Practitioners carry out assessments through teaching, screening tools and standardised assessments so that they understand the child's strengths and if there are gaps in learning.
- Practitioners use this information to coproduce targets and interventions with the child and family carers.

Expectation

Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles. Individualised and small group planning and programmes in more than one curriculum area. Use of approaches to promote independence, scaffold, and support children.

Characteristics of good practice

Strategies that support differentiation include:

- visual timetables, clear concise instructions with written or visual prompts (e.g., now, and next cards), particularly during transitions.
- additional time to process information before being asked to respond.
- breaking down tasks into small manageable steps which are explicitly taught.
- varied pace, content, and order of activities to support access and engagement
- modelling is used to aid understanding.
- repeated learning to promote fluency and planning for generalisation of newly learnt skills.
- key vocabulary is displayed with visuals.

- alternatives to written recording are used routinely.
- study skills are explicitly taught.
- homework is differentiated appropriately for the child.
- Know and incorporate children's interests.

Expectation

Every teacher is a teacher of SEND:

Teachers adapt their approaches and can support a range of needs through an adapted approach.

Characteristics of good practice

- Strategies are used to actively promote independent learning through overlearning and appropriately differentiated resources.
- Seating plans and groupings considering individual needs and routinely provide opportunities for access to role-models, mixed-ability groups.
- Provide planned opportunities for children to generalise newly learnt skills.
- Study skills are explicitly taught. Expectation Practitioners ensure that collaborative learning and peer support is a feature of lessons.

Characteristics of good practice

- Strategies are used to build and maintain positive relationships across the whole school community (e.g., restorative approaches).
- There are opportunities to develop peer awareness, sensitivity and support for different needs and disabilities both in and out of the classroom.

Equipment and resources

Expectation

Equipment and resources are allocated appropriately to ensure additional needs are met.

Characteristics of good practice

- There should be access to a range of equipment and resources to support children with sensory differences, sensory impairment, and physical disabilities.
- Concrete apparatus and adapted resources are available for those children who require it.
- All equipment and resources should be available to pupils to support independent learning.

Expectation

Increased use of ICT resources to remove barriers to learning.

Characteristics of good practice

- ICT is used to support alternatives to written recording and to promote independent learning.

Expectation

Every setting should have a Continuing Professional Development (CPD) plan for all staff including teaching assistants so that they can meet the needs of all children.

Characteristics of good practice

- There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individuals.
- Best practice is shared within the school and with other schools via SENCO networks.

Expectation

Staff collaborate and have effective links with other relevant outside agencies and specialists.

Characteristics of good practice

- Practitioners know when to refer for extra support or advice
- The setting is aware of and regularly communicates with any other professionals who are involved with each child.
- Advice received from other professionals is adapted where appropriate and used to inform teaching and learning.

Expectation

Every setting has an induction programme for new staff which includes a robust focus on additional and special educational needs.

Characteristics of good practice

- Induction programme in place for all new staff which includes:
 - Working with parents
 - Gaining pupil views
 - Assessment
 - Teaching and learning strategies
 - Adapting the environment
 - Understanding of key school policies e.g., safeguarding, inclusion

Skills and interest

Expectation

A regular cycle of Assess, Plan, Do, Review is used to ensure that children are making progress.

Characteristics of good practice

- Child's strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning.
- Staff are aware of children's starting points so that expected progress can be measured across each key stage.
- Assessment is used to inform planning and interventions.
- Consideration is given for individual child developmental trends.

Expectation

Practitioners ensure that formative assessment and feedback is a feature of lessons and evident in marking and assessment policy.

Characteristics of good practice

- A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners.
- Children have regular opportunities to evaluate their own performance.
- Self-assessment is routinely used to set individual targets.
- The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the child.
- Schools make adaptations to assessment arrangements as part of everyday practice. This is used to establish the learners normal way of working.
- Adapted resources are used in class and assessments.
- Please refer to the relevant exam board guidelines. Arrangements may include: rest breaks, use of a reader, scribe, or laptop, extra time

Transition and change

Expectation

There is an effective process in place to support and plan for children joining and leaving the setting.

School staff work in partnership with previous settings, including Early Years provision, to ensure the needs of the child are understood and planned for. Enhanced arrangements are made for pupils with additional and special needs.

School works with other settings and Early Years to ensure the needs of the child are understood and planned for, and enhanced arrangements are made for pupils with additional and special needs.

Relationships with other settings are nurtured, in the best interests of all children. This includes working together to discuss strategies and options to support the child throughout the transition period and beyond.

Children are supported to understand and manage transitions and predictable changes in their lives. Staff are aware of those who will need additional support for all or most transitions and plan for this.

Staff understand how change may affect children and how to support them.

There are plans in place that enable staff to support children when unexpected change occurs.

This includes children who:

- Have insecure attachment, including but not limited to Children Looked After (CLA), Children in Need (CIN), Children on Protection plans (CP), children of serving forces families, and children who have communication difficulty including English as an Additional Language (EAL)
- Suffered trauma, loss, or bereavement
- Are anxious

Transitions include, but are not limited to:

- Moving around the school
- Preparing for weekends and the start of holidays and beginning of term
- Moving from lesson to lesson

- Changing from structured to unstructured times
- Moving from break to lesson times
- Changes to staffing
- Special events (visitors, outings, celebrations etc)

Characteristics of good practice

- Schools get to know new children in advance through discussion with parents and previous settings the child may have attended
- For children transitioning in Early Years you can find some more information in our graduated response [early years web page](#).
- Parents know what to expect and who to speak to if they have any questions.
- Children know what to expect and who to speak to if they have any questions.
- Enhanced transition offers for some pupils at Level 1, 2 and 3
- Preparation is made for those leaving school or education including enhanced offers for some children (see above).
- Safe space available within the classroom or an identified area of the school for time to re-regulate
- Visual timetables are used; events are removed or ticked off when finished.
- Timers are used to show children how long they have to work for, and how long they have to finish.
- Opportunities for periods of respite using withdrawal to smaller groups. This may include self-directed / individual time-out.
- Plans are made for unstructured times: safe spaces are available
- It is essential that school staff can support and understand the additional impact of:
 - puberty
 - birth of a sibling
 - gender/ identity
 - change in parenting arrangements e.g., change in parent's relationship status

- loss and bereavement
- accident or injury
- critical incident affecting school community
- School staff are familiar with relevant policies to support children
- Relationships Education Policy (Primary schools)

Assessment, planning, implementation and review

Expectation

A regular cycle of Assess, Plan, Do, Review is used to ensure that children are making progress.

Characteristics of good practice

- Child's strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning.
- Staff are aware of children's starting points so that expected progress can be measured across each key stage.
- Assessment is used to inform planning and interventions.
- Consideration is given for individual child developmental trends.

Expectation

School staff ensure that formative assessment and feedback is a feature of lessons and evident in marking and assessment policy.

Characteristics of good practice

- A wide range of assessment strategies and tools are used to ensure a thorough understanding of learning.
- Children have regular opportunities to evaluate their own performance.
- Self-assessment is routinely used to set individual targets.
- The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the child.

Recommendations for screening tools can be found in Bury's Graduated Approach Toolkit.

Expectation

School staff have the expertise required to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.

Characteristics of good practice

- Schools make adaptations to assessment arrangements as part of everyday practice. This is used to establish the learners normal way of working.

School will refer to the relevant exam board guidelines. Arrangements may include:

- o Rest breaks
- o Use of a reader, scribe, or laptop
- o Extra time

Section B

Supporting Children Through Ordinarily Available Inclusive Provision

This section is based on the four areas of need within the Code of Practice; it is a guide on how to support children in school. The examples of provision, strategies, approaches, adjustments and specific interventions detailed in this section are not exhaustive, but a starting point for supporting children in school. The strategies and approaches detailed may not be suitable for all children and should be utilised where appropriate for the individual child. Children's needs do not always sit within one area, and their individual situation may benefit from the strategies across more than one area. Where a child is accessing multiple strategies across the areas of need it is reasonable and appropriate for the school to start seeking further specialist input.

Communication and Interaction

Whole school approach

- Whole school awareness and understanding of communication and interaction needs.
- Whole school audit of skills and training needs in relation to communication and interaction.
- Whole school CPD plan around communication and interaction. •

The Education Endowment Foundation (EEF) can support schools to consider how inclusion is rooted in all school practices and help maximise the impact of new approaches.

What is happening for the child:

Difficulty saying what they want to say and being understood (descriptive language), which may include children with English as an additional language.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that school settings can apply and adjust according to the individual needs, age and stage of the children.

- Work with Parents to understand the techniques and strategies being used at home.
- Encourage Parents to become actively engaged with school life. Where English is an additional language, this could include sharing the language with the child's class, providing key words and prompts.
- Check hearing has been tested
- Check understanding by asking questions/requesting feedback.
- Provide working area with minimal distractions where possible.
- Use the child's name to gain and engage attention. Provide waiting time before engaging to ensure they have heard and have provided attention. Waiting time may vary depending on the child's need.
- Use screening to identify how many information carrying words a child can manage and adjust language level accordingly when giving instructions.
- Dual coding and/or provide visuals to support with routines. Include – adaptations for notification if routines are to be changed?
- List of key words accessible per lesson on the whiteboard/presentation. This can be developed/adapted depending on age/need to list of key words accessible (in books or on laptops if being used) per topic that include definitions.
- Provide visual prompts to support language including key vocabulary, now and next, visual timetables, gesture, signing.
- Allow extra time to process what has been said. Time may vary depending on the child's need and the task.
- Use standard instructions, and images that support understanding of concepts.
- Avoid use of sarcasm and idioms. Instead, explicitly teach about sarcasm and idioms where these occur in curriculum or are featured in a book/text.
- Communication cards or universally understood signals to ask for help and indicate needs.

What is happening for the child

Difficulty understanding what is being said to them (receptive language)

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that school settings can apply and adjust according to the individual needs, age and stage of the children.

- Working in partnership with Parents to identify strategies to support language development at home and school.
- Use gestures that reinforce positivity. Example – thumbs up, smile etc
- Allow time for the child to try and find the words they want to say. Time needed will vary depending on the child needs.
- Ensure there are opportunities for practising language. Example - circle time, small group work, when working with a partner.
- Encourage talking by commenting and giving choices rather than questioning.
- Try to avoid using idioms, “I’m all ears” or metaphors, like “Life is a journey”
- Provide an environment in which children can say when they don't understand and can seek support to help them to work out which bits are difficult.
- Board games appropriate for the child e.g., Guess Who, Battleships can support with developing sentence structures, grammar, and vocabulary.
- Use of alternative methods of communication. Example - simple signing techniques, picture exchanges etc.
- Where difficulty is with speech and/or fluency. Have key words with supporting images visible in all classrooms.
- Be honest and don't pretend to understand. Offer reassurance that you want to understand and that together you will both find a way to work it out.
- Use assistive technology where appropriate.

What is happening for the child

- Child is confused and may be frustrated by social rules of communication.
- Child is not able to take turns, share, exchange greetings, take part in active listening, • Child is confused by the feelings of others, and the demands of others to show respect or resolve conflict.
- Child may be finding it hard to make and maintain friendships.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that school settings can apply and adjust according to the individual needs, age and stage of the children.

- Ensure you are following all the advice for difficulties with receptive or expressive communication. Allow additional time for processing of information, especially verbal information.
- Simplify language as necessary; speak slowly, give instructions in order, use gestures and visual aids to support understanding. Don't assume understanding.
- Use of visual prompts and reminders for the social expectations
- Where rules are essential for safety and well-being, use a variety of scenarios to demonstrate where or when the rule applies
- Provide opportunities to practice throughout the school day and week. This may be through a combination of formal teaching or social interactions.
- Praise all communication attempts.
- Have clear expectations and use consistent language to talk about the expectations.
- Consider the use of a 'whoops card' to support children when things go wrong, and/or plans are unexpectedly changed
- Incorporate time for special interests each day/week
- Be aware that children's ability to process language may be reduced when they are angry or upset.
- Be aware that Adults become dysregulated too and are less likely to respond to the child's needs appropriately when they are angry or upset. Seek support of colleagues who can step in if needed.
- Adults recognise and respond appropriately to emotional dysregulation by modelling emotional regulation strategies when they make a mistake. Consider, tone of voice, body language etc.

What is happening for the child

Child is overwhelmed and unable to speak due to the anxiety they are experiencing.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that school settings can apply and adjust according to the individual needs, age and stage of the children.

- Work with Parents and Carers to understand what is happening at home and to understand the strategies used at home to support and reassure the child.
- Concentrate on developing meaningful relationships, building and developing trust. Children should have access to a consistent key worker. Where possible 1:1 sessions of 20 minutes 3 times a week, can help with building a verbal relationship with someone in school.
- Acknowledge other strengths and use these to build self-esteem.
- Avoid 'cold calling' on individuals to answer questions in front of the whole class.
- Provide opportunities for children to talk when they are ready, or to communicate in a way that is more comfortable for them. Example: 'show me'.
- Avoid causing embarrassment. Where this happens apologise and work with the child to develop strategies that will prevent this happening again
- Where practicable establish common practise throughout the school for teaching staff not to call on individual children to answer questions in front of the whole class.
- Reduce the number of questions you ask, as this puts pressure on the child to talk. Example: instead of saying 'what's that?' say 'look, a tree'. Where there is a need this provides a language model without putting pressure on them to speak.
- Where a language model is not required, reword questions into rhetorical comments that provide opportunities to speak, without pressure. Examples: 'I wonder what would happen if we did it like this...'
- Provide clear structure. Where helpful, include time frames for tasks. Example: using a timer
- Encourage participation in games that do not require talking. Let children know that they don't have to talk to join in with the game.

- Encourage non-verbal communication where this is preferred, whilst developing confidence with speech. Example: eye contact, gesture, drawings, and writing.
- Where the child finds non-verbal communication anxiety provoking, through your relationship with the child develop an understanding of how they would like to communicate non-verbally whilst developing their confidence to speak.
- Where possible give autonomy over how a learning objective can be achieved based on the child's skills and preferences. Example: option to produce a PowerPoint instead of writing an essay. Be clear that there is no requirement to 'present'.
- Consider using choice boards alongside of visual timetables. Older children may prefer a printed copy of their timetable that can be laminated.
- Allow access to regulating activities throughout the day.

What is happening for the child

Example - Selective Mutism It is not a choice, but I may find it hard to speak at all and I might:

- Speak only in certain environments, e.g., at home. Only speak to peers but not adults.
- Only speak to my key adult.
- Find it difficult to speak to you when anxious.
- Not smile or look blankly.
- Appear awkward/uncomfortable around others.
- Find it difficult to have simple interactions such as saying hello.
- Worry more than others.
- Have good concentration skills
- Be sensitive to noise and other environmental stimuli.
- Be very sensitive to the feelings of others.

How to respond:

- Increase your understanding of selective mutism through national support and research.

- Acknowledge the fear of speaking, with the child, but do not ask why a learner can't speak.
- Demonstrate patience and understanding.
- Remove speaking pressure and don't plan activities that cause anxious responses.
- Do not reward and openly praise when a learner attempts to speak.
- Avoid asking individuals to read aloud or answering questions in front of a group.
- Offer opportunities to contribute to fully include the learner.

Social and Emotional Mental Health

Whole school approach

- Partnership working with the child and their family that allow regular opportunities to reflect on and plan for child's wellbeing and behaviour.
- A Behaviour and SEND Policy underpinned by an inclusive ethos and values with clearly communicated expectations around behaviour and engagement.
- Use of Boxall to assess and understand children's needs around SEMH
- Use of whole school approaches to promote wellbeing and resilience.
- Training on building and maintaining relational approaches in schools.
- Training on Adverse childhood Experiences (ACEs), and attachment.
- Embed restorative approaches to build, maintain and repair relationships.
- Anti-bullying work
- Curriculum design, PSHE, and MyHappyMind provide explicit opportunities to discuss and negotiate rules and routines, that keep us safe, build self-esteem, and develop social and emotional skills for all children.
- Develop attachment aware strategies
- Small team of key adults identified and available for children who need them.
- Reasonable adjustments for SEMH – refer the reasonable adjustments section

What is happening for the child

Difficulties participating and presenting as withdrawn or isolated, significantly unhappy or stressed.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Work with Parents to understand what is happening at home.
- Partnership working with Parents to support children who mask their difficulties in school.

- Understand that school intervention can support wellbeing at home and vis versa.
- Take time to find out about the child's interests, strengths, things that are important to them outside of school.
- Allocate a key person/peer/adult/teacher to that child.
- Provide regular check-in and/or reassurance opportunities. This may be a time the child can come to you, or a time when you go to find them.
- Use teaching assessments to identify areas of strength or particular interest within the curriculum. Use these to develop and build confidence.
- Complete a simple language screen to rule out any difficulties with communication that the child may be masking.
- Use 'emotion coaching' strategies to guide and support children to understanding their responses to tricky situations.
- Small group work opportunities with friends or social skills.
- Buddying and peer mentoring.
- Give responsibility for looking after someone else, where appropriate.
- Facilitate the development of friendships through clubs

What is happening for the child

Child is seeking connection by exhibiting behaviours that staff may find difficult to manage, e.g. refusal to follow instructions, aggression, damage to property.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Work in partnership with parents to understand what is going on for the child and together, identify ways to best manage this at school and home.
- A consistent message with a flexible approach. Example – 'I want you in class so that you are learning...', is the consistent message, the approach to support this happening may vary depending on individual needs.
- Draw up a risk assessment
- Seek support from other professionals where necessary.

- Have clear boundaries and expectations of all children. Where possible, provide opportunities for all children to be involved in the process of setting these.
- Support the child to understand that anger is a normal emotion like any other and provide strategies to help manage it. Example – daily exercise, walking away from a situation, taking a walk to calm down, spend time in the sensory room, provide a space to vent frustrations, someone to talk to.
- Use of choices to give the child some control. Example - would you like to talk to me now or later?
- Use of distraction techniques, provide opportunities for responsibility where appropriate.
- Where sanctions are imposed, ensure there is time for everyone involved to reconnect afterwards.

What is happening for the child

Behaviours that may reflect mental health concerns (anxiety, depression, self-harming, substance misuse, eating disorders)

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Speak with the child to understand what the problem is.
- Collaboration with parents/carers is essential to understand what is happening for the child.
- Has the behaviour changed and if so, when – is there an opportunity to revisit and restore?
- Take a relational approach and seek to understand the behaviour. Consider both positive and negative behaviour. Is there a pattern when the behaviour happens? Keep a log.
- Safeguarding/ risk assessment.
- Multi-professional approach – can also include internal school colleagues. Example - school's mental health lead, and/or key adults who have a good relationship with the child.

What is happening for the child

Physical symptoms that are medically unexplained. This may include but is not limited to; soiling, stomach pains, headaches etc.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Use the Parents knowledge of their child's situation and replicate the strategies in place at home in school, where possible.
- Work with Parents to develop a (short/mid/long-term) plan.
- Provide access to activities that reduce stress. Examples include games, dance, colouring, crafts, gardening, animal care, time outdoors, Lego play.
- Keep a log and analyse pattern or trends to identify triggers.
- Seek support from the school nursing team.

What is happening for the child

Attachment difficulties, including Attachment Disorder N.B. provision or support should be provided in line with the needs of the child and not dependant on a formal diagnosis.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Nurturing approaches and ethos/ nurture groups.
- Work to establish a trusting relationship with parents and carers that will improve understanding of family context.
- Staff training to develop an understanding of the wide range of children that may have attachment difficulties, e.g. adopted children, forces children, previously CIN, LAC, other vulnerable children.
- A fully planned for transition when the child joins the school that allows for an understanding of the child's life story and experiences so far.
- Supportive, structured school curriculum.

- Staff to all be trained and aware of any child with attachment difficulties and how to respond to them.

What is happening for the child

Low level disruption e.g., talking out of turn, frequent interruptions to learning, fiddling with objects.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Explicit teaching and revisiting of school's behaviour policy. NB behaviour policy should reflect an inclusive ethos.
- Consider a language screen e.g. 'Language for behaviour and emotions' to confirm that the child understands the language of expectations linked to behaviour. Explicitly teach the expectations linked to behaviour.
- Differentiated use of voice, gesture, and body language.
- Focus on reducing anxiety by providing a safe and calming environment.
- Flexible and creative use of rewards and consequences
- Positive reinforcement of expectations through verbal scripts & visual prompts.
- Offer a 'safe space' for self-regulation, where possible.
- Staff training in de-escalation approached to reduce anxious behaviours. Example the adult using concise and clear instructions, delivered in a calm and assertive vocal tone.
- Provide opportunities for movement breaks

What is happening for the child

Difficulty in making and maintaining healthy relationships.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

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

- A range of differentiated opportunities for social and emotional development e.g., buddy systems, friendship strategies, circle time.
- Use restorative approaches

What is happening for the child

Difficulties following and accepting adult direction.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Avoid power struggles and/or becoming dysregulated yourself
- Look for patterns and triggers to identify what may be causing stress and anxiety.
- Positive scripts - Positive language to re-direct, reinforce expectations e.g., use of others as role models.
- Calming scripts to deescalate, including for example, use of sand timers for 'thinking time'
- Limited choices to engage and motivate.
- Flexible and creative use of rewards and consequences
- Visual timetable and use of visual cues i.e., sand timers to support sharing, or ending a task

What is happening for the child

Presenting as significantly unhappy or stressed

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Feedback is used to collaborate and plan with parent or carer, to ensure consistency between the home and setting.
- Identify and build on preferred learning styles.
- Identify a safe place/quiet area in the setting, where possible.

- Visuals may help the children to identify triggers. Social Scripts and Social Stories can help support children to develop self-help strategies.

What is happening for the child

Patterns of non-attendance or emotionally based nonattendance

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children

- Home-school meetings to develop a shared understanding of the factors contributing to the non-attendance (i.e., the function of the non-attendance), drawing upon best practice guidance from Bury
- Meeting with child to understand their perspective around non-attendance, using resources on the Headteacher Hub EBSA Section
- Named key adult maintaining daily communication, to include wellbeing checks and ensuring provision of work.
- Support plan in place, developed with the child, school and parents/carers.

Cognition and Learning

Whole school approach

- Whole school staff awareness of the principles of assessment through teaching and evidence-based approaches to intervention
- We have a nurture informed behaviour policy that considers children who often receive sanctions.
- Assessment for Learning formative assessment

What is happening for the child

Child finds it hard to concentrate and listen in the learning environment.

Provision

Examples of provision and/or strategies: approaches, adjustment and specific interventions that school settings can apply and adjust according to the individual needs, age and stage of the children.

- Talk with the child about strategies that may help them to organise themselves, ensuring they have the equipment they need, and help them to practise using these.
- Engage with Parents/carer to understand strategies in place at home.
- Be aware of times of the lessons/time of day that may be more difficult.
- Promote and encourage an uncluttered learning space.
- Consider seating position that will encourage optimum engagement.
- Reduce background noise. Example - keep classroom door closed to reduce competing noises.
- Identify the best way to obtain the child's focus. Example – by saying their name, using a rain maker, using visual clues.
- Be an engaging speaker. Example - show enthusiasm, use body language to emphasise points, vary pitch, volume, and intonation. Vary the teaching methods. Example - such as sound clips, videos, rhymes
- Movement breaks may be helpful. Establish clear boundaries and mutually agree how and when these can be used. It may help to have a place for children to go if they need a movement break i.e. student reception, where there is always an adult who can check-in with them. It may also be helpful

to log the times that the child is using movement breaks to help identify patterns or triggers.

- Give information in short chunks, repeat, and give time for processing. Amount of time may vary depending on the child's need and the task.
- Provide a reason for listening. Example – 'this will help you with the next task'.
- Explicitly teach/praise good listening.
- Be a good listening mentor by demonstrating good listening skills, identifying good listening by others in the room.
- Regular breaks, appropriate to the child's needs. This may include more than one or two breaks. This could include a whole class activity/movement break, inside the classroom, or an opportunity to leave the classroom.
- Breaking tasks down into manageable size. This will vary depending on the age and stage of the child.
- Avoid text heavy teaching resources. Example - a balance of brief sentences with supporting images in PowerPoints, handouts, or videos.
- Use backward chaining. Explanation - Once a sequence of activities has been established to complete a task, the child is supported to be independent in the last activity, so they experience the end result and the success that brings. The support can then be scaffolded to complete the penultimate activity and so on working backwards.
- Ask children to clarify understanding by repeating back the activity/task they have been set.
- Have visual prompts to remind children of the activity/task.
- Timers may help children to understand how long they need to focus for.
- Visual timetables available and clearly visible in all classrooms to demonstrate the structure and expectations of the day. Events can be marked off or removed to show passing time.
- For older children, high level visual timetables may be helpful, to show what will happen at specific times of the day.
- Lesson timetables should be available for older children. These should be accessible, with replacements made easily available. Example – laminated and attached to a lanyard.

- Sitting in a chair and looking at the teacher may not be the optimal learning position for all children. There may be a need for sensory equipment to help them get 'ready to learn'. These should be discreet and will be provided by school.
- Have concentration/focus aids, wobble cushions, weighted blankets available, with agreed boundaries in place.
- Support children to be aware of what helps and/or hinders their attention and focus. Encourage solution focused and collaborative discussions to identify positive methods to manage this.
- Look for opportunities to incorporate children's interests and motivators into learning tasks, to support engagement.

What is happening for the child

Difficulties with learning: despite appropriate differentiation, making inadequate progress over time across the curriculum and working below age related expectations. Generalised and sustained difficulties with learning.

Provision

Examples of provision and/or strategies: approaches, adjustment and specific interventions that school settings can apply and adjust according to the individual needs, age and stage of the children.

- Assessment through teaching to identify areas of need in consultation with the child.
- Adopt the Mediate Learning approach to teaching new skills.
- Visual timetables available and clearly visible in all classrooms to demonstrate the structure and expectations of the day. Events can be marked off or removed to show passing time.
- Individual timetables may be required for older children. These should be accessible, with replacements made easily available.
- Allow the child plenty of time to process the information before seeking a response. This may vary depending on the needs of the child and the task.
- Use a timer if it helps the child. Avoid causing additional /unnecessary stress and pressure.
- Adapted resources, PowerPoint, handouts with visuals, avoid heavy text handouts.

- Recognise and celebrate that success looks different.
- Liaise with parents/carers to understand what the child is involved in outside of school and celebrate achievements in non-school related areas of their life.
- Build retrieval practice into lesson planning.
- For younger children, involve and connect families in pre-teaching activities such as looking at and talking about photographs together at home to introduce a topic, or sending home a word mat of key vocabulary for each topic
- For older children, involve and connect parents/carers by sharing updates on the work that is being covered in class and seek input where appropriate. This may be through online homework journals/Class Charts app/School Gateway etc.
- Explicit teaching of metacognitive strategies.
- Avoid lengthy writing tasks where possible and provide writing frames or similar, where appropriate.
- Value spoken responses.
- Provide alternative means of recording information such as through typing, dictation software, talking tins or through a scribe.
- Use of manipulatives
- Share feedback on work completed, considering the content in its entirety and avoid focusing on spelling and grammar only.
- Use dual coding deliberately.

Example:

- o select and attach an image to new vocabulary
- o use a Venn diagram to teach about similarities and differences
- o teach a sequence of historical events by placing them on a flowchart or timeline
- Adjust, modify, and adapt the curriculum, across the key stage, to enable all children to access to learning.
- Utilise active learning, concrete, pictorial, and pragmatic approach to learning.

- Emphasis on self-actualisation, provide experiential learning opportunities to develop skills which will support them to become independent. Example, child can use phonics mat and/or task board independently.
- Support to manage self-esteem, celebrations of strengths, reinforcement of success.
- A direct teaching approach (precision teaching) which focuses on high quality, explicit and systematic instruction.
- Use of a structured approach using task analysis that ensures one skill is taught at a time. Example – Target the reading of a word rather than both reading and spelling, whole word reading, mixing new and old learning to reduce opportunity to forget and boost confidence (interleaved learning).
- Avoid teaching practice that involves copying from the board.
- Have visual key tips, hints, and reminders, specific to the learning activity, for children to refer to, help keep them on track during whole class teaching times.
- Consider other learning aids that can support children's learning during class times – examples, Dictaphones, pre-printed materials, cameras, additional time to complete a task.
- Teach skills to develop fluency as well as accuracy, ensuring there are opportunities to practise skills.
- Use teaching activities that provide opportunities to practise skills. Example, children bring a book from home/choose one from the library for reading, rather than only using phonics scheme books which limit texts to decodable words only.
- Keep children informed about interventions; why they are doing it, what it is intended to support them with. Obtain feedback from children about the intervention by way of supporting them to monitor progress and achievements (to develop meta-cognitive thinking skills).
- Provide opportunities for children to apply the teaching from intervention sessions throughout the day
- Peer-assisted learning – this may include older children supporting younger children.

Sensory and Physical

Whole school approach

- The school's Accessibility Plan is in place with clear identified actions and reviewed accordingly
- Reasonable adjustments are made according to individual needs and the environment promotes independence. For example - the provision of threshold ramps, small ramps, handrails, grab rails.
- Accessible bathroom facilities are available.
- All staff are aware of individual students' sensory/ physical disability and potential implications in the teaching and learning environment.
- The environment is managed so that all children can access communication, learning in all activities, which includes the sharing of information, seating, minimal distractions.
- Staff are aware that a sensory or physical disability can impact language and social interaction.
- Staff encourage children to wear sensory equipment and use physical aids and help ensure equipment is working.
- Staff check in with children to ensure instructions are understood.
- Staff receive training in sensory awareness.

What is happening for the child

Hearing impairment (HI) needs may include temporary conductive hearing loss e.g., glue ear, unilateral loss, mild or moderate loss.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Take time to speak with the child to understand what they feel works well for them. Build a relationship where the child can come and speak to you, or a trusted adult, when needed.
- Establish home/school relationship to develop an understanding of what works well for the child at home.

- Where BSL is used encourage Parents/Carers to come into school to share their knowledge.
- Seat in class with clear view of teacher or communicator's face and any visual material used (this may not be the same fixed place for all activities).
- Ensure the child is face on when you are giving instructions. Try not to move around the room whilst talking as they may use lip-reading and visual clues to support their hearing.
- Check the lesson content has been heard and understood, particularly when delivering new information, instructions, or homework; and, or using unfamiliar vocabulary
- During class discussions encourage only one child to speak at a time and indicate where the speaker is.
- Where possible, during smaller group work, arrange the seating so that the children are facing each other everyone. This can be across the desk, or where space permits by moving chairs into a circle or horseshoe shape.
- Repeating or rephrasing pertinent comments made by other children ensuring the child accesses those comments.
- Visual reinforcement (pictures and handouts), to support learning.
- Be aware that during P.E. or games lessons it will be more difficult to follow instructions.
- Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and, or use subtitles.
- Seat away from any source of noise e.g., window, corridor, fan heater, projector, the centre of the classroom etc.
- Encourage good listening behaviour: sitting still, looking, and listening.
- Encourage the child to ask if they are not sure what to do, and check-in with the child when setting a new task or activity.
- Seek to provide a quiet working environment, soften atmospheric sounds such as chairs scraping on the floor.
- All staff who work with a child with HI should be made aware how best to support in school.
- Staff to work together with other professionals to share strategies and advice to support the child.

What is happening for the child

Visual impairment

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Develop an understanding of the child and how they use their other senses to help them manage.
- Work with the child and parents to understand what equipment/techniques/strategies could be reproduced within the school environment to support learning.
- Encourage the child to use visual aids/resources that have been prescribed. Example - glasses, magnifiers, big-print books, etc
- Use the child's name when seeking his/her attention.
- Work with the child to identify the best seating position for them in every classroom/learning space they use.
- Share helpful tips with the child. Example - they may need to be closer to their work than the distance between their elbow and their fingers.
- Make efforts to eliminate the risk of glare from the desk and whiteboard, laminated information/leaflets/handouts.
- Use enlarged print/magnified worksheets where appropriate.
- Worksheets/materials can be cut in strips and stapled together to reduce the amount of work shared in one go.
- Print materials need to be clear and visually accessible depending on the child's needs.
- Have lined paper for assignments. Darker lines may be better.
- Near point work should be limited to fifteen minutes or less. The child should be encouraged to look away from their, sharpen a pencil or participate in another activity as this will allow the student to refocus their eyes so that the student is less likely to become fatigued.
- Slanted writing slopes may be of benefit to individual children.
- Provide contrast on visual materials used. Example - black on white.

- Lower-case letters are easier to read than capital letters because they have a greater number of ascenders and descenders, making them more visually distinctive.
- Use visual materials with clear verbal explanation.
- Share pre-printed handouts and avoid the need to copy from the board.
- Use concrete material and provide opportunities for hands-on experience whenever possible.
- Allow more time to complete tasks and provide breaks to address fatigue.
- Where appropriate and/or necessary, arrange for other children to act as buddies.

What is happening for the child

Physical disability

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Therapy advice is incorporated into the child's curriculum.
- Close communication with Parents/Carer ensures that information about the pupil's physical disability is up to date and spoken about in an agreed format
- Teaching takes account of physical and medical needs, and outcomes are differentiated.
- Differentiation, support and equipment is planned and put in place so that the child can access their learning. Additional consideration is given to practical subjects such as PE, technology and science.
- Learning tasks that require sustained and/or precise fine and/or gross motor skills are adapted and modified. Extra time is given for completion of tasks if required.
- Children can demonstrate their learning in a variety of ways. Written recording is reduced where necessary.
- Planning of learning tasks includes rest breaks or movement breaks, as required.

- Homework tasks take into consideration the provision and support the pupil has at home.
- Access arrangements for exams are in place and practised as the pupil's normal way of working.
- Flexible grouping arrangements facilitate both peer and adult support to improve access to the curriculum and encourage independent learning.
- Off-site trips are planned in advance ensuring appropriate transport arrangements and access at the offsite venue. A risk assessment is carried out – all staff/volunteer helpers are aware.
- Risk Assessment to ensure safe access to curriculum activities.
- Encourage and develop independence moving around the school building.
- Nurture an environment where other children are helpful and have a keen awareness of how to help.
- Incorporate individual physio programme exercises into the whole class PE lesson
- Access to assisted technology such as clicker/splash
- Allow extra time to complete tasks where needed. Be aware that this will be dependent on the individual child.
- Height adjustable tables and stools with backs and footrests facilitate access.
- As far as possible the classroom layout is planned to enable independent movement for all pupils around the room.
- Pupil's seating arrangements ensure good visual access to teacher input, access to additional support, where required, and enable social interaction with peers.
- Transitions into and around the school site are identified and alternative routes are put into place as required.
- A personal emergency evacuation plan (PEEP) is in place for pupils with physical disabilities and the child knows the plan of what to do in an emergency.
- Lockers, pegs and trays are appropriately allocated so that children can independently access them. Example - a peg at the end of the line or at a different height.

- Inclusive access arrangements are put in place for social situations throughout the day. Example - the provision of a quiet room / space, seating in various places outside including under-cover.
- Playground/outdoor spaces allow for a variety of activities including fewer physical ones, e.g. table-top games, wall games, outside sensory activities.

What is happening for the child

Severe and complex medical needs including life limiting diagnosis or condition.

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Maintain close relationships with the family to provide appropriate support.
- Utilise knowledge of Parents/Carers to support the child in school.
- Establish Reasonable adjustments in line with the Equality Act 2010.
- Mutually agree with the family, regular home school contact when/if child is not in school to maintain a 'sense of belonging' with peers and school community.
- Ensure appropriate equipment such as lockable medicine cabinets, first aid bags, fridges, are available.
- Liaise with specialist colleagues to ensure training is up-to-date and relevant.
- Clear bereavement training and policies.
- Rotated medication / care training.

What is happening for the child

Sensory Sensitive children and young people may be hyper-alert to sensory input.

Sensory sensitive behaviours may look like:

- May be distracted by people walking around the classroom (staff and children)
- Strong response/reaction to loud or sudden noises

- Distressed by other people walking around/near or touching them

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Risk Assessment to ensure safe access to curriculum activities
- Seat child in class facing away from seeing people coming in and out of the class.
- Reduce the amount of exposure to bright colours or lighting by positioning away from posters or lamps in class.
- Accessible 'calm' space. Example – calm corner, sensory room,
- Alternative seating in lunch hall/assembly
- Individual toolkits for pupils:
 - o blowing bubbles,
 - o weighted blanket,
 - o kinetic sand,
 - o doodle
 - o ear defenders, or child-suitable noise-reduction ear plugs, may help where auditory input is difficult to process.
 - o 'smelly' bag to provide a positive smell for those sensitive to smell
 - o fidget tool or stress balls can help calm children.
 - o sucking on a bottle or through a straw can promote deep breathing which is calming
 - o chewing on something tough or chewy can be calming

What is happening for the child

Sensory Seeking children and young people may be under sensitive to input and use behaviour to increase sensory exposure.

Sensory seeking behaviours may look like:

- o Stand too close to others
- o Walk with loud, heavy steps

- o Touch people and objects
- o Chew on non-food items

Provision

Example of provision and/or strategies, approaches, adjustments and specific interventions that may be used and adjusted according to the individual needs, age and stage of the children.

- Provide frequent movement opportunities. This may include handing out resources and books or other 'helpful' jobs in class/school.
- Consider specific movement breaks that avoid overstimulation i.e. daily mile, 10 star jumps or 2 laps of the field. These can be adapted and involve the whole class.
- Utilise sensory room/Exposure to bright colours and moving objects where appropriate
- Sit cushions allow for movement while seated
- A TheraBand, or suitable alternative, on the legs of chairs gives feedback while seated.
- Sensory circuits
- Peanut balls/wobble cushions

Adapted for Chapelfield Primary School from the Ordinarily Available Inclusive Provision documents published by Greater Manchester Combined Authority and Bury Local Authority, with thanks.