

St.Peter's CE Primary School

# SEN Handbook

*Nobody left behind, nobody forgotten*



## St Peters Church of England Primary School

### SEN Handbook

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The purpose of this SEN staff handbook is to give clear guidance to our whole school approach to inclusion and as to how the Mainstream Core Standards will be met consistently in every classroom.

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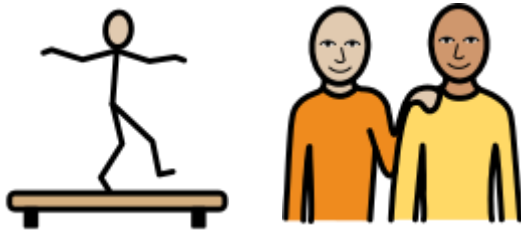
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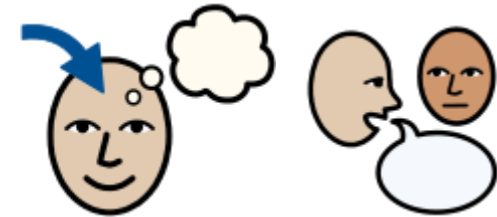
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## Mainstream Core Standards

### Visuals, visuals, visuals

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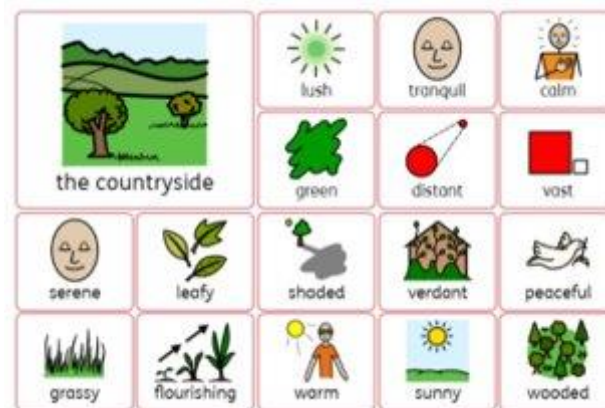


Visuals are an essential part of meeting the Mainstream Core Standards in all 4 areas and we have the 'Widget' resource to create the visuals. Visuals should be used in every classroom and should be used for organisation (visual timetables, now and next boards), for learning new vocabulary in all areas of the curriculum and for scaffolding writing. Some individual children will need their own visuals, e.g. 'a now and next board' or visual timetable. Visuals support all learners and have many benefits; they are grounding, reduce anxiety, help children feel safe and know what is coming next, learn and remember new concepts and keep up with the content of the lesson. They help learners to become independent.

#### 1) Organisation



#### 2) Learning new vocabulary



#### 3) Scaffolding/supporting writing



## Mainstream Core Standards – Cognition and Learning

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### Whole school approaches:

- Differentiation for children and young people with these needs ensures the development of literacy, numeracy, expressive language and communication skills.
- The curriculum is delivered at a level appropriate for the learners' age and stage of development i.e. learners who are attaining at a level significantly behind their peers are taught a curriculum that is adapted and suited to their age and areas of interest.
- Arrangements to support the use and delivery of approaches and resources for students with specific learning difficulties.
- ICT is used to support learning.
- TAs are trained and skilled in supporting children and young people with general and specific learning difficulties.

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
<ul style="list-style-type: none"> <li>• Difficulties with learning (learners will have a much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. May have associated S &amp; L</li> </ul>	<b>Difficulty with:</b> <ul style="list-style-type: none"> <li>• The pace of whole class teaching and learning.</li> <li>• Acquiring basic numeracy skills.</li> <li>• Understanding basic mathematical concepts, e.g. time.</li> <li>• Understanding and/or remembering classroom instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment through teaching to identify the areas of need in consultation with the learner.</li> </ul>
		<ul style="list-style-type: none"> <li>• Clear and simple instructions, breaking down longer instructions and giving one at a time.</li> </ul>
		<ul style="list-style-type: none"> <li>• Visual timetable.</li> </ul>
		<ul style="list-style-type: none"> <li>• Visual cues and prompts.</li> </ul>
		<ul style="list-style-type: none"> <li>• Social stories.</li> </ul>
		<ul style="list-style-type: none"> <li>• Give time before a response is needed.</li> </ul>
		<ul style="list-style-type: none"> <li>• Pre-teaching.</li> </ul>
		<ul style="list-style-type: none"> <li>• Shared next steps - so that they will know what to expect.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
delay, low self-esteem, low levels of concentration and underdeveloped social skills).	<ul style="list-style-type: none"> <li>• Distinguishing between the Who? What? Where? When? How? And Why? Questions.</li> <li>• Understanding verbal explanations.</li> <li>• Memory (short-term, working or long-term).</li> <li>• Learning, remembering and using appropriate curriculum vocabulary.</li> <li>• You may also see:</li> <li>• A lack of confidence and a reluctance to take risks with new learning situations.</li> <li>• Distractibility, passivity, or tiredness.</li> <li>• Low self-esteem.</li> <li>• High level of dependence on adult support.</li> <li>• A tendency to copy peers.</li> <li>• Reluctance or inability to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated resource – teach the curriculum appropriate to the child, not their chronological age.</li> </ul>
		<ul style="list-style-type: none"> <li>• Small group and individual support.</li> </ul>
		<ul style="list-style-type: none"> <li>• Plan opportunities for success and celebrate those successes.</li> </ul>
<ul style="list-style-type: none"> <li>• Difficulties with working memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles with pace of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Give the 'big picture' and context at the start of a new topic and revisit throughout.</li> </ul>
		<ul style="list-style-type: none"> <li>• Note-taking as an approach for all.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<ul style="list-style-type: none"> <li>• Struggles to follow instructions – can do the first step.</li> <li>• Easily distracted.</li> <li>• Unable to complete homework even if explained and differentiated.</li> <li>• Fails to complete tasks.</li> <li>• Poor organisation.</li> <li>• Copies/follow others.</li> <li>• Poor organisation.</li> <li>• Appears anxious and/or avoidant of tasks or activities.</li> <li>• May not ask for help or is highly dependent on adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide working walls, word maps, lists, checklists, task boards, templates, and storyboards.</li> </ul>
		<ul style="list-style-type: none"> <li>• Visual support/reminders – multisensory approach.</li> </ul>
		<ul style="list-style-type: none"> <li>• Aim to provide 'check-in' support rather than constant individual attention.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide opportunities for repetition and overlearning.</li> </ul>
		<ul style="list-style-type: none"> <li>• Memory activities and games to support the development of strategies to support memory.</li> </ul>
<ul style="list-style-type: none"> <li>• Specific learning difficulties affecting one or more aspects of learning including reading, writing, handwriting, arithmetic, or mathematical</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with (some or all of the following):</li> <li>• Auditory processing.</li> <li>• Phonological awareness – segmenting and blending phonemes.</li> <li>• Decoding words.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge and encourage good oral contributions whenever possible</li> </ul>
		<ul style="list-style-type: none"> <li>• Metacognition approaches – learning to learn by trying to understand the learner's difficulty and asking them what helps.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use strategies and approaches recommended in advice from assessments and consultations.</li> </ul>
		<ul style="list-style-type: none"> <li>• Evidence-based interventions to develop skills.</li> </ul>
		<ul style="list-style-type: none"> <li>• Make simple adaptations e.g., font, line spacing, coloured paper, lighting etc.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
reasoning and/or memory which significantly impacts their ability to learn and demonstrate their learning.	<ul style="list-style-type: none"> <li>Difficulties with learning phonics beyond the simple alphabetic code.</li> <li>Reading - Inaccurate or slow.</li> <li>Visual processing.</li> <li>Poor word recognition skills.</li> <li>Writing - requires much effort.</li> <li>Frequent and inconsistent spelling errors.</li> <li>Handwriting and formatting on the page.</li> <li>Copying from a worksheet, screen, or board.</li> <li>Acquisition and retention of mathematical concepts e.g., Place Value.</li> <li>Remembering number facts and inability to use efficient calculation strategies to solve number problems e.g., counting on fingers rather than using number facts.</li> <li>Mathematical reasoning.</li> <li>Working memory.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the learner to celebrate their strengths and achievements in all areas of life.</li> </ul>
		<ul style="list-style-type: none"> <li>Reading:</li> <li>Allow extra time to read and absorb information.</li> </ul>
		<ul style="list-style-type: none"> <li>Avoid asking the child to read in front of others unless they want to.</li> </ul>
		<ul style="list-style-type: none"> <li>Teach strategies to help track words on the page.</li> </ul>
		<ul style="list-style-type: none"> <li>Spelling:</li> <li>Mark written work on content rather than spelling.</li> </ul>
		<ul style="list-style-type: none"> <li>Highlight/tick the correct parts of the word rather than errors.</li> </ul>
		<ul style="list-style-type: none"> <li>Provide high frequency word/topic word lists.</li> </ul>
		<ul style="list-style-type: none"> <li>Use inbuilt accessibility features of tablets, phones or laptops, e.g. speech to text functions.</li> </ul>
		<ul style="list-style-type: none"> <li>Use dyslexia friendly software, e.g., CLICKER.</li> </ul>
		<ul style="list-style-type: none"> <li>Use colour to highlight spelling patterns.</li> </ul>
		<ul style="list-style-type: none"> <li>Writing / Handwriting:</li> <li>Reduce written homework requirements.</li> </ul>
		<ul style="list-style-type: none"> <li>Substitute an alternative task (e.g., work on NESSY or Word shark) for spelling test.</li> </ul>
		<ul style="list-style-type: none"> <li>Allow and encourage alternative methods other than handwriting when recording work.</li> </ul>
		<ul style="list-style-type: none"> <li>Use of a scribe or voice recording for some tasks.</li> </ul>
		<ul style="list-style-type: none"> <li>Teach touch-typing.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
		<ul style="list-style-type: none"> <li>Encourage and support word processing for written work where possible.</li> </ul>
		<ul style="list-style-type: none"> <li>Check suitability of chair/desk, posture, and paper placement.</li> </ul>
		<ul style="list-style-type: none"> <li>Provide with left/right-handed pens and pencils as appropriate.</li> </ul>
		<b><u>Working memory:</u></b>
		<ul style="list-style-type: none"> <li>Chunk instructions one step at a time and check understanding throughout task.</li> </ul>
		<ul style="list-style-type: none"> <li>Allow extra time for the pupil to write down written instructions or give assistance.</li> </ul>
		<ul style="list-style-type: none"> <li>Provide and teach how to use working walls, word maps, lists, checklists, task boards, templates, and story boards as appropriate.</li> </ul>
		<ul style="list-style-type: none"> <li>Provide opportunities for repetition and over-learning.</li> </ul>
		<ul style="list-style-type: none"> <li>Support pupils to copy from the board allowing extra time or provide a personal copy to have on their desk.</li> </ul>
		<ul style="list-style-type: none"> <li>Aim to provide 'check-in' support rather than constant individual attention.</li> </ul>
		<ul style="list-style-type: none"> <li>Give homework tasks and important instructions in pictorial or written form.</li> </ul>
		<ul style="list-style-type: none"> <li>Encourage use of different coloured pens to highlight work and provide markers.</li> </ul>
		<b><u>Mathematics:</u></b>
		<ul style="list-style-type: none"> <li>Use manipulatives such as Numicon.</li> </ul>
		<ul style="list-style-type: none"> <li>Talk through number concepts out loud, communicating thinking in a verbal, diagrammatic and written form.</li> </ul>



What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
		<ul style="list-style-type: none"> <li>• Use number games.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use of visual programmes such as Number Shark to target gaps in learning.</li> </ul>
		<ul style="list-style-type: none"> <li>• Follow a structured approach to build understanding of concepts.</li> </ul>
		<ul style="list-style-type: none"> <li>• Acknowledge and encourage good oral contributions whenever possible.</li> </ul>
		<ul style="list-style-type: none"> <li>• Metacognition approaches – learning to learn by trying to understand the learner’s difficulty and asking them what helps.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use strategies and approaches recommended in advice from assessments and consultations.</li> </ul>
		<ul style="list-style-type: none"> <li>• Evidence-based interventions to develop skills.</li> </ul>
		<ul style="list-style-type: none"> <li>• Make simple adaptations e.g. font, line spacing, coloured paper, lighting etc.</li> </ul>
		<ul style="list-style-type: none"> <li>• Encourage the learner to celebrate their strengths and achievements in all areas of life.</li> </ul>

## Mainstream Core Standards – Cognition and Learning



### What will be seen in every classroom

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#### Slides:



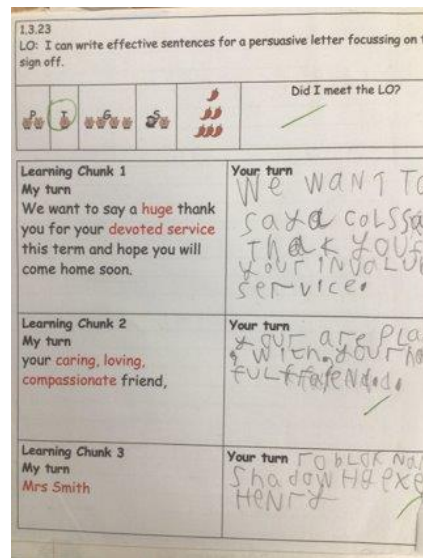
1. Slides should be clear and easy to read.
2. Limit the amount of writing on a slide. The font size should be no smaller than **font 30** and the font should be **Comic Sans**.
3. The background should not be white, but should be light. Avoid background patterns or distracting surrounds.
4. Use sufficient contrast between the background and the text.
5. There should be a visual on each slide.
6. Sentences should be in alternate colours so that the children can see where each sentences begins and ends.
7. **Key words** should be highlighted.
8. Children with dyslexia should not copy from the board; they should use either mirroring software or a copy of the slides.

### Desks:



1. Desks should be tidy and clutter-free.
2. All children in KS1 should have access to a Little Wandle 'Grow the Code' Phonics mat and 'high frequency words' in every lesson that they are writing.
3. All identified children in KS2 should have access to Little Wandle 'Grow the Code' Phonics mat in every writing lesson.
4. Widget vocabulary sheets should be provided in English writing lessons.

### Worksheets:

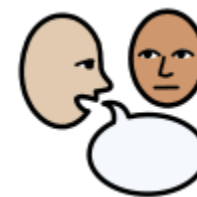


1. Worksheets should be clear and easy to follow.
2. Scaffolded support for those who need it with key words highlighted and modelled examples, e.g. 'My turn, your turn'.

### Individual support:

1. Assistive technology, including voice recording.

## Mainstream Core Standards – Communication and Interaction



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What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
<ul style="list-style-type: none"> <li>Young children with ASD or characteristics of ASD may be pre-verbal.</li> </ul>	<b>Difficulty with:</b> <ul style="list-style-type: none"> <li>Withdrawn behaviours.</li> <li>Appearing to be in a 'world of their own'.</li> <li>Frustration, resulting in challenging behaviours.</li> <li>Poor progress not associated with a learning need.</li> </ul>	<ul style="list-style-type: none"> <li>A multi-sensory approach.</li> </ul>
		<ul style="list-style-type: none"> <li>Makaton</li> </ul>
		<ul style="list-style-type: none"> <li>Symbol communication, such as PECS</li> </ul>
		<ul style="list-style-type: none"> <li>Visual support</li> </ul>
		<ul style="list-style-type: none"> <li>Now and next boards and sequence strips</li> </ul>
		<ul style="list-style-type: none"> <li>Communication support software, such as Communicate in Print or Widget.</li> </ul>
		<ul style="list-style-type: none"> <li>Introduce language through rhyme and song.</li> </ul>
		<ul style="list-style-type: none"> <li>All attempts to speak are supported.</li> </ul>
<ul style="list-style-type: none"> <li>Difficulty understanding or using social communication – the 'unspoken rules'.</li> </ul>	<ul style="list-style-type: none"> <li>Social isolation and vulnerability.</li> <li>Can appear rude or aggressive.</li> <li>Makes mistakes in social interactions and lacks the skills to repair.</li> <li>Appearing to struggle with boundaries, e.g. open discussion of matters considered private or social taboos.</li> </ul>	<ul style="list-style-type: none"> <li>Comic strip conversations/story boards.</li> </ul>
		<ul style="list-style-type: none"> <li>Social Autopsy approach.</li> </ul>
		<ul style="list-style-type: none"> <li>Autism-specific social communication programme.</li> </ul>
		<ul style="list-style-type: none"> <li>Explicit teaching of social rules, the reasons and benefits of their use.</li> </ul>
		<ul style="list-style-type: none"> <li>Lego-based interventions.</li> </ul>
		<ul style="list-style-type: none"> <li>Lunch/breaktime clubs.</li> </ul>
		<ul style="list-style-type: none"> <li>Modelling and role play.</li> </ul>
		<ul style="list-style-type: none"> <li>Grouping learner with social communication difficulties with socially competent peers.</li> </ul>
		<ul style="list-style-type: none"> <li>Use of prompting to support generalisation of what has been learnt.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
		<ul style="list-style-type: none"> <li>Now ('you are doing this') and next ('you are going to be doing that') boards.</li> <li>Consider, in collaboration with the learner and parents/carers, peer awareness training.</li> </ul>
<ul style="list-style-type: none"> <li>Difficulties with language and non-verbal communication.</li> </ul>	<b>Difficulty with (some or all of the following):</b> <ul style="list-style-type: none"> <li>Not knowing that whole class/group instructions are meant for them - can appear that learners are reluctant or unwilling to follow instructions.</li> <li>Interpreting language literally; struggling to understand idioms, some jokes and sarcasm, which can lead to vulnerability and embarrassment.</li> <li>Struggling to differentiate or misinterpreting tone of voice.</li> <li>Initiating interactions inappropriately - shouting</li> </ul>	<ul style="list-style-type: none"> <li>Use the learner's name to gain their attention before giving instructions.</li> </ul>
		<ul style="list-style-type: none"> <li>Avoid use of sarcasm, idioms, and figures of speech.</li> </ul>
		<ul style="list-style-type: none"> <li>Keep instructions simple.</li> </ul>
		<ul style="list-style-type: none"> <li>Use visual supports, pictures, symbols.</li> </ul>
		<ul style="list-style-type: none"> <li>Be aware of your own use of body language to communicate - this can be missed or misinterpreted.</li> </ul>
		<ul style="list-style-type: none"> <li>Be aware that learners may not be able to read facial expression as a form of communication.</li> </ul>
		<ul style="list-style-type: none"> <li>Awareness of own tone of voice (calm and not too loud).</li> </ul>
		<ul style="list-style-type: none"> <li>Awareness of the impact of language and social communication difficulties on peer relationships and potential vulnerability; careful consideration of grouping and be vigilant to misunderstandings leading to conflict or ridicule.</li> </ul>
		<ul style="list-style-type: none"> <li>Social rules displayed visually and referred to explicitly.</li> </ul>
		<ul style="list-style-type: none"> <li>Consider, in collaboration with the learner and parents/carers, peer awareness training.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<p>out, touching others to get attention, interrupting.</p> <ul style="list-style-type: none"> <li>• Difficulty in understanding body language.</li> <li>• Difficulty in recognising and interpreting facial expressions.</li> </ul>	
Unusual communication	<ul style="list-style-type: none"> <li>• Flat, monotonous tone - can lead others to believe that learner is unemotional.</li> <li>• Immature tone.</li> <li>• Adoption of the accent of another language - often American.</li> <li>• Loud voice regardless of time or place - can appear opinionated and rude.</li> <li>• Lecturing tone - can cause difficulties with peer relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider, in collaboration with the learner and parents/carers, peer awareness training.</li> </ul>
		<ul style="list-style-type: none"> <li>• Social communication groups.</li> </ul>
		<ul style="list-style-type: none"> <li>• Modelling.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<ul style="list-style-type: none"> <li>Unusual eye contact – often avoidant and fleeting but can be overly intense.</li> </ul>	
<ul style="list-style-type: none"> <li>Difficulties with imagination – putting themselves in 'someone else's shoes'.</li> </ul>	<b>Difficulty with (some or all of the following):</b> <ul style="list-style-type: none"> <li>Struggle to understand another person's point of view which can lead to others believing the child or young person lacks emotion and compassion.</li> <li>May struggle with some aspects of the curriculum requiring this skill.</li> </ul>	<ul style="list-style-type: none"> <li>Social stories.</li> </ul>
		<ul style="list-style-type: none"> <li>Social autopsy approach.</li> </ul>
		<ul style="list-style-type: none"> <li>Social communication and understanding groups or 1:1 work.</li> </ul>
		<ul style="list-style-type: none"> <li>Use of TV programmes to observe and analyse the behaviour of others.</li> </ul>
		<ul style="list-style-type: none"> <li>Awareness of potential difficulties with creative writing or analysis of events, fiction and poetry; provide writing frames, story boards and task boards.</li> </ul>
<ul style="list-style-type: none"> <li>Sensory needs</li> </ul>	<b>Difficulty with (some or all of the following):</b> <ul style="list-style-type: none"> <li>May be sensitive to (or afraid of ) loud noises or particular sounds, smells or sights, leading to inability to concentrate, increased anxiety and agitation.</li> </ul>	<ul style="list-style-type: none"> <li>Avoid 'visual' clutter – classrooms are ordered and calm.</li> </ul>
		<ul style="list-style-type: none"> <li>Consider the sensory environment using a sensory audit to consider:</li> </ul>
		<ul style="list-style-type: none"> <li>Lighting.</li> </ul>
		<ul style="list-style-type: none"> <li>Classroom and corridor displays.</li> </ul>
		<ul style="list-style-type: none"> <li>Use of workstations or re-positioning of individual table or desks.</li> </ul>
		<ul style="list-style-type: none"> <li>Where space allows, set up a sensory room.</li> </ul>
		<ul style="list-style-type: none"> <li>Sensory toolbox.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<ul style="list-style-type: none"> <li>• May experience visual, auditory, or olfactory overload leading to intense feelings of anxiety, being overwhelmed, 'fright, fight or flight response.</li> <li>• May exit intolerable environments without warning or create a situation leading to their removal from the environment.</li> <li>• May refuse to enter certain environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Help/exit cards.</li> </ul>
		<ul style="list-style-type: none"> <li>• Sensory circuits delivered by trained staff.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use sensory profiling.</li> </ul>
		<ul style="list-style-type: none"> <li>• Consider providing ear defenders.</li> </ul>
		<ul style="list-style-type: none"> <li>• Pre-warning of fire drills or announcements where possible.</li> </ul>
		<ul style="list-style-type: none"> <li>• Plan transition times e.g., delayed or early movement between lessons.</li> </ul>
<ul style="list-style-type: none"> <li>• Difficulties in the classroom</li> </ul>	<b>Difficulty with (some or all of the following):</b> <ul style="list-style-type: none"> <li>• Planning (executive functioning) – finding it hard to organise ideas, plan projects, organise equipment and resources –</li> </ul>	<ul style="list-style-type: none"> <li>• Check back that any verbal input has been understood.</li> </ul>
		<ul style="list-style-type: none"> <li>• Visual support.</li> </ul>
		<ul style="list-style-type: none"> <li>• Get attention using name.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide checklists and task boards.</li> </ul>
		<ul style="list-style-type: none"> <li>• Try to link work to special interests.</li> </ul>
		<ul style="list-style-type: none"> <li>• Consider using timers to structure tasks.</li> </ul>
		<ul style="list-style-type: none"> <li>• Reward the extra effort it has taken to complete a task.</li> </ul>



What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<p>can appear disorganised and may become anxious and confused. Sequencing or multi-step tasks.</p> <ul style="list-style-type: none"> <li>• Maintaining concentration if not understanding 'the point' of the task or experiencing sensory overload.</li> <li>• Reading and comprehension, due to problems with inference and vocabulary.</li> <li>• Literal understanding.</li> <li>• Intense focus and 'getting stuck' on an aspect of a task.</li> <li>• Refusal, avoidance or reluctance to complete homework – 'school-work is for school and home is my refuge'.</li> </ul>	<ul style="list-style-type: none"> <li>• Close liaison with home regarding homework – can homework be limited or completed within the school day?</li> <li>• Consider the use of learning breaks to manage demand and sensory stimulation.</li> <li>• Pre-teach key vocabulary – small group or individual support.</li> <li>• Explicit teaching of inference.</li> <li>• Use of narrative programmes.</li> <li>• Use scaffolding techniques, e.g. writing frames</li> <li>• Provide alternative methods of recording e.g. laptop and or speech-to-text software.</li> <li>• Teach touch typing.</li> <li>• For assessment, share and explain marking criteria to support understanding of why work needs to be completed in a particular way, or the extent to which exam questions need to be answered.</li> </ul>

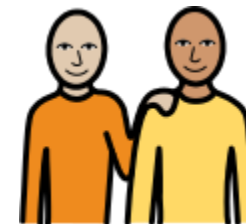
What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<ul style="list-style-type: none"> <li>• Not understanding what is expected of any task (including homework).</li> <li>• Struggling with changes to usual school routines - or worrying that there might be a change.</li> <li>• Difficulty recording work.</li> <li>• Difficulty demonstrating level of knowledge and understanding in line with assessment criteria, leading to attainment scores not in line with learner's abilities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Difficulties combine, leading to social isolation and difficulties making, maintaining and repairing friendships</li> </ul>	<b>Difficulty with (some or all of the following):</b> <ul style="list-style-type: none"> <li>• Feelings of sadness, loneliness, low self worth and anxiety.</li> <li>• Vulnerable to bullying and exploitation.</li> </ul>	
		• 'Buddy' systems.
		• Circle of Friends approach.
		• Allocation of a key person.
		• Lunch time clubs/activities.
		• Place and time to be away from the demands of social interaction.
		• Support during unstructured times to prompt the use of helpful strategies, encourage and model.

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
<ul style="list-style-type: none"> <li>Difficulties combine, leading to escalation in anxiety and deteriorating well-being and mental health. Difficulties combine (sometimes including the impact of the continuous challenge and effort of continually attempting to</li> </ul>	<ul style="list-style-type: none"> <li>Increased withdrawn behaviours.</li> <li>Increase in challenging behaviours.</li> <li>Escalation in behaviours in order to be sent home or excluded.</li> <li>Difficulties around eating in school or at home.</li> <li>Escalating difficulties with emotional regulation at home.</li> <li>Increase in demand avoidance.</li> <li>Increase in perfectionism/ 'overworking'.</li> </ul>	<ul style="list-style-type: none"> <li>Consider, in collaboration with the learner and parents/carers, peer awareness training.</li> </ul>
		<ul style="list-style-type: none"> <li>Mentoring support.</li> </ul>
		<ul style="list-style-type: none"> <li>Be vigilant for signs of increasing generalised anxiety and deteriorating wellbeing.</li> </ul>
		<ul style="list-style-type: none"> <li>Discussion at the Local Inclusion Forum Team meetings.</li> </ul>
		<ul style="list-style-type: none"> <li>Analysis of aspects of school life that are most difficult.</li> </ul>
		<ul style="list-style-type: none"> <li>Supported transition in to school each day</li> </ul>
		<ul style="list-style-type: none"> <li>Enhanced communication plan agreed with parents, which may include more regular phone calls, emails, meetings, use of contact.</li> </ul>
		<ul style="list-style-type: none"> <li>Consider increased use of learning breaks.</li> </ul>
		<ul style="list-style-type: none"> <li>Consider curriculum load.</li> </ul>
		<ul style="list-style-type: none"> <li>Consider referral to GP or NELFT.</li> </ul>
		<ul style="list-style-type: none"> <li>Signpost parents to the Local Offer and known community support.</li> </ul>
		<ul style="list-style-type: none"> <li>Discuss referral to Early Help/Social Care with parents.</li> </ul>
		<ul style="list-style-type: none"> <li>Consider needs to other children in the family.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision - strategies, interventions, and resources
'mask' difficulties), leading to:	<ul style="list-style-type: none"> <li>Increasingly reporting feeling unwell.</li> <li>Refusing to attend school, or parental efforts to ensure attendance are met with increasing resistance.</li> </ul>	

## Mainstream Core Standards – Social, Emotional and Mental Health

### *Nobody left behind, nobody forgotten*



All of the descriptions provided represent how behaviours or presentation can be perceived by others. It is important to see these behaviours in the context of anxiety and possible language and or learning needs.

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
'Fight responses'	<ul style="list-style-type: none"> <li>• Verbal and physical aggression.</li> <li>• Violence towards property and/or people.</li> <li>• Inappropriate language.</li> <li>• Blaming others.</li> <li>• Pushing friends away.</li> <li>• Inflexibility and/or unable to follow rules or instructions.</li> <li>• Disrespectful.</li> <li>• Self-harming/self-sabotaging behaviours.</li> <li>• Refusal to follow instructions or comply with behavioural norms.</li> <li>• Stealing.</li> </ul>	• Provide a secure base (safe and predictable environment).
		• Consider the reason/purpose of behaviour - what is the context/history?
		• Routines and changes are communicated in advance.
		• Careful consideration of seating position.
		• Where possible, make tasks relevant and interesting, linked to the learner's strengths and development needs.
		• Think carefully about lesson content in relation to learner's known previous life experiences.
		• Use of strategies and approaches to develop understanding of presenting behaviours, e.g. ABC charts and the Iceberg approach.
		• Use of Boxall Profiling.
		• Support co-regulation.
		• Consider learning breaks.
		• Adopt a Key Person approach.
		• Provide support and/or organised activities during unstructured times.
		• Exit cards.
		• Backward chaining.

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
'Flight' responses:	<ul style="list-style-type: none"><li>• May appear to be being dishonest.</li><li>• Moving to another area without notice or permission (absconding).</li><li>• Hiding.</li><li>• Inability to manage unstructured/free time.</li><li>• Avoiding tasks and activities.</li><li>• Hyperactive.</li><li>• Hypervigilant.</li><li>• Agitated.</li><li>• Fidgety.</li><li>• Immature behaviours, tone of voice.</li></ul>	• Develop risk assessments with parents and the pupil.
		• Ensure consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility.
		• Offer a safe place within the classroom and offer to co-regulate when necessary.
		• Offer a 'safe' and familiar task when emotions are heightened.
		• Support verbal input with visuals (demonstration, images, objects, key words).
'Freeze' behaviours:	<ul style="list-style-type: none"><li>• Forgetful.</li><li>• Distracted; difficulties with concentration and engagement.</li><li>• Not listening or interacting.</li><li>• Appears confused.</li><li>• Clumsy.</li><li>• Withdrawal from social engagements.</li></ul>	• Assessment through teaching, e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence.
		• Small group work, e.g. friendship or social skills, nurture groups.
		• Backward chaining - bringing learner in at the end of assembly or school day.
		• Play-based activities.
		• Establish interests.
'Fold' behaviours:		• Buddying/Peer Mentoring.

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<ul style="list-style-type: none"> <li>• Passive with neutral expression.</li> <li>• Compliant - which can lead to vulnerability.</li> <li>• Providing only 'yes' and 'no' answers.</li> <li>• Self-harm.</li> <li>• Unable to accept praise.</li> <li>• Unable to show enjoyment of seemingly positive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving responsibility for looking after someone else.</li> <li>• Unpicking the behaviours - negative and positive behaviours - what lies behind them?</li> <li>• Seek advice around self-harming or risk taking behaviours - a multi-professional approach.</li> <li>• Identifying what is not right through engagement with the learner.</li> <li>• Looking back, when did the behaviour start to change?</li> <li>• Liaison and collaboration with home is essential to understand the wider picture.</li> <li>• Provide substitutes for self-harming behaviours, e.g. elastic bands.</li> </ul>
Physical symptoms that are medically unexplained, e.g. soiling, stomach pains.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Provide activities that are stress reducing, e.g. games, dance, colouring, gardening, animals, forest school.</li> <li>• Keep a log and analyse pattern or trends to identify trigger.</li> <li>• Liaison with School Health (Kent).</li> </ul>
Attention difficulties including ADHD and ADD.	<b>Inattentiveness:</b> <ul style="list-style-type: none"> <li>• Having a short attention span and being easily distracted.</li> <li>• Appearing forgetful or losing things.</li> <li>• Being unable to stick to tasks that they perceive as tedious or time-consuming.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the reasons - is there a pattern?</li> <li>• Allowing plenty of time for movement or frequent small concentration periods.</li> <li>• Have a clear structure to the day.</li> <li>• Provide clocks and timers on desk.</li> <li>• Have clear expectations regarding behaviours and a clear and consistent response to behaviours.</li> <li>• Being aware of times of the day that may be more difficult.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<ul style="list-style-type: none"> <li>• Appearing to be unable to listen to or carry out instructions.</li> <li>• Constantly changing activity or task.</li> <li>• Having difficulty organising tasks.</li> </ul> <p><b>Hyperactivity and impulsiveness:</b></p> <ul style="list-style-type: none"> <li>• Being unable to sit still, often fidgeting.</li> <li>• Struggling to concentrate on tasks.</li> <li>• Poor working memory.</li> <li>• Excessive physical movement.</li> <li>• Excessive talking.</li> <li>• Being unable to wait their turn.</li> <li>• Appearing to act without thinking.</li> <li>• Interrupting conversations.</li> <li>• Appearing to have little or no sense of danger.</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration of discipline procedures/ behaviour policies and any reasonable adjustments that need to be made in line with Equalities legislation.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use known interests or hobbies to engage in activities and discussion.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide regular opportunities for exercise.</li> </ul>
	<ul style="list-style-type: none"> <li>• Appears anxious.</li> <li>• Appears withdrawn.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture group/nurture ethos.</li> </ul>
		<ul style="list-style-type: none"> <li>• Liaise with parents and carers for shared understanding.</li> </ul>



What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
Attachment Difficulties (including Attachment Disorder)	<ul style="list-style-type: none"> <li>• May experience intense and overwhelming emotions exhibited as anger or 'loss of control'.</li> <li>• May appear to lack inhibitions e.g. hugging people they don't know or appearing to be 'over friendly' towards children and adults.</li> <li>• Finding it difficult to join in with play or interactive games.</li> <li>• Appearing to 'sabotage' situations where things are going well.</li> <li>• May avoid eye contact.</li> <li>• Struggles with impulse control.</li> <li>• Struggle with 'cause and effect' thinking.</li> <li>• Lacks self-belief and confidence (has low self-esteem).</li> </ul>	<ul style="list-style-type: none"> <li>• Robust and careful transition when the child starts school, which includes consideration of life history.</li> </ul>
		<ul style="list-style-type: none"> <li>• All staff trained and aware of any child with attachment difficulties and how to respond to them (at a single child level).</li> </ul>
		<ul style="list-style-type: none"> <li>• Consideration of reasonable adjustments to and changes that could be made to the discipline procedures/behaviour policies.</li> </ul>
		<ul style="list-style-type: none"> <li>• Consideration of family context and the range of children that may have attachment difficulties, e.g. adopted, forces children, previously CIN, LAC.</li> </ul>
		<ul style="list-style-type: none"> <li>• Liaison with VSK for training and advice including working as part of the attachment aware project.</li> </ul>
Low level disruption or behaviours that appear		<ul style="list-style-type: none"> <li>• Differentiated use of voice, gesture and body language.</li> </ul>
		<ul style="list-style-type: none"> <li>• Focus on reducing anxiety and thereby behaviours.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
to want to draw attention, e.g., talking out of turn, frequent interruptions to learning, fiddling with objects.		<ul style="list-style-type: none"> <li>Flexible and creative use of rewards and consequences. e.g. 'catch them being good'.</li> </ul>
		<ul style="list-style-type: none"> <li>Positive reinforcement of expectations through verbal scripts and visual prompts.</li> </ul>
		<ul style="list-style-type: none"> <li>Time out/quiet area in the setting.</li> </ul>
Difficulty in making and maintaining healthy relationships.		<ul style="list-style-type: none"> <li>Small group/nurture group activities to support Personal Social and Emotional development.</li> </ul>
		<ul style="list-style-type: none"> <li>A range of differentiated opportunities for social and emotional development, e.g. buddy systems, friendship strategies, circle time.</li> </ul>
		<ul style="list-style-type: none"> <li>Restorative approaches.</li> </ul>

## Mainstream Core Standards – Sensory and Physical

*Nobody left behind, nobody forgotten*



What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
Access and environment	<p>Learners may experience not being able to:</p> <ul style="list-style-type: none"> <li>Get around the school building easily or at all, e.g. past furniture in the classroom, down corridors, into all outside areas with friends.</li> </ul> <p>Having to go to a different place from friends because of need to:</p> <ul style="list-style-type: none"> <li>Keep warm</li> <li>Avoid sunlight</li> <li>Be safe in case of a fire (not using lift)</li> <li>Going to a care suite for personal care because learner needs:                             <ul style="list-style-type: none"> <li>to be hoisted by an adult</li> <li>to use special toilet equipment</li> <li>to take a long time in the toilet</li> <li>help with catheterisation</li> <li>to hold onto rails.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provide a secure base (safe and predictable environment).</li> </ul>
		<ul style="list-style-type: none"> <li>Consider the reason/purpose of behaviour - what is the context/history?</li> </ul>
		<ul style="list-style-type: none"> <li>Routines and changes are communicated in advance.</li> </ul>
		<ul style="list-style-type: none"> <li>Careful consideration of seating position.</li> </ul>
		<ul style="list-style-type: none"> <li>Where possible, make tasks relevant and interesting, linked to the learner's strengths and development needs.</li> </ul>
		<ul style="list-style-type: none"> <li>Think carefully about lesson content in relation to learner's known previous life experiences.</li> </ul>
		<ul style="list-style-type: none"> <li>Use of strategies and approaches to develop understanding of presenting behaviours, e.g. ABC charts and the Iceberg approach.</li> </ul>
		<ul style="list-style-type: none"> <li>Use of Boxall Profiling.</li> </ul>
		<ul style="list-style-type: none"> <li>Support co-regulation.</li> </ul>
		<ul style="list-style-type: none"> <li>Consider learning breaks.</li> </ul>
		<ul style="list-style-type: none"> <li>Adopt a Key Person approach.</li> </ul>
		<ul style="list-style-type: none"> <li>Provide support and/or organised activities during unstructured times.</li> </ul>
		<ul style="list-style-type: none"> <li>Exit cards.</li> </ul>
		<ul style="list-style-type: none"> <li>Backward chaining.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop risk assessments with parents and the pupil.</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
		<ul style="list-style-type: none"> <li>Offer a safe place within the classroom and offer to co-regulate when necessary.</li> <li>Offer a 'safe' and familiar task when emotions are heightened.</li> <li>Support verbal input with visuals (demonstration, images, objects, key words).</li> </ul>
Curriculum	<p>Have difficulties with written work:</p> <ul style="list-style-type: none"> <li>recording ideas may be very slow.</li> <li>may be difficult to read.</li> <li>never be finished.</li> <li>full of mistakes.</li> <li>may need to use assistive technology.</li> </ul> <p>During learning tasks, learners may:</p> <ul style="list-style-type: none"> <li>appear confused.</li> <li>not able to copy from the board.</li> <li>be very tired.</li> <li>unable to get started.</li> </ul>	<ul style="list-style-type: none"> <li>Consider consultation with the STLS PD team for alternative methods of recording (CAT team IT assessment is for pupil with most complex needs).</li> <li>Plan and provide opportunities for success with a focus on the learner's strengths and areas of interest.</li> <li>Consider multi-sensory learning opportunities.</li> <li>Ensure that learners have easy access to the equipment they require.</li> <li>Ensure that differentiation of tasks and adaptation of resources is undertaken with close collaboration between the learner, teacher and any support staff.</li> <li>Check in with the learner regularly.</li> <li>Take account of activities that the learner cannot participate in during planning to avoid exclusion.</li> <li>Ask the learner and their family what helps at in the classroom and at home.</li> <li>Where possible, reduce homework tasks to help manage fatigue.</li> <li></li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<p>Difficulties with the sport/PE curriculum means the learner may:</p> <ul style="list-style-type: none"> <li>• refuse to join in.</li> <li>• be very self-conscious.</li> <li>• get angry or upset.</li> <li>• take a long time to change.</li> <li>• fall over easily.</li> <li>• get left behind during games.</li> </ul> <p>May have gaps in learning due to: • illness and/or medical appointments</p> <ul style="list-style-type: none"> <li>• time out of class for personal care or therapy needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Share what is planned with the learner and ensure that they are able to be included in all activities in a way that is purposeful for them.</li> <li>• Build in routines that take account of time taken for changing</li> <li>• Ensure that participation in sporting activities has been included within the risk assessment document.</li> <li>• Disability sport taster days.</li> <li>• Inclusive school clubs, e.g. Boccia.</li> <li>• Provide catch up teaching time during timetabled lesson time - not lunchtime or break time.</li> <li>• Provide on-line access to learning where possible if out of school for a long period.</li> <li>• In liaison with the learner and parents/ carers, consider reducing the curriculum load.</li> </ul>
Social and emotional impact of difficulties:	<ul style="list-style-type: none"> <li>• May seek out adults.</li> <li>• May play with younger pupils.</li> <li>• May be socially isolated.</li> <li>• May get away from close adult support.</li> <li>• May negatively impact on approach and attitude to learning experience.</li> </ul> <p>Varied mood because:</p>	<ul style="list-style-type: none"> <li>• Disability sport taster days.</li> <li>• Inclusive school clubs, e.g. Boccia.</li> <li>• Provide catch up teaching time during timetabled lesson time - not lunchtime or break time.</li> <li>• Provide on-line access to learning where possible if out of school for a long period.</li> <li>• In liaison with the learner and parents/ carers, consider reducing the curriculum load.</li> </ul>

What you will see:		What can help:
Difficulty/barrier	How this presents and the impact on the learner	Provision – strategies, interventions, and resources
	<ul style="list-style-type: none"> <li>• Their condition is getting worse.</li> <li>• They sometimes have a lot of pain.</li> <li>• Friends have 'moved' on leading to a sense of being left behind.</li> <li>• Find that alternative activities are offered that are not fun.</li> <li>• Feel sad that they cannot travel, meet with friends or have them to stay out of school.</li> </ul>	