



NORTH WOLDS FEDERATION

Quality First Teaching and SEN Support Toolkit

September 2021

Lianne McGagh
SENCO

Contents Page

Page

3	Introduction
3	What is QFT and SEN Support?
4-5	Definitions and responsibilities with regards to staff members in schools
6-7	Cycle of process using the graduated approach

Resources

Page

9	Strategies Guide
22-23	SEN Concern/Referral
24-25	Glossary of Terms
26	Targeted support services

Introduction

The intention of this document is to ensure a consistent approach when identifying pupils' barriers to learning and/or special educational needs.

The emphasis of the Toolkit is to provide a consistent approach to ensure that:

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEND.
- All school members are routinely providing support and guidance as set out in the SEND Code of Practice 2015.
- Pupils' barriers to learning are identified early, quickly and correct support or intervention are provided.
- We as a Federation are able to monitor the impact and effectiveness of support and interventions through the graduated approach.
- Parents will know what support they can reasonably expect to be provided.
- Children and young people, their parents or carers, will be fully involved in decisions about their support and what they want to achieve.
- Support given should be in line with the pupil's needs and not dependent on diagnosis.

What is Quality First Teaching (QFT) and SEN support?

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may be just behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice and may need teacher directed class-based interventions.

What is SEN Support?

Where good quality first teaching is not meeting the pupil's educational needs and the child or young person requires additional or different support beyond classroom practice available to pupils of the same age.

SEND provision within the North Wolds Federation

All schools offer differing provision for children and young people with SEND. Under the Special Educational Needs and Disability (SEND) reforms, each school is legally required to provide detailed information for parents/carers on how they support children and young people with SEND. This can be found via the school websites and in the SEND Information Report.

Definitions and responsibilities with reference to expectations of staff members in schools.

Quality First Teaching

6.36 (Pg:99 SEND Code of Practice) Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may be just behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice and may need teacher directed class based interventions.

Responsibility: Class teacher and class support staff

Reasonable adjustments

Schools must ensure that no existing pupil is discriminated against in the manner in which education is provided, the way that pupils are able to access facilities/services, or through excluding a pupil or subjecting them to any other detriment. Many of the reasonable adjustments that schools are already making for pupils undoubtedly include the use of some auxiliary aids, such as coloured overlays for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software. The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils. Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff. The fact that a disabled pupil has SEND or EHC Plan does not take away a school's duty to make reasonable adjustments for that pupil.

Responsibility: Class teacher, SENCo and Senior Leadership Team.

Identifying SEN Support

6.43 (Pg:100 CoP) Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made.

Responsibility: SENCo

SEN Support

A pupil has SEND where their learning difficulty, social emotional needs or disability calls for provision different to, or additional from, normal classroom practice available to pupils of the same age, using the graduated approach to remove barriers to learning. However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes.

Responsibility: Class teacher, support staff with SENCo

SEN Support with external agency input

6.58 (pg 102 CoP) Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

6.59 Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN Support delivered by appropriately trained staff.

The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN Support. A record of all such meetings should be kept on the pupil file.

Responsibility: Class teacher, support staff, SENCo, external agency

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. - for example, extra time, readers, scribes and Braille question papers. In this way awarding bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

Responsibility: SENCo and SLT

Involving parents and pupils in planning and reviewing progress

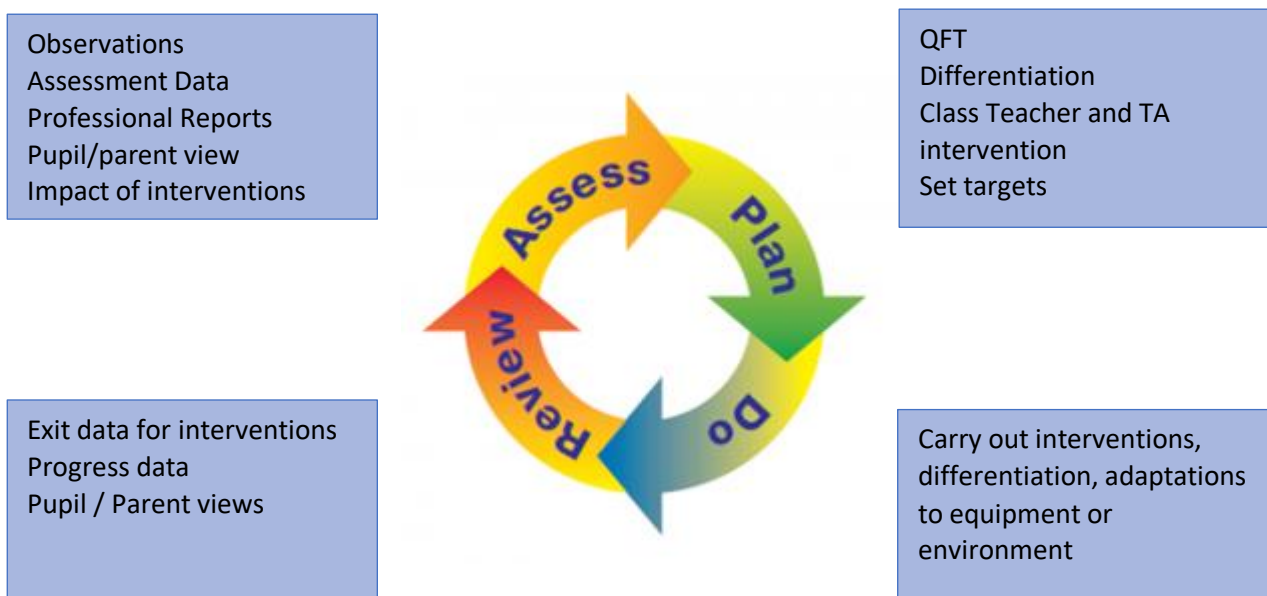
6.65 (Pg:104 CoP) Where a pupil is receiving SEN Support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year. 6.71 A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents.

Responsibility: Class teacher with SENCo

Graduated Approach

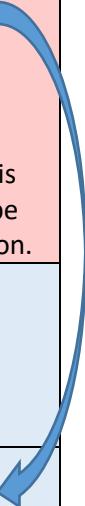
6.44 (Pg:100 CoP) Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. If needed, specialist expertise may come from professionals such as; Hearing or Visually Impaired teachers, ASD advisory teachers and TA's, Educational Psychologists, Speech and Language Therapists, Social, Emotional and Mental Health advisers.

Responsibility: Class teacher, support staff with SENCo





Class Based Support Qualify First Teaching and standard expectation of good classroom practice	Class Based Support with SENCo advice Qualify First Teaching and standard expectation of good classroom practice
<p>Assess, Plan, Do</p> <ul style="list-style-type: none"> • Class teacher identifies gaps/areas of weakness. • Information gathering with family and pupil. This indicates needs could be addressed through refinements to quality first teaching and/or targeted class based interventions. • Class teacher ensures adapted classroom practice and use of resources (RESOURCE 1: Strategies Guide). • Time limited, targeted class based interventions are provided focussing on key areas of concern, then evaluated. 	<p>Assess, Plan, Do</p> <ul style="list-style-type: none"> • Teacher to complete 'SEN referral form' and send to SENCo. (Resource 2) • SENCO to check teachers are already using their own assessments to identify strengths and gaps in learning and are using this information to inform differentiated planning, teaching and practice. • SENCO to reply and advise. • Further class action and advice to be implemented and reviewed.
<p>Review:</p> <p>If targets achieved and progress made:</p> <ul style="list-style-type: none"> • Continue to monitor in class but with possible further intervention to ensure continuation of progress. <p>If targets NOT achieved and limited progress: • Further investigations are needed.</p>	<p>Review:</p> <p>If targets achieved and progress made:</p> <ul style="list-style-type: none"> • Continue to monitor in class but with possible further intervention to ensure continuation of progress. <p>If targets NOT achieved and limited progress:</p> <ul style="list-style-type: none"> • Despite adjustments to QFT and or interventions there is limited or no progress. Concerns still remain. This might be indicative of an SEND and may require further investigation.
SEN Support with outside agency support Qualify First Teaching and standard expectation of good classroom practice and SEN Support	SEN Support Qualify First Teaching and standard expectation of good classroom practice and SEN Support
<p>Assess, Plan, Do</p> <ul style="list-style-type: none"> • Consultation with teachers/pupil/parents/carers as to why external advice is needed. <ul style="list-style-type: none"> • Refer to specialist • Complete SEN Support Plan, including targets from professionals' reports, with short-term targets and details of additional provision, shared with parents/carers and pupils. • Implementation of support plan monitored by class teacher with support from SENCo. • Continue to monitor progress of child/young person termly via external agency meetings. • Support plan reviewed with pupil and parent/carers within a term. 	<p>Assess, Plan, Do</p> <ul style="list-style-type: none"> • Pupil Profile to be completed. (Resource 3) • Consultation with pupil/parents/carers. Parents/carers notified formally that child/young person is on SEND register. <ul style="list-style-type: none"> • Assessment and areas of need identified. • Targets and additional interventions planned. • Implement support. • Review impact and evaluate. • Consultation and review with pupil / parents / carers
<p>Review:</p> <p>If targets achieved and progress made:</p> <ul style="list-style-type: none"> • Continue to monitor without external support. or • Continue on SEN Support but with next level of bespoke intervention. Monitor with appropriate professional. <p>If targets NOT achieved and limited progress:</p> <ul style="list-style-type: none"> • Raise concerns at appropriate external agency meetings 	<p>Review:</p> <p>If targets achieved and progress made:</p> <ul style="list-style-type: none"> • continue to monitor with class based support. or • Continue on SEN Support but with possible further intervention to ensure continuation of progress. <p>If targets NOT achieved and limited progress:</p> <ul style="list-style-type: none"> • Further investigations may be needed with external agency



4 areas of Need in the Code of Practice

4 Areas of Need as defined in the Code of Practice. (p97 CoP) Areas of need are required for pupils at SEN Support. The need can be without diagnosis or label.	
<p>Cognition and Learning Some examples:</p> <ul style="list-style-type: none"> • Specific learning difficulty such as Dyslexia (SpLD) • Moderate learning difficulties (MLD) • Severe learning difficulties 	<p>Social, Emotional and Mental Health (SEMH) Some examples:</p> <ul style="list-style-type: none"> • Social interactions • Becoming withdrawn or isolated • Anxiety / depression • Displaying challenging, disruptive or disturbing behaviour • ADHD
<p>Communication and Interaction (C&I) Some examples:</p> <ul style="list-style-type: none"> • Speech, Language and Communication Need (SLCN) • Developmental language disorder (DLD) (previously language disorder) • Autism Spectrum Disorder • Reluctant speakers /selective mutism • Stammer 	<p>Sensory and / or Physical Some examples:</p> <ul style="list-style-type: none"> • Visual impairment (VI) • Hearing impairment (HI) • Physical disability (PD) • Sensory processing difficulties • Developmental Co-ordination Disorder (DCD) (Dyspraxia)

Strategies Guide

Expected good class practice for pupils with needs presenting in the areas of:

Page

- 10 Attention and listening difficulties
- 11 Social communication difficulties
- 12 Difficulties understanding language
- 13 Difficulties with using language
- 14 Difficulties with word finding and vocabulary
- 15 Cognition and learning difficulties
- 16 Anxiety and needs that challenge behaviours
- 17 Co-ordination, fine and gross motor difficulties
- 18 Sensory difficulties
- 19 Memory and retention difficulties
- 20 Emotional/well-being difficulties
- 21 Reluctant speakers/selective mutism

Expected Good Classroom Practice to support pupils with:

Attention and Listening Difficulties

<p>Good QFT:</p>	<ul style="list-style-type: none"> ✓ Make sure you have the pupil's full attention – say their name and gain eye contact. ✓ Have the pupil placed at the front of the class (or carpet) facing the direction in which you want them to focus. ✓ Cue the pupil into listening by using their name at the beginning of your instruction, sentence or question. ✓ Give the pupil time to process what you have said before giving another instruction, or more information. ✓ Give regular praise to reinforce and encourage good listening and learning behaviour. (Positive redirection – telling them what to do rather than what not to). Use a visual to support this. ✓ Use visual timers to promote attention for a set amount of time. ✓ Use peer support (without this always being the same young person) and consider seating carefully. ✓ Develop attention skills in a group situation by teaching good rules of listening: look towards the speaker, good sitting, not interrupting. Pass an object around the group to show who is speaking. ✓ Ensure your instructions are short and clear. Ask the pupil to repeat instructions/tasks back to you ensuring they have clearly understood. ✓ Instructions and tasks should be clear, brief, concise and in the correct order where possible. Some pupils may benefit from them being written down and broken into simple steps. ✓ Use visual support (e.g. gesture, signs, pictures) when giving information or instructions.
<p>Good QFT combined with good quality SEN support</p>	<ul style="list-style-type: none"> ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. ✓ Use of regular short breaks/natural movement breaks. ✓ Use reward systems (e.g. stickers or individual reward scales) ✓ Provide visual or written reminders for organising materials and equipment. Use a task plan/task management board. ✓ Be very specific about how much work you expect to be completed within a set time frame. ✓ Prompt the child with key words or information to listen out for. This could be supplied in visual form. ✓ Aid concentration through use of fiddle toys, wobble cushion etc. Use of sensory support to aid concentration – calming, alerting activities

Expected Good Classroom Practice to support pupils with: Social Communication Difficulties

Good QFT:	<ul style="list-style-type: none"> ✓ Use literal language; avoid idioms, sarcasm and figures of speech. ✓ Collect the pupil's voice: what are their special interests/motivators? ✓ Use visual aids as much as possible; objects, pictures, symbols to aid understanding. Be clear about what it is you want from the pupil and not about what you don't want! ✓ Use visual timetables for daily routines. ✓ Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. Signs of anxiety of challenging behaviours may only be evident at home. ✓ Contact books: develop a collaborative relationship with the parents/ carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ Use positive re-direction rather than negative: 'Put the pens on the table' rather than 'Don't throw the pens.' ✓ Praise the pupil when they show a desired behaviour e.g. "good listening, well done" likewise make sure you let them know what you are pleased with.
Good QFT combined with good quality SEN support	<ul style="list-style-type: none"> ✓ Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. ✓ Teach the pupil social skills and give opportunities to practice these skills, with adult support, in a small group setting. ✓ Use role play to teach the pupil how to cope with different social situations. ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. ✓ Use of self-regulation strategies such as Zones of Regulation toolkit, traffic light systems or the 5-point scale. ✓ Use lunch clubs or adult supervised structured lunch times for those children who struggle during unstructured times. ✓ Use 'first/then' or choices board.

Expected Good Classroom Practice to support pupils with:

Difficulties understanding language

<p>Good QFT:</p>	<ul style="list-style-type: none"> ✓ Ensure that you have the pupil's full auditory and visual attention before talking to them. ✓ Simplify – break your request/instruction down into parts or make it simpler by giving 1 or 2 steps. Try to limit non-essential information as this may overload the pupil. ✓ Emphasise key words when giving information (e.g. get your English book and the blue pen). ✓ Give pupils extra time to process what you have said. ✓ Use concrete, familiar vocabulary and speak clearly and not too quickly. ✓ Give instructions before an activity, not during it. ✓ Provide repetitions – exact repetitions. ✓ Ask yes/no, this/that questions or give alternatives rather than asking open questions. ✓ Revise and summarise stories and information. ✓ Check a pupil's understanding by asking them to repeat back an instruction and support pupils to recognise when they have not understood. ✓ Support pupils to recognise when they have not understood. Agree a strategy for them to ask for help or clarification. Provide praise when they do this independently. ✓ Focus on the feature – help your pupil focus on the feature they need to look at to be able to understand your question (e.g. if you are asking how two items are alike, you can draw their attention to the relevant similarity– colour/size etc). ✓ Use visual timetables to support daily routines.
<p>Good QFT combined with good quality SEN support</p>	<p>Pre-teach subject specific vocabulary PRIOR to the lesson.</p> <ul style="list-style-type: none"> ✓ Use games that support the development of non-verbal reasoning skills. This could include activities involving sequencing and predicting patterns; matching or ordering objects in relation to certain characteristics such as size, colour, shape. ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. ✓ Use visual aids as much as possible; objects, pictures, symbols, gestures, signing, PECS to aid understanding. ✓ Ensure the vocabulary you use is in line with the student's language level.

Expected Good Classroom Practice to support pupils with:

Difficulties using language

Good QFT:	<ul style="list-style-type: none"> ✓ Provide a good language model, keeping your language clear and concise. ✓ Repeat what pupils have said emphasising the correct word order and grammar. ✓ Give the pupil sufficient time to process what has been said and to organise their response. ✓ Provide students with a simple structure to help them organise their language e.g. first, then, next. ✓ Provide visual prompts alongside key vocabulary to support the re-telling of events. ✓ To encourage participation in a group, ask questions which give alternatives (e.g. 'was Tom pleased or unhappy?'). This allows pupils to become more involved in the discussion. ✓ Give pupils plenty of time to say what they mean. ✓ Provide opportunities for language use (e.g. re-telling a story or describing a recent activity). ✓ Encourage pupils to organise ideas verbally before writing them down. ✓ A talking tin or other voice recording apps could be provided to support with this. ✓ Differentiate work to reflect the pupil's language and communication profile. ✓ Scaffolding – start at a level where the child is confident and then gradually stretch them.
Good QFT combined with good quality SEN support	<ul style="list-style-type: none"> ✓ Extend the pupil's sentences by adding something extra (e.g. for younger children: if the pupil says 'there's a bus', you could say 'there's a big, red bus'. For older children: (if the pupil says 'the man is digging', you could say 'the man is digging and the woman is planting'). ✓ Encourage students to use alternative means of communicating, drawing, gestures, scribing, typing. ✓ Use of mind maps to organise thoughts. ✓ Trial the use of specific approaches to further support the content and structure of language these may include 'Colourful Semantics' ✓ Ensure speech and language care plan recommendations are put into place.

Expected Good Classroom Practice to support pupils with:

Word finding difficulties and vocabulary

Good QFT:	<ul style="list-style-type: none">✓ If you know what the word is, provide alternatives.✓ Cue pupils by giving them the first sound of the word (e.g. it's a 'lllll'...)✓ Ask pupils questions about the word (e.g. 'Where do you find it? What do you use it for?').✓ Encourage pupils to rehearse the word once it has been retrieved.✓ Encourage pupils to use the word in a sentence.✓ Teach and use the word in a range of different contexts. Provide multiple exposures to new words.✓ When teaching new words, use a word web to discuss phonological (e.g. first sound) and meaning (e.g. location and function) features.✓ When learning new words, try to make as many associations with the new word as possible. Teach related words and group new words into categories.✓ Support pupils to reflect on their own word learning.✓ Model correct production of sounds.✓ If the child can make the sound, provide a choice for correction (e.g. 'is it a tup or a cup?'). and praise all attempts at trying to self-correct.
Good QFT combined with good quality SEN support	<ul style="list-style-type: none">✓ Pre-teach important vocabulary.✓ Work on pupils' phonological awareness (e.g. encouraging pupils to tap out syllables, for example, 'e-le-phant'; identifying the first and last sound in words).✓ Supporting sound development through phonics and reading tasks. You may want to use the 'Letters and Sounds' resource✓ Supporting vocabulary development through mind maps/picture mats

Expected Good Classroom Practice to support pupils with:

Cognition and Learning (MLD)

<p>Good QFT:</p>	<ul style="list-style-type: none"> ✓ Be aware of the pupil's starting point so that expected process can be measured accurately. ✓ Pupils should be taught to the curriculum year they are able to access not their chronological age. ✓ All class work and homework should be differentiated across all subjects to enable the pupil to access the full curriculum. ✓ Agree a private signal the pupil can use to show you they have not understood. Wrist bands/traffic lights self-assessment throughout the lesson ✓ Use of modelling to aid understanding including making mistakes. ✓ Make learning strategies explicit by 'thinking aloud' yourself ✓ Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps , sorting statements or pictures into categories ✓ Key vocabulary is displayed with appropriate visuals. ✓ Use visual timers to promote attention for a set amount of time. ✓ Be very specific about how much work you expect to be completed within a set time frame. ✓ To help pupil extract the key points from information they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film- active listening/looking. Model this. ✓ If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?' say "Is it x or x?" ;echo back the pupil's answers in expanded form ✓ Question pupil after some other pupils have given examples of what is required. ✓ Tell pupils the three key points/vocab of the lesson, teach them and recap on them at the end ✓ Use visual and kinaesthetic and tactile learning - learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
<p>Good QFT combined with good quality SEN support</p>	<ul style="list-style-type: none"> ✓ Regular use of rest breaks. ✓ Use of reader, scribe or talking tins or other voice recording apps. ✓ Use of task board: tasks are broken down into small manageable steps. These steps are shown explicitly. ✓ Pre-teaching: help prepare the pupil by pre-teaching key words and concepts PRIOR to lessons. ✓ Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to. ✓ Extra time for processing and completing work, not just in school but homework too. Could parents scribe homework or it be recorded on a talking tin or other voice recording app? ✓ Provide opportunity for touch typing learning: bbc dancemat ✓ Use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them. ✓ Use scaffolding – having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish a task that has already been part-done for them. <p>Scaffold writing:</p> <ul style="list-style-type: none"> ✓ Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking ✓ Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings ✓ Use cloze procedure (where the pupil fills in missing words in text) ✓ Print off an IWB page used in whole-class session and have pupils add to it/annotate ✓ Implement 'talk for writing' strategies ✓ Use post it notes – one idea per post it notes, then write each one as a discrete sentence ✓ Talking tin (pupil records one idea/sentence at a time) ✓ Practitioner modelled sentence stems. ✓ Sentence cut ups. Practitioner writes the sentence, cuts into words, child orders.

Expected Good Classroom Practice to support pupils with:

Anxiety and Needs that challenge behaviour

<p>Good QFT:</p>	<p>Understand that behaviour is a method of communication. What is the pupil trying to communicate? Can you identify the triggers? Instructions need to be clear and explicit. Make expectations very clear.</p> <p>Buddy/peer mentoring systems.</p> <ul style="list-style-type: none"> ✓ Giving positions of responsibility to promote positive self-esteem. ✓ Regular contact with home to establish patterns of behaviour in other environments as well as strategies being tried. ✓ Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. Signs of anxiety of challenging behaviours may only be evident at home. ✓ Contact books: develop a collaborative relationship with the parents/ carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ Incorporate a 'feelings register' when doing morning and afternoon register. Rather than just responding with 'yes/here' they can give a number 1-3, or word (happy, sad, lonely, amazing). If a pupil is unhappy this allows the teacher to intervene at an appropriate time within the next lesson
<p>Good QFT combined with good quality SEN support</p>	<ul style="list-style-type: none"> ✓ Use of self-regulations strategies such as traffic light systems, green wrist bands or 5 point scale. ✓ Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. ✓ Provide the pupil with a safe place or quiet area to seek out when needed. ✓ Use of choices board to allow the child to have some control but still achieving the same end result. ✓ Check in and out daily with an adult. This helps the pupil prepare for the day ahead. Likewise have closure on any issues that have arisen during the day. ✓ Work to identify potential stressors/triggers through observations/pupil voice and pictures (school stress survey/STAR recording chart). ✓ Use the Boxall Profile, Self-Image Profile or Strengths, Difficulties Questionnaire (SDQ's) as a holistic approach to understanding the pupils well-being.

Expected Good Classroom Practice to support pupils with:

Co-ordination difficulties

Good QFT:	<ul style="list-style-type: none">✓ Consider reasonable adjustments to equipment such a range of pencil grips, chunky pens, writing slopes, move and sit/wobble cushions, handed rulers, looped and left handed scissors.✓ Alternatives to handwriting such as talking tins or other voice recording apps, scribing or typing.✓ Rest/movement breaks.✓ Seating position in the class. Pupils with co-ordination difficulties find it better to sit facing the board, as this makes copying and tracking easier for them
Good QFT combined with good quality SEN support	<ul style="list-style-type: none">✓ Extra time for processing and completing work, not just in school but homework too. Could parents scribe homework for it be recorded on a talking tin on other voice recording app?✓ Provide opportunities for learning touch typing: bbc dancemat✓ Provide written, visual and recorded support. Use images and break long chunks of text up When reading is a challenge, it can be helpful for a child to have recorded materials and book to listen to.✓ Pre-teach motor skills. If your lesson includes using scissors, folding paper, or any other task that might cause a child to struggle, provide plenty of assistance and try to introduce the student to the activity beforehand, so he or she has a chance to practice and get familiar with the physical manipulations required.✓ First Move programme

Expected Good Classroom Practice to support pupils with:

Sensory difficulties

Good QFT:	<ul style="list-style-type: none">✓ Provide sensory rest breaks/movement breaks.✓ Fidget toys/chew toys.✓ Provide a clear visual timetable with plenty of preparation for transitions.✓ Pre-teaching: help prepare the pupil by providing sensory circuit and regular movement breaks PRIOR to lessons and/or as required during lessons.✓ Sensory pathways in place in school.
Good QFT combined with good quality SEN support	<ul style="list-style-type: none">✓ Access to sensory circuits.✓ Access to ear-defenders, desk partition boards, weighted blankets, quiet area, safe/calming zone.✓ Access to a sensory tool box.✓ Access to a structured lunch club/quiet area if the pupil finds being in a noisy playground/food hall difficult.✓ Knowledge of impact of sensory activities to achieve the required benefits for the child.

Expected Good Classroom Practice to support pupils with:

Memory and Retention difficulties

<p>Good QFT:</p>	<ul style="list-style-type: none"> ✓ All class work and homework should be differentiated across all subjects to enable the pupil to access the full curriculum. ✓ Use of modelling to aid understanding. ✓ Scaffold work by providing writing frames / prompt sheets. ✓ Key vocab is displayed with appropriate visuals. ✓ Use of talking tins and other recording apps so the pupil can verbalise their ideas and play back to help aid memory. ✓ Break instructions down into small chunks. ✓ Check a pupil's understanding by asking them to repeat back an instruction. ✓ Teach rehearsal and visualisation techniques to aid memory. ✓ Provide repetitions – exact repetitions and rephrasing. ✓ Encourage active listening – agree a way for pupils to ask for help or clarification. ✓ To instil a positive state of mind, be relaxed about difficulties and support pupils in their attempts to overcome them. ✓ Use of task management boards: tasks are broken down into small manageable steps. These steps are shown explicitly. ✓ Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to.
<p>Good QFT combined with good quality SEN support</p>	<ul style="list-style-type: none"> ✓ Pre-teaching: help prepare the pupil by pre-teaching key words and concepts PRIOR to lessons. ✓ Extra time for processing and completing work, not just in school but homework too. Ask parents to scribe homework for it be recorded on to a talking tin or recording app?

Expected Good Classroom Practice to support pupils with:

Emotional and Wellbeing difficulties

<p>Good QFT:</p>	<ul style="list-style-type: none"> ✓ Whole school Behaviour and Discipline Policy, Anti-Bullying Policy – Rules, Rewards and Sanction system ✓ Start each day with a positive compliment session, or use a check-in process that focuses on well-being and begin each day from a fresh start. It is important not to take presenting behaviours personally. This approach can help build positive relationships. ✓ Use of Zones of Regulation through specific teaching and daily reference to form all staff ✓ Reflection time ✓ Use of PSHE/Jigsaw lessons and resources ✓ Promote a positive ethos and inclusive culture through assemblies, school council, and school newsletters ✓ Consider the DfE document - Mental Health and Behaviour in Schools. Departmental advice for school staff (DfE, November 2018) ✓ Contact books: develop a collaborative relationship with the parents/ carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ Incorporate a ‘feelings register’ when doing morning and afternoon register. Rather than just responding with ‘yes/here’ they can give a number 1-3, or word (happy, sad, lonely, amazing). If a pupil is unhappy this allows the teacher to explore this at an appropriate time within the next lesson. ✓ Be aware of the need to promote social, emotional and mental health during extra-curricular activities, school trips, lunchtime clubs ✓ Introduce a feelings box within the classroom, this can be filled with sensory objects and can help pupils, regulate their feelings at challenging times.
<p>Good QFT combined with good quality SEN support</p>	<ul style="list-style-type: none"> ✓ Planned, small group or individual ELSA sessions delivered by trained staff covering: ✓ The class teacher should work closely with staff involved in delivering interventions to assess impact. The class teacher is responsible for ensuring and monitoring that learning progress occurs. ✓ Socially Speaking, social skills activities and Social stories ✓ Transition intervention and support (i.e. from KS2 to KS3) ✓ Anti-bullying interventions ✓ Peer support systems such as Circle of Friends ✓ Lego therapy ✓ Breakfast Club ✓ Check in and out daily with an adult. This helps the pupil prepare for the day ahead. Likewise have closure on any issues that have arisen throughout the day. ✓ Use the Boxall Profile, Self-Image Profile or Strengths and Difficulties Questionnaire (SQQ's) as a holistic approach to understanding the pupil's well-being. ✓ Encourage use of worry box or worry diary (in home or school) where the child/young person writes down or draws their worries, ensuring this is followed up by any specific adult in the appropriate setting daily. ✓ Give pupils the opportunity for a short-managed time out, within an agreed space in the classroom, with support of a visual time. This will help them to begin to manage their emotions, when they start to escalate. ✓ Key adult check ins ✓ Pastoral Support Plans (PSP) incorporating: reasonable adjustments, reduced timetable, dedicated pastoral time for example ✓ Trauma Based Pastoral Support Plans ✓ Sensory Circuits

Expected Good Classroom Practice to support pupils with:

Selective Mutism or reluctant speakers

Good QFT:	<ul style="list-style-type: none"> ✓ Do not draw whole class attention to the fact that the pupil does not speak. ✓ Remove all pressures to speak but ensure that all associations with communication are positive. ✓ Understand the child's anxiety. ✓ Staff to discreetly acknowledge the child's difficulty and how they feel –discussing phobias and anxiety may be useful. (It may be helpful to allow the pupil to develop a special relationship with one adult.) ✓ Allow and accept communication in any form (e.g. recording answers on paper, typing etc...). ✓ Consider other methods of communication to support pupils to express themselves (i.e writing, gesture, drawing). E.g. a wave to answer the register, provide a visual for the pupil to request help or use the toilet. ✓ Ask yes/no questions and provide forced alternatives where choices need to be made. ✓ Reduce the pupil's feelings of failure. ✓ Provide frequent opportunities to engage interact (without pressure) in order to prevent the pupil embracing their non-speaking role. ✓ Encourage pupils to play/interact with their peers in the classroom and on the playground. ✓ Make comments which praise of the pupil's effort with the task rather than comment on their speech.
Good QFT combined with good quality SEN support	<ul style="list-style-type: none"> ✓ Provide an environment where the pupil feels safe (this may be away from the classroom but would be free from distractions/interruptions) for rapport building with a key adult and opportunities to communicate without anxiety. ✓ Provide motivating and engaging activities (not necessarily curriculum based) for the child in a relaxed environment, giving the pupil an irresistible urge to communicate. ✓ School staff to incorporate a whole school approach to reluctant speaker strategy (including all support staff e.g. caretakers etc.) ✓ Staff to monitor pupil's anxiety through use of visual support (e.g. using traffic light/smiley faces which the pupil can point to show how they are feeling). ✓ Ensure Speech and Language care plan recommendations are put into place.



SEN Concern/Referral
North Wolds Federation

Name Of Child		Date	
Class/Year		Class Teacher	
Length of Time at MR/NCPS		Attendance	

Pupil's Strengths

Concerns-When did you first have concerns? Any initial assessments?

<u>What are the child's area of needs?</u>
<u>Cognition and Learning</u>
<u>Communication and Interaction</u>
<u>Social, mental and Emotional</u>
<u>Sensory and Physical</u>

What steps have you taken to address the concerns? What has been the impact of this?

Additional support must be trialled for a minimum of 6 weeks

Supportive Quality First Teaching Strategies Use checklists in SEN folder	What has been the impact of this?

What interventions has the child taken part in?	What has been the impact of this?

Sight and Hearing

Has the child had a recent eye test? _____

What was the outcome? _____

Has the child had a recent hearing test? _____

What was the outcome? _____

If an eye/hearing test has not been carried out and could be related to the concern, please advise parents to book. (A supporting letter may have to be provided for a hearing test)

After the above has been followed (unless in exceptional circumstances). Please make an appointment to discuss with the SENCO.

Next Steps: (SENCO to highlight)

- Progress made-continue to monitor through pupil progress meetings
- Further advice from SENCO and review in 6 weeks
- Start assess, plan, do, review cycle
- Add to SEN register
- Referral to other professional/outside agency

Signed (Class Teacher) _____ Date: _____

Signed (SENCO) _____ Date: _____

Glossary of Terms

Autism Spectrum Disorder (ASD)

A developmental disorder that affects communication and behaviour. Difficulty with communication and interaction with other people. Restricted interests and repetitive behaviours.

Attention Deficit Hyperactivity Disorder (ADHD)

A behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.

Attention and listening

Difficulties with attention and listening have an effect on all areas of learning; If a child is not able to listen and pay attention they will be unable to process information they are given.

Auditory Processing Disorder (APD)

Defective processing of auditory information in spite of normal auditory thresholds, resulting from dysfunction of mechanisms dedicated to audition.

Developmental Language Disorder (DLD)

Developmental Language Disorder or (previously known as Specific Language Impairment or SLI) means that the child has significant, on-going difficulties understanding and/or using spoken language, in all the languages used by the child.

Delay

Delays in understanding and talking means that a child is developing these skills at a slower rate but in the expected order and following a typical pattern.

Disorder

Disorder is used when a child's listening; understanding and talking are developing in an unexpected way, differently to other children and not following a typical pattern.

Education Health Care Plan (EHCP)

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Expressive language

Being able to put thoughts into words and sentences in a way that makes sense and is grammatically accurate. Expressive language also informs an individual's writing.

Hearing impaired (HI)

Hearing impairment is a partial or total inability to hear. A deaf person has little to no hearing. Hearing loss can be categorised as mild, moderate, moderate-severe, severe, or profound.

Percentile range

Percentiles are a means of comparing a pupil's performance with other pupils of the same age. Scores between the 16-84 percentiles are within the broad average range, with 50 the exact average. A percentile score of 16 means that if 100 pupils of the same age were given the same assessment 84 of these would achieve a higher score and 16 achieve lower.

Phonological awareness

An individual's awareness of the phonological structure, or sound structure, of words. Phonological awareness is an important and reliable predictor of later reading ability and has, therefore, been the focus of much research.

Receptive language

The ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.

Reciprocal interaction

Reciprocal interaction refers to an exchange in which individuals or objects exhibit similar behaviour, either at the same time or in a back-and-forth manner. A good hug is a reciprocal interaction as it requires both parties to interact to produce the hug.

Speech difficulties

A type of speech, language and communication need (SLCN). Many children take longer to develop a range of speech sounds and need some help with their unclear speech. Speech difficulties include:

- Difficulty with telling the difference between sounds
- Difficulty with the articulation (making) of sounds
- Difficulty with combining sounds in words
- Difficulty saying longer words
- Difficulty with the rhythm, flow or 'tune' of speaking

Social communication

The use of language in social contexts. It encompasses social interaction, social cognition, pragmatics, and language processing

Visual impairment (VI)

A decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses.

Targeted Education Support Services

- Educational Psychologist (EP)
- Behaviour Outreach Support Service (BOSS)
- Speech and Language Therapists (SALT)
- Pupil Reintegration Team (PRT)
- Occupational Therapist (OT)
- Physiotherapist
- Working Together Team (WTT) Supporting Children with Social Communication difficulties
- Children and Young Peoples Nurses (CYPN)
- Healthy Minds (HM)
- Mental Health Support Team (MHST)
- Community Paediatrician (CP)
- Children and Adult Mental Health Service (CAMHS)
- Counselling and Therapy Service
- Grief and Loss