

Southampton Children  
& Learning Service  
**Southampton  
Ordinarily Available  
Provision Guidance**

Supporting schools to deliver  
inclusive education



[southampton.gov.uk](http://southampton.gov.uk)



**Children  
& Learning**  
Making a difference



# Introduction

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**Southampton is an inclusive city that respects and values difference. Central to this is the drive for inclusive education.**

The need to develop an inclusion strategy was highlighted in the SEND Strategic Review which identified that developing and sustaining an effective local SEND system required all schools within the city to work together to develop high quality effective inclusive education.

With the numbers and complexity of children with SEND ever increasing and additional funding unlikely, both mainstream and special schools will need to develop their provision to accommodate a broader range and complexity of needs.

## The Inclusion Strategy

The aim of the inclusion strategy is to build inclusive capacity in mainstream and special schools, Colleges and settings.

This strategy has been co-produced with parents and carers, children and young people, and partners from across the city and includes:-

- The Inclusive Education Charter
- The Inclusive Education Audit
- A Profile of Need
- Ordinarily Available Provision Guidance
- Training offer
- Outreach Provision

## Ordinarily Available Provision Guidance

This guidance aims to support schools to deliver on the inclusion strategy by setting clear expectations of what all schools should be providing and the support and guidance that the Local Authority will provide to enable schools to deliver on these expectations. As a working tool we hope this guidance will act as a basis for sharing ideas and good practice and will grow as a central resource for support and signposting to the wealth of resources within the city and available nationally.

Throughout this guidance the term child or children are used when referring to children and young people.



## Expectations of settings

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 (Code of Practice 6.36)

All settings will be expected to provide:-

- An inclusive environment that removes the barriers to learning for children and young people with SEND and supports them to develop / achieve socially, emotionally, academically and physically – A SEND Friendly School.
- High Quality Inclusive Teaching.
- Additional support to pupils who have additional needs / have SEND with reference to this Ordinarily Available Provision Guidance

We recognise that some schools may have limitations on their accessibility owing to age and style of building. However we would remind schools of the requirement under the Equality Act 2010 that all schools are required to have an accessibility plan which must be reviewed every three years.

## Expectations of the LA

To support schools the Local Authority will provide:-

- A description, checklist and guidance on developing an inclusive environment (Inclusive Education Audit)
- High Quality Inclusive Teaching checklist
- Profile of Need and Coding Guidance (consistency of identification, coding, management and provision)
- Ordinarily Available Provision Guidance with signposting to resources
- Training
- Outreach / external support
- Funding

This document includes suggestions for possible interventions that schools could consider when determining how to meet the needs of pupils with SEND.

It should be used within the context of a graduated approach to support with clear mechanisms for early identification of need, ongoing monitoring of progress and robust systems for evaluating impact (Code of Practice 6.44)

If you want to refer to a document, resource or website and you cannot find what you need please do try these sources of support:

SEND Team Southampton City Council

[0-25service@southampton.gov.uk](mailto:0-25service@southampton.gov.uk)

SEND Information, Advice and Support Service

[Southamptoniass@roseroad.org.uk](mailto:Southamptoniass@roseroad.org.uk)

Southampton Educational Psychology Team

[education.supportservices@southampton.gov.uk](mailto:education.supportservices@southampton.gov.uk)



# Section 1: A SEND friendly school

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## Removing barriers to learning

Every person is different. Within a school community there will be children and young people with different learning styles, dispositions, family backgrounds, experiences, physical abilities. In addition to these differences there will be many pupils who at one time or another need some support e.g. following an illness or accident, a family crisis or loss, or personal issues e.g. bullying; and there will be some pupils with more significant and long term needs e.g. those with autism, hearing impairment, a learning disability, or speech and language difficulty.

Schools are central to every child and young person. They are a place of learning, support, friendships and for some, safety. It is crucial therefore that all schools provide an environment where all children can flourish.

“If you get it right for children with SEND, you get it right for every child”

A SEND friendly school is a school that supports all children not just those with SEND and many of the strategies that have been found to be beneficial for children with SEND will be beneficial to many more children within the same class. It therefore makes sense to spend time and money on creating a SEND Friendly School.

## Environment

### What are the environmental barriers to learning?

- All aspects of the school are accessible to all pupils including those with physical difficulties, hearing or visual impairment, reading difficulties
  - Consider access to the site – roads, kerbs, gates, flow of people and traffic
  - Consider access to buildings, classrooms, communal areas, toilets – stairs, ramps, doors, uneven surfaces, ‘hidden’ steps, flow of people
- Pupils who have difficulties with transitioning from one part of the school to another are appropriately supported e.g. those with physical disabilities, autism, hearing or visual impairment
  - Consider how much time a pupil may need in between lessons
  - Consider whether visual, auditory, technological or adult/peer supports are needed e.g. colour coded map of the school, colour coded directions, auditory directions
  - Consider the flow of people and how this might affect some pupils e.g. noise, proximity of others
- All classrooms have good lighting, a comfortable temperature and not too many visual distractions
  - Consider positioning of children and teacher in relation to windows, light and distractions
  - Consider intensity of lighting, any flickering or buzzing, distracting patterns caused by blinds, light reflecting on shiny objects or surfaces
  - Consider temperature, drafts
  - Consider wall and ceiling displays

- Classroom layouts provide designated areas for specific activities and individual needs
  - Consider access to quiet, calm, distraction free spaces
  - Consider the needs of pupils who are anxious, hyperactive, sensory seeking, sensory avoiding
  - Consider access to workstations
  - Consider classroom organisation and seating to address individual needs
- Noise levels are conducive to learning
  - Consider general noise level, sudden noises (e.g. school bells, alarm bells) , background noises (computer hum, lawn mowers, playgrounds, passing traffic), noise at the beginning and end of lessons
  - Consider flooring e.g. use of carpeting to dampen noise created by people, chairs, tables
  - Consider noise in other parts of the school e.g. corridors, dining rooms, gyms, assembly halls
- Visual supports are available throughout the school
  - Consider signage around the school and on doors
  - Consider photographs of staff members
  - Consider use of visual timetables for daily and weekly activities
  - Consider need for objects, pictures and symbols to teach vocabulary, to make stories more active and support engagement
  - Consider use of displays around the school and in the classroom
- Smells within the classroom and school are kept to a minimum
  - Consider the smell of paints, glue, clay and cleaning fluids
  - Consider the smell of perfumes and aftershave
  - Consider pupils individual sensitivities e.g. to the smell of another pupil
  - Consider the use of alternative toileting arrangements
  - Consider the smell from kitchens, sports areas, laboratories
- Schools are flexible in their approaches to support individual needs
  - Consider uniform policies
  - Consider comfort of seating e.g. height of tables and chairs, use of seat padding, carpet squares
  - Consider how individual adjustments made for one pupil will make them and their peers feel

## Attitude

### How does culture and attitude create barriers to learning?

- Leaders, Governors and all staff value and celebrate all pupils
  - Consider your own prejudices and expectations of pupils
- Pupils are encouraged to help and support each other
- Pupils are encouraged and enabled to communicate their needs and concerns
  - Consider who and how pupils can access a trusting adult to talk to
- Behaviours are understood to have communicative intent and are managed with empathy and respect
- A system of support is available for pupils experiencing difficulties
  - Pupils have access to a quiet room for calming down or sensory regulation
- The wider school community e.g. parents, governors, are encouraged and supported to welcome children with SEND and their families as valued members of the school community

## Staff skills

### Do staff have the knowledge and skills to remove barriers to learning?

- Staff have the knowledge, skills and expertise to meet the needs of all pupils with SEND
  - Consider all 11 primary areas of need
  - Consider how strategies for one pupil may benefit another
  - Consider all sources of support – parents, within school colleagues, across schools, LA, other agencies e.g. health, on-line resources, outreach
- Staff know and understand all pupils and their individual needs
  - Consider every child's home environment, their background and childhood experiences
  - Consider how their individual needs will impact on their learning and behaviour
- Staff are attuned to each pupil and respond appropriately to presenting behaviours / individual needs as they arise
  - Consider the tell-tale behaviours
  - Consider the demands of the environment and curriculum
  - Consider what adjustments may be required at any one time

## High Quality Inclusive Teaching

### Do staff employ adaptive and responsive teaching approaches that meet the needs of all individuals and groups?

- Staff identify appropriate learning objectives for all learners
  - Objectives are adapted for all learners
  - Pupils are provided with different success criteria
  - Different expectations are set for different groups of pupils/individuals
- Multi-sensory teaching approaches are used
  - Visual e.g. signs or symbols, photographs, pictures, computer animations

## Performance

### Is the school brave enough to prioritise inclusion ahead of performance?

- Appropriate measures of progress are used
  - Consider the child's rate of progress and ensure that relative targets and measures of progress are set i.e. small steps
  - Consider the broader areas of achievement e.g. socialisation, emotional regulation, behaviour, attendance and engagement
  - Consider the profile and context of the school population in presenting school performance
  - Consider how to record / present / celebrate your school's performance with regard to inclusion as a valid measure of performance

## Funding

### Are funding streams to support inclusive education used wisely and appropriately?

- School staff are aware of the funding received to support inclusion and how this is used
  - Consider the use of the notional SEN budget, Pupil Premium, Sports Premium etc.

## Section 2: Assess, plan, do and review

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**The assess, plan, do, review cycle forms the graduated approach used to support identified pupils.**

The 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 and successive cycles in order to match interventions to the SEN of children and young people.

*Paragraph 6.44 SEND Code of Practice*

### Assess

#### **Where a pupil's support needs are identified and fully assessed**

- A clear analysis carried out by teachers, support staff and SENCo, taking into account previous progress and attainment
- SEN coding – identifying primary/secondary/comorbidity of need
- Identifying re-occurrence of needs in one class
- School will liaise and consult with parents/carers
- School will liaise with outside professionals to help inform assessments.
- Assessments should be reviewed regularly

### Plan

#### **Where the strategies to be used with the pupil are selected, and this information is shared with the learner and those who support them**

- The child and their parent/carer understand and agree on the intervention, support and expected outcomes
- Appropriate challenge and aspirational outcomes are set in discussion with the parent/carer and pupil and intentions are clear
- Curriculum planning should take account of specialist advice
- Targeted provision must be recorded. These recording systems must be able to show evidence based planning, target setting, monitoring, as well as the support that has been delivered
- Planning for differentiated resources/adaptive teaching may be required
- Planned interventions should be evidence based



## Do

### Where strategies are implemented to meet the pupil's needs and an agreed provision is put in place

- Targeted provision and progress is monitored and reviewed by teachers, SENCo and SLT to monitor the impact of the plan
- Evidence of progress and attainment from observed/assessed work against outcomes is gathered and reviewed routinely.
- Regular meetings between the school, pupil and parents/carers, including involvement in planning for targeted support and any changes.
- Close liaison between school and external professionals
- SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes

## Review

### Where the success and impact of support and level of pupil's progress are monitored and decisions are reviewed and revised

- Evaluate the impact of support or interventions and review the plan
- The SENCo will oversee the pupil's targeted support, including how this is being delivered
- The child should be effectively supported in the classroom alongside peers for the vast majority of their time in school
- Delivery of the targeted support may be required as part of a small group or an individual basis
- Access to specialist equipment and resources should be provided as necessary
- Support arrangements should be clear and consistent



## Section 3: Removing barriers to learning

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The following guidance provides more specific suggestions of support aligned to the four areas of need as set out in the Code of Practice. It should be considered as additional to the guidance laid out in the previous section and should build upon strategies already used to remove barriers to learning as outlined in the guidance on a SEND Friendly School.

Southampton is a needs led city. Any provision should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis.

Many learners may have needs across more than one category and certain presentations may not fall neatly into one area of need. School staff will need to consider the child's presenting needs, using the Profile of Need to identify the level and complexity of need. The Profile of Need document should help to highlight the underlying factors that may be contributing to behaviours and the impact of the environment (place and people) and determine the most appropriate course of action.

In considering a child's needs always be aware of how those needs may be impacting on their ability to engage in the broader aspects of life at school, such as socialisation, friendships and general wellbeing.

Throughout the development of individual plans the engagement and involvement of the parent/carer is essential and this will be specifically highlighted at the head of each of the resource areas outlined below as a reminder.

### Communication and Interaction

#### Resources, tools and training

- The active engagement of the parent/carer is an essential resource in developing all individual plans
- [Educational Psychology Team](#)
- Inclusion Services Inclusion services ([southampton.gov.uk](http://southampton.gov.uk))
- [Schools Therapy Resource Pack – Solent NHS Therapy Service](#)
- [Social Communication Difficulties – Speechmark](#)
- [Talkabout series – Alex Kelly Ltd](#)
- [Speaking and Listening through Narrative – Black Sheep](#)
- [Word Aware – Teaching vocabulary across the day and across the curriculum](#)
- [Word Aware – Thinking Talking](#)
- [Active Listening for Active Learning](#)
- [Selective Mutism Resource Manual](#)
- [SMiRA \(Selective Mutism Information & Research Association\)](#)
- [I CAN, the children's communication charity](#)
- [Ambitious about Autism](#), National charity for autistic children and young people
- [National Autistic Society](#)
- [Afasic](#), Voice for Life
- [Council for Disabled Children](#)
- [NASEN](#) (National Association of Special Educational Needs)
- [Makaton](#) training
- [Southampton Inclusion Partnership](#) (formerly Southampton Advisory Outreach Service)

Identified / presenting barrier or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
<p>Difficulties understanding what is being said to them</p> <p><i>Indicators might be lack of focus, easily distracted, not following instructions, making comments that are unrelated to the task or topic.</i></p>	<ul style="list-style-type: none"> <li>• Gain the child's attention before talking to them, use their name followed by key word instructions e.g. 'Harry, stop'</li> <li>• Keep instructions short and simple (avoid idioms)</li> <li>• Consider how many information carrying words a child can manage when giving instructions</li> <li>• Use literal language (avoid sarcasm and figures of speech)</li> <li>• Provide visual prompts if necessary, including key vocabulary, visual timetables, now and next, gestures</li> <li>• Give extra time to process what has been said</li> <li>• Allow take up time to process information</li> <li>• Think about the environment and limiting any distractions</li> <li>• Consider hearing levels e.g. glue ear, colds, hearing aids</li> <li>• Pre-teach topic vocabulary and provide opportunities to re-visit understanding and use of words</li> <li>• Give instructions or information in a sequential order</li> <li>• Use first, then, now, next visual framework and/or task board</li> <li>• Consider use of alternative or augmentative communication systems and visual prompts appropriate to age and stage e.g., Picture Exchange Communication System (PECS) would be considered ordinarily available provision for primary aged pupils</li> <li>• Be aware of use of language (some children may need a language rich environment; others may need it to be kept simple)</li> </ul>
<p>Difficulties saying what they want to and being understood</p>	<ul style="list-style-type: none"> <li>• Model language at or slightly ahead of the child's level</li> <li>• Promote opportunities for structured small group or individual language sessions</li> <li>• Implement targets from language programme devised by a Speech and Language Therapist or the Schools Therapy Resource Pack</li> <li>• Allow time for child to process and respond (10 second rule)</li> <li>• Introduce a variety of language through rhymes, songs, guided reading and topic focused practical activities</li> <li>• Respond positively to all attempts at verbal contributions - reflect back correct speech rather than correcting</li> <li>• Provide an additional method of communicating where appropriate e.g. use of ICT, symbol communication (e.g. Makaton, PECS)</li> <li>• Acknowledge selective mutism as a communication difficulty that has anxiety at its core. Support should be provided under the SEMH umbrella. See SMiRA (Selective Mutism Information &amp; Research Association) for further information.</li> </ul>
<p>Child / Young person does not understand or use social rules of communication</p>	<ul style="list-style-type: none"> <li>• Model play / games in supported groups</li> <li>• Use small group sessions (e.g. circle of friends, Time to talk, ELSA, Nurture, Games)</li> <li>• Set up buddying systems</li> <li>• Use social stories for new or difficult situations or activities</li> <li>• Explain expectations and order of activities, e.g. Now (you are doing this) and Next (you are going to be doing that) board</li> </ul>

<b>Identified / presenting barrier or need</b>	<b>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners</b>
Flexibility of thought and imagination	<ul style="list-style-type: none"> <li>• Use Role play and drama, use of props (e.g. puppets)</li> <li>• Support children to use narrative in speaking and listening activities</li> <li>• Use story telling e.g. comic strips</li> <li>• Use photos to talk through what might be happening</li> <li>• Use modelling</li> </ul>
Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> <li>• Use preparation for change of activity or routine</li> <li>• Work with small group / 1 to 1 tasks and activities</li> <li>• Create a calm learning environment</li> <li>• Use clear communication of expectations</li> <li>• Give regular mentor support, including adults or peers</li> <li>• Use a visual timetable to be used in setting/school</li> <li>• Use social stories</li> </ul>
Sensitivity to sensory stimuli	<ul style="list-style-type: none"> <li>• Consider a flexibility of uniform policy</li> <li>• Provide sensory breaks and snacks</li> <li>• Be aware of sensory needs which may require flexibility with uniform policy</li> <li>• Consider the environment e.g. noise, room temperature, visual stimuli, proximity e.g. seating placement of the C/YP in the classroom</li> <li>• Have a flexible approach to transitions e.g. between lessons and to and from school</li> <li>• Provide access to a safe space</li> <li>• Sensory based interventions can be naturally embedded in the school environment and child's daily routine</li> </ul>
Difficulties in communication that lead to physical outbursts or behaviours that challenge	<ul style="list-style-type: none"> <li>• Give a consistent approach to managing individuals with reasonable adjustments made</li> <li>• Recognise that behaviour is a form of communication and understand the C/YP unmet needs</li> <li>• Understand the frequency and location of triggers</li> <li>• Communicate with families about what might be happening at home (e.g. divorce, bereavement, illness), strategies that work/don't work and relaying this information to staff</li> <li>• Put preventative strategies in place</li> <li>• Have a safe area/reflection room</li> <li>• Use appropriate de-escalation and regulation strategies in place</li> <li>• Follow a risk management plan</li> <li>• Use strong reintegration plans</li> <li>• Follow a clear plan of action, agreed with parents/carers with regard to physical intervention</li> <li>• See SEMH section</li> </ul>



Identified / presenting barrier or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
<p>Limited attention span compared to developmentally appropriate milestones</p>	<ul style="list-style-type: none"> <li>• Provide regular, short breaks</li> <li>• Differentiate activities</li> <li>• Use adaptive teaching</li> <li>• Use chunking, breaking tasks down into smaller manageable steps</li> <li>• Use visual timetables</li> <li>• Try backward chaining – break the task down into smaller steps. The adult supports the child to build the sequence leaving the last part for the child so the child experiences success and then gradually works back to increase more elements until the child can do the entire task.</li> <li>• Use child's name when giving instructions</li> <li>• Ask the child to repeat back what activity they are going to do</li> <li>• Use timers, so they know they only have to focus for a comfortable amount of time</li> <li>• Use pupil interest as a motivator and to extend engagement</li> <li>• Plan individualised timetables</li> </ul>
<p>Difficulty using a full range of speech sounds and is not easily understood by children and/or adults</p>	<ul style="list-style-type: none"> <li>• Use Schools Therapy Resource Pack</li> <li>• Support 'phonics' using visual cues, e.g. cued articulation, pictures and actions.</li> <li>• Ensure the child can see your face when modelling phonemes and linking to graphemes.</li> <li>• Accept all attempts to communicate and recast errors e.g. if child says 'tat', respond 'yes it is a cat'.</li> <li>• Implement targets from Speech and Language Therapy programme</li> <li>• Allow opportunities to practise longer words in small groups on an individual basis</li> </ul>





# Cognition and Learning

## Resources, tools and training

The active engagement of the parent/carer is an essential resource in developing all individual plans. Group consultations with parents, carers, professionals and other settings is recommended.

### Literacy assessments:

- Phonological Assessment Battery,
- Single Word Reading Test
- Salford Sentence Reading 3rd Ed
- Hodder Group Reading Test

### Literacy interventions:

- Cued spelling
- Paired reading
- Paired writing
- Precision teaching
- Reciprocal teaching/reading
- Self-regulated strategy development
- Meta-comprehension strategy index

### Maths assessments:

- [Sandwell Early Numeracy Test](#) –revised SENT-R
- SENT KS2-3
- Numeracy Progress Tests
- Mathematics Assessment for Learning and Teaching
- Progress in Maths
- Diagnostic Interventions in Number Sense
- (BEAM) OUP

### Maths interventions:

- [www.mathematicshed.com/maths-intervention-shed.html](http://www.mathematicshed.com/maths-intervention-shed.html)
- [www.educationworks.org.uk/what-we-do/mathematics/talking-maths](http://www.educationworks.org.uk/what-we-do/mathematics/talking-maths)

### Memory strategies and interventions:

- Assess level of learning of each skill using [Haring's Hierarchy of Learning](#).
- [www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit](http://www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit)
- [Specific learning difficulties www.nasen.org.uk/resource-listing.html](http://www.nasen.org.uk/resource-listing.html)

### General support for cognition and learning:

- [Educational Psychology Team](#)
- Inclusion Services Inclusion services ([southampton.gov.uk](http://southampton.gov.uk))
- [Schools Therapy Resource Pack](#) – Solent NHS Therapy Service
- [Portage Southampton](#) Portage Service
- [Early Years SENCo](#) Referral process
- [Widget Pictorial Resources](#)
- Autism specific resources <https://www.autismeducationtrust.org.uk/resources/schools-resources/>
- [www.interventionsforliteracy.org.uk](http://www.interventionsforliteracy.org.uk)
- [www.edutopia.org/blog/8-pathways-metacognition-in-classroom-marilyn-price-mitchell](http://www.edutopia.org/blog/8-pathways-metacognition-in-classroom-marilyn-price-mitchell)
- [Southampton Inclusion Service](#) (was Southampton Advisory Outreach Service)

<b>Identified / presenting barrier or need</b>	<b>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners</b>
<p>Difficulties with learning e.g. despite appropriate differentiation/adaptive teaching, the child is making inadequate progress over time across the curriculum and is working below age related expectations</p>	<ul style="list-style-type: none"> <li>• Assess through teaching to identify the areas of need in consultation with the learner</li> <li>• Give clear and simple instructions, breaking down longer instructions and giving one at a time</li> <li>• Use visual timetables, visual cues and prompts e.g. objects, pictures, photos, symbols, choice boards, widgets</li> <li>• Give pupils thinking time or opportunities to discuss ideas with a 'talk partner' before requesting a response</li> <li>• Model use of open-ended simple statements such as 'I wonder...or what it' rather than questions</li> <li>• Pre-teach e.g. provision of a TA to help prepare the learner for the new topic</li> <li>• Share next steps – so they know what to expect</li> <li>• Give practical learning opportunities where possible</li> <li>• Use differentiated resources and adaptive teaching – teach the curriculum appropriate to the child not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context)</li> <li>• Link learning to what pupil already knows about the subject</li> <li>• Provide daily explicit teaching so skills can be generalised</li> </ul>
<p>Generalised learning difficulties e.g. Difficulties across the curriculum but with some areas of strength Children with an uneven profile of skills and attainment</p>	<ul style="list-style-type: none"> <li>• Ensure the child has full access to the breadth of learning by making adjustments and modifications to differentiate the curriculum, right across the board</li> <li>• Encourage active learning using a concrete, pictorial and pragmatic approach</li> <li>• Place emphasis on self-actualisation using activities designed to develop skills which will support the child or young person to become an independent learner</li> <li>• Support the child or young person to manage their self-esteem, celebrating strengths and reinforcing success</li> </ul>

Identified / presenting barrier or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
<p>Specific learning difficulties affecting one or more specific aspect of learning e.g. literacy difficulties, numeracy difficulties, or specific language impairment</p> <p>For all areas of need any provision or support should be provided in line with the needs of the C/YP and is NOT dependant on any formal diagnosis.</p>	<ul style="list-style-type: none"> <li>• Assess through teaching to identify the areas of need in consultation with the learner</li> <li>• Teach metacognition approaches – learning to learn e.g. by trying to understand the learner’s difficulty and asking them what helps</li> <li>• Recognise and celebrate success in other areas of their life</li> <li>• Provide the pupil with tasks that are within their capacity</li> <li>• Enable the pupil to experience success through identifying realistic learning objectives for each lesson</li> <li>• Ensure tasks have a clear meaning and purpose</li> <li>• Use evidence-based interventions to develop skills e.g. spelling, handwriting, literacy, numeracy</li> <li>• Offer pupils curricular programs with an emphasis on pre-vocational skills</li> <li>• Provide immediate feedback and opportunities for self-assessment</li> <li>• Seek specific guidance from the SENCo or other specialist staff to understand what strategies or approaches to use in line with advice from assessment or consultation</li> <li>• Use specific learning assessments and resources e.g. GL assessments for dyslexia (DEST) and maths difficulties</li> <li>• Provide memory aids e.g. alphabet strips, number squares, post-its, key word lists, table squares</li> <li>• Use planning tools such as mind mapping</li> <li>• Consider a multi-sensory approach to spelling and writing that provides opportunities for the pupil to follow the look, copy, trace, picture, cover, write and check sequence technique.</li> <li>• Consider practical adaptations e.g. font, coloured paper, line spacing, lighting, overlays, adaptations, technology</li> <li>• Consider use of appropriate learning resources e.g. pencil grips, spelling aids and alternative methods of communication</li> <li>• Provide opportunities for over-learning to support reinforcement</li> <li>• Provide access to concrete resources e.g. hundred squares, number lines, Numicon</li> <li>• Teach in the sequence of language, concrete resources and diagrams before symbols</li> </ul>

## Social, Emotional and Mental Health Difficulties (SEMH)

Children with social, emotional and mental health needs will have difficulties related to social and emotional functioning, their wellbeing, the ability to regulate self and behaviour and mental health difficulties. They may have experienced trauma and / or missed out on positive childhood experiences that may make it difficult for them to make and maintain appropriate and healthy relationships and regulate their emotions. They may be withdrawn or present with challenging, over-active or disruptive behaviour or be highly controlling. They may have been diagnosed through appropriate medical routes with Attention Deficit Hyperactive Disorder (ADHD) or Attention Deficit Disorder (ADD), have an attachment disorder or other pervasive developmental disorder that impacts on their mental health and social and emotional wellbeing.

In supporting children with social, emotional and mental health difficulties it is important to work on relationships and not just behaviour.

NB: Children who present with challenging behaviour may do so for many reasons e.g. frustration due to communication difficulties or a sensory overload. It is important therefore to understand the underlying cause of a child’s behaviour to ensure that provision is appropriate to their needs.

## Resources, tools and training

- The active engagement of the parent/carer is an essential resource in developing all individual plans
- Supporting Pupils with SEMH
- [Homunculi CBT Programme](#)
- [Government guidance on reducing the need for restrictive practice and restraint](#)
- [Southampton Pathways for safeguarding and support services.](#)
- Primary Heads Inclusion Group (PHIG) contact via [Inclusion services \(southampton.gov.uk\)](#)
- [Southampton Mental Health in Schools Team](#)
- [Educational Psychology Team including their 'Challenging Behaviour Consultations' and 'Emotionally Based School Absence Consultations'.](#)
- [Inclusion Services](#) when considering reduced timetables Inclusion services (southampton.gov.uk)
- [Compass Reach Programme](#)
- [CAMHS wellbeing hub/Single Point of Access](#)
- [Schools Therapy Resource Pack](#) – Solent NHS Therapy Service
- [Behaviour Resource Service](#)
- Advice from the [Virtual School](#) for looked after children
- Advice from the [SEN Team](#) for pupils with EHCPs
- [EBSA Guidance](#)
- [EBSA for families link We can make it together](#) - When children are worried about going to school (southampton.gov.uk)
- [Southampton Inclusion Partnership](#) (formerly Southampton Advisory Outreach Service)
- [Emotion Coaching Training](#)

Identified / presenting barrier or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties participating and presenting as withdrawn or isolated Patterns of non-attendance	<ul style="list-style-type: none"> <li>• Use assessment through teaching e.g. are their parts of the curriculum that they find easier to manage than others? Use these to develop confidence</li> <li>• Observe the child in different contexts and with different people. Are there some staff members who get a more positive response? What strategies are they using? Can this be replicated?</li> <li>• Differentiate tasks and use adaptive teaching to ensure the child experiences success</li> <li>• Try small group work e.g. friendship or social skills, nurture groups</li> <li>• Use a backward chaining approach – bringing the child in at the end of assembly or the school day</li> <li>• Use play based activities</li> <li>• Establish the child's interests</li> <li>• Consider buddying / peer mentoring to enable the child to take on both roles enabling them to receive support from a peer and provide support to a peer</li> <li>• Give the child responsibility for looking after someone else</li> <li>• Try activities which provide the child with a sense of belonging or importance to the group</li> <li>• Talk to parents to identify potential causes of non-attendance</li> <li>• Think about 'push and pull' factors</li> <li>• Work in partnership with parents/carers to plan a course of action and ensure consistency between the home and setting</li> <li>• Use EBSA Guidance</li> </ul>

Identified / presenting barrier or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
<p>Displaying challenging behaviour e.g. refusal to follow instructions, damage to property</p>	<ul style="list-style-type: none"> <li>• Give a consistent message but be flexible in your approach e.g. 'Where should you be?' is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs</li> <li>• Ensure reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning</li> <li>• Build positive relationships to establish rapport and build sense security for C/YP</li> <li>• Understand the basis for the behaviour e.g. what is the history / context?</li> <li>• Remove unnecessary transitions</li> <li>• Sensory based interventions can be naturally embedded in the school environment and child's daily routine</li> <li>• Consider providing brain breaks</li> <li>• Develop a clear plan of action with parents / carers including a risk assessment if required.</li> <li>• Communicate with parents / carers regularly, finding out what is going on at home, other agencies involvement? Work in partnership with parents / carers on strategies at home and school</li> <li>• Monitor the frequency and context of behaviours to gain a better understanding of the triggers e.g. ABCC analysis</li> <li>• Ensure that reasonable adjustments are made, differentiating for SEMH in the same way that the curriculum would be differentiated for learning</li> <li>• Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child? What is he/she trying to tell us with their behaviour?</li> <li>• Help the child to substitute other, more acceptable behaviours</li> <li>• Use individual behaviour plans, Pastoral Support Plans and risk assessments</li> <li>• Implement strategies that are reassuring</li> <li>• Hold professionals meetings to understand the behaviour to include observation and views of parents</li> <li>• Use choices to allow the child some control with the same end result e.g. Would you like to talk to me now or in 1 minute?</li> <li>• Teach the child different ways to get their needs met e.g. develop social skills, strategies to manage anger</li> <li>• Ensure that advice / strategies are consistently implemented, analysed and reviewed to evaluate impact</li> <li>• Develop readiness to learn</li> <li>• Consider the timetable and how best to prepare the child for transitions</li> <li>• Plan for transitions between year groups / phases in education to ensure that effective strategies are passed on</li> <li>• Review individual plans regularly calling on the support of external professionals where required to help unpick behaviour</li> <li>• Ensure there is a whole school consistent approach to support strategies</li> <li>• Offer clear guidance – explicit messages letting the child know what is expected of them</li> </ul>



<b>Identified / presenting barrier or need</b>	<b>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners</b>
Physical outbursts resulting in harm or damage	<ul style="list-style-type: none"> <li>• Provide a consistent approach to managing the child's behaviours making 'reasonable adjustments' where required</li> <li>• Monitor the frequency and location of triggers to inform understanding</li> <li>• Talk to parents / carers about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don't work. Share this information to staff</li> <li>• Develop a clear plan of action with parents / carers with regard to physical intervention, including a risk management plan if required</li> <li>• Put preventative strategies in place</li> <li>• Provide a safe area / reflection room</li> <li>• Put appropriate de-escalation strategies in place (e.g. time out card)</li> </ul>
Behaviours may reflect <ul style="list-style-type: none"> <li>• Anxiety / depression</li> <li>• Self-harming</li> <li>• Substance misuse</li> <li>• Eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Unpick the behaviours – negative and positive behaviours – what lies behind them?</li> <li>• Engage with the multi-professional team</li> <li>• Engage with the child to identify what is not right</li> <li>• Look at the child's history, when did the behaviour start to change?</li> <li>• Liaise and collaborate with parents/carers to understand the wider picture</li> <li>• Try 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>• Use activities that are stress reducing e.g. games, dance, colouring, gardening, animals, forest school</li> <li>• Keep a log and analyse patterns or trends to identify triggers</li> <li>• Liaise with school nurse</li> </ul> <p>NB: Pain can affect children with autism or who have experienced trauma in ways that are different to people who are neurotypical.</p> <p>NB: Soiling may be due to:-</p> <ul style="list-style-type: none"> <li>- Development – exploring the sensation</li> <li>- Sensory stimulus – the child likes the feel</li> <li>- Not being toilet trained</li> <li>- Abuse</li> </ul>
Attention difficulties	<ul style="list-style-type: none"> <li>• Think about potential reasons, is there a pattern?</li> <li>• Allow plenty of time for movement or frequent small concentration periods</li> <li>• Have a clear structure to the day</li> <li>• Have clear expectations regarding behaviours and a clear and consistent response to behaviours</li> <li>• Sit the child away from distractions near good 'learning' role models</li> <li>• Be aware of times of the day that may be more difficult</li> <li>• Plan lessons in more manageable chunks</li> <li>• Consider whether any reasonable adjustments need to be made to discipline procedures / behaviour policies and ensure these are in line with equalities legislation</li> <li>• Use a 'time out' card to enable classroom behaviour to remain positive</li> </ul>

<b>Identified / presenting barrier or need</b>	<b>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners</b>
Attachment difficulties (including Attachment Disorder) N.B. any provision or support should be provided in line with the needs of the child or young person and is NOT dependent on any formal diagnosis	<ul style="list-style-type: none"> <li>• Liaise with parents and carers for shared understanding</li> <li>• Plan a good transition when the child starts school – checking the history</li> <li>• Provide a supportive, structured school curriculum</li> <li>• Ensure staff are trained and aware of any child with attachment difficulties and how to respond to them</li> <li>• Use attachment informed strategies and develop a nurture group or foster a nurturing ethos</li> <li>• Consider the appropriateness of existing behaviour policies</li> <li>• Consider family context and the range of children who may have attachment difficulties e.g. adopted, forces children, previously CIN, LAC</li> <li>• Liaison with the Virtual School and / or EPT for training and advice</li> </ul>
Low level disruption or attention seeking behaviours e.g. talking out of turn, frequent interruptions to learning, fiddling with objects	<ul style="list-style-type: none"> <li>• Differentiate your use of voice, gesture and body language</li> <li>• Focus on reducing anxiety and thereby behaviours</li> <li>• Use flexible and creative rewards and consequences e.g. 'catch them being good'</li> <li>• Provide positive reinforcement of expectations through verbal scripts and visual prompts</li> <li>• Have a time out or quiet area in the setting</li> <li>• Ensure a positive progressive approach to managing behaviour is taken, not a punitive behaviourist approach</li> </ul>
Difficulty making and maintaining healthy relationships	<ul style="list-style-type: none"> <li>• Use small group / nurture group activities to support personal, social and emotional development</li> <li>• Employ a range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time</li> <li>• Model appropriate emotional responses to disagreements or difficulties with, for example, sharing / turn taking</li> <li>• Use restorative approaches when relationships break down</li> </ul>
Difficulties following and accepting adult direction	<ul style="list-style-type: none"> <li>• Look for patterns and triggers to identify what may be causing behaviours</li> <li>• Use positive scripts – positive language to re-direct and reinforce expectations e.g. use of others as role models</li> <li>• Use calming scripts to de-escalate, including for example, use of sand timers for 'thinking time'</li> <li>• Provide limited choices to give the child a sense of control whilst following adult led activities</li> <li>• Use flexible and creative rewards and consequences e.g. 'catch them being good' sticker charts</li> <li>• Follow-Lead-Follow activities (reciprocal interaction)</li> <li>• Provide structure-consistency without rigidity</li> <li>• Use visual timetables and visual cues i.e. sand timers to support sharing</li> </ul>
Presenting as significantly unhappy or stressed	<ul style="list-style-type: none"> <li>• Identify a key person within the class or setting who can provide a secure emotional base</li> <li>• Use multi-modal teaching based on the interests of the learner</li> <li>• Provide a safe place / quiet area in the setting</li> <li>• Work in partnership with parents / carers to ensure consistency between the home and setting</li> <li>• Consider CBT style approaches</li> <li>• Provide opportunities to self-reflect on emotional states and develop strategies to support self-regulation</li> </ul>

## Sensory and/or Physical needs

### Resources, tools and training

The active engagement of the parent/carer is an essential resource in developing all individual plans

- [Educational Psychology Team](#)
- Inclusion Services Inclusion services ([southampton.gov.uk](http://southampton.gov.uk))
- [Supporting the achievement of deaf children in school](#) – info for secondary schools
- [Schools Therapy Resource Pack – Solent NHS Therapy Service](#)
- [Portage Southampton Portage Service](#)
- [Southampton Inclusion Partnership](#) (formerly Southampton Advisory Outreach Service)
- [The Rainbow Centre](#)
- [Southampton School Nursing Service](#)
- [The Dyspraxia Foundation](#)
- [The Elizabeth Foundation](#)
- The [Royal National Institute for the Blind](#)
- [National Deaf Children's Society](#)
- [Simon Says](#)
- [Early Years Advisory Service](#) referral pathway
- [Nasen](#) resources including:
  - SEND Gateway
    - Videos for NQTs on specific SEND conditions – Nasen Sept 2019
    - Nasen mini guide to high quality inclusive teaching (Julie Wharton)
    - Nasen NQT

Identified / presenting barrier or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Hearing impairment	<p>To support a C/YP with a hearing impairment professionals should:</p> <ul style="list-style-type: none"> <li>• Work together with other professionals to share strategies and advice</li> <li>• Be made aware how best to support in school</li> <li>• Have appropriate training i.e. Makaton</li> <li>• Be aware the C/YP may use lip-reading and visual clues to support their hearing</li> <li>• Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking</li> <li>• Deliver instructions clearly and at normal conversational level</li> <li>• Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary</li> <li>• Repeat/rephrase pertinent comments made by other members of the class</li> <li>• Be aware that during PE or Games lessons and practical subjects it will be more difficult to follow instructions</li> <li>• Encourage good listening behaviour: sitting still, looking and listening</li> <li>• Enable C/YP to have time to respond verbally</li> <li>• Use C/YP's name to gain their attention before speaking to them</li> </ul> <p><b>The C/YP with a hearing impairment should:</b></p> <ul style="list-style-type: none"> <li>• Be seated appropriately with clear view of adult's face and any visual material used</li> <li>• If the C/YP has a unilateral loss - sit at front with better listening ear facing the speaker</li> <li>• Be encouraged to ask when not sure what to do and encourage to access resources independently</li> </ul> <p><b>Access to the Curriculum</b></p> <ul style="list-style-type: none"> <li>• Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles</li> <li>• Visual reinforcement (pictures and handouts), to support learning</li> <li>• Pre and post tutoring to introduce vocabulary and concepts</li> <li>• Apply appropriate exam concessions</li> </ul> <p><b>Deaf Friendly Classroom</b></p> <ul style="list-style-type: none"> <li>• Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise</li> <li>• C/YP should be seated away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc.</li> <li>• Minimise background noise and maintain a quiet working environment, particularly for specific listening work</li> <li>• Visual timetable and use of visual cues i.e. sand timers to support sharing</li> <li>• Appropriate evacuation procedures in place</li> <li>• Planned and unplanned breaks as appropriate</li> <li>• Promote positive attitudes towards hearing impaired within the school environment</li> <li>• Differentiated activities and adaptive teaching should reflect C/YP individual needs to ensure full access to the curriculum</li> <li>• Access to IT as appropriate Audiological Management</li> <li>• Staff working with the C/YP HI should understand the use of hearing aids, radio aids and any other appropriate equipment.</li> <li>• Training will be provided by the Vision and Hearing Team as required.</li> <li>• Social and Emotional Wellbeing</li> <li>• Pastoral support to support social, emotional and mental health</li> <li>• Encourage and facilitate social interactions with peers</li> </ul>

Identified / presenting barrier or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Visual impairment	<ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified Teacher for the Visually Impaired (QTVI) and/or Habilitation Specialist</li> <li>• Promote positive attitudes towards people with visual impairments within the school environment and local communities, with advice from the Vision and Hearing Team</li> <li>• Plan and deliver differentiated classroom activities and use adaptive teaching to reflect students' individual needs and ensure full access to all activities as well as support social, emotional, communication and physical skills</li> <li>• Give additional time to complete tasks</li> <li>• Ensure language mediation of visual information which is beyond C/YP visual reach e.g. use auditory reinforcements</li> <li>• Use post and pre tutoring to ensure concepts are understood</li> <li>• Provide uncluttered space and plain backgrounds to help the C/YP focus on the appropriate object</li> <li>• Provide access to quieter learning environments at times if necessary</li> <li>• Support to promote full social inclusion and to develop social skills</li> <li>• Use differentiated and modified visual learning material e.g. recommended print size and font type, decluttered, wider spacing, different coloured paper, modification of task at source</li> <li>• Provide stationery e.g., bold lined/squared paper, coloured paper, writing slopes, coloured glue sticks</li> <li>• Provide large print library books and talking books</li> <li>• Provide bold writing pens</li> <li>• Use real objects to support concept development and understanding</li> <li>• Ensure access to larger and tactile learning materials e.g. real life objects, tactile maps and globes, VI protractors and rulers</li> <li>• Provide exam access arrangements as advised</li> <li>• Use ICT for example, iPad connected to whiteboard and electronic books</li> <li>• Use reading apps. E.g. Dolphin Easy Reader App</li> <li>• Use touch typing and touch typing programmes when required to improve recording</li> <li>• Use magnification and accessibility features in IT/technology. E.g. visualisers, low vision aids iPads/tablets</li> <li>• Adapt PE activities e.g., brightly contrasting equipment</li> <li>• Use line marking and visually friendly environments as per environmental audit and similar interventions suggested by Habilitation Specialist or QTVI</li> <li>• Implement strategies advised by Habilitation Specialist</li> <li>• Take account of mobility needs such as accessing mobility training</li> <li>• Provide equipment for life skills/curriculum activities e.g., talking scales</li> <li>• Provide additional resources for inclusive play, for example a bell in the ball, so all can play together</li> </ul>



<b>Identified / presenting barrier or need</b>	<b>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners</b>
Physical disability	<ul style="list-style-type: none"> <li>• Whilst not all physical environments might allow for all of the provision below, settings are expected to use their best endeavours to make reasonable adjustments</li> <li>• Staff to work together with other professionals to share strategies and advice to support the C/YP</li> <li>• Staff to have moving and manual handling training</li> <li>• Support equipment to be made available e.g. standing frames, walkers, wheelchairs, protective helmets, high low tables</li> <li>• Carry out accessibility planning</li> <li>• Provide accessible transport</li> <li>• Provide an accessible toilet</li> <li>• Provide suitable work chairs</li> <li>• Provide iPad and grips</li> <li>• Ensure staff have appropriate training to meet physical needs</li> <li>• Use adapted equipment to access specific aspects of the curriculum e.g. cutlery, crockery, scissors</li> </ul>
Severe and complex medical needs including a life threatening or life limiting diagnosis or condition	<ul style="list-style-type: none"> <li>• Work in partnership with parents / carers and health professionals to ensure that the full extent of the child's health needs are understood including the impact of those health needs on the child throughout the school day</li> <li>• Ensure the child has an up to date Individual Healthcare Plan</li> <li>• Undertake a risk assessment of the child's medical needs within the context of the setting environment and the needs / behaviours of other children</li> <li>• Ensure that staff have received relevant training from specialists e.g. in administration of medication, catheterisation,</li> <li>• Ensure reasonable adjustments are in place in line with the Equality Act 2010</li> <li>• Ensure support equipment is in place such as lockable medicine cabinets, first aid bags, fridge, hygiene suites</li> <li>• Maintain regular home school contact when/if the child is not in school to maintain a 'sense of belonging' with peers and school community</li> <li>• Absence from school due to medical needs may require a reintegration plan to address learning gaps</li> <li>• Bereavement training and policies</li> <li>• Refer to DfE Pupils with Medical Conditions Guidance (<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf</a>)</li> </ul>

Identified / presenting barrier or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Sensory processing needs including hypersensitive and hyposensitive responses	<p>In addition to the sensory provision outlined in section one:</p> <ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the C/YP's sensory needs</li> <li>• Sensory reduction planning</li> <li>• Staff training through CPD</li> <li>• Undertake a sensory checklist to help identify the pupil's pattern of responses to different sensory information</li> <li>• Consider the environment and talk to the child about what they may be finding difficult to cope with</li> <li>• Identify the triggers that result in the child reacting</li> <li>• Keep to a predictable routine. Tell the child if and when that will change</li> <li>• Provide a quiet workspace to use when needed.</li> <li>• Agree with the child nonverbal signals to use when overwhelmed or in need of a break</li> <li>• Allow the child to take frequent movement breaks</li> <li>• Seat the child away from doors, windows or buzzing lights</li> <li>• Adjust the desk and chair so the child's feet are flat on the floor</li> <li>• Allow the child to work in a different position e.g. lying on the floor with a clipboard or easel</li> <li>• Let the child use alternative seating, like an exercise ball or a stand-up desk</li> <li>• Build a bag of tricks that will help children when they are over or under-stimulated e.g. <ul style="list-style-type: none"> <li>- Ear plugs or defenders for children sensitive to noise</li> <li>- Weighted lap pad, weighted vest to decrease sensory seeking behaviours, improve body awareness, calm and improve attention and focus (seek Occupational Therapy guidance before using these tools)</li> <li>- Wiggle cushions for children who struggle to sit still, have poor attention, low core strength and difficulty balancing</li> <li>- Weighted or vibrating toys to add stimulation</li> <li>- Handheld fidgets to provide a distraction and improve attention and chewing tools for self-soothing</li> </ul> </li> <li>• Fit a stretchy band across the bottom of a child's chair to allow the child to bounce their feet when seated</li> <li>• Reduce the need for handwriting. Allow extra time for writing to accommodate motor skills fatigue and trouble with proprioception</li> <li>• Reduce the amount of visual information on a page. Provide coloured overlays for reading to reduce visual distraction</li> <li>• If an Occupational Therapist has been engaged, ensure that all of the recommendations have been implemented.</li> </ul>

# Ordinarily Available Provision – Glossary

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- ABCC** – Antecedent, Behaviour, Consequence Chart
- ADD** – Attention Deficit Disorder
- ADHD** – Attention Deficit Hyperactive Disorder
- BEAM OUP** – BE A Mathematician – Oxford University Press
- CAMHS** – Child and Adolescent Mental Health Services
- CBT** – Cognitive Behavioural Therapy
- CiN** – Child (or Children) in Need
- CPD** – Continuing Professional Development
- C/YP** – Child and/or young person
- DEST** – Dyslexia Early Screening Test
- EBSA** – Emotionally Based School Avoidance
- EHCP** – Education and Health Care Plan
- ELSA** – Emotional Literacy Support Assistant
- EPT** – Educational Psychology Team
- GL assessment** – Granada Learning assessment – highlights strength and gaps
- HI** – Hearing Impaired
- ICT** – Information and Communication Technology
- IT** – Information Technology
- LA** – Local Authority (Southampton City Council)
- LAC** – Looked After Child
- NASEN** – National Association of Special Educational Needs
- NQT** – Newly Qualified Teacher
- PE** – Physical Education
- PECS** – Picture Exchange Communication System
- PHIG** – Primary Heads Inclusion Group
- QTVI** – Qualified Teacher of children or young people who are Visually Impaired
- SEMH** – Social Emotional and Mental Health
- SENCo** – Special Educational Needs Coordinator
- SEND** – Special Educational Needs and Disabilities
- SENT** – Sandwell Early Numeracy Test
- SLT** – Senior Leadership Team
- SmiRA** – Selective Mutism Information and Research Association
- TA** – Teaching Assistant
- VI** – Visually Impaired/Vision Impairment



