



Milton Keynes
City Council

Ordinarily Available Provision.

School age

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Version 1

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What is ordinarily available provision?

This local area Ordinarily Available Provision (OAP) document describes what should be available as part of universal good practice in our local early years settings, schools and post 16 settings for children and young people (CYP) with additional needs, or Special Educational Needs and Disability (SEND). The overarching approach is one of inclusion- and that small changes can have a big impact. Many approaches to support CYP with SEND are part of good quality practice for all CYP and young people.

The guidance is also designed to support all schools and settings to use the SEND Code of Practice 'graduated approach' to meeting need within a clear process of Assess, Plan, Do and Review. This cyclical approach allows educational colleagues to use their ordinarily available provision offer, and decide on the actions, approach and support needed for individual CYP. Clear reviews ensure consideration as to when it might be necessary to request specialist support from professionals.

The document identifies OAP within each SEND area of need as identified by the SEND Code of Practice. Please note that, for CYP who have an Autism diagnosis and co-occurring sensory processing challenges, the ordinarily available provision can be found within the Communication and Interaction section.

This document has been created through collaboration between Milton Keynes Specialist Teaching Team, Milton Keynes Sensory Team, colleagues in both mainstream and specialist schools and early years settings, The Educational Psychologists at MKCC, Health colleagues and SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service).

It will be reviewed twice per year (January and July), with updates as appropriate.

This document can be used alongside: [Parent and carers guide to the Graduated Approach 16.12.20 NB update.pdf](#) as it supports conversations with parents/carers around what they might expect to see as part of the graduated approach- and how ordinarily available provision fits into this offer

Working together in SEND – what the legislation tells us

This guidance is designed to support decision making for Children and Young People (CYP) causing schools/settings concern, because of delayed progress in learning and/or other areas of development.

The guidance has been written using:

- SEND (Special Educational Needs and Disability) Code of Practice: 0-25 years, January 2015
- Children and Families Act, 2014
- Equalities Act, 2010
- Teachers' Standards, 2012
- Keeping Children Safe in Education, 2024

The guidance is to be used by staff in schools and settings when identifying children and young people with SEND. This guidance can be used in conjunction with the accompanying flow chart.

Staff should be aware of the need to continually monitor their response and subsequent provision for CYP with SEND due to their changing needs. Staff must work with CYP, and their parents/carers to plan, deliver, and monitor the impact of the provision they make.

What is the local context in Milton Keynes? SEND Joint Strategic Needs Assessment (JSNA) 2024

In line with national trends and population growth in the area, the overall number of children and young people with SEND in Milton Keynes is increasing and there is an expectation that the population of children and young people with SEND could grow from 2022/23 numbers of around 7500 to approximately 11,000 by 2030.

Milton Keynes has a slightly lower proportion overall of children and young people identified with SEND overall than other areas, at 14.4% compared to 17.3% nationally. However, there are variations between age groups, with rates of identified SEND at key stage 3 in line with national, as opposed to key stages 1, 2 and particularly key stage 4 where rates are lower than the national average. Rates of EHCP's in Milton Keynes are growing more quickly than in other areas.

Boys are markedly more likely to be identified with SEND, as is the case across England. SEND may be identified slightly earlier in Milton Keynes than nationally, with SEND numbers peaking at age 9 compared to the national age of 10. The overall percentage of children with identified SEND declines through secondary school.

In the early years and reception, Speech, Language and Communication is the most identified area of need in Milton Keynes, and the number of children identified with this area of need is increasing. There is a lower than national rate of Autism identified in the early years, but this rate of identification increases in reception. The rate of Specific Learning Difficulties makes up a higher proportion of need in the early years than other parts of England.

Milton Keynes has a higher proportion of school-age children identified as having Autism or Moderate Learning Difficulties as their primary need than in other areas of England. The gap is however closing in both cases, with identification of Moderate Learning Difficulties dropping in Milton Keynes to bring it closer in line with national rates, and Autism increasing nationally which is bringing Milton Keynes in line with national numbers. Across all age groups, Milton Keynes has a lower proportion than other national areas of children and young people with SEND who are identified as having Social, Emotional and Mental Health needs as their primary area of need.

SEND as defined by the SEND Code of Practice 2015:

The definition of Special Educational Needs is stated as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: **I has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

SEND Code of Practice: 0-25 years, 2015, p15

“For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above or would so do if special educational provision was not made for them (Section 20 Children and Families Act 2014).”

SEND Code of Practice: 0-25 years, 2015, p16

How might we identify SEND?

In identifying and supporting children and young people with SEN schools should be aware of the need for all pupils to access high quality teaching, appropriately adapted and personalised. In addition, schools need to be aware of expectations for all teachers within the context of a whole school approach to responding to pupils whose progress is causing concern, and who may have SEND

The SEND Code of Practice, 2015 states: “The quality of teaching for pupils with SEN, and the progress made by pupils, should be a **core part of the school’s performance management arrangements** and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.” (SEND Code of Practice: 0-25 years, 2015, p93)

School leaders should regularly review the impact of any specific support – including adaptation and/or intervention using the MK OAP document. If, after high quality teaching and initial support/intervention targeted at the area(s) of weakness, progress continues to be less than expected consideration should be given to whether the child/young person has SEND.

SEND is likely to be a factor in a child or young person’s learning and development where:

1. Successful learning calls for special educational provision to be made, that is ‘additional to’ and ‘different from’ that generally available for pupils of the same age.
2. Learning appears to indicate less than expected progress is being made. Less than expected progress is seen to be progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child’s previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap”(SEND Code of Practice: 0-25 years, 2015, p95)
3. When a child or young person’s progress or development is less than expected in learning, or in another identified area, schools should consider how the child/young person responds to high quality, differentiated teaching or support targeted on the identified area(s) of weakness

What else might be impacting on progress?

Before concluding a child/young person has SEND the setting/school should consider, and plan a response to, any other contributory factors in exploring the reasons for delayed progress and or development. These factors can include:

- The quality of teaching
- Attendance
- The need for pastoral support (including any social care or health needs e.g.: Early Help, Children Social Care)
- Specific vulnerabilities impacting on the ability to learn and thrive in an educational setting: English additional language/ pupil premium/ children looked after/ asylum seekers/ travelling community/ physical or medical factors

A note about CYP with social care involvement:

Temporary behaviours of concern may be apparent during times of turbulence/trauma; schools and setting should be aware that these behaviours are often a result of circumstances and should not be viewed as a SEND in and of itself.

Four areas of need as defined in the SEND Code of Practice 2015

Needs are broken down into four broad areas- these give an overview of what should be planned for, and what actions should be taken. In practice, needs may cut across several different areas.

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils

Sensory and/or physical needs

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

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers (SEND Code of Practice 0-25 years 2015)

What do the Teacher's Standards (2012) tell us?

'As the teacher of a learner with special educational needs and/or disabilities (SEND), you have the opportunity to make a significant difference. Enabling all learners to do well within our inclusive school system is every teacher's responsibility.' (Whole School SEND, Jan 2024, Teacher Handbook: SEND)

Every teacher is a teacher of SEND is clear message from the SEND Code of Practice and is supported by each of the Teacher's Standards.

For example, Teacher Standard 5 states that, 'A teacher must adapt teaching to respond to the strengths and needs of all pupils'. This means that all teachers must:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

This would also include:

- quality first teaching (QFT) with suitable adjustments and the universal offer as the focus of provision
- implementing a graduated approach
- ensuring access to the class teacher during lessons that is fair and equitable

- working closely with colleagues, families and pupils to understand barriers and identify effective strategies

As the EEF in their recommendations for SEN in mainstream schools state: 'To a great extent, good teaching for pupils with SEND is good teaching for all'.

One of the most impactful experiences for learners with SEND (special educational needs and/or disabilities) is to have access to high quality, inclusive teaching. A significant proportion of the needs that teachers encounter in the mainstream classroom can be met through High Quality Teaching. This means removing barriers to learning, getting to know and understand individual learners, and ultimately bringing the graduated approach to life (Whole School SEND, Jan 2024, Teacher Handbook: SEND).

Section 1

Expectations of all schools and settings

This section outlines the expectations on all educational settings, according to the needs of the child.

The key principles of the SEN Code of Practice should be applied in all settings and throughout the child's learning journey:

- The views, wishes and feelings of the child and the child's parents.
- The importance of the child and parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child, and the child's parents in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. ([SEND Code of Practice](#))

Broadly speaking much of this section will be an integral part of the school's provision for all children. It outlines some of the practices and adaptations that are part and parcel of quality first teaching.

Area	Expectations	How
SEND and legislation	All staff should have an awareness of the SEND Code of Practice and what it means for their day to day practice- including how the graduated response to identifying and meeting need is delivered within their setting. The SENCo's knowledge of the COP should allow him/her to appropriately support and challenge staff regarding inclusive practice.	SEN Code of Practice SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) The government amended The Special Educational Needs and Disability Regulations 2024 to introduce the NPQ as the mandatory SENCO qualification from 1 September 2024 within 3 years of being in post. In Milton Keynes it is the expectation, as best practice, that SENCos are a part of the schools senior leadership team (this is noted as a should in the SEND CoP). All staff have access to the local centralised training offer- and relevant courses are attended: Centralised training for professionals Milton Keynes City Council (mksendlocaloffer.co.uk)

	All setting staff should be familiar with relevant legislation such as the definition of disability within the Equality Act 2010, and understand what it means for their day to day practice.	Equality Act 2010: Definition of disability under the Equality Act 2010 - GOV.UK (www.gov.uk)
	All schools and settings should update staff as appropriate on issues relating to SEND, as disseminated via the SENCo Newsletter and in SENCo Quadrant meetings	SENCo quadrant meetings and SEND update newsletter Milton Keynes City Council

Area	Expectations	How
Safeguarding Environment	Establish a safe environment	Read the DfE Keeping children safe in education 2024 Read Ofsted guidance Early Years inspection School inspection handbook - GOV.UK Schools and settings must have regard to the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales'. Keeping Children Safe in Education' (KCSIE) statutory guidance

Area	Expectations	How
Inclusive environment	Establish an inclusive environment for children grounded in mutual respect. Schools and settings should be proactive at addressing barriers to inclusion	Providers may find it helpful to familiarise themselves with the early years section of the SEND Code of Practice and the Early Years: guide to the 0-25 SEND code of practice. Place the child's views at the centre. Remembering that behaviour is a communication, and practitioners

	such as negativity, conscious and unconscious bias, and stereotyping. Schools and settings will promote equality of access for all children in their care and must follow their legal responsibilities under the Equality Act (for example the provisions on reasonable adjustments). Whole school setting development of positive attitudes which nurture collaborative approaches. Schools and settings will actively work with parents and carers as a key aspect of good practice, with clear and regular communication giving parents a voice and ensuring that the child is at the heart of the process.	will have an active curiosity about what a child is trying to communicate to them. Implement clear relational strategies. Adopting a ‘can-do’ approach which reaches beyond statutory policy and legislative requirements to develop anti discriminatory attitudes and positive practice. Staff use and model respectful language. All language needs to provide hope, promote engagement and have high ambition. Promote equality and diversity by providing multicultural resources and displaying pictures/posters and providing books that promote positive images of race, cultures, ages, abilities and gender. Promote positive attitudes to diversity and difference. Encourage children to value aspects of their own lives and those of other people. Ensure that all children and their families are listened to and respected and feel included. School and settings to read to support parents: Parent first approach at the core of new guidance on gender questioning children - GOV.UK KCSIE 2023, which for reference, reads: <i>Children who are lesbian, gay, bi, or trans (LGBT)</i> <i>203. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.</i> <i>204. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.</i> <i>205. LGBT inclusion is part of the statutory Relationships Education and Relationship and Sex</i>
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		<i>Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic, and transphobic bullying and abuse.</i> Equality and diversity - Department for Education - GOV.UK
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Area	Expectations	How
Assessment and monitoring	Primary: Key stage 2 SATS Phonics screening check Reception baseline assessment Optional KS1 Tests Multiplication tables check Secondary: GCSE (9 to 1) AS and A Levels Post 16 Options	Key stage 2 teacher assessment guidance 2025 - GOV.UK Standards and Testing Agency - GOV.UK Key stage 2 tests: access arrangements - GOV.UK Access arrangements for GCSE, AS and A level: 2023 to 2024 academic year - GOV.UK GCSE (9 to 1) qualification-level conditions and requirements - GOV.UK New AS and A levels: requirements and guidance - GOV.UK Post 16 options National Careers Service
	SENCo is aware of referral routes into Health, Social Care and Education, and can support other staff with signposting for support and advice	SALT referral: Milton Keynes Schools Speech and Language Therapy Team :: Central and North West London NHS Foundation Trust Occupational Therapy advice/referral: Milton Keynes Children and Young People's Occupational Therapy Team :: Central and North West London NHS Foundation Trust (cnwl.nhs.uk) SEND Local Offer: Education and SEND Milton Keynes City Council SEND Support Line SENDsupport@milton-keynes.gov.uk Children with Disabilities Social Care Team:

		01908 253617 (Mon-Thurs 9.30am to 5pm and Fri 9.30am to 4.30pm) / Emergency Social Work Team: 01908 265545 childrendisabilityteam@milton-keynes.gov.uk Sensory Team: https://www.mksendlocaloffer.co.uk/education-and-send/what-send-team-does/sensory-team Children and Family Centres: Children and Family Centres Milton Keynes City Council (milton-keynes.gov.uk) School Nursing Team (over 5) Milton Keynes 0-19 Universal Health Service (Health Visitors and School Nurses) :: Central and North West London NHS Foundation Trust (cnwl.nhs.uk)
	SENCo knows how and where to access resources that support assessment- and can support other staff to use these. All staff use observation effectively to understand what a child can do and what their next steps are.	Useful information for schools Milton Keynes City Council Information regarding assessment, and tools that can help, and FACT and FACT+
	Staff have clear means of assessing what children can do, and ensuring that this is regularly monitored/reviewed.	Milton Keynes SEND Support Plan: Special Educational Needs (SEN) Support Plans Milton Keynes City Council Use of schools and settings own formats for recording and monitoring progress, including any APDR and/or trackers as appropriate for context of setting
	All staff have a sound knowledge of child development and use this to inform their practice	
Area	Expectations	How
Staff skills and training	Manager to ensure staff have appropriate qualifications and encourage continued professional development for all	Practitioners to actively seek out training to maintain skills and knowledge as part of their ongoing CPD (continuing professional development). Milton Keynes Centralised Training:

		Centralised training for professionals Milton Keynes City Council (mksendlocaloffer.co.uk)
	All practitioners make a positive contribution to the progress of all children within the setting	Additional adults are deployed proactively in the environment and their impact on the child/ren is monitored carefully to ensure progress is made. Support is used sensitively to encourage and promote independence.
	Staff collaborate and have effective links with other relevant outside agencies and specialists.	SEND support offer leaflet 2024 EPS.docx Staff know when and how to refer for extra support or advice. The setting is aware of, and regularly communicate with, any other professionals who are involved with each child. Advice received from other professionals is used to inform next steps and provision

Area	Expectations	How
Transitions	The setting have a transition policy that supports children starting their setting- and clearly demonstrates their approach.	Clear documented transition process to support new starters that is delivered with a warm welcome. Starting or changing school and transition support Milton Keynes City Council Building a warm and a secure relationship with a key person is crucial for the child, and parents should feel involved and consulted. Information sharing should include how the child communicates their needs, e.g. when they are tired or hungry. Gradual settling in approaches for those children who need them, with clear review points. Staff access the SEND Support Service SENDsupport@milton-keynes.gov.uk to request advice regarding new starters- this can provide reassurance to all and allows concerns to be resolved. Thought given to change within the setting and how this will be communicated/supported e.g.:

	Setting know how to prepare children for change and allow for this within setting routines,	new staff, sudden changes to routines, special events e.g.: • Giving warnings • Use of visuals • Time to process • Use of safe spaces Use of stories and resources to support children in order to practice change A provision offer than is predictable but not rigid- and allows for practice with flexibility
	Transition planning into school is undertaken by the SENCo and key staff Planning is undertaken in a strategic manner by the setting, taking into account priority SEND needs	Staff and parent relationships need to be positive to ensure that this information is shared in order that the appropriate support is offered. Ideally parents, including fathers, should be involved in any planning as parents have a wealth of knowledge that professionals can draw on. Contact made with receiving school, and any professionals involved as appropriate (e.g.: ensure new school have received SALT Communication Passport). Receiving school is invited to come into the setting to observe a group of children/individual; and school staff may be invited to build relationships with children (leading a story session for example). Paperwork is transferred in a timely fashion Practical considerations such as use of local school uniforms/badges; photo books of key staff to share Local Offer information to support transition planning, including practical preparation: Starting or changing school and transition support Milton Keynes City Council (mksendlocaloffer.co.uk)
We should recognise that all children, can be vulnerable at times of change, particularly those with additional needs e.g. those with a Special Educational Need (SEND) or a looked after child. Planning for these children will need additional, flexible support.		

Area	Expectations	How
Working in partnership with parents/carers	Transition Planning into setting: Staff should gather as much information as they can from families,	Consider home visits and settling in sessions. All About Me- child's views: AA My Inclusion Plan.docx (live.com)

	prior to starting in the setting so that they can begin to build a picture: Other settings attended Likes/dislikes of the child Professionals involved if needs already identified What parents think their child may need support with; any concerns if the child has needs	Encourage parents to bring their child along when looking around the setting. Registration period to start building a bond and relationship with the child and their parents.
	Staying in touch with parents: Parents know how they can access information, advice and support about SEND	Parents and carers are signposted to www.milton-keyneslocaloffer.org. This should also be referenced on the early years provider's website. Parents and carers are aware of the range of communication channels available for sharing information about their child: e.g. apps, online tools, communication books- and can use them successfully
	Speaking to parents regarding any SEND: Settings should consider who is best placed to raise concerns with parents/carers where they feel a child might have SEND. Settings should also consider how best to manage these sensitive conversations e.g.: where, when and with whom. Regular reviews of progress with parents to share achievements and agree next steps for development	SenCo and keyworker to work collaboratively Use of assessments, observations to support these conversations Dates that are planned in advance so that parents can plan for these and get the most from them The following document; Tell your story once can be supportive when gathering parent views and understanding the journey for the CYP and family: Tell Your Story Once Document Guidance Milton Keynes City Council

	Parents feel that they are welcome to share concerns, ask questions or enquire about the next steps for their child's development and education	Open door policy/clearly communicated arrangements for parents to engage in both informal conversations and more formal discussions about their child
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Area	Expectations	How
Physical environment	CYP views are at the centre of planning and routinely sought to inform development, such as: Physical or sensory adaptations that they may require. Independent access to environment/resources Have established practices for risk assessment keeping children both safe and included. Ensure activities and resources are at child height and accessible and use resources which can be moved and used in a variety of ways. Extra-curricular activities and educational visits are planned to fully include children with SEND, including those with social, emotional, and mental health and physical disabilities.	Settings should complete an access audit and Early Years providers that are maintained by a local authority such as maintained nursery schools, are required to produce an accessibility plan. They should publish and routinely review their accessibility plan. Consider MK support for hearing, vision, or multi-sensory impairment: 01908 669735 ext 147 Sensory Team Milton Keynes City Council (mksendlocaloffer.co.uk) Contact SENDsupport@milton-keynes.gov.uk for advice in this area. If child known to Sensory Team- contact for support

Adults admire their environment; they can think about it and remember it- but a child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all the world around him that his eyes see and his ears hear.

Maria Montessori

Section 2- Areas of need

Ordinarily Available Provision: The Four Areas of SEND

Cognition and Learning

This provision should be *in addition* to the expectations in section one.

For all areas of need any provision or support should be provided in line with the needs of the CYP and is NOT dependent on any formal diagnosis

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made
<i>Memory and retention of information</i> Memory is the ability to encode, process and retrieve information that a pupil has been exposed to.	
Attention	• Ensure pupil's attention is maximised prior to teaching input and verbal instructions. • Adults keep in mind that attention can be affected by a range of factors, including understanding of teaching, working memory difficulties, emotional needs, motivation, sleep, diet, hearing and vision. • Adults support pupils to understand these factors and develop age-appropriate strategies to help themselves, with parental support as appropriate. • Environmental impact on attention is considered and steps made to make the environment more supportive e.g., Is the environment too 'busy', it is well-ordered? Where is pupil located in the room (by window/door/at the front/back). • Natural movement breaks built into the lesson, as age appropriate. • Pupils have access to supportive sensory equipment, as needed e.g., fiddle objects, a tactile wedge cushion. • Pupils have access to make jottings, drawings about the learning. • Choral responses and familiar phrases to help embed new learning and active engagement e.g., using the Model Lead Test framework to repeat vocabulary.
Working memory	• Evaluate the working memory load for learning activities. • Minimise the working memory load where possible by: ○ reducing the amount of information to be retained (e.g., shorter sentences, fewer items to remember, use of visuals)

	○ increasing the meaningfulness and degree of familiarity of the material to be remembered ○ simplifying the linguistic structures of verbal material ○ reducing unnecessary processing demands in activities requiring storage in memory ○ making available and encouraging the use of external memory aids (e.g., lists of useful spellings, Talking Tins) ○ re-structuring complex multi-step tasks by breaking down into independent steps, supported by memory aids, ○ providing a 'holistic' overview of the task demands ○ simplify, repeat and check understanding of task instructions ○ monitoring whether the child can remember critical task information.
Storage/encoding	• Visually organise new material and make it readily available throughout the lesson (e.g., visual hierarchies, grids, diagrams, mind-maps) to ensure it is consciously linked with pre-existing knowledge and presented in a motivating way which enhances memory. • Explain and model how to remember information: Teachers make time to explain to pupils how memory works and explicitly model and teach them effective strategies for remembering different skills and content.
Retrieval	• Use explicit discussion of storage/encoding strategies. • Use activities that provide retrieval practice. This can include: ○ Think-pair-share (recall prior learning, tell partner, tell each other's recall to another pair). ○ 'Quick-fire' verbal questions (to the class, for volunteers/small teams to answer) ○ 'No stakes quizzes' (fun not marked) ○ Quizzes that are self or partner scored • Give immediate feedback. Research shows that studying the right answer immediately after a retrieval test improves memory more than the same amount of study time when not following a retrieval test.
Retention	Teaching builds on what pupils already know: New skills are taught directly and explicitly – and linked to what pupils already know. Teach the most useful skills first Teachers carefully plan the order in which new skills are introduced. Teachers only introduce one new skill at a time; skills that are readily confused are separated (for example 'b' and 'd'); and the most useful and highly generalisable skills are taught first. Use of the Direct Instruction teaching approach to introduce and practise new skills.

	This is the use of the Model-Lead-Test teaching method (my turn, together, your turn or 'I do, we do, you do') when teaching any new skills or correcting errors. Teach to high levels of fluency. Teachers understand the importance of fluency and plan a range of learning activities accordingly (for more information see Haring's hierarchy). Acquisition – Pupils learn a new skill through explicit and intentional instruction. Fluency/Mastery – All pupils are provided with a high level of active practice to ensure skills are mastered to fluency. Maintenance – To ensure retention of a skill, teachers continue to provide practise until pupils demonstrate a high accuracy and fluency rate. Generalisation and Adaptation – Teachers also plan a range of different learning activities, so that pupils can generalise and apply their learning to solve problems. Use of Explicit Instruction Explicit instruction begins with detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work. Common aspects of explicit instruction include: - teaching skills and concepts in small steps - using examples and non-examples - using clear and unambiguous language - anticipating and planning for common misconceptions; and - highlighting essential content and removing distracting information. teaching effective strategies for remembering different skills and content. Teachers model their thinking aloud.
Resources: • EEF blog: Cognitive strategies – let's have a think • Understanding Working Memory: A Classroom Guide (Gathercole & Alloway, 2007) • The Instructional Hierarchy • Precision Teaching: A First Steps Guide and FAQ EdPsychEd	

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made
<i>Difficulties with CYPs approach to learning</i>	

Difficulties with working independently	<i>Using examples and non-examples of a task to visually show what is expected from the task and provide a model.</i> (e.g., What a Good One Looks Like – WAGOLL). <i>Use of a scaffolding framework</i> <i>Adults to follow an evidence-based scaffolding framework such as the ‘Five Step Teaching Assistant Model’ which aims to foster pupil independence with learning.</i> Over time, teachers intentionally and gradually reduce the amount of scaffolding to promote independence so pupils can direct their future learning and explain their thinking to themselves and others. Metacognitive approaches Metacognition is taught explicitly. Metacognition describes the processes involved when pupils plan, monitor, evaluate and make changes to their own learning behaviours. Teachers directly teach and model metacognitive skills so that pupils can think and talk about their own learning, take control of their own learning and manage their own motivation for learning. Teachers explicitly teach study skills, study methods and frameworks. This is done in the context of the subject and not in isolation, so the skill of studying is combined with the subject/task. Teachers model their thinking aloud. Pupils are taught to think and intentionally ask subject/ task specific questions about themselves as learners, the type of activity, and the best strategies to select for the type of activity Teachers teach the cycle of ‘plan, monitor, evaluate’ in relation to themselves, the activity and the strategies. Using a task board or visual checklist A longer or more complex task is broken down into a series of smaller and more manageable steps supported with visual representations of the steps to be achieved. Steps can be ticked off, or removed from the taskboard once complete. Backward chaining Adults use chaining to allow pupils to experience success. In a chosen task, the adult does all but the last step and lets the pupil complete the work. Then the adult fades back, doing less and less while the pupil does more and more, always ending with the pupil performing the final step.
Confidence in learning	• A growth mindset approach. Teachers and pupils recognise effort, perseverance and that mistakes are a natural part of learning. Pupils are encouraged to take risks and attempt learning in new ways. Support is given for building resilience in continuing to apply skills Technology is used effectively to support pupil achievement. Technology may include instructional apps (apps that provide instruction, modelling, or practice

	opportunities for a wide range of skills) and non-instructional apps (apps that provide tools to aid learning, such as note-taking apps). If technology (e.g., mobile devices, software, and educational games) is used, teachers must identify a clear role for it in pupils' learning; receive ongoing professional development related to how the technology can be used to improve teaching and consider potential costs including impact on workload.
Self-regulation in learning	Explicitly teach the self-regulation of learning, including: Goal setting, sub-steps and planning Self-instruction. For example, talk-aloud 'self-statements' which need to be modelled by the teacher and practised by pupils at different stages of the task/activity about what to do and why. Self-monitoring. This means pupils develop explicit internal self-instruction scripts to use at different points throughout the task/plan, so that pupils can check how well things are progressing (are things going to plan?). This can involve visual steps to tick off. Self-reinforcement. Pupils select reinforcement that works for them, for example, positive rewarding self-statements, attributing success to effort (intrinsic value), taking a break, or other types of rewards or recognition (extrinsic).
Motivation in learning	• Visual evidence of success is key for motivation. show pupils how to use, and to create for themselves, visual records of their progress through tasks, and achievements, e.g., colour in a block on a word wall when you can spell the word, tick off something on your 'to-do' list. • Use of tangible rewards. Some pupils may need a tangible reward. Useful tools, include, 'I am working for...' charts, 'Token reward cards' and 'Motivator puzzles.' Now/next or first/then are structured ways to motivate and let pupils know what they will be doing first (a work activity) and what it will be followed by (a reward activity). • Feedback is encouraging and supports future effort. provide regular and meaningful feedback, recognition and praise. Feedback is specific, clear and manageable (e.g. "It was good because...", rather than just "correct"). Teachers provide specific guidance on how to improve and support pupils to plan how they will action the feedback they received.
Resources → Making Best Use of Teaching Assistants: Scaffolding Framework → 5 Step Teaching Assistant Model to Increase Student Independence → Scaffolding: Lanyard Card → Using Digital Technology to Improve Learning EEF → EEF Questioning Habits Tool → Seven Step Model Worksheet → Applying the seven-step model to support independent learning: Primary schools (youtube.com) → EEF blog: New Animation: Metacognition – a brief explainer EEF → Growth mind-set interventions and approaches - are they worth the effort? - edpsy.org.uk	

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made
<i>Literacy Skills</i>	
Difficulties with early literacy skills e.g., vocabulary, phonological awareness.	• <i>A focus on the following skills that provide the foundation for learning to read:</i> ○ <i>an interest in books</i> – this can be encouraged by children having access to a wide range of books and literature, and regularly reading to children ○ <i>a wide vocabulary</i> (knowledge of words and their meaning) – this can be encouraged by talking about the different vocabulary in the books that are being shared and using this vocabulary in discussions with the pupils. ○ <i>awareness of print</i> (knowing that print conveys meaning and that in English words are written and read from left to right) – this can be encouraged by touching the words as they are read, reading words in a range of contexts and purposes and discussing their meaning ○ <i>phonological awareness</i> (ability to hear individual sounds and put them together to make words, and hear a word and split it into individual sounds) – this can be encouraged by playing oral word games such as “I Spy”, “What’s the word?” (listen to the sounds and state the word [synthesis]) and “What are the sounds?” (listen to the word and state the sounds [segmentation]). a systematic phonics programme that focuses on the most frequently occurring grapheme/phoneme correspondences, fluency in reading and spelling both phonic and sight words. • a balanced approach to teaching both decoding and comprehension skills.
Difficulties with reading written information	• Ongoing explicit teaching of word reading to fluency, with the most useful words taught first (phonics, sight words, topic words). • All pupils, including those who are not yet reading fluently, have access to the key knowledge in a lesson. • Use of technology tools that support access to written text e.g., text to speech programmes, scanning pens. • Dedicated time to develop text reading fluency and confidence through small group work and use of strategies to promote reading fluency e.g., echo and choral reading, performance, reading and re-reading the same text multiple times. • <i>Teachers read aloud to pupils, across the curriculum, providing a model of fluency.</i> • <i>Modelling and teaching the correct pronunciation of words that have been decoded accurately but lead to a non-word pronunciation.</i> • Font size/colour/of written information presented clearly without distraction.

	• Promotion of the 'reading habit' through active encouragement for all pupils to keep reading. This could include: ○ informal book talk, including recommendations from peers and adults, ○ encouraging library use, ○ providing time to read, ○ sociable reading environments, reading together and sharing books
Difficulties with reading comprehension (understanding of written information)	• <i>Explicit teaching of key vocabulary in each subject. This should be linked to the text or a subject specific word as well as some of the useful but tricky words that are based on concepts about which the child/young person may have a general, but not specific understanding (Isobel Beck and colleagues refers to these as 'second tier' words, see resources).</i> • <i>Exploration of any non-literal language (figurative language, idioms) and anticipating any common misconceptions about words/language).</i> • Ongoing explicit teaching of how to approach, develop and monitor reading comprehension for different types of texts. • Explicit teaching of self-monitoring techniques to assess understanding of the text) e.g., re-reading, look back, mental imagery, thinking aloud). • Using visual supports to aid understanding and help build visual representations of written and spoken passages (using visual planners and presenting key ideas pictorially, through cartoon format, diagrams, mind mapping, etc.). • The use of reciprocal teaching strategies (clarification, summarisation, prediction and question generation) to help with the comprehension of written and spoken passages. • Use of graphic and semantic organisers (using diagrams to organise ideas, develop understanding and support memory for the text). • Adults to modify their language when asking questions to make sure any questions are at an appropriate level (e.g., the Blank levels of Questioning, see Resources)
Difficulties with spelling	• Ongoing explicit teaching of spelling to fluency, with the most useful words taught first (phonics, sight words, topic words). • Minimise expectation to copy from the board (provide a printed version). • Analysis of the type of spelling errors made in a piece of written work and providing feedback specific to one of the identified areas of difficulty. • Explicit teaching of spelling strategies for new or tricky words e.g., ○ a phonics approach – sounding out the word and spelling it the way it sounds, ○ analogy -spelling it like other known words, ○ the identification of 'tricky' parts of words. • Modelling of and supported practice in using techniques which involve active recall, such as 'look-say-cover-write-check'. • Word building activities for new or tricky words which teach pupils to use morphemes (root words, prefixes, and suffixes) and provide information on

	spelling, word meaning and grammar. For an example of a graphic organiser for morphology see EEF Improving Literacy in Key Stage 2 p.37.
Difficulties with sentence construction	• Adult modelling of sentence construction techniques. • A visual approach to making sentences, using pictures and colour. • Sentence combining activities, where simple sentences are combined so that varied and more complex sentences are used. • Sentence expanding activities, where pupils are encouraged to add additional details into simple sentences e.g., using visual prompts of how to use a word in a sentence – a conjunction as a jigsaw piece.
Difficulties with written composition	Explicit teaching of the five components of the writing process and the actions that can be used by pupils to support each component, through modelling, supported practice and feedback. • Planning before writing ○ Activities which activate prior knowledge and allow pupils to articulate their ideas and set writing goals. ○ Oral rehearsal of a writing model using key words and phrases. ○ Shared writing activities where adults model their thought processes by ‘thinking aloud’. ○ Reading exemplar texts (examples and non-examples) to identify key features and consider writing style used. • Drafting ○ Use of diagrams and checklists to support structuring writing, organise ideas and monitoring progress towards writing goals (for example, ‘Does my introduction paragraph explain what topic I’m writing about?’) ○ Word processing programmes which support writing and organization of ideas e.g., Clicker (primary), Doc Plus (secondary). • Revising ○ Explicitly teach and model how to revise a piece of written work e.g., sharing with the whole class, using a visualiser, how this can be done and using previous or current examples of a child’s written text. ○ Use of specific prompt questions to support pupils whilst revising their work e.g., ‘Can we make some vocabulary changes using your word bank?’ ○ Time to re-read and share drafts with peers or adults for feedback. • Editing ○ Key spelling and/or grammar errors highlighted clearly. ○ Pupils have access to self-scaffolding tools to assist in checking spelling and grammar e.g., topic/ subject word banks, voice to text tools, dictionaries. • Publishing ○ Motivating activities to present and share written work with others. ○ Alternative ways of recording e.g., drawing, video and voice recording.
Difficulties with letter formation, handwriting	• Ongoing explicit teaching of letter and number formation to fluency. with the most useful letters/numbers taught first (letters in pupils name, age) using developmentally appropriate methods, for example, multi-sensory approaches.

fluency and speed.	• Pupils have access to writing equipment to encourage appropriate pencil grip, as required e.g., chunky, or triangular pencils, pencil grips. • Consideration of his seating position before starting a writing task. The chair should promote a stable seating posture with the pupil's feet touching the floor. Left-handers should be sat on the left-hand side of the table. • Use of templates (graphic organisers), squared, wide lined and raised lined paper to reduce writing demands and help pupils both plan and set out their writing clearly. • Consideration of alternative methods of recording for some learning tasks e.g., using a scribe, voice recorder or a word processor.
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Resources

- [EEF Guidance Reports](#) should be used to inform high quality literacy teaching across Early Years, KS1, KS2, KS3 & KS4.
- The Milton Keynes Literacy Difficulties Guidance for Schools and Settings in Milton Keynes covers the teaching of literacy skills for all pupils, including those who present with literacy difficulties and should be used to inform literacy support and teaching.
- [What are Blank Levels? \(sheffieldchildrens.nhs.uk\)](http://sheffieldchildrens.nhs.uk)
- Bringing Words to Life: Robust Vocabulary Instruction. Second Edition" Beck, I.L., McKeown, M. G., & Kucan, L. (2013)
- [Using Robust Vocabulary Instruction in the Classroom \(PowerPoint education.gov.scot\)](#)
- [NAPLIC | Pre-Teaching Vocabulary \(PTV\)](#)

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made
<i>Mathematics</i>	
Difficulties with maths	Early Mathematics: Dedicated time for children to learn mathematics and integrate mathematics throughout the day. For pupils in EYFS and KS1 this includes exploring mathematics and reinforcing mathematical vocabulary through different contexts including storybooks, puzzles, songs, rhymes, puppet play and games. Use of the Concrete, Pictorial, Abstract approach (CPA), when teaching new and revisiting mathematic topics and concepts. This approach builds on children's existing knowledge by introducing abstract concepts in a concrete and tangible way. Use of manipulatives and representations • Manipulatives (physical objects to teach maths) and representations (such as number lines) are used to develop understanding and help pupils engage

	with mathematical ideas. Teachers should ensure that pupils understand the links between the manipulatives and the mathematical ideas they represent. • Pupils are encouraged to represent problems in their own way, for example with drawings and marks and to use their fingers, which are an important manipulative. • Make links to real life contexts and provide experience of this, as appropriate. • Teach physical and hand actions that represent number operations and mathematical symbols. • Choral rehearsal and games to practise number/times tables facts. Teachers should have a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Manipulatives should act as a 'scaffold' that can be removed once independence is achieved. Teaching maths skills and knowledge across the curriculum • Showing pupils how to interrogate and use their existing knowledge to solve problems. • Providing problem-solving tasks for which pupils do not have ready-made solutions. • Teaching pupils to use and compare different approaches. • Using worked examples to enable pupils to analyse the use of different strategies. • Provide success criteria that is available throughout the lessons so that it can be referred to. • Pupils should be encouraged to monitor, reflect on and communicate their problem-solving.
Resources • Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) • Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	

Communication and Interaction

creating a communication friendly environment

There are two important factors that are key to supporting a child's communication development; the environment they are in and the adults they are interacting with.

An effective communication partner supports the child's communication development through the use of **Adult-child interaction strategies** to enable two way interactions (including preverbal, non-verbal, communication symbols, signing and verbal interactions). Adults are able to support children to take opportunities to initiate interactions and are able to positively respond to all communication attempts (both verbal and non verbal) to enable interactions.

Some children are bilingual from birth because their families have talked to them in more than one language. Some children will be acquiring English as an additional language (EAL). As with their first language, this needs to be learnt in a context, through practical meaningful experiences and interaction with others. These children may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support is encouraged. Having a home language(s) that is not English does not cause speech, language and communication difficulties. Families should be encouraged to continue using their home language(s) with their child.

A communication friendly environment is a space that encourages and promotes good communication by supporting speaking and listening skills, emotional well-being, physical development and engagement. When creating a communication friendly environment, it is important to consider some of the following areas:

- **Layout** - Consider the layout of the environment; Is there opportunity for individual play and group play? Are there quieter, cosy areas that children can access when they need some quiet time?
- **Lighting** – How bright is your room? Bright lights can be distracting. Can you use more natural light? Can your space offer darker areas of the room?

- **Space** – Is there adequate space Children can become frustrated and feel overwhelmed in small, busy areas. Does the environment offer children enough space?
- **Choice**- are there opportunities for children to make choices independently? When given choices children can feel more in control of their play and are more likely to comment on what they are doing. Providing too many choices can also make the children overwhelmed and lose interest.
- **Noise Levels** – Is your environment loud? Have an echo? Consider creating an area where sound can be absorbed to provide a space for children to be able to access a quiet area.
- **Visual Aids** – do you have visual support that is accessible to the child throughout the day? Visual aids can be used to support within the daily routine to help the child to understand what is happening. Is the child able to use these to communicate effectively with staff and children?
- **Visual distraction** - Too many visuals can be a distraction for children. Are there lots of distractions on your walls/hanging from the ceilings? Consider having an area for visuals to hang from the ceiling rather than across the whole space. Ensure there are areas that are free from visuals; Children who are distracted by their surrounding will have difficulties maintaining their attention and listening.

This provision should be in addition to the expectations in section one.

Identified Barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners
Difficulty effectively communicating their thoughts – wants, needs, feelings and ideas with others	• Communication books and Core Boards • Activity boards • Use of objects of reference • Model language at the child's level, related to the child's focus of attention. Use all words, NOT only key words, i.e. 'the boy's running', not 'boy run'. • Allow processing and response time – count to 10 while waiting for a response / consider simplifying the question / language / use supporting strategies – objects, visuals. • Provide an additional method of communicating, i.e. a Total Communication Approach, e.g. use of ICT, symbol communication (e.g. Makaton, Widgit symbols)

	• Introduce a variety of language through rhymes, songs • Small group or individual language sessions • Give positive reinforcement for all attempts to communicate by responding appropriately
Resources: ➤ Milton Keynes Schools Speech and Language Therapy Team :: Central and North West London NHS Foundation Trust (cnwl.nhs.uk) ➤ Milton Keynes Early Years Complex Needs Speech and Language Therapy Team :: Central and North West London NHS Foundation Trust (cnwl.nhs.uk) ➤ Communication at the Heart of the School: A Guide for Practitioners Working with Children with Learning Disabilities Routledge Resource Centre ➤ WellComm - GL Assessment (gl-assessment.co.uk) ➤ 'Collaborative Evaluation of the Communication Environment' – available from Milton Keynes Schools Speech and Language Therapy Team – Part of the WHOLE Approach (Working Holistically On Language through the Environment).	
Identified Barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners
Difficulties understanding what is being said to them	

	• Check that hearing has been tested • Limit distractions in the environment • Allow for extra processing time and repetition of instruction where necessary • Ensure you have a child's full attention before sharing your message, e.g. get down to their level, use their name. • Simplify spoken language • Use visuals to reinforce your message (think Total Communication approach) • Break down and simplify verbal instructions – once they have completed the first step, give the second step etc. (always support with visuals/Total Communication [TC]) • Use of visual timetables/task lists • Pre-teaching of topic vocabulary, e.g. whole school Word Aware approach • Use of Now and Next/ First and Then • Signal what is finished and what is now: e.g. "Carpet time has finished, now it's time for free play". Support with TC. • Support self-advocacy skills – enabling a child to ask for help or identify when they are unsure and responding positively to this
Resources: Widgit Online 'Word Aware: Teaching Vocabulary Across the Day, Across the Curriculum' by Parsons and Branagan 'Collaborative Evaluation of the Communication Environment' – available from Milton Keynes Schools Speech and Language Therapy Team – Part of the WHOLE Approach (Working Holistically On Language through the Environment).	
Child/young person has challenges with social communication and interaction with peers	• Adult supported co-operative play • Social Stories • Comic Strip Conversations (Created by Carol Gray)

	• Small group sessions (e.g. Circle of friends) • Modelling / role play • Prompts – symbols, signing systems (Total Communication Approach)
Resources: Social stories and comic strip conversations (autism.org.uk) What Is A Social Story? - Carol Gray - Social Stories (carolgraysocialstories.com) ‘Collaborative Evaluation of the Communication Environment’ . Available from Milton Keynes Schools Speech and Language Therapy Team. Part of the WHOLE Approach (Working Holistically On Language through the Environment). ELKLAN – Language builders for verbal ASD – developing social play	
Identified Barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners
Difficulties with language and Communication	• Use clear and concrete language based in the here and now - avoid idioms, sarcasm or figures of speech • One step instructions, using child’s name, e.g. Abdul walk • Use positive statements to share what you would like the child to do, e.g. instead of ‘stop running’ you could say, ‘walking’. • Use of a Total Communication approach • Use an appropriate tone of voice (calm, not too loud) • Create an appropriate environment (noise, room temperature, lighting, room layout) • Awareness of use of language (some children may need a language rich environment, others may need it to be kept simple)
Resources: nasen resource-Supporting-SEN-The-Learning-Environment.pdf Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Picture Exchange Communication System (PECS) (pecs-unitedkingdom.com)	

Collaborative Evaluation of the Communication Environment' . Available from Milton Keynes Schools Speech and Language Therapy Team . Part of the WHOLE Approach (Working Holistically On Language through the Environment).	
Difficulties with flexible thinking	• Following the child's lead – modelling using the child's motivators • Role play and drama, use of props (e.g. puppets) • Modelling • Story telling • Photos used to talk through what might be happening • Drawing and talking
Difficulty with social communication and developing relationships	• Small group / 1 to 1 tasks and activities • Modelling co-operative play • Calm learning environment • Clear communication of expectations • Generalisation of taught skills to different environments
Anxiety in busy unpredictable environments	• Preparation for change of activity or routine • Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Visual timetable; posting to visually share when the task is finished • Use of visual timers (Might be linked to sensory sensitivity, so see also next section)
Sensitivity to sensory stimuli	• Sensory environment audit • Sensory Circuits • Sensory breaks and snacks • Flexibility with uniform policy • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity, and low arousal areas • Sensory checklist and strategies • Flexible approach to transitions e.g. between lessons and to and from school • Access to a safe haven
Resources: Sensory resources Milton Keynes City Council (milton-keynes.gov.uk)	

[Sensory Sensitivities Checklist \(mksendlocaloffer.co.uk\)](http://mksendlocaloffer.co.uk)

[Sensory sensitivities checklist June 22.docx \(live.com\)](#)

[Sensory Resources | Autism Education Trust](#)

Physical outbursts causing harm to others and/or to self and/or damage to property

- Remember all behaviour is communication
- A consistent approach from all adults
- Use of PBS
- Unpicking the function of behaviors of concern
- Understanding the frequency and location of triggers
- Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don't work and relaying this information to staff
- Preventative and proactive strategies in place
- Safe space
- Appropriate de-escalation strategies in place (e.g. time out card)
- Risk management plan
- Reintegration plans
- A clear plan of action, agreed with parents with regard to physical intervention

Resources

Positive Behaviour Support Planning: [Final-Resource-5-PBS-Academy-family-pack.pdf \(pbsacademy.org.uk\)](#)

[Understanding behaviours – PDA Society](#)

[The Zones of Regulation | A Curriculum For Emotional Regulation](#)

[Understanding and developing communication \(autism.org.uk\)](#)

Limited attention span compared to developmentally appropriate milestones

- Regular, short breaks
- Chunking, breaking tasks down and task lists in number order
- Visual timetables
- Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success)

	and then gradually work back to increase more elements until they can do the entire task) • Ask the child what they need to do using their own words, and ask them which bit they need to start with (support them to initiate). • Use of visual timers, so they know they only have to focus for a comfortable amount of time Individualised timetables reflecting their language levels (if understanding is at 3 word level, have 3 items at a time etc)
*Total communication We all need to feel connected, and yet we all connect differently. The total communication approach supports people to connect in the right way for each individual. By using this approach, we make the complicated simple and empower people to communicate and express themselves – be it through speech or sign, touch or movement, gesture or sound, art or dance. <u>What is a total communication approach?</u> The total communication approach is about finding and using the right combination of communication methods for each person. This approach helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations. A combination of methods are used, which reinforce each other and strengthen meaning for the individual. Total communication is also about creating a positive environment that will help you communicate and interact. For example, this may mean: ▪ Changing the lighting in the room. ▪ Reducing the amount of background noise. ▪ Moving position so that you can see or hear better. ▪ Reducing clutter or removing things that are distracting. <u>Methods of communication</u> Here are some examples of different formal and non-formal types of communication that can be used:	

- **Non-verbal:** including body movements, breathing patterns and eye pointing. Textures, smells, temperature, intensive interaction and routine can also support communication by allowing an individual to anticipate what is going to happen next.
- **Language-based communication:** including speech, lip reading, Tadoma, deafblind manual alphabet, giving and receiving information in large print, braille and block alphabet, and sign systems, including British Sign Language (BSL) and Makaton. Sign systems may be independent sign, on body sign or hand under hand sign.
- **Symbol systems:** including using objects of reference (real objects and object symbols), Bliss, Wigit, Mayer-Johnson, line drawings, pictures and photographs.

These methods of communication can be used in any combination and will be individual to the person. Methods which do not involve talking are known as **AAC** – Alternative and Augmentative Communication. **Alternative** means it is used instead of speech. **Augmentative** means it adds to someone's speech. There are a lot of different types of AAC. **Low-tech** options include things like gestures and facial expressions, writing, drawing, spelling words by pointing to letters, and pointing to objects of reference, photos, pictures, or written words. **High-tech** options include things like using an app on an iPad or tablet to communicate and using a computer with a "voice," sometimes called a 'speech-generating device'. High-tech options should only be accessed on the advice of a Speech and Language Therapist.

When looking at communication it is important to understand the difference between expressive and receptive language/communication.

Expressive communication is when you are sending a message, this may be in response to another person or to initiate communication. **Receptive communication** (also known as **verbal comprehension** when thinking about language) is when you receive a message from another person. An individual's expressive and receptive communication skills may not be the same. Their receptive communication skills might be better than their expressive communication skills, or vice versa. Sometimes it is possible to miss that someone has a receptive communication difficulty if their expressive communication appears to be good.

People will use a combination of the communication methods listed above, both expressively and receptively. For example, a person may receive and understand information in sign language and need symbols to help reinforce the meaning but will use sign language and speech to express themselves.

The total communication approach values and uses all methods of communication so that everyone we support can communicate, understand and be understood.

[Total Communication Approach \(hpft.nhs.uk\)](http://hpft.nhs.uk)

[Total communication approach | SLT | Expert providers of speech and language therapy throughout the UK.](#)

[Total communication - Sense](#)

Social, Emotional and Mental Health Difficulties

This provision should be in ADDITION to the expectations in Section One:

Approaches	
Whole school approaches to promoting social and emotional wellbeing	• Whole setting approaches to promote wellbeing and resilience • Policy and practice underpinned by relational approaches. • Use of relational and restorative practice to establish, maintain and restore relationships. • Whole staff awareness of the impact of developmental trauma, adverse childhood experiences, disrupted attachment etc. • Consistent use of attachment aware and trauma informed approaches and strategies across the school. • Build self-esteem and develop social and emotional skills to all CYP through use of PSHE lessons and assemblies, circle time, whole school emotional literacy curriculum e.g., The Zones of Regulation. • Develop a relational charter or set of values and expectations. Explicitly teach and frequently use the language of values when communicating about behaviour. • Establish consistent routines and effective classroom management practices which seek to create safe and calm learning environments. • Establish effective anti-bullying practices, supported by restorative principles and relational policies. Settings should assess social, emotional and mental health needs to help staff understand the barriers to learning that CYP face. A variety of tools can be utilised for this purpose, e.g., the Emotional Literacy Checklist, The Strengths and Difficulties Questionnaire, The Boxall Profile etc. Learning needs should also be reviewed using setting's own screening or assessment tools or external advice to ensure that any SEMH needs, or behavioral difficulties are not caused by an unmet learning need or communication difficulty. All behaviors should be understood as a form of communication.

Resources ➤ Beacon House Resources ➤ Attachment Research Centre Trauma ARC ➤ Boxall Profile SEMH Assessment & Emotional Behavioural Toolkit for Children - Interventions & Strategies ➤ CORC emotional wellbeing measures and outcome tools: CORC Child Outcomes Research Consortium ➤ Wellbeing measurement framework for schools Anna Freud ➤ Virtual school Milton Keynes City Council (includes information for schools about the training offer and the Making Connections Project). ➤ The Zones of Regulation A Curriculum For Emotional Regulation ➤ Action for Happiness Happier Kinder Together Action for Happiness	
Identified barrier and/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 CYP
Externalizing behaviours e.g. refusal to follow instructions, aggression, damage to property	Reflect on behaviour Understand the function of the behaviour through a functional behavioural analysis (e.g., ABC – antecedent, behaviour, consequence chart). Review the data for patterns/trends. Also, consider the history, when did the behaviour start to change? When behaviours that challenge are displayed, consider: • Behaviour as a self-protective survival strategy that may seem illogical, irrational or maladaptive to others but might have worked to keep the CYP safe or meet their needs (but might be less helpful now or in different circumstances). • The ‘Flip the Lid’ model of emotional dysregulation and that behaviour might be an indication of the automatic survival brain state of fight/flight/freeze/shutdown. • ‘Challenging’ behaviour as ‘distressed’ behaviour and that children ‘do well if they can’. • The impact of shame and whether behaviour demonstrated might suggest that the CYP’s ‘Shield of Shame’ has been activated as a means of self-protection. Understand that behaviour is a method of communication and fulfils a purpose or need for the CYP. • What is the CYP trying to achieve?

	• What are they trying to tell you with their behaviour? • What need are they trying to meet? • What skills do they need to be taught? Foster psychological safety • Create a sense of predictability through consistent routines, visual timetables, and supported transitions (including day to day, year to year to year and key stage transitions). • Ensure regular contact with key adults throughout the day and at key times (e.g., after social times, on arrival to school, at transition points) through scheduled and informal check-ins. • Communicate psychological safety through nonverbal cues (warmth, open, soft vocal tones etc). • Consider triggers and stressors in the day or environment and reduce or remove these where possible. • RAG rate the CYP's timetable. Find out what aspects of the school day they feel most comfortable and confident and what they gain most enjoyment from. What is it about these situations that enables them to be most successful? • Break down a stressful or anxiety inducing situation into smaller more manageable steps. Utilise a desensitisation or gradual exposure plan to support the CYP to be able to cope with the unpleasant emotional sensations. • Intersperse calming co-regulation (including sensory regulation) activities throughout the day. Enhance relational approaches • Identification of key adults to build positive and trusting relationship. • Identified key adults to use relational approaches when interacting and supporting CYP with additional SEMH needs including: - o Problem free talk and getting to know the CYP and their interests. - o Unconditional positive regard. - o The PACE model (Playful, Acceptance, Curiosity, Empathy) - o Emotion Coaching (including noticing and wondering aloud).
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	- o Co-regulation support. - o Restorative approaches. - o Nurture principles. • Team around the child problem solving approaches such as Solution Circles and Circle of Adults. Implement reasonable adjustments for behaviour • Take a flexible approach to behaviour depending on individual needs. • Make reasonable adjustments for behaviour and SEMH related needs in the same way that we would for additional learning needs. • Adapt/reduce the learning, social, and sensory demands of the school day. This might include: time out cards, movement breaks, sensory regulation support aids/strategies etc. • Provide additional adult support and structure around 'trigger' points (e.g., unstructured play time). • Consider how to support the CYP's sense of autonomy through controlled choices and input into decision making. Support with the development of skills and strategies • Teach/model problem solving skills and different ways for the CYP to get their needs met. • Teach/model the development of social skills and strategies for regulating emotions. Practice these strategies at times when the YP is feeling calm. • Explore possible (more acceptable) alternative/replacement behaviours that the CYP could use instead. • Use the 'Energy Accounting' tool or 'stress bucket' analogy with the CYP to help them to consider what drains their battery or fills their bucket and what they can do to manage their stress levels. Respond constructively to behaviour All staff should be aware of how best to respond in the moment when a CYP displays behaviour that challenges, including: • Effective de-escalation techniques. • Use of shared, scripted language prompts (e.g., emotion coaching scripts, restorative conversation scripts). • Develop individual behaviour or pastoral support plans, with regular reviews and in collaboration with parents/carers.
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	• Develop individual risk management or safety plans. Staff should be aware of and monitor their own regulation and swap with another staff member when needed. • Encourage ongoing reflection about behaviour and how their reactions and responses might be helping or hindering. • Provide opportunities for staff to engage in peer support to review approaches and share ideas and resources. • Utilise team around the child problem solving approaches such as Solution Circles and Circle of Adults.
Internalising behaviours that might be associated with anxiety, low mood, and low self-esteem. E.g, becoming withdrawn, self-harm.	• Reflect on behaviour (as above) • Foster psychological safety (as above) • Enhance relational approaches (as above) • Personalised safe spaces, transitional (or attachment) objects, a 'my special things' box or drawer to keep these items safe. • Soothing and distracting activities. • Mindfulness techniques, strategies and resources. • Worry and calm boxes/tools. • Opportunities to build positive peer relationships through small group work e.g. friendship or social skills, nurture groups and buddying/peer mentoring approaches (e.g., Circle of Friends approach). • Consider whether there are parts of the curriculum that they find easier to access than others? Use these to develop confidence. • Opportunities to practise new things and become familiar with new situations. • Consider additional sensory needs and the impact of the environment (audit/checklist tools) for the CYP and make modifications accordingly. • Feedback, collaborate and plan with parent/carer. • Ensure consistency between the home and setting. Supporting behaviours of concern Milton Keynes City Council (mksendlocaloffer.co.uk)
Developmental trauma and attachment difficulties	• Liaise with parents/carers for shared understanding • Ensure a good transition when the CYP starts a new setting

	- o Checking the history - o Arrange for any previous professionals to share their view • Engage staff in attachment training and revisit in team meetings. • Ensure all adults are aware of how to respond to CYPs with attachment difficulties, including the use of attachment aware and trauma informed approaches (PACE, Emotion Coaching, Connection before Correction, nurture principles). • Use pupil passport/one page profile to communicate how best to support the CYP, ensuring shared knowledge and consistent approaches. • Use behavioural mistakes as a teaching opportunity. • Use natural or logical consequences, rather than discipline procedures • Consider family circumstances and the range of CYPs that may have attachment difficulties (looked after, care experienced, adopted, forces children, child in need, child protection, bereaved). • Liaise with the Virtual School • Liaise with Children's Social Care
Patterns of non-attendance	• Follow MK EBSA Guidance Part One: Information and Part Two: Practical Resources. • Explore the 'push and pull' factors related to non-attendance. • Consider the social, sensory, and academic demands on the CYP and ways to reduce/manage these to make attending school feel more possible. • Develop a support plan which addresses the CYP's push and pull factors. Steps should be small and achievable, building up gradually over time. • Gain and incorporate the views of the CYP and their parent/carers into the attendance support plan. • Review the support plan frequently (this might be every week or every two weeks). • Ensure consistency between the home and setting. • Maintain connections and relationships with CYP when not in school. • Support CYP and parents/carers to manage school-related anxiety. • Support CYP and parent/carers to establish routines that promote positive emotional wellbeing.

	Engage advice from attendance teams.
Physical symptoms that are medically unexplained e.g. soiling, stomach pains	- Activities that are stress reducing and distracting. - Calming/soothing activities that 'replenish the battery' (energy accounting tool) or empty the 'stress bucket'. - Sensory activities (for sensory regulation or to provide a replacement behaviour to meet the sensory need). - Keep a log and analyse pattern or trends to identify triggers - Liaise with school nurse and other relevant health professionals - Be curious and listen to the CYP and acknowledge what they are sharing. - Emotion coaching approaches.
Attention difficulties Any provision or support should be provided in line with the needs of the CYP and is NOT dependent on any formal diagnosis	- Consider the reasons for the attention difficulties and if there are any noticeable trends or patterns. When are the difficulties most/least pronounced? Does it relate to a particular time of day, day of the week, subject etc. - Facilitate time for movement within and between lessons. - Break up information and tasks into smaller, more manageable chunks, supported by a visual cues (e.g., a task board, checklist or similar). - Provide a clear structure to the day with predictable routines and visual timetables. This might include the use of a 'first, then, next' structure (or similar). - Consider expectations on how long the CYP can sustain their concentration for and adjust accordingly. - Incorporate active listening strategies within longer teacher input such as making a bank of key words, highlighting key words and phrases on a worksheet etc. - Provide opportunities for project work based around interests and hobbies. Encourage autonomy, choice and ownership within these project based tasks. - Schedule sensory breaks and regulation activities throughout the day. - Access to sensory support aids. - Provide tangible and motivational rewards.

	• Provide clear expectations regarding behaviour and respond to behaviour consistently.
Low level disruption or attention needing behaviours, e.g. frequent interruptions to learning	• Differentiated/varied use of voice, tone, gesture and body language • Focus on reducing anxiety • Flexible and creative use of rewards and consequences • Positive reinforcement of expectations • Verbal scripts and visual prompts • Sensory or regulatory breaks • 4 R's of co-regulation – Regulate, Relate, Reflect and Repair and other known approaches • Zones of Regulation
Difficulties following and accepting adult direction	• Look for patterns and triggers • Identify what may be causing behaviours Supporting behaviours of concern Milton Keynes City Council (mksendlocaloffer.co.uk) • Positive scripts - positive language • Re-direct • Reinforce expectations • Calming scripts to de-escalate • De-escalation time • Use of safe spaces • Limited choices to engage and motivate • Flexible and creative use of rewards, consequences and motivators • Follow-Lead-Follow activities (reciprocal interaction) • Provide structure and consistency without rigidity • Visual timetable • Visual cues (pictures, signs, symbols, gestures) • SCERTS: https://scerts.com/professional/ • PANDA approach: Pick battles, Anxiety management, negotiation and collaboration, disguise and manage demands, adaptation. • Demand sensitive language and approaches.
Difficulty in making and maintaining healthy relationships	• Small group games and activities • Team games/learning activities with a focus on collaboration. • Buddy systems, peer mentoring programmes.

	• Circle of Friends. • Nurture group activities and lunch clubs. • Therapeutic activities (e.g, through play, arts and crafts, stories, Lego) • Social skills groups (e.g., Lego therapy) • Social stories and comic strip conversation • Circle times and check-ins • Relational and restorative approaches • Restorative conversations
Resources ➤ MK Guidance for schools around Emotionally Based School Avoidance: Emotionally Based School Avoidance (EBSA) Milton Keynes City Council (mksendlocaloffer.co.uk) ➤ MK Local Offer: https://www.mksendlocaloffer.co.uk/health-conditions-and-disabilities/mental-health-and-wellbeing-hub ➤ Sensory audit: Sensory Audit for Schools and Classrooms ➤ Supporting behaviours of concern Milton Keynes City Council (mksendlocaloffer.co.uk) ➤ Your mental health and wellbeing Milton Keynes City Council (mksendlocaloffer.co.uk) ➤ https://learning.nspcc.org.uk/child-health-development ➤ School and college resources Anna Freud ➤ Energy accounting tool: National Autistic Society Know Yourself series ➤ Attachment vs Social Communication needs: The Coventry Grid » Drawing The Ideal Self ➤ Helpful approaches infographic: PANDA approaches - PDA Society Resources	
Advice and Consultation Available Consultation with: ➤ Inclusion/Early Years/EHCP Outreach Service/Specialist Teaching Teams What the SEND Team does Milton Keynes City Council (mksendlocaloffer.co.uk) ➤ Education Psychology Team Educational Psychology Service Milton Keynes City Council (mksendlocaloffer.co.uk) ➤ CSC (Children's Social Care) ➤ CWD (Children with Disabilities) Team ➤ MASH (Multi Agency Safeguarding Hub) ➤ Virtual Schools – (online resource to training, Making Connections project) ➤ Mental Health in Schools (MHST) Team ➤ Arthur Ellis Our Mission Arthur Ellis (arthurellismhs.com) ➤ CAMHS Milton Keynes CAMHS :: Central and North West London NHS Foundation Trust (cnwl.nhs.uk) ➤ Police Community Support Officers (PCSO's) ➤ Schools Nursing Service/Health Visiting Service Your Health services Milton Keynes City Council (mksendlocaloffer.co.uk) ➤ Attendance team when considering the use of part-time timetables Part-time school timetables Milton Keynes City Council (milton-keynes.gov.uk) ➤ Local Networks e.g. Quadrants	

- Service 6 [Service Six- Milton Keynes](#)
- SALT [Milton Keynes Schools Speech and Language Therapy Team :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](#)
- Deafcams
- Victa – local charity (VI)
- YOT (Youth Offending Team) [Youth Offending Team | Milton Keynes City Council \(mksendlocaloffer.co.uk\)](#)
- PRRE-Project – part of YOT reducing exclusions, assessing SALT needs, prevention strategy
- Harrys Rainbow [Homepage - Harry's Rainbow \(harrysrainbow.co.uk\)](#)
- PACA [Parents and Carers Alliance MK \(PACA\) | Milton Keynes City Council \(mksendlocaloffer.co.uk\)](#)

Sensory and Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SEN Code of Practice 6.34- 6.35

Description of Need and Barriers	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners
HEARING NEEDS School Leaders and ALL staff need to be aware of the following for a pupil with HEARING NEEDS: Pupil's presentation when they have HEARING NEEDS: • Has difficulty understanding what people are saying. • Speaks differently or more loudly than other children of his or her age. • Doesn't reply when you call his or her name. • Responds inappropriately to questions (misunderstands). • Turns up the TV volume incredibly high or sits very close to the TV to hear. • Has problems academically, especially if they weren't present before. Poor progress in phonics. • Poor or low vocabulary development. • More distracted, tired, irritable or finding it harder to concentrate than normal. • Has speech or language delays or problems articulating things. • Watches others in order to imitate their actions, at home or in school. • Complains of ear pain, earaches or noises. Regular colds, congestion or ear infections.	School Leaders/Teacher to discuss the hearing concerns with parents and refer to GP and/or School Nurse. Subsequent referral to Audiology and discovery of hearing loss would trigger referral to the Sensory Team. School Leaders should carry out basic assessment and observations of the child alongside discussion with the family about the child's presentation at home. Quality First Teaching (QFT) strategies should be put in place using materials and guidance available from the National Deaf Children's Society. Examples include: Favourable positioning near the front the class and with easy, comfortable visual access to the speaker and visual resources. Ensure the classroom is well-lit. Management of background noise, such as closing doors and windows. Management of reverberation, such as adding soft furnishings, wall displays, chair feet, tray covers. Teacher to remain stationary during delivery of information / instructions Multi-sensory approaches to teaching and learning – practical and visual reinforcement and resources supported with spoken and written language Checking the pupil's understanding using open-ended questions

• Hypersensitivity to loud noises. • Cannot understand over the phone or switches ears frequently while talking on the phone. • Says "what?" or "huh?" several times a day. • Watches a speaker's face very intently - many children's hearing loss escapes detection because they are very successful lip readers. Moves one ear towards teacher. • Finding it hard to keep up with a conversation or group work Hearing needs Types and levels of deafness To describe your child's deafness accurately your child's audiologist will carry out hearing tests suitable for your child's age and stage of development. The results of the hearing tests will tell you: • the type of deafness • the level of deafness • which frequencies of sound are affected • whether your child is deaf in both ears (bilateral deafness) or in one ear (unilateral deafness) • whether the deafness is similar in both ears (symmetrical deafness) or different in each ear (asymmetrical deafness) Deafness can happen at any age. Some children are born deaf and sometimes deafness develops during early childhood or later, during adolescence. Types of deafness : Conductive deafness means that sound cannot pass efficiently through the outer and middle ear to the cochlea and auditory nerve. The most common type of conductive deafness in children can be a temporary condition called glue ear (or otitis media) – a build-up of fluid in the middle ear. 8 out of 10 children will experience glue ear before the age of 10. For more information on Glue Ear, see Local Offer Sensory Team page.	Repetition of instructions / information Management of turn taking in classroom discussions, repeating key points stated by other pupils New vocabulary and concepts delivered using first-hand experiences and visual aids with spoken and written vocabulary, and shared with parents Pupils may need a break from listening Provide time for pupils to process information, look at resources and formulate their responses Home-School communication set up, share vocabulary with home. Provide small group peer discussion opportunities.: Be aware the CYP may use lip patterns, facial expressions and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking Deliver instructions clearly and at normal conversational level Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary Be aware that during PE, Music/Movement and practical subjects it will be more difficult to follow instructions Encourage good listening behaviour: sitting still, looking and listening Enable the pupil to have time to respond verbally Use pupil's name to gain their attention before speaking to them directly Ensure that the pupil is seated appropriately with clear view of adult's face and lip patterns and any visual material used Be encouraged to ask when not sure what to do and encourage to access resources independently Planning of new concepts and vocabulary is important for pupils with hearing needs. Staff need to consider new vocabulary and concepts being taught and ensure visuals and first-hand experiences support their development. Repetition and over-hearing the vocabulary is important and checking understanding using
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Sensori-neural (or nerve) deafness means there is a fault in the inner ear (usually because the hair cells in the cochlea are not working properly) or auditory (hearing) nerve. Sensori-neural deafness is permanent. There are many reasons why a child can have sensori-neural deafness at birth or develop it early in life. These include genetic factors, complications at birth, premature birth, infections caught during pregnancy and childhood illnesses, such as measles, mumps or meningitis. It is not always possible to identify the reason. Mixed deafness Children who have sensori-neural deafness can also have conductive deafness, such as glue ear. This is called mixed deafness. Levels of deafness The level of your child's deafness can be described in two ways: as a decibel (dB) hearing level; or as: - Mild 20-40 dB, - Moderate 41-70 dB, - severe 71-95 dB or - profound deafness 95+ dB The level of deafness is calculated by establishing the average hearing loss in your child's better ear. Responding sensitively at an early stage and involving support services promptly at the time of diagnosis should be a priority. Deafness from birth or deafness that develops in the early years can prevent speech and language developing in the usual ways, which has an effect on other areas of children's development, such as social skills. <u>However, with the right support from the start, deaf children can achieve on a par with their hearing peers, not only educationally, but also in terms of well-being and self-esteem.</u> Barriers: Environmental: • Background Noise, both from within and beyond the classroom • Acoustics – hard surfaces, for example glass, wooden flooring and high	open-ended questions will enable staff to understand if the new concept and vocabulary has been understood. Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles Visual reinforcement (pictures and handouts), supported with language (spoken and written) to support learning Pre and post tutoring to introduce vocabulary and concepts Apply appropriate exam concessions FOR TARGETED OR PERSONALISED SUPPORT FOR A PUPIL WITH KNOWN HEARING WILL RECEIVE ADVICE, SUPPORT AND INFORMATION FROM THE SENSORY TEAM • Qualified Teachers of the Deaf (QToD) support will be determined following consultation/assessment. Setting and support workers will need to have access to continuous professional development in order to acquire and maintain the specialist skills required for their role. A range of CPD opportunities will be made available through The Sensory Team to support access to the curriculum, technology, language and communication needs and social skills development. This will be on top providing settings medical information about the levels of hearing the child/young person has and its impact on the individual.
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ceilings, may cause reverberation and make it difficult to listen and hear. • Lighting, shadow and glare may have implications for visual access to lips and facial expressions. • Weather noise – windy weather, especially outdoor learning. Communication: • If the pupil does not have access to language and communication, then they will experience difficulties with producing language • If the communication is not at their level, again the pupil will not develop communication and may get frustrated • Pupils require language at their level and delivered in a clear manner supported with visual and first-hand experiences • Communication breakdown Social: • Need support when a number of people are talking at the same time – get members of a group to speak one at a time • Pupils may not be able to locate sounds especially in group discussions • Opportunities for turn taking and listening to others • Developing secure and meaningful friendships and social isolation. • Understanding and participation during unstructured times	
Resources: The Sensory Team will offer training for Setting staff to meet the needs of CYP with sensory needs. This will be targeted so those settings where there are pupil(s) with sensory needs are supported and the needs of setting staff can be supported in managing pupil's with sensory needs in their setting. Glue Ear strategies – found on MKCC Local Offer National Deaf Children's Society (NDCS) Royal National Institute for the Deaf Success From The Start Centralised Training Booklet	
Description of Need and Identified Barrier	Provision and/or strategies: approaches, adjustments and specific interventions

	expected to be made by settings according to the ages and stages of learners
VISION NEEDS School Leaders and ALL staff need to be aware of the following for a pupil with VISION NEEDS: Pupil's presentation when they have VISION NEEDS: - Limited Experiences: Vision needs may limit a child's independence in daily routines, interacting and communicating with others, as well as affecting their confidence in navigating the environment. - Reduced Information: Quality and quantity of available information are reduced, leading to slower and uneven development with potential gaps in understanding. - Increased Effort and Fatigue: Activities requiring vision may take longer, causing frustration and fatigue. <u>With the right support from the start, pupils with vision needs can achieve on a par with their sighted peers, not only educationally, but also in terms of well-being and self-esteem.</u> Vision Needs: - All children's vision develops up until the age of 7. - Development Similarity: Children with vision needs develop similarly to other children but may have differences in the rate and sequence of skill development. - Varied Visual Conditions: Different eye conditions affect vision in diverse ways, impacting distance vision, near vision, clarity, and colour perception. - Individual Variation: Even children with the same eye condition may experience it differently. Various aspects of vision can be measured: Near and distance vision can be tested to assess how clearly the pupil can see fine detail (visual acuity). Colour discrimination, visual fields (what is visible around us at any one moment), the	School Leaders should clarify the nature and possible implications of the of vision needs by liaising parents and and refer to GP and/or School Nurse. Subsequent referral to Eye Clinic and discovery of vision needs would trigger referral to the Sensory Team. School Leaders should carry out basic assessment and observations of the child alongside discussion with the family about the child's presentation at home. Discussion with parents before or after observations to identify if they are experiencing similar behaviours or difficulties at home. School Leaders should observe and reflect on possible impact of a vision needs of the pupil. Observations should be completed in group settings, different locations, including non-structured times, and in a quieter group. Observation prompts include: Ease of mobility around school, indoor and outdoor. How they navigate different levels of floor How close do they hold resources to their face when looking at them. If they are sitting on the carpet are they squinting? Can they maintain focus on learning tasks. Are they noticeably more tired in the afternoons? Are there any triggers that affect their behaviour linked to their vision? E.g. bright lights, glare. Do they display any behaviours e.g. rooting to the floor or having a meltdown. Are the behaviours different inside and outside? Can they find their friends on the playground, are they looking for them? Do they turn and face people speaking to them? Can they maintain eye contact?

effect of lighting, adaptation to darkness, and movement perception can also be assessed. • Refraction is the measurement of the correct lenses needed to bring the images seen by the eyes into best focus. Children with reduced vision should be refracted to check whether they would benefit from glasses. Not all children will need glasses, but early diagnosis and correction of refractive errors is very important in young children because a blurred image on the developing retina can cause amblyopia (lazy eye). visual acuity is recorded like a fraction: the top number is the distance that the chart is placed from the eye (usually 6 metres) and the bottom represents the smallest line on the chart which can be read at that distance - in other words the distance from which a standard eye could see that line. 6/6 describes standard vision. Factors Affecting Vision • Inconsistency: A child's vision may vary day-to-day or moment-to-moment, influenced by lighting, familiarity with surroundings, and mood. • Adaptation: Children compensate for visual loss by using other senses but may need explicit teaching for skills other children learn incidentally. Impact on Experiences and Learning • Range of Conditions: Vision needs range from minor, remediable conditions to total blindness, and can be part of multiple disabilities. • Assessment Focus: Identifying and assessing needs involves understanding the degree and nature of functional vision and the child's social and psychological adaptation. • Support and Achievement: With proper support, children with vision needs can achieve educationally and in well-being and self-esteem on par with sighted peers. Barriers Environmental Barriers • Lighting and Glare	Quality First Strategies to support a pupil who may have vision needs. Plan and deliver differentiated classroom activities to reflect the pupil's individual needs and ensure full access to all activities. Consider social emotional communication through school PSHE programme. Provide uncluttered space and plain backgrounds to help the child and young person focus on the appropriate object or text. Provide access to a quieter learning environment at times, if necessary. Favourable positioning (near the front, facing the speaker). • Well-lit, glare free environment, blinds down on sunny days. • Repetition of instructions. • Multi-sensory approaches to teaching and learning – practical reinforcement • Management of turn taking in classroom discussions, repeating key points. • Pupil's own copy of the text. • Use of clear font (black and bold writing on a board). • Staff to provide time for pupils to process information provided and provide a response. • Pupil may not pick up facial expressions and support for this will need to be provided • Social skills support and development will be important • Pupils with vision needs may require support around understand 'personal space' • Clear pathways in and around the classroom • ICT used by the pupil to support their vision should be checked and staff should ensure it is operating appropriately. The Sensory Team can support in the training for pupils with vision needs who use ICT. FOR TARGETED OR PERSONALISED SUPPORT FOR A PUPIL WITH VISION NEEDS PLEASE CONTACT THE SENSORY TEAM FOR ADVICE, SUPPORT AND INFORMATION:
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• Uneven Surfaces and Routes • Cluttered Pathways • Unfamiliar Environments • Poor Quality Labelling • Background Noise • Acoustics: Hard surfaces causing reverberation and difficulty in hearing. Access to Equipment, Resources, and Curriculum • Glasses: Need to be worn daily and cleaned regularly. • ICT Equipment • Own Copy of Texts • Visually Accessible Materials: Textbooks and worksheets. • Communication Level: Needs to be appropriate and clear, with first-hand experiences and descriptions to support understanding. Social Barriers • Identifying Friends and Peers: Difficult during unstructured times. • Social Skills Development: Opportunities needed. • Understanding Body Language/Facial Expressions: Limited ability to pick up on these cues. • Being able to see peers faces. • Understanding and seeing emotions to peers. • Understanding and participation during unstructured times	• Qualified Teachers for Vision Impairment (QTVI) support will be determined following consultation/assessment. Setting and support workers will need to have access to continuous professional development in order to acquire and maintain the specialist skills required for their role. • A range of CPD opportunities will be made available through The Sensory Team to support access to the curriculum, technology, language and communication needs and social skills development. This will be on top providing settings medical information about the levels of hearing the child/young person has and its impact on the individual. • SENCo to ensure all staff in their setting are provided with training so they can support CYP with Vision needs in their setting on a yearly basis. Sensory Team can provide training to setting staff where they have CYP with vision needs.
Resources The Sensory Team will offer training for Setting staff to meet the needs of CYP with sensory needs. This will be targeted so those settings where there are pupil(s) with sensory needs are supported and the needs of setting staff can be supported in managing pupil's with sensory needs in their setting. Royal National Institute for the Blind (book share) VICTA NHS www.nhs.uk RNIB www.rnib.org.uk VICTA www.victa.org.uk Guide Dogs www.guidedogs.org.uk Partially sighted society www.partsight.org.uk Early Support Developmental Journal Centralised Training Booklet	

Description of need and barriers	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners
MULTI-SENSORY IMPAIRMENT (MSI) - DEAF BLINDNESS School Leaders and ALL staff need to be aware of the following for a pupil with Multi-Sensory Impairment (MSI) NEEDS: Pupil's presentation when they have MULTI-SENSORY NEEDS: <i>Refer to the Hearing and Vision needs sections of this document.</i> Multi-Sensory (Deaf Blindness) needs: Children and young people with multi-sensory impairment (MSI) have needs of both sight and hearing. Many children also face other challenges, such as medical conditions or physical disabilities. It may not be clear at first how well a child can see or hear, especially if they have other problems. Pupils with MSI are acutely deprived of sensory information. Information about multi-sensory impairments. They may be impeded in learning to use their residual senses, because it's much harder to learn to understand and use sensory information that is partial or distorted. Relationships with others often take a longer time to develop. Pupils with MSI may use objects, gestures, signs or pictures to help them understand language and make sense of the world around them. With reasonable adjustments and the right support, however, they can learn to make best use of their sight, hearing and other senses, and develop the confidence to be inquisitive and interested in the world around them. "Deaf-blindness is not just a deaf person who cannot see, or a blind person who cannot hear. The two impairments together increase the effects of each". http://www.sense.org.uk/content/about-deafblindness	The School Leadership/Staff should carry out a basic observations and assessment of the impact of the hearing needs and vision needs and discussion with parent/carers prior to referring to the School Nurse. Medical information, from Audiology and the Eye Clinic, of the pupil's hearing and vision needs will lead to a referral to the Sensory Team, with parent/carers consent. Quality First Strategies for a pupil who may be suspected of having a multisensory (deaf blindness) need: - Minimise distractions - Seating position to consider hearing and vision needs - Clear pathways for movement and access - ICT and technologies, which support all pupils, working well to support access - Resources and materials modified to support pupil's needs. - Access to social, emotional and wellbeing programmes - Build in breaks to minimise fatigue Environmental considerations: • Well-lit, glare free environment • Clear pathways • Reduce background noise • Support in practical lessons for Health & Safety • Quiet areas to access language • Provide time to process information and produce a response • Listening and Vision breaks • Adapt materials so they are accessible – The Q/TMSI will be able to support you with this • Adapted PE activities e.g., brightly contrasting equipment • Line marking and visually friendly environments as per environmental audit and similar interventions suggested by Habilitation Specialist or Q/TMSI

Some of the conditions associated with MSI (deaf blindness) include: • CHARGE • Usher Syndrome • Downs Syndrome • Cerebral palsy • Congenital maternal rubella Barriers: Environmental: • Lighting and Glare • Uneven surfaces and routes • Cluttered pathways • Unfamiliarity around environments • Poor quality labelling • Background Noise, both from within and beyond the classroom • Acoustics – hard surfaces, for example, glass, wooden flooring and high ceilings, make cause reverberation and difficult to listen and hear • Poor listening environments indoors and outdoors Communication: • If the pupil does not have access to language and communication, then they will experience difficulties with producing language • If the communication is not at their level, again the pupil will not develop communication and may get frustrated • supported with visual and first-hand experiences • Language and vocabulary not at the pupil's level of understanding Access to equipment/resources and curriculum : • Pupil's glasses not worn / unclean • Low vision aids not used • If the pupil's hearing technology is not checked and working appropriately • Contrasting coloured equipment Social: • Difficulties identifying and/or hearing friends and peers during unstructured times	FOR TARGETED OR PERSONALISED SUPPORT FOR A PUPIL WITH MULTI_SENSORY NEEDS PLEASE CONTACT THE SENSORY TEAM FOR ADVICE, SUPPORT AND INFORMATION Children with MSI should also be assessed and monitored by a Qualified Teacher for Multi-Sensory Impairment (QTMSI). The impact that MSI has on a person will vary for a number of different reasons, including the cause, age of onset, and the skills a person has in using their residual sight and hearing.
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• Lack of opportunities for social skills development • Pupils may not pick up body language/facial expressions or hear what others • Need support when a number of people are talking at the same time – get members of a group to speak one at a time • Pupils may not be able to locate sounds especially in group discussions • Lack of processing time to provide response • Activities which involve looking and listening for long periods of time without a break. • Opportunities for turn taking and listening to others • Understanding and participation during unstructured times	
Resources The Sensory Team will offer training for Setting staff to meet the needs of CYP with sensory needs. This will be targeted so those settings where there are pupil(s) with sensory needs are supported and the needs of setting staff can be supported in managing pupil's with sensory needs in their setting. Sense Success from the Start Early Support Developmental Journal Centralised Training Booklet	
Identified Barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners
Physical- mobility	<i>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</i> Staff to work together with other professionals to share strategies and advice to support the CYP (such as OT, Physio) Accessibility planning, environmental audits prior to transition into school Safer People Handling training as appropriate email SENDtraining@milton-keynes.gov.uk to request

	Use of reasonable adjustments to allow for safer and more independent mobility around school (eg: arriving into school/ leaving lessons a little earlier, queue jump passes for canteen, different routes around larger schools for ease of access) Consistent use of support equipment e.g. standing frames, walkers, wheelchairs, specialist work chairs, high-low tables if provided by professionals DDA compliant accessible toilet with adaptations as needed (eg: handles, wall bars, easily manageable taps and soap dispensers) and facilities for supporting those CYP who are not yet toilet trained Adapted equipment available to support daily living skills e.g. cutlery, crockery, scissors Occupational Therapy keyboard skills: Word document template (cnwl.nhs.uk)
Self help/independence skills	
Identified Barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners
Severe and complex medical needs eg: Diabetes Type 1 Epilepsy Trachey in situ Many of the needs under consideration here can be met with a robust and collaborative Health Care Plan in place. Communication with family and CYP is key for all staff to feel confident	• Support equipment such as lockable medicine cabinets, first aid bags, fridges • Rotated medication/care training that means a team of staff is trained- and that school ensure have refresher training as and when needed • Health Care Plans that are reviewed regularly with family and key professionals • Tracheostomy protocol as appropriate • Liaising with specialist colleagues for up-to-date training • Bereavement training and policies • Regular home and setting contact when/if CYP is not able to attend, to maintain 'sense of belonging' with peers and the community. School maintains responsibility for teaching and learning and an educational offer should be provided if CYP is well enough
Resources:	

Complex Nursing Team: cnw-tr.ComplexNeedsTeam@nhs.net

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Supporting pupils with medical conditions - templates.docx \(live.com\)](#)

[Children and young people with health needs | Milton Keynes City Council \(mksendlocaloffer.co.uk\)](#)

[MK Statutory Guidance for supporting pupils in school with medical conditions.2022.pdf \(mksendlocaloffer.co.uk\)](#)

[Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Contact a Family: [Help with medical needs](#) | [Contact](#)

