Universally Available Provision

that is made available in East Sussex for all children and young people including those with special educational needs and/or disabilities

Information for Settings and Parent/Carers

Universal Provision to Support ALL Children

What is Universal Provision?

This is the provision that should be available to **all** children and young people (CYP) so they can thrive in their setting; including maintained schools, academies, free schools, early years and Post-16 providers referred to in this document as settings.

Who is involved in Universal Provision?

All setting staff, children and young people and parent/carers working collaboratively together.

What is the aim of Universal Provision?

To support all children and young people to attend their local community school or setting and make sustained academic progress and develop socially and emotionally.

Is Universal Provision part of the continuum of support for children with Special Educational Needs and Disabilities?

Yes, the universal provision provides strategies and interventions to support all children including those identified with special educational needs and disabilities. The diagram below depicts how the universal provision forms part of a continuum of need to ensure the right support is provided for all children and young people.

The Continuum of Support for All Children and Young People

What is the purpose of this guide?

This is a practical and easy to use guide to support all setting staff to provide *inclusive high quality teaching and learning* to enable all CYP to make good progress and encourage their confidence and independence*.* There are two sections which are themselves divided for ease of reference. However, best practice requires a holistic approach and therefore no section(s) should be read in isolation.

Section One: Expectations of all settings

This section outlines the expectations for all settings and links to the Children and Families Act 2014, Equality Act 2010, Education Act 2011 and SEND Code of Practice, according to the needs of the child or young person. Broadly speaking, much of this section will be an integral part of the setting's provision for all children and young people. It outlines some of the practices and adaptations that are part and parcel of high-quality inclusive teaching and learning.

	Expectations of Setting	Overview Strategies
Leadership	The setting's leadership, including the governing body, demonstrates and fosters an inclusive ethos which aims to provide all CYP with an educational experience that enables them to thrive	- The setting's Senior Leadership Team (SLT) models and communicates a vision that promotes inclusive practices throughout the setting - All staff are aware of the setting's clear and ambitious vision for providing high-quality inclusive education and training for all CYP, and uphold policies and practices - The SENCo and/or Inclusion Manager are part of the setting's SLT - The setting's policies demonstrate their inclusive values and the therapeutic approach to supporting all CYP - The setting's policies encourage resilience and independence in their CYP
	The setting's leadership build a structure of shared responsibility where all staff respond to the unique needs of each CYP	- SLT engage in collaborative planning with their teams that enables effective use of staffing and resources to ensure the needs of all CYP are supported - The setting's performance management structure promotes clear inclusive values and promotes high quality teaching and learning for all CYP - SLT plan staff training to ensure staff are able to provide inclusive high-quality teaching and learning for all CYP

	Expectations of Setting	Overview Strategies
Pastoral Support for All	The setting adopts a whole setting therapeutic approach to support all CYP and staff and which enables them to thrive	• Settings prioritise the early identification of short and long term needs of all vulnerable CYP including those who are academically able and those at risk of/experiencing Emotionally Based School Avoidance (EBSA) • There is a whole setting therapeutic approach to support CYP's emotional wellbeing and mental health • There is a whole setting approach to support the well-being of all staff members • All staff have a therapeutic understanding of the links between teaching, learning and the CYP's experience of the setting's day with the behaviour they demonstrate • An individual support plan is developed with the CYP which includes the CYP's voice at every step of their journey e.g. Additional Needs Plan or similar which includes the APDR cycle • If the safety of the CYP, or others, is a key consideration then an individualised risk assessment for the CYP is completed
Assessment	Staff understand and use Assessment for Learning (AFL) tools to identify progress, gaps and needs in learning	• A wide range of assessment tools are used • Learners have regular opportunities to evaluate their own performance • AFL tools are used to inform planning and next steps when reviewing the pupil's support plan [e.g. pupil profile, Additional Needs Plan (ANP)]
	A minimum 3 times a year cycle of Assess, Plan, Do, Review is used to ensure that CYP, including those with additional needs, are making progress	• Observations and assessments of the CYP are carried out over a period of time to identify any additional needs and inform planning; include talking to the CYP and their parent/carers • Support plans are recorded and shared with parent/carers and setting staff e.g. pupil profile, ANP co-produced with parents • The Assess, Plan, Do, Review process is followed
	Staff make reasonable adjustments to enable all CYP to access the full curriculum.	• Staff use observations and assessments to identify where CYP need additional support both in the short term and long term • A range of evidence-based strategies are implemented
	Staff have an awareness of ensuring exams/tests are accessible to all	• Staff make individual adjustments for exams e.g. rest breaks, extra time, adapted resources • Staff provide practice papers in a format that ensures accessibility for all CYP

	Expectations of Setting	Overview Strategies
Co-Production with CYP & Parent/Carers	Staff work collaboratively with parent/carers and CYP at all stages of the journey to ensure progress is made and sustained	• Parent/carer views are sought, and concerns are discussed with them, when needs are identified, to build a full picture of the CYP strengths and needs • There is a whole setting approach to ensure consistent and effective dialogue between staff and parent/carers to identify where a CYP has a short or long term need socially, emotionally, or academically • Support interventions are co-produced with parent/carers, those working with CYP and the CYP themselves • All targets are SMART, encourage independence and are understood by all • Support plans are reviewed at least 3 times per year with the CYP and parent/carers • Formal and informal events take place to seek views in relation to SEND provision in the setting e.g. pupils and parent surveys, coffee mornings • The SEND information report is co-produced with parents and carers which is then published on the setting's website • Parents and carers are signposted to Special Education Needs and Disability Information, Advice, Support Services (SENDIASS) • Parents and carers can be signposted to the Local Offer
The Physical and Sensory Environment	All areas of the physical environment in the setting are adapted to meet the needs of all CYP	• The whole setting is an inclusive learning environment; the setting is audited with the CYP to ensure that learning tools, including displays are accessible to all and develop independence • Staff are aware of the impact the environment has on CYP's learning and are able to make adjustments to support them i.e. physically, emotionally and sensorially • Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with Social Emotional Mental Health (SEMH) and physical disabilities • The physical and sensory environment is considered when formulating an ANP and views of CYP and parent/carers are routinely sought

Teaching and Learning	Expectations of Setting	Overview Strategies
	CYP make good progress and thrive in their local setting through inclusive high-quality teaching and learning	• All staff know their learners well and have a good understanding of their strengths and any additional needs – see also ASSESSMMENT and PHYSICAL & SENSORY ENVIRONMENT • Whole setting systems, e.g. pupil profiles, are in place to ensure that all staff have a good understanding and consistently support the CYP. All relevant staff implement the strategies and contribute to reviews of the plan • Best practice guidance is followed with regard to the use of additional adults (Individual Needs Assistants, Teaching Assistants etc.) to enable best outcomes including encouraging independence • Staff plan for all CYP so that they fully engage and make progress i.e. using Blooms Taxonomy or similar • The curriculum is broad and balanced and planned to meet CYP's learning needs. It provides parity for all groups of CYP. It is designed to develop CYPs' confidence, enjoyment and enables them to make progress. • Technology is made best use of to support CYP's learning • Teaching is structured to meet pupil needs e.g. visual timetables, clear concise instructions with written or visual prompts, time to process information before being asked to respond, tasks are broken down into small manageable steps which are shown explicitly. • Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources. Homework is differentiated appropriately for CYP

	Expectations of Setting	Strategies
Staff Training and Skills	There is a plan for on-going Continuing Professional Development (CPD) for Teaching Assistants and all support staff in relation to all CYP making progress	• There is a planned programme of ongoing CPD for all support staff • There is a meaningful whole setting approach to the use of annual performance review systems that relates to all CYP making progress
	There is a plan for on-going Continuing Professional Development (CPD) for teachers in relation to all CYP making progress	• There is a planned programme of ongoing CPD • There is a meaningful whole setting approach to the use of annual performance review systems that relates to all CYP making progress.
	There is a plan for on-going Continuing Professional Development (CPD) for SLT in relation to all CYP making progress	• There is a planned programme of ongoing CPD
Transition	All CYP are supported for routine and life transitions when required	• Transitions include: Moving around the setting e.g. from lesson to lesson, changing from one activity to the next within a lesson, changes of staff, special events in setting life, events at home, moving to another setting • Staff are aware of CYP who will need additional support for all or most transitions, and plan for these transitions. Support may include: • Safe space available within the classroom or an identified area of the setting for time out • Visual timetables and/or timers are used to demonstrate endings • CYP are pre-warned of any changes • Plans are agreed for unstructured times e.g. safe spaces are available, break time clubs • Information is actively sought and shared about the CYP and support provided where needed to enable successful transitions between settings e.g. additional visits to a new setting/ classroom with a familiar trusted adult, transition booklets

Section Two: Support for broad areas of need

This section provides guidance on the provision and strategies recommended to meet the needs of CYP with SEND by the four areas of need as set out in the SEND Code of Practice. **Further information and specific strategies are available in the East Sussex Special Education Needs Matrix: The Matrix - Czone (eastsussex.gov.uk)**

Children and young people may have needs across more than one category and certain conditions may not fall neatly into one area of need and therefore, when reviewing their provision, the four broad areas of need may be helpful as a guide to ensure rounded support.

Communication and Interaction

The provision in this section should be **in addition** to the expectations in section one

Approaches and Strategies
- All staff should be aware of the stages of typical language development; the impact of speech, language and communication Needs (SCLN) in the classroom; and the importance of the language environment on the CYP's ability to access academic, social, personal and extra-curricular opportunities   - The curriculum is adapted to promote full participation, support hands on learning, promote independence and support social inclusion   - The curriculum is differentiated so that the content can be accessed independent of language and communication while supporting the development of key skills   - There is modification of the teaching environment to take account of sensory needs within and outside of the classroom e.g. transition from one room to another   - Staff are skilled in adjusting the pace and order of activities to maintain interest and attention

Identified Barrier and/or Need	Provision and/or strategies expected to be made according to the ages and stages of the learners
Difficulties saying what they want and being understood	- Adults model correct use of language; sentences and grammatical structures - Give extra time to process what has been said and check understanding - Give extra time for the CYP to respond - Carry out Language Link or Speech Link Programme or equivalent providing small group or individual language sessions - A range of opportunities are provided for CYP to develop their use of language e.g. songs, drama - An additional method of communication is provided; ICT (e.g. laptop, tablet), symbol communication (e.g. Makaton, PECS & symbols)
Difficulties understanding what is being said to them	- Cue attention individually by using the CYP's name before giving whole group instructions/information - Give clear and simple explanations using simple grammar - Chunk instructions into small steps, give them in order of completion and give time to process in between - Staff are aware of the individual CYP's level of understanding and moderate language accordingly

	- Use visual resources to alleviate load on auditory memory and organisational prompts; visual lesson plans, timetables, instructions etc - Give extra time for the CYP to process what has been said - Ensure the pace of lessons is modified to enable the CYP to process learning successfully - Pre-teach new vocabulary relating to curriculum topics - Be aware of the environment and limit any distractions; consider a designated working area with few distractions - Consider access to exam modifications
Difficulties with auditory memory	- Reinforce verbal instructions with visual support and physical demonstration - Model and encourage the use of mind-mapping to support recall of verbal information - Sequence and link ideas as visually as possible e.g. flow-charts, word webs, mind-maps
CYP person does not understand or use social rules of communication	- Small group teaching of specific interaction skills and social use of language - Opportunities to generalise skills on a daily basis - Visual approaches used to develop social understanding e.g. social stories, comic strip conversations, prompts, signing systems - Use peer mentor and peer support systems
Difficulties with language Difficulties with communication	- Cue attention individually by using the CYP's name followed by a key word instruction - Use literal language and simple step, explicit instructions - Use visuals e.g. prompt cards - Staff are aware of their own and the CYP's non-verbal communication e.g. body language, tone of voice - Staff are aware of their pace of speech, providing processing time. - Consider the environment and the impact on the CYP's ability to process language e.g. noise, lights and temperature - Staff are aware of the individual CYP's language and communication needs; some CYP may need a language-rich environment and others may need language to be kept simple
Difficulties with social imagination	- Consider providing opportunities for role play or use of puppets - Support for literacy is provided; story planners, writing frames, intervention to teach reading comprehension - Use mind mapping or similar to help CYP to make links within their learning - Small group intervention to teach understanding and inference of emotions - Provide support for understanding consequence e.g. social mapping, comic strip conversations
Difficulty with social communication	- Identify the social misunderstandings and skills which need to be taught e.g. taking turns through to maintaining relationships and resolving conflict - Provide intervention to develop social skills; 1:1 and/or small group to teach specific social skills

and developing relationships	• Provide support to understand social relationships e.g. social mapping • Staff model social use of language • Provide support during unstructured times, breaktimes to model and encourage successful interactions including peer support from peer role models. • Provide opportunities to work as part of a group, allocating roles or tasks within the group, giving the CYP a role/task in which they are competent. • Provide specific intervention programme e.g. circle of friends
Difficulty/anxiety with unpredictable environment	• Provide preparation for change including staff and transitions from activities, rooms, settings • Provide visual supports including visual timetables • Use social stories and comic strip conversation to explain new situations and changes to routines • Provide a calm learning environment • Provide expectations that a clear, explicit and consistent • Provide a familiar mentor support; adults and/or peers
Sensory and physical needs relating to communication and interaction	• Modification of teaching environment to take account of sensory needs and support self-regulation • Provide opportunities to teach self-regulation strategies to enable CYP to manage their sensory needs e.g. Zones of Regulation • Provide breaks in learning for movement • Implement strategies and programs on the advice of relevant specialists, e.g. SALT

Further information
• ESCC SEN Matrix The Matrix - Czone (eastsussex.gov.uk) • Training in supporting CYP with SLCN and ASC or specific related programmes – provided by CLASS, SEN and inclusion training - Czone (eastsussex.gov.uk) • Advice support and training provided by Speech and Language Therapy Service (SALT) East Sussex CITES and School Health (eastsussexchildren.nhs.uk) • Language Link – secondary and primary information from SALT • Advice, support and training provided by Children's Integrated Therapy and Equipment Services (CITES) East Sussex CITES and School Health (eastsussexchildren.nhs.uk)

Cognition and Learning

The provision in this section should be **in addition** to the expectations in section one

Approaches and Strategies
• Curriculum is differentiated so that content can be accessed independent of specific difficulties while supporting the development of key skills; academic, social and emotional • Intervention programmes that are used to support learning have a strong evidence base of effectiveness. Staff delivering the intervention programmes are trained and the delivery of the intervention monitored • Curriculum provides opportunities for repetition, over learning and consolidation of skills at an appropriate level • Effective use of ICT equipment to support learning • Advice from outside agencies or specialists within the setting are incorporated into classroom or intervention sessions

Identified Barrier and/or Need	Provision and/or strategies expected to be made according to the ages and stages of the learners
Limited attention span compared to developmentally appropriate milestones	• Modification of environment and the teaching of skills to develop attention and on task behaviours • Provide regular, short breaks e.g. movement breaks • Follow instructional hierarchy: clear and simple instructions, breaking down longer instructions and giving one instruction at a time • Use visual prompts including timetable, lesson plans and instructions • Use backward chaining • Use of timers
Difficulties with learning: i.e. despite appropriate differentiation and interventions, making inadequate progress over time across the curriculum and working below age related expectations	• Use Assessment for Learning tools to identify the areas of need in consultation with the CYP or observation • Cue attention individually before giving whole group/class instructions/information • Follow instructional hierarchy: clear and simple instructions, breaking down longer instructions and giving one instruction at a time • Use visual prompts, instructions and cues • Give additional time for processing • Pre-teaching of vocabulary e.g. particularly in relation to a new topic • Use real life examples to replace abstract concepts • Adopt a multi-sensory approach to learning including reading and spelling
Specific learning difficulties (SpLD) affecting one or more specific aspect of learning, e.g.	• Use Assessment for Learning tools to identify the areas of need in consultation with the CYP or observation • Use metacognition approaches i.e. learning to learn, teach study skills explicitly alongside content e.g. planning and organisation skills and thinking and reasoning skills • Teach and practice a range of working memory strategies

literacy and/or numeracy difficulties or specific language impairment. *(N.B. a small number of CYP may have a formal diagnosis of e.g. dyslexia, dyscalculia or dyspraxia. Provision is provided in line with the needs of the CYP and is not dependant on any formal diagnosis)*	• Use alternative presentation in materials e.g. font, colour of paper, line spacing, lighting, overlays • Use of specialist resources for the development of literacy and numeracy • Use of strategies for scaffolding literacy based tasks e.g. writing frames, sequencing, cue cards, highlighting • Access to alternative means of recording e.g. mind-mapping, video or audio recording, dictation, use of ICT • Staff are aware of the advice received from specialist agencies e.g. Educational Psychologists (EPS) Communication, Learning and Autism Support Service (CLASS) • Use of visual aids to reduce memory load • Consideration of adjustments for assessments and exams
Generalised learning difficulties. May have: difficulties in understanding concept, memory, attention, processing difficulties. May have: difficulties across the curriculum but with some areas of strength	• Adjustment, modification and differentiation of the curriculum to enable the CYP to access the curriculum • Adopt a multi-sensory approach to teaching and learning • Support self-esteem and participation through finding genuine opportunities to praise the CYP in front of their peers, celebrating strengths and reinforcing success • Flexible grouping which enables the CYP to work with good role models that focuses on functional skills and area of need • Advice from Educational Psychologists (EPS) Communication, Learning and Autism Support Service (CLASS)

Further information
• ESCC SEN Matrix The Matrix - Czone (eastsussex.gov.uk) • Advice, support and training provided by CLASS SEN and inclusion training - Czone (eastsussex.gov.uk) • Advice support and training provided by Speech and Language Therapy Service (SALT) East Sussex CITES and School Health (eastsussexchildren.nhs.uk) • Advice, support and training provided by Children's Integrated Therapy and Equipment Services (CITES) East Sussex CITES and School Health (eastsussexchildren.nhs.uk)

Social, Emotional and Mental Health Difficulties (SEMH)

The provision in this section should be **in addition** to the expectations in section one

Approaches and Strategies
- Persistent difficult or antisocial behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as unidentified learning difficulties, difficulties with communication or mental health issues. Learning needs should also be reviewed using the setting's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.   - If a child has poor attendance or is not attending at all, the setting should make appropriate referrals to Local Authority or external services and work with the CYP, family and team around the child to bring about reintegration or placement change   - Use a whole setting approach to promote wellbeing and resilience e.g. Therapeutic Thinking – see section one for Pastoral Support for All and Leadership   - Training for staff in understanding how a child may be communicating through their behaviour e.g. Therapeutic Thinking training   - Training for staff in Attachment Awareness e.g. Virtual School training   - Differentiation of behaviour policy to take account of diverse needs   - Planning for social and emotional needs of CYP dependent on presentation and nature of needs e.g. different types of attachment   - Run nurture groups or intervention e.g. support from an ELSA/Learning Mentor, following Nurture Principles, run by trained staff, co-ordinated across the setting and seeking to reintegrate CYP by reviewing carefully targeted outcomes   - Careful planning and discussion with parent/carers and CYP about transition to secure continuity of experience for the CYP   - Identification of a key worker who forms a meaningful and genuine relationship with the child   - Range of additional opportunities for social and emotional development e.g. teaching de-escalation strategies and social skills, buddy systems, circle time, circle of friends   - Support available for staff working with CYP with SEMH via group or individual supervision or debrief sessions   - CYP's involvement in developing Additional Support Plans e.g. agreeing to expectations and problem-solving strategies such as mediation   - Safe spaces are identified for when a quiet time is needed

Identified Barrier and/or Need	Provision and/or strategies expected to be made according to the ages and stages of the learners
Difficulties participating and presenting as withdrawn or isolated	- Use Assessment for Learning tools to identify the areas of need in consultation with the CYP and/or observation. Identify parts of the curriculum they find easier to manage and/or their specific areas of interest and use these to develop confidence - Hold onto successes for the CYP e.g. success books - Plan targeted support around the identified needs of the CYP to develop skills in social, emotional and behavioural development as well as building confidence and a sense of belonging e.g. Circle of Friends, buddying/peer mentoring

	- Pre – teach resilience tools and build use into the everyday curriculum e.g. relaxation skills, breathing exercises, visualisation, massage, music, colouring - Provide an emotionally secure and safe environment, with good setting/classroom organisation which provides predictability for CYP and consistency of management in all curriculum areas - Establishment of routines with predictable sequences and events with preparation for changes that may occur in routine
Displaying difficult or dangerous behaviour	- Consistently adopt a therapeutic approach e.g. Therapeutic Thinking; understand the basis for the behaviour e.g. what is the history/context? Understand that behaviour is a method of communication i.e. what is the CYP trying to tell us with their behaviour? Have 'unconditional positive regard' separating what a CYP has done in the past from the inherent value they possess. - Reasonable adjustments are made i.e. settings differentiate for SEMH in the same way that they differentiate for learning - Have a flexible approach to a range of different behaviours - Be mindful of curriculum topics that might trigger traumatic events. Prepare CYP for these sessions so they can prepare - Encourage CYP to freely express ideas and feelings, such as joy, sadness, frustration and fear, enabling CYP to develop strategies to cope with new, challenging or stressful situations - Plan targeted support around the identified needs of CYP to develop skills in the areas of social, emotional and behavioural development, for example Circle of Friends intervention (or other support group), to encourage belonging and social skills development - Give specific opportunities for adults and supportive peers to model appropriate behaviour responses and attitude/approach to learning - Use choices to allow the CYP some control with the same end result e.g. Would you like to talk to me now or in one minute? - Establish routines with predictable sequences and events with preparation for changes that may occur in routine - Positive behaviour system in place for less structured times of the day and for extra curricula activities with planned intervention for identified CYP - Provide opportunities for reparation as close to incidents as possible - Relate to the CYP at their emotional/social age rather than their chronological age - Allow extra processing time - Explicitly empathise as empathy breeds empathy - Additional discussions between current and future staff at points of transition - On-going, regular communication with parent/carers - Regular review of Additional Needs Plan/Support Plan e.g. SEN Support Plan/Individual Behaviour Support Plan, Risk Assessment

Behaviours may reflect: • Anxiety / depression • Self-harming • Substance misuse • Eating disorders	• Understand the basis for the behaviour i.e. unpick the behaviours: negative and positive behaviours – what lies behind them? Consider the history, when did the behaviour start to change? • Adopt a multi-professional approach e.g. Educational Psychology Service, School Nurse and other health professionals • With a trusted adult identify the issue with the CYP, engaging with them, commenting • Liaison and collaboration with home is essential to understand the wider picture – consideration of parental sensitivities and potential triggers • Look at guidance specific to self-harm
Physical symptoms that are medically unexplained e.g. soiling, stomach pains	• Keep a log and analyse pattern or trends to identify triggers • Liaise with school nurse and relevant health professionals
Attention difficulties	• Understanding the reasons, is there a pattern? How can the underlying need be met? e.g. adjustments to the curriculum, differentiation • Allow time for frequent movement breaks • Provide a clear structure to the day; Establish routines with predictable sequences and events with preparation for changes that may occur in routine • Give careful explanations to peers as to why some CYP may need extra help or support for some things or feel upset by a particular thing, to help CYP understand that their needs will be met • Be aware of times of the day that may be more difficult • Staff working with the CYP to be aware of the reasonable adjustments that are in place for the CYP including individualised adjustments to the behaviour policy
Attachment difficulties	• Regular liaison with parent/carers to establish a shared understanding of the CYP's needs and strengths • Implement good transition plans, in liaison with parent/carers, when CYP starts at the setting, changes year group etc which includes a hand over between key members of staff • Review meetings should coincide with reviewing the Personal Education Plans (PEP) for Looked After Children where possible • Maximize opportunities through whole class teaching and where appropriate small groups, to develop: a sense of belonging, esteem, communication skills, listening skills, emotional literacy, resilience, social and emotional aspects of learning, self-awareness, self-organisation and independence, opportunities for taking responsibility, opportunities to take on a role outside of current expertise • Supportive, structured curriculum that takes into account the social and emotional needs of the CYP dependent on presentation and nature of needs e.g. different types of attachment • All staff trained and aware of CYP with attachment difficulties, how they should respond to them and the reasonable

	adjustments in place for them including adjustments to the behaviour policy • Liaison with the Virtual School for training and advice
Low level disruption or attention seeking behaviours	• Staff use differentiated voice, gesture and body language • Focus on supporting the identified need the behaviour is communicating e.g. reducing anxiety • Consistently provide positive reinforcement of expectations using scripts for verbal interactions • Use visual prompts to support ideas and understanding • Hold on to the CYP's successes e.g. success books • Praise is explicit and meaningful to the CYP and considers their individual presentation and nature of needs
Difficulty in making and maintaining healthy relationships	• Run nurture groups *or* intervention set up with Nurture Principles to support personal, social and emotional development • Enhanced Personal, Social, Health and Economic Education (PSHEE)/Social and Emotional Aspects of Learning (SEAL) programme and re-enforcement throughout the school day including: • Ongoing support for CYP in understanding their right to be kept safe by others • Opportunities to explore ways of managing emotions so that CYP don't hurt themselves or others • Opportunities to explore the development of close relationships, enabling the growth of self-assurance and promoting a sense of belonging which allows CYP to explore the world from a secure base • A range of differentiated opportunities for social and emotional development e.g. social skills, buddy systems, friendship strategies, circle time, circle of friends • Restorative approach is taken including opportunities for reparation as close to incidents as possible
Difficulties following and accepting adult direction	• Staff understand the reasons and any underlying cause • Consistently use positive and/or calming scripts to redirect, reinforce expectations • Give specific opportunities for adults and supportive peers to model appropriate behaviour responses and attitude/approach to learning • Experiences and tasks are challenging but achievable to engage and motivate • Instructions are explicit and concise with limited choices to engage and motivate and supported with the use of visuals e.g. timetables, task planners, timers • Reward systems are individualised to motivate the CYP
Presenting as significantly unhappy or stressed	• Key worker who has a meaningful and genuine relationship with the child supports the CYP including at the start and end of each day • A safe space is identified for when a quiet time is needed • Regular communication/meetings with the parent/carers to ensure consistency between home and the setting

	• Use of social stories to support understanding of change, new experiences and areas of challenge
Patterns of non-attendance	• Staff understand the reasons and any underlying cause for non-attendance; monitoring the patterns to identify underlying reasons for attendance • Use Assessment for Learning tools to identify the areas of need e.g. underlying learning needs, in consultation with the CYP or observation • Feedback is used to collaborate and plan with parent /carers and the CYP, to ensure consistency and communication between the home and the setting

Further information
• ESCC SEN Matrix The Matrix - Czone (eastsussex.gov.uk) • Advice, support and training - provided by Educational Psychology Service, ESBAS SEN and inclusion training - Czone (eastsussex.gov.uk) and the Virtual School The Virtual School - Czone (eastsussex.gov.uk) • Advice – Early Help Early Help services – Early help for vulnerable families – East Sussex County Council • MASH (Multi Agency Safeguarding Hub Multi-Agency Sharing Hub (MASH) – East Sussex County Council • SPA (Single Point of Access) Contacting the Single Point of Advice – East Sussex County Council • School Health Service, including School Nursing East Sussex School Health	Kent Community Health NHS Foundation Trust (kentcht.nhs.uk) • Other support Health and mental health – East Sussex County Council

Sensory and/or Physical Needs

The provision in this section should be **in addition** to the expectations in section one

Approaches and Strategies
• All staff are aware of individual CYP's sensory/ physical disability and implications in all teaching and learning environments • Staff should encourage students to wear appropriate sensory equipment and use physical aids • All staff deliver all information in an accessible way • Where relevant, staff have an awareness of the specific learning profile of a young person with Down Syndrome

Identified Barrier and/or Need	Provision and/or strategies expected to be made according to the ages and stages of the learners
Hearing Impairment	CYP within this category should make age appropriate progress through high quality, inclusive teaching and learning • Specialist advice on strategies and teaching approaches from the Sensory Needs Service (SNS) hearing impaired professional

	- Training from a specialist including how to manage and monitor a CYP's hearing aids - Attention to positioning in class. CYP should be seated no more than two metres from the teacher for instruction i.e. CYP with mild or fluctuating hearing loss may need to lip-read the speaker to supplement their auditory access - As required CYP is given additional time to complete tasks - Consideration given to the CYP's access to spoken language in large groups e.g. assemblies or large reverberant rooms e.g. halls and gyms - Use of subtitles and or a written script when being shown video clips, DVDs etc. - CYP with hearing impairment should not be asked to take notes when they are watching video clips etc. - Staff check for understanding of spoken instructions/lesson content - Teaching staff repeat the contributions of other CYP as these may be missed - Individual/small group intervention to introduce and consolidate new language and concepts - A multi-sensory approach including the use of visual aid and contextual clues to support learning; especially important during phonics sessions when CYP are establishing their phoneme-grapheme correlation and may mishear sounds - Individual small group intervention to help CYP to accept and manage their hearing loss and develop a positive self-image as a deaf child - Individual/ small group intervention to help CYP to manage their hearing impairment and develop a positive self-image - Implement good transition plans, in liaison with parent/carers, when CYP starts at a setting, changes year group etc which includes a hand over between key members of staff - Some CYP may need sign support in class (usually Sign Supported English but may need British Sign Language) - Appropriate safety and evacuation procedures are in place
Vision Impairment	CYP within this category should make age appropriate progress through high quality, inclusive teaching and learning guided by the SNS - Specialist advice and training on strategies and teaching approaches from the Sensory Needs Service (SNS) qualified teacher of the visually impaired (QTVI) - Direct teaching from SNS to develop specialist skills e.g. touch typing and low visual aids - Curriculum differentiated so that content can be accessed, independent of visual impairment; advice from specialist teachers is followed on presentation of curriculum including adult support and use of ICT - Delivery of information supported with auditory and tactile approaches where appropriate e.g. give oral descriptions of visual materials - Adaptation of printed resources - Additional time is given to complete tasks if needed

	• Attention to layout of classroom and positioning in class dependent on the CYP's best visual field and as advised by SNS. Lighting is considered in all environments including extra curricula; • CYP may need support from an adult to understand social situations and with their social interactions • Advice and support for mobility, orientation and independence skills • Health, safety and risk management undertaken re visual impairment e.g. practical lessons, trips and extra curricula activities • Individual/small group intervention to help CYP to manage their visual impairment and develop a positive self-image • Implement good transition plans, in liaison with parent/carers, when CYP starts at the setting, changes year group etc which includes a hand over between key members of staff
Physical Disability	• All staff involved are aware of the nature of the physical or neurological difficulty and linked learning and/or access requirements • All staff understand the impact of pain and fatigue may have on a CYP ability to concentrate, process information and their well being • Curriculum is differentiated to meet the needs of the CYP with moderate physical and neurological difficulties • Access to adapted ICT hardware and recording software • Access is provided to a variety of strategies and personalised low-tech resources e.g. writing slope, modified scissors; resources are chosen that limit the need for manipulation • Access is maximised for teaching approaches which involve visual and practical resources • Layout of the classroom/environment allows easy access to seat, resources and allows social interactions • Opportunities to record information in a variety of ways; written recording demands are reduced • Regular rest breaks reduce mental and physical fatigue • Appropriate seating and seating placement are considered • Additional support for self-care is provided when required/requested • Setting environment has adapted safety/support resources • Staff have relevant moving and handling training
Severe and complex medical needs including a life-threatening diagnosis or condition	• Reasonable adjustments in line with the Equality Act 2010 are implemented • Staff liaise with specialist colleagues and receive relevant, up to date training including medication/care training • Individual health care plan followed by staff which is monitored and reviewed with specialists and parent/carers regularly • Support equipment is provided such as lockable medicine cabinets, first aid bags, fridges • Staff receive bereavement training and follow clear policies

	• Regular home setting contact to support the family's well-being and when/if the CYP is not in the setting to maintain 'sense of belonging' with peers and setting community.
Physical sensitivity including hyper and hypo responses and possible Sensory Processing difficulties	See also sensory provision outlined in section one • Staff work together with other professionals including occupational therapists to share strategies and advice to support the CYP's sensory diet • Adjustments made to the environment as indicated by the audit of the environment e.g. individual work-stations – see section one • Access to interventions to support sensory regulation e.g. Sensory Circuits • Staff training provides knowledge and understanding on supporting CYP with Sensory Processing Difficulties • Intervention to develop the CYP's self-regulation and resilience e.g. Zones of regulation
Sensitivity to sensory stimuli	• Provide sensory breaks • In liaison with parent/carers and the CYP reasonable adjustments are made regarding the uniform policy • Consideration is given to the environment e.g. noise, room temperature, visual stimuli, proximity • Flexible approach to transitions e.g. between lessons and to and from the setting to avoid busier times • Access to a safe space

Further information

- ESCC SEN Matrix The Matrix - Czone (eastsussex.gov.uk)
- Advice, support and training - provided by Sensory Support Team, Educational Psychology Service, CLASS SEN and inclusion training - Czone (eastsussex.gov.uk)
- Child Disability Team Children's disability social care – East Sussex County Council
- Speech and Language Therapist Service East Sussex CITES and School Health (eastsussexchildren.nhs.uk)
- Occupational Therapy Service East Sussex CITES and School Health (eastsussexchildren.nhs.uk)
- Physiotherapy Service East Sussex CITES and School Health (eastsussexchildren.nhs.uk)
- School Health Service, including School Nursing East Sussex CITES and School Health (eastsussexchildren.nhs.uk)
- Community Paediatricians Community Paediatrics – East Sussex Healthcare NHS Trust (esht.nhs.uk)

Glossary

Term	Definition
ASD	Autism spectrum disorder
AFL	Assessment for learning is an approach to teaching and learning that creates feedback which is then used to improve children and young people's performance. They become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.
ANP	Additional Needs Plan
Blooms Taxonomy	Bloom's taxonomy is a hierarchical system that categorises the thinking skills of children and young people, ranging from recalling information which is a basic skill to evaluation, which involves judging and stating an opinion about information
Collaborative learning	Educational approach of using groups to enhance learning through working together
Co-production	Co-production is the involvement of persons in the design and delivery of services. In schools, this means parents working with teachers, other staff and specialists, to improve the educational development of their child(ren)
CPD	Continuing professional development
Differentiation	Differentiation refers to a wide variety of teaching techniques, resources and lesson adaptations that settings use to support children and young people with their SEN
EBSA	Emotionally based school avoidance is the broad term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school
ELSA	Emotional Literacy Support Assistant
Graduated approach	The use of assess, plan do, review cycle to effectively meet the needs of the child or young person through reviewing and refining actions
INA	Individual Needs Assistant
Holistic	Holistic education is a comprehensive approach to teaching where setting staff seek to support the emotional, social, ethical, and academic needs of children and young people
Local Offer	The Local Offer provides information for children and young people with special educational needs and their parent/carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care
MASH	Multi-agency safeguarding hub
Nurture Provision	Nurture provision offers a short term, focussed, early intervention strategy, which addresses barriers to learning arising primarily from social, behavioural, emotional or well-being difficulties, in an inclusive and supportive manner
OFSTED	Office for Standards in Education, Children's Services and Skills - government body whose role is to inspect and assess the educational standards of schools and colleges in England and Wales
Pastoral	Pastoral care is the provision the setting makes to ensure the physical and emotional welfare of children and young people

SALT	Speech and language therapy
SEMH	Social, Emotional mental health needs
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service is a free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability
SEND Register	Setting's maintain a register of the children and young people who have a special educational need as defined by the 2014 code of practice
Setting	Child or young person's place of education e.g. Pre-school, primary, secondary school or post 16 college including free schools and academies
SMART targets	SMART is an acronym that stands for targets being Specific, Measurable, Achievable, Realistic, and Timely
SPOA	Single Point of Access - The one point of access for those working with children and young people making a referral for the Child and Adolescent Mental Health Services (CAMHS)
SpLD	Specific learning difficulty
TA	Teaching Assistant
Teaching Standards	Teaching standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). They are also used to assess the performance of all teachers with QTS
Therapeutic Thinking Approach	Therapeutic Thinking is a philosophy which East Sussex is promoting. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health; it also helps to develop an understanding of how to respond to those who may be communicating through concerning behaviours.
Thrive Approach	Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs