

Hillingdon Ordinarily Available Provision



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Introduction

Ethos

Hillingdon advocates a child and family-centred approach, that aims to ensure that children and young people with identified Special Educational Needs and Disability (SEND) are appropriately supported in their educational setting. Adopting a needs led and early intervention approach promotes positive progress relative to the individual child/young person's need. Hillingdon's Ordinarily Available document provides a supportive document that aligns with a graduated approach and the SEND Code of Practice.

Who produced the Ordinarily Available (OA) Document?

This Ordinarily Available document has been co-produced with SENCOs, professionals and parents and involved consultation with a range of services and organisations.

What is Ordinarily Available?

Educational settings make a range of ordinarily available provision for all children and young people, including those with SEND from the totality of resources available to them. The OA document can support schools/settings in developing their provision for pupils with SEND to be more consistent with that in the majority of schools.

What is this document NOT?

This is not a tick list and the OA document must be read in the context of the SEND Code of Practice and the national High Needs funding approach.

A Graduated Approach

Educational settings use a 'graduated approach' to implement increasingly specialist levels of teaching and intervention for children and young people with SEND. By implementing a system of 'Assess-Plan-Do-Review' an individual child's SEND can be accurately identified, appropriate provision provided, progress monitored in relation to clear and bespoke outcomes, and following an approach that places the child and family at the centre of the process. For more information on the 'graduated approach' please refer to the Nasen SEN Support and Graduated Response document.

Who should read this document?

Schools and education settings should read this in the context of their responsibility to operate a Graduated Response to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings.

Inclusive practice

Hillingdon advocates an ethos that all children should have an equal opportunity to succeed in education. This is regardless of their background, academic ability, and cognitive level. Inclusive settings value and embrace diversity and individual differences; promoting inclusive practice in both their teaching methods and educational activity.

The SEND Code Of Practice makes a clear accountability for teaching staff in relation to the support of SEN within classrooms.

'teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff' (DfE, 2015, p. 99)

SEND funding and Ordinarily Available

The delegation of SEND funding means that arrangements for the great majority of pupils who have SEND should be met effectively within mainstream settings through high quality teaching and arrangements at SEND Support. The OA document outlines the indicative arrangements that should be ordinarily available for pupils with SEND, from within schools' delegated budget shares.

Schools and colleges in particular must demonstrate how they use the place funding and the delegated SEN budgets to meet children and young people's needs with and without an Education Health and Care Plan (EHCP) and develop and review support plans in consultation with parents, children and young people.

Ordinarily Available/Education Health and Care Plan?

The majority of children and young people with SEN or disability will have their needs met within local mainstream early years providers, schools or colleges from within the resources normally available to them. A request for an EHC needs assessment should only be made where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from with the resources normally available to their setting. Schools will need to demonstrate that the pupils for whom they are requesting assessment have needs that require provision significantly outside and beyond the descriptors for ordinarily available provision and which cannot be met from resources allocated as part of the mainstream schools' delegated budget share.

Identification and Assessment

SEND Code of Practice (2015)

The SEND CoP describes the identification and assessment of children and young people with potential additional needs as:

‘...a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.’

Expectation	Strategies
<p>Formative assessment and feedback are a feature of lessons and evident in marking and assessment policy</p>	<p>Marking policies are adapted to take account of individual pupil needs.</p> <p>Class teachers and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.</p> <p>This can be characterised by progress that:</p> <ul style="list-style-type: none"> • is significantly slower than that of their peers starting from the same baseline • fails to match or better the child’s previous progress • widens the attainment gap <p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of an individual’s specific areas of need.</p> <p>Data systems enable easy access by staff to information about pupils’ learning and additional needs.</p> <p>Pupils have regular opportunities to review and reflect on their own performance.</p> <p>The impact of interventions are evaluated and different approaches are explored to ensure best outcomes for pupils.</p>
<p>Arrangements are in place to manage reasonable access arrangements for tests, national tests and public examinations</p>	<p>Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the pupils’ normal way of working.</p> <p>Arrangements could include:</p> <ul style="list-style-type: none"> • additional time • use of a reader/scribe/laptop • rest breaks <p>Please refer to relevant examination board guidelines. Adapted resources are used in class and assessments to support normal way of working.</p>

Expectation	Strategies
A regular cycle of Assess, Plan, Do and Review is used to ensure that pupils with SEND are making progress	<p>Pupils' strengths and barriers to learning are clearly identified. Staff are aware of pupils' starting points so that expected progress can be measured across each key stage.</p> <p>Assessment is used to inform planning and interventions. Targeted teaching takes place regularly (from weekly to daily) and is recorded to support the APDR process.</p> <p>Consideration is given for individual pupils' developmental patterns.</p>

Teaching and Learning

SEND CoP (2015)

It is the education providers responsibility to ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

Teachers must:

- set goals and outcomes that stretch and challenge learners of all backgrounds, abilities and needs
- be accountable for the attainment, progress and outcomes for all learners
- be aware of the learner's capabilities and prior knowledge and plan teaching to build on these
- demonstrate an awareness of the holistic development of learners at different stages of development
- have a clear understanding of the needs of all learners, including those with special educational needs; exceptional abilities; English as an additional language; disabilities and be able to use and evaluate distinctive evidence based teaching approaches to engage and support their holistic development

Expectation	Strategies
All Practitioners are aware of the individual needs of the learners and adapt teaching strategies accordingly:	<ul style="list-style-type: none"> • Learning Walks incorporate a focus on Inclusion and SEND • Teachers and support staff work together to identify barriers to learning and implement and review effective provision (assess, plan, do, review together) • My Support Plan (steps to achieving outcomes shared with relevant staff) • Individual Education Plan (IEP) (or similar embedded in planning and evident in environment for reference) • Pre-teaching of specific language/concepts (across all curriculum areas) • Clear and achievable objectives (understood by pupils/ referred to by staff) • Person Centred Differentiation (challenge/output/ resources/input) • Extension activity available (pupils aware of ext.) • Engagement (levels noticed by adults - pupil's dispositions and attitudes evaluated) • Evaluative questioning (open/closed/suited to needs/ thought provoking) • Assessment for Learning (AFL) and Assessment of Learning (AOL) (staff aware of cognitive ability and levels/ mini plenary) (choice facilitated/backward chaining) • Alternative methods of recording available where appropriate (for example video, voice recording, word processing) • Adequate processing time allowed (whole class approach)

Expectation	Strategies
	<ul style="list-style-type: none"> • Adults using correct level of language (Blank's model/ Information Carrying Words (ICW)) • Communication support where needed (sign/symbol/ PECs)
All Practitioners use a variety of teaching styles and appropriate resourcing which takes into consideration all learning styles	<ul style="list-style-type: none"> • Multi-sensory approach used in each lesson (teacher talk/video/IT/colour-coding/kinesthetic opportunities) • Modelling is embedded (What a Good One Looks Like (WAGOLL)) • Developmentally/age appropriate resources are used • Concrete resources are available • Interactive whiteboard is utilised
Collaboration and peer learning is facilitated and effective access to support from additional adults is facilitated	<ul style="list-style-type: none"> • Pupil voice (encouraged/valued/impacts on learning/promotes choices) • Mixed ability grouping (role-modelling/learning through teaching others) • Flexible group sizes (large/small/pairs to facilitate successful interaction) • Structured opportunities for discussions with peers/supporting adults • Seating plan (facilitates group discussions/builds upon existing relationships/enables withdrawal if necessary) • Additional adult's input is planned for and maximised (all adults aware of planning/objectives/role)
Behaviour for learning is facilitated effectively	<ul style="list-style-type: none"> • Behaviour Support Plan in place if needed and shared with all adults • Pupils have access to sensory equipment they may require (writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders and weighted blankets) • Strategies to support attention (see age appropriate provision) • Suitable working environment (workstation if necessary/levels of stimulation) • Self and mutual regulation strategies in place for child (zones of regulation/time out) • Sensory needs considered throughout session (brain breaks) • Behaviour support plan shared and Implemented effectively (consistent between staff) • Labelled use of praise • Visual flow chart of behavioural expectations (positive/consequences)

Expectation	Strategies
	<ul style="list-style-type: none">• Reward chart (personalised and developmentally appropriate)• Motivators used effectively• Visual organisational support (such as timetable/first/next board)• Visual learning support for activities (symbols/objects of reference)• Use of timers (sand timers/electronic clocks)• Clear beginning/end to activity (shared with learner)

Teaching and Learning in the Early Years

Code of Practice 2015

'Ofsted registered early years providers have a duty under the statutory framework for the Early Years Foundation Stage (EYFS) to have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with SEN or disabilities.'

If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted Hillingdon My Support Plan which should be developed through the Team Around the Child (TAC) process. This process should involve gaining the views of other professionals eg the setting's SENCO or the Early Years SEND Advisors and the child (through observation if necessary) and their family.

The summary must highlight areas where:

- strengths and good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or a disability)

Expectation	Strategies
All Practitioners are aware of the individual needs of the learners and adapt teaching strategies accordingly:	<ul style="list-style-type: none"> • My Support Plan (steps to achieving outcomes shared with relevant staff) • The child's level of understanding is reflected in the choice of visual supports used (object of reference/ photo/symbol) • Students understand the purpose and duration of the task • Now and next are used effectively, reinforced and repeated • Signals for key times of day – in a manner that is understood by the child • Pre-teaching of specific language/concepts (across all curriculum areas) • Evaluative questioning (open/closed/suited to needs/ thought provoking) • Assessment AFL and AOL (staff aware of cognitive ability and levels/mini plenary) (choice facilitated/ backward chaining) • Alternative methods of recording available where appropriate (for example video, voice recording, word-processing) • Adequate processing and response time allowed (whole class approach) • Adults using correct level of language (Blank's model/ ICW) • Imaginative play is explicitly taught • Tasks are meaningful and intrinsically motivating

Expectation	Strategies
All Practitioners use a variety of teaching styles and appropriate resourcing which takes into consideration all learning styles	<ul style="list-style-type: none"> • Multi-sensory approach used in each lesson (teacher talk/video/IT/colour-coding/kinesthetic opportunities) • Modelling is embedded (WAGOLL) • Developmentally/age appropriate resources are used • Concrete resources are available • Interactive whiteboard is utilised
Collaboration and peer learning is facilitated and effective access to support from additional adults is facilitated	<ul style="list-style-type: none"> • Pupil voice (encouraged/valued/impacts on learning/promotes choices) • Small group work tailored to developmental age • Flexible group sizes (large/small/pairs to facilitate successful interaction) • Additional adult's input is planned for and maximised (all adults aware of planning/objectives/role) • Adults join in with child's selected activity to introduce language, concepts • Effective adult/child interaction is monitored • Children are explicitly supported with appropriate peer to peer interaction • Communication support to enable child to express choice, needs and desires (sign/symbol/Picture Exchange Communication system (PECs))
Behaviour for learning is facilitated effectively	<ul style="list-style-type: none"> • Strategies to support attention (see age appropriate provision) • Suitable working environment (workstation if necessary/levels of stimulation) • Emotion recognition and contextual understanding is explicitly taught • Adults help students to recognise anxiety and negative emotions and to implement strategies to emotionally regulate themselves • Use child's special interests to promote joint attention and social communication • Sensory needs considered throughout session (brain breaks) • Behaviour support plan shared and Implemented effectively (consistent between staff) • Labelled use of praise • Visual flow chart of behavioural expectations (positive/consequences) • Reward chart (personalised and developmentally appropriate) • Motivators used effectively

Expectation	Strategies
Behaviour for learning is facilitated effectively	<ul style="list-style-type: none">• Visual organisational support (such as timetable/zoned areas)• Visual learning support for activities (symbols/objects of reference)• Use of timers (sand timers/electronic clocks)• Clear beginning/end to activity (shared with learner)

Teaching and Learning Post 16

Expectation	Strategies
<p>Learners should be effectively supported to prepare for adulthood from the earliest point possible in order to facilitate the best possible life outcomes in:</p> <ul style="list-style-type: none"> • Employment • Independent living • Health • Community participation 	<ul style="list-style-type: none"> • Children with EHCPs - From year 9 onwards the following areas should be a key focus during annual reviews: Employment and Higher Education, Good Health and Friends, Independent Living, Relationships and Community Inclusion. • Preparation for adulthood is an explicit element of planning and support for students with SEND • Practitioners are aware of pupils who need additional support for transitions and put procedures in place to ensure smooth progression. • Transition programmes are in place to support successful transfers (such as additional visits to a new setting/establishing relationship with a trusted adult). • Mentoring, taster courses and link programmes should be organised between the school and college • Preparation for adulthood is an explicit element of planning and support for young people with SEND. • Targeted support is offered to enable access to Careers Advice which is appropriate to the learner's needs and aspirations • Study programmes should be designed to enable students to progress to a higher level of study than their prior attainment • For students who are not taking qualifications, their study programme should focus on high quality work experience • Planned learning hours and (non-qualification) planned employability, enrichment and pastoral hours are recorded in the student's Individual Learner Record. • In addition to learning spent on the qualification bearing course, students can take part in enrichment, employability and pastoral activities

Environment

SEND CoP (2015)

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

Expectation	Strategies
The physical environment is adapted to meet the needs of all learners	<ul style="list-style-type: none"> • The learner's views are captured and used to inform person-centred accessibility and environmental provision for all • An Accessibility Plan is compiled, published and regularly reviewed, following the assessment of the physical accessibility of the building and individual learning spaces. • Tables and chairs are the appropriate height for the individual needs of the learners • Hand dominance is considered in seating arrangements • 'Reasonable adjustments' are made according to the learners needs
The impact of sensory difficulties are effectively controlled for in all environments	<ul style="list-style-type: none"> • Learner's sensory needs are known to all relevant staff (sensory support plans) and person-centred strategies are used effectively, such as ear-defenders • Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position • Means for regulating the level of noise in the classroom are embedded, such as use of volume-o-meter • Staff are aware of lighting in the room, for example use of natural light, glare from the board and positioning of staff and learners • Displays are meaningful, minimal and tidy and congruent colours are used to minimise visual sensory overload • Teacher desks, storage areas and free spaces are tidy and clutter free • Where applicable, label areas within the classroom to promote independence, such as whiteboards, pens • Whiteboard is clear from visual distractions such as pictures and visuals displayed around the whiteboard • Low arousal learning/concentration station in each classroom • Calm area or 'safe place' within the school • Low arousal alternatives to playtime are offered for relevant pupils

Outcomes

SEND Code of Practice section 6:1

Improving Outcomes: High aspirations and expectations for children and young people with SEN.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Expectation	Strategies
<p>When agreeing outcomes, it is important to consider both what is important to the child or young person – what they themselves want to be able to achieve – and what is important for them as judged by others with the child or young person’s best interests at heart.</p>	<ul style="list-style-type: none"> • Utilising appropriate assessments to identify needs and monitor progress • Appropriate advice is sought from external agencies ensuring a multi professional approach • Student’s individual progress is monitored through SEN support and a coordinated approach • Highlight the child’s or young person’s strengths and capacities • Parents, children and young people’s aspirations and priorities are used to set and support appropriate outcomes. • A person-centred approach is used in regular Team around the Child (TAC) meetings and reviews which are held to support ongoing assessment of outcomes and creating My Support Plans • Setting use SMART goals - Specific: Well defined, clear, and unambiguous. Measurable: With specific criteria that measure your progress towards the accomplishment of the goal. Achievable: Attainable and not impossible to achieve. Realistic: Within reach, realistic, and relevant to your life purpose. Time Bound. Therefore, a SMART goal incorporates all of these criteria to help focus efforts and increase the chances of achieving that goal and ensuring that everyone understands expectations and outcomes. • Assess Plan Do Review - Process

Engagement with Parents

SEND Code of Practice 6:2

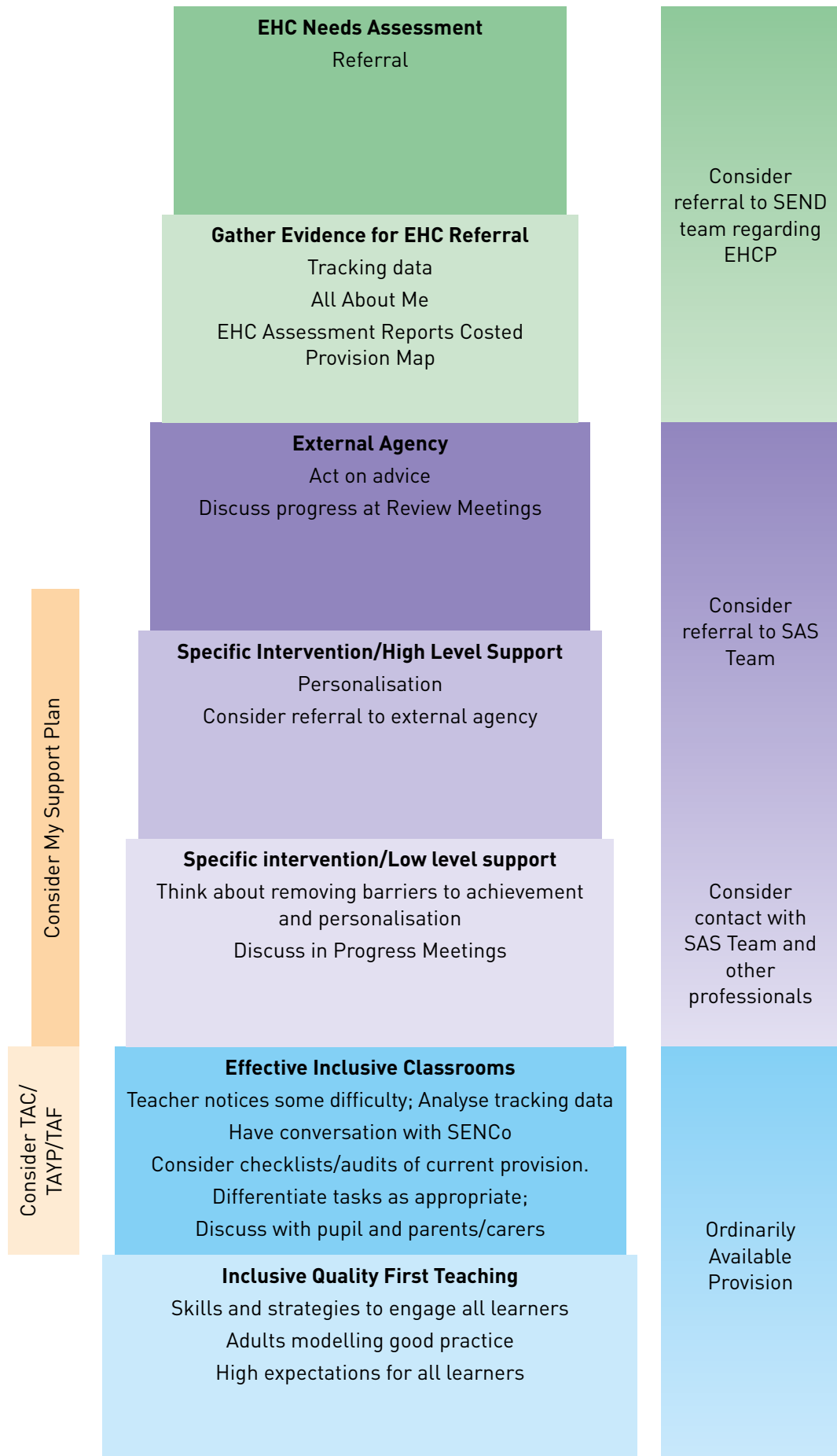
For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Expectation	Strategies
The setting works in partnership with parents/carers to ensure they are supported and involved in discussions and decisions related to their child	<ul style="list-style-type: none">• Views of the parents are taken seriously• Create an education climate that supports family involvement• Two way communication with parents using home/ school diaries and Pupil Portals• Provide one point of contact for parents and carers - SENCO• Parents, children and young people's aspirations and priorities are gathered to support Team around the Child (TAC) meetings, creating My Support Plans and are used in setting and reviewing targets.• Parents are aware of a range of communication channels available for sharing information about their child.• Setting work in partnership with parents/carers in decision making for their child.• Parents are signposted to the Local Offer• Settings work with parents, children and young people to shape provision and policies• Regular communication between home and school to discuss progress and support

Staff Development and Child/Young Person Voice

Staff Training and Development	
Expectation	Strategies
SEND professional development for staff.	<ul style="list-style-type: none"> • Acknowledge that SEND is a focus for all staff through whole school/setting SEND training. • There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. • Best practice is shared within the school and with other schools in the local area. • CPD related to SEND links to the setting 'Development Plan'. • As well as whole school SEND training, different cohorts of staff access SEND related training that is linked to their specific roles. • Where appropriate, staff have SEND CPD linked to their individual appraisal targets.
Child/Young Person Voice (child centred)	
Supporting children and young people (C/YP) to actively engage and participate in the decisions about their provision.	<ul style="list-style-type: none"> • Settings adopt a 'child-centred' approach to their SEND provision ensuring C/YP are supported to be actively engaged in key decision making. • Facilitating a collaborative and co-produced approach to how SEND provision is delivered at an individual and whole setting level. • Ensuring meetings about an individual have a dedicated component that illuminates C/YP views. • C/YP are involved in the Graduated Approach; assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies. • C/YP are helped to understand their own barriers to learning and to value their achievements. • C/YP understand and are able to contribute to the targets they are working to achieve.

Graduated Responses to SEND



Hillingdon Ordinarily Available Guidance

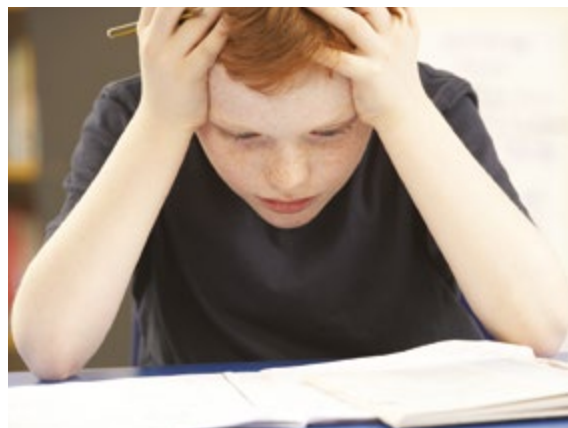
The following section contains examples of good practice to meet the needs of children and young people with SEND.

- Attention and Concentration	20
- ASC and Social Communication	23
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Hillingdon Ordinarily Available Guidance: Attention and Concentration

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.




Area of Need – Attention and Concentration

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

	Good practices, strategies and support that should be in place	Comments
Identification/ assessment of the child/young person's needs	<p>The setting recognises, and responds to, the need for learning support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances.</p> <p>Strategies to develop and extend listening and attention, including availability of distraction free environment for some teaching and learning.</p>	
Environmental support and adaptations	<p>Class and subject teachers adapt teaching style to take into account specific needs of pupils within lessons and across different subjects.</p> <p>Flexibility of approach is demonstrated by making reasonable adjustments to activities, lessons (including PE), timetables and their delivery, as necessary. This may include:</p> <ul style="list-style-type: none"> • visual timetables • use of timers, so children/young people know they only have to focus for a comfortable amount of time • individualised timetables, which may feature task checklists and Now and next boards • space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area. 	

	Good practices, strategies and support that should be in place	Comments
Approaches and strategies	<ul style="list-style-type: none"> • External aids that sum up key information on a given subject; the student can refer to the memory aid as needed. • A memory aid can take the form of a schedule for the day, a list of criteria for completing a task such as a long-term project, a flow chart for completing a writing assignment, a clock face showing the time that a student has to complete a task or even a simple, straightforward poster that is displayed in the classroom. • Repeat information and make connections to other learning concepts; • Present learning concepts in a variety of different ways, using visual aids that allow encoding. • Break the information into smaller instructional units; • Reduce the volume of work (quality vs quantity) - focus on the most important learning tasks. • Present concepts in a variety of forms, using visual supports, and auditory memory games • Allow the student to use reference tools (posters, dictionaries, lists of procedures). • Activate the student's previous knowledge; • Reword instructions, using short sentences; • Ask the student to reflect back what s/he has just heard; fill in any blanks; • Allow periods of time for review; • Personalise reference tools, memory aids, and routines; • Repeat information in a variety of ways, making connections to other concepts and visual supports. Keep new information brief and direct; repeat it concisely. • Provide reference tools such as written instructions, posters, graphic organisers; • Provide oral clues for problem-solving, writing out key words; • Repeat information in a variety of ways (visual, verbal, figure, checklist). • Support group work linked to learning areas • Support practical work with concrete/visual materials to establish concepts and • Support over-learning and revision to support child or young person who has difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills 	

	Good practices, strategies and support that should be in place	Comments
Approaches and strategies continued	<ul style="list-style-type: none"> • Backward chaining – chain parts of the task together (for example 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) 	
Further links and useful resources (such as guidance, parent/family support, websites)	Centre for Autism and ADHD Support  centre.adhdandautism.org/about/	

Hillingdon Ordinarily Available Guidance: ASC and Social Communication

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.

Area of Need – Autism Spectrum Conditions (ASC) and Social Communication Needs

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.






	Good practices, strategies and support that should be in place	Comments
Identification/ assessment of the child/young person's needs	<p>The setting recognises, and responds to, the need for learning support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances.</p> <p>Staff are aware of the strengths and differences associated with autism in general and with each individual pupil</p> <p>The school obtains information about the C/YP and disseminates this to all relevant staff using pupil profile or passports where appropriate</p> <p>Information is collected from pupils themselves, parents/ carers, previous settings and other agencies</p> <p>Staff are able to recognise pupils' strengths and interests and consider these when planning:</p> <ul style="list-style-type: none"> • topics infused with pupils' interests • pupils' priorities, strengths and interests are considered when setting targets <p>Staff are made aware of conditions that co-occur alongside autism, and they are aware of how to access support for individual pupils with a range of needs</p> <p>Staff need to establish an accurate student profile on which to base educational planning. Assessment of ASC pupils needs to be individualised and rely on careful observation and identification of areas of interest</p>	

	Good practices, strategies and support that should be in place	Comments
Environmental support and adaptations	<ul style="list-style-type: none"> • C/YP will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities • Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful • Staff are skilled in adjusting the pace and order of activities to maintain interest and attention • C/YP to access to specialist resources, such as fiddle toys, stress balls, OT seating like ball chairs, pencil grips, OT cushions, weighted equipment • Consideration to the environment, for example distraction free, visually presented, structured and ordered, low arousal, soft furnishings both in the SRP and mainstream environment 	
Approaches and strategies	<ul style="list-style-type: none"> • Difficulties saying what they want to and being understood: <ul style="list-style-type: none"> • Modelling language • Small group or individual language sessions • Language programme devised by a SALT or via use of Solent Therapies Pack • Allow time for child to process and respond (10 second rule) • Introduce a variety of language through rhymes, songs • All attempts to speak are supported • Providing an additional method of communicating, such as use of ICT, symbol communication (including Signalong, PECS) • Difficulties understanding what is being communicated to the C/YP: <ul style="list-style-type: none"> • Consider how many information carrying words a child can manage when giving instructions • Tailor delivery style according to the learner's needs such as "bossy talk" (give name and clear short instruction) or language modification techniques • Provide visual prompts if necessary including key vocabulary and visual timetables • Extra time to process what has been said • Allow take up time to process information • Think about the environment and limiting any distractions • Check you have engaged the child's attention before talking to them, use their name • Check that hearing has been tested • Pre-teaching of topic vocabulary 	

	Good practices, strategies and support that should be in place	Comments
<p>Approaches and strategies continued</p>	<ul style="list-style-type: none"> • Use of 'first, then, next...' • Access to an oral language modifier for assessments • C/YP does not understand or use social rules of communication: <ul style="list-style-type: none"> • Modelling/role play • Small group sessions (for example, circle of friends) • Social stories • Prompts – symbols, signing systems • Now (you are doing this) and Next (you are going to be doing that) boards • Difficulties with language/Difficulties with communication: <ul style="list-style-type: none"> • Use the child's name first to draw their attention, followed by key word instructions, such as Jamie, stop. • Simple instructions (avoiding idioms) • Using literal language (avoiding sarcasm and figures of speech) • Use of symbol communication such as Picture Exchange Communication System (PECS) • Awareness of what would be an appropriate tone of voice (calm, not too loud) • Awareness of what would be 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) • Difficulties with imagination <ul style="list-style-type: none"> • Role play and drama, use of props such as puppets • Modelling • Story telling • Photos used to talk through what might be happening • Difficulty with social communication and developing relationships <ul style="list-style-type: none"> • Small group/1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Anxiety in busy unpredictable environments <ul style="list-style-type: none"> • Preparation for change of activity or routine • Small group/1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Regular mentor support, including adults or peers • Visual timetable to be used in setting/school • Sensitivity to sensory stimuli: <ul style="list-style-type: none"> • Sensory breaks and snacks 	

	Good practices, strategies and support that should be in place	Comments
<p>Approaches and strategies continued</p>	<ul style="list-style-type: none"> • Flexibility with uniform policy • Consideration to the environment, including noise, room temperature, visual stimuli, proximity • Flexible approach to transitions, such as between lessons and to and from school • Access to a safe haven • Physical outbursts causing harm to others and/or to self and/or damage to property: <ul style="list-style-type: none"> • A consistent approach to managing individuals with “reasonable adjustments” made • Understanding the frequency and location of triggers • Communication with families about what might be happening at home (like divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff • Preventative strategies in place • Safe area/reflection room • Appropriate de-escalation strategies in place (such as time out cards) • Risk management plan • Reintegration plans • A clear plan of action, agreed with parents with regard to physical intervention • Staff recognise emotional needs and provide support for emotional regulation using: <ul style="list-style-type: none"> • Emotional regulation schemes, such as The Zones of Regulation or The Incredible 5 Point Scale • Access to physical activity • Sensory activities • Calm/withdrawal spaces • Reduced demands/reduced language • Emotion symbols/pictures (like emotion keyrings) • Limited attention span compared to developmentally appropriate milestones: <ul style="list-style-type: none"> • Regular, short breaks • Differentiation • Chunking, breaking tasks down • Visual timetables • Backward chaining – chain parts of the task together (for example, 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) • Named instructions • Asking the child to repeat back what activity they are going to do 	

	Good practices, strategies and support that should be in place	Comments
Approaches and strategies continued	<ul style="list-style-type: none"> • Use of timers, so they know they only have to focus for a comfortable amount of time • Individualised timetables 	
Further links and useful resources (such as guidance, parent/family support, websites)	<p>Signposting parents to the local offer/connect to support and supporting them with applying for parenting courses eg Cygnets and Early Bird.</p> <p>Signposting families to local support groups for example:</p> <p>Hillingdon Autistic Care and Support  www.hacs.org.uk</p> <p>Centre for Autism and ADHD Support  centre.adhdandautism.org/about/</p> <p>National Autistic Society  www.autism.org.uk</p>	

Hillingdon Ordinarily Available Guidance: Executive Functioning and Working Memory

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.






Area of Need – Executive Functioning/ Working Memory

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

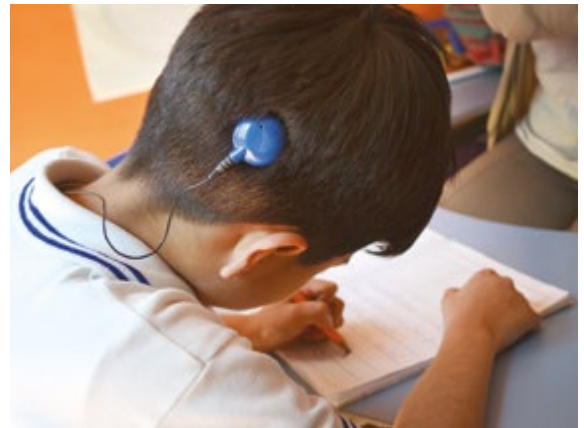
	Good practices, strategies and support that should be in place	Comments
Identification/ assessment of the child/young person's needs	<p>The setting recognises, and responds to, the need for learning support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances.</p> <p>Teachers develop a range of concrete materials to establish skills</p> <p>Observational assessments of learning and emotional responses to different learning contexts.</p> <p>Assessment over time, using structured and robust programmes to develop specific skills.</p>	
Environmental support and adaptations	<p>Staff plan interventions and monitor progress and engage with the C/YP and parents.</p> <p>Staff identify and help the C/YP to understand their learning strengths and weaknesses</p> <p>Teaching Assistants (TAs) supported to develop skills, and monitored by the SENCO in delivering daily programmes</p> <p>Class and subject teachers understand approaches to meeting the needs of child or young person with attention or concentration needs, and the use of multi-sensory teaching approaches.</p> <p>Strategies and support materials to help compensate for weaker executive functioning.</p>	

	Good practices, strategies and support that should be in place	Comments
Environmental support and adaptations continued	<p>Use of visuals to support a student to process auditory information.</p> <p>An environment with minimal distractions.</p>	
Approaches and strategies	<ul style="list-style-type: none"> • External aids that sum up key information on a given subject; the student can refer to the memory aid as needed. • A memory aid can take the form of a schedule for the day, a list of criteria for completing a task such as a long-term project, a flow chart for completing a writing assignment, a clock face showing the time that a student has to complete a task or even a simple, straightforward poster that is displayed in the classroom. • Repeat information and make connections to other learning concepts. • Present learning concepts in a variety of different ways, using visual aids that allow encoding. • Break the information into smaller instructional units; • Reduce the volume of work (quality vs quantity) - focus on the most important learning tasks. • Present concepts in a variety of forms, using visual supports, and auditory memory games. • Allow the student to use reference tools (posters, dictionaries, lists of procedures). • Activate the student's previous knowledge. • Reword instructions, using short sentences. • Ask the student to reflect back what s/he has just heard; fill in any blanks. • Allow periods of time for review. • Personalise reference tools, memory aids, and routines. • Repeat information in a variety of ways, making connections to other concepts and visual supports. Keep new information brief and direct; repeat it concisely. • Provide reference tools such as written instructions, posters, graphic organisers; • Provide oral clues for problem-solving, writing out key words; • Repeat information in a variety of ways (visual, verbal, figure, checklist). • Support group work linked to learning areas 	

	Good practices, strategies and support that should be in place	Comments
<p>Approaches and strategies continued</p>	<ul style="list-style-type: none"> • Support practical work with concrete/visual materials to establish concepts and • Support over-learning and revision to support child or young person who has difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills. 	
<p>Further links and useful resources (such as guidance, parent/family support, websites)</p>	<p>Signposting parents to the local offer/connect to support and supporting them with applying for parenting courses eg Cygnets and Early Bird.</p> <p>Signposting families to local support groups for example:</p> <p>Hillingdon Autistic Care and Support  www.hacs.org.uk</p> <p>Centre for Autism and ADHD Support  centre.adhdandautism.org/about/</p> <p>National Autistic Society  www.autism.org.uk</p>	

Hillingdon Ordinarily Available Guidance: Hearing Impairment

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.






Area of Need – Hearing Impairment (HI)

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

	Good practices, strategies and support that should be in place	Comments
<p>Identification/ assessment of the child/young person's needs</p>	<p>The setting recognises, and responds to, the need for learning support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances.</p> <p>All school staff who teach or have contact with the child or young person, should know about and understand the child or young person's hearing loss or deafness, and its implications for their learning, in particular on:</p> <ul style="list-style-type: none"> • educational progress • attention and focus, and distractibility • communication skills, especially reading and writing • their ability to understand and be comfortable in the educational environment • social contact and interaction with peers • self-esteem and emotional well-being <p>A monitoring system should be in place to assess C/YP need, identify outcomes, implement support and monitor and evaluate progress.</p> <ul style="list-style-type: none"> • Mainstream class • Full inclusion within National Curriculum • Main provision by class/subject teacher • Must have attention to seating, lighting and acoustics in the classroom <p>Planning should involve consideration of acoustic and sound properties in school.</p>	

	Good practices, strategies and support that should be in place	Comments
Environmental support and adaptations	<p>Ensure that the delivery of the curriculum is accessible for the pupil with a hearing loss.</p> <p>A system of protocol is in place so that hearing aids and any additional hearing technology (such as radio aids) can be kept safely and securely and maintained appropriately (for instance if batteries need to be replaced or equipment needs charging).</p> <p>Consider purchasing specialist equipment or software, for example, a soundfield system or subtitling software.</p> <p>Manage the acoustic and visual environment in class keeping background noise to a minimum</p> <p>Ensure that there are not too many visual distractions</p> <p>Position C/YP appropriately for different activities – in consultation with them</p>	
Approaches and strategies	<p>As part of supporting a pupil with a hearing impairment the school:</p> <ul style="list-style-type: none"> • liaises with the Advisory Teacher of the Deaf to assess pupil's need and identify areas of difficulty • identifies (with support from the Advisory Teacher of the Deaf) specific strategies to reduce the impact of the hearing loss on learning. <p>Differentiated classroom activities to reflect the pupil's individual needs and ensure full access to and participation in all activities.</p> <p>Encourage and facilitate social interaction with peers, explaining to other pupils, if necessary and appropriate, how they can ensure their peer can hear and understand what they are saying. Settings may facilitate communication between pupils in a modified or adjusted manner.</p> <p>Consider access arrangements for assessments and exams.</p> <p>Promote positive attitudes towards deaf and hearing impaired people within the school environment with advice from the HI specialist.</p> <p>Staff attend training delivered by the HI specialist.</p> <p>Ensure that the C/YP can see your face so he/she can lip-read</p> <p>Make use of facial expression/body language and gestures to support what you say and as much as possible</p>	

	Good practices, strategies and support that should be in place	Comments
<p>Approaches and strategies continued</p>	<p>Get the C/YP's attention – make eye contact – before speaking</p> <p>Stand still when speaking</p> <p>Introduce the lesson at the beginning using visual cues/ key words</p> <p>Present lesson content using visuals such as objects, pictures, diagrams and/or keywords on the board</p> <p>Ensure that the deaf C/YP has access to what the other pupils say, such as repeat/rephrase the answers given by others or ask them to speak at the front</p> <p>Check that a task has been understood before the C/YP begins, for example 'tell me/show me what you have to do'</p> <p>Recap the main points at the end of a task/lesson and provide an opportunity for the C/YP to show that they have understood</p> <p>Get feedback from the C/YP regularly to monitor their access to lessons</p>	
<p>Further links and useful resources (such as guidance, parent/family support, websites)</p>	<p>The NDCS (National Deaf Children's Society) provides information, advice and support for deaf/hearing impaired C/YP, their families and settings.</p> <p>Further helpful information for C/YP can be found at:  www.ndcs.org.uk/our-services/deaf-children-and-young-people-8-18/</p> <p>Further helpful information for families can be found at:  www.ndcs.org.uk/our-services/services-for-families/</p> <p>Further helpful information for education professionals can be found at:  www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/</p> <p>Recommended NDCS written resources for education professionals:</p> <ul style="list-style-type: none"> • <i>Supporting the achievement of hearing impaired children in early years settings</i> • <i>Supporting the achievement of deaf children in primary schools</i> • <i>Supporting the achievement of deaf children in secondary schools</i> • <i>Supporting the achievement of hearing impaired children in special schools</i> 	

	Good practices, strategies and support that should be in place	Comments
<p>Further links and useful resources (such as guidance, parent/family support, websites) continued</p>	<p>The 'Here to Learn' video playlist is also available to help education professionals meet the needs of deaf/hearing impaired C/YP in their setting.</p> <p> www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/here-to-learn/watch-our-here-to-learn-videos/</p>	

Hillingdon Ordinarily Available Guidance: Multi-Sensory Impairment

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.





Area of Need – Multi-Sensory Impairment (MSI)

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting’s offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

	Good practices, strategies and support that should be in place	Comments
Identification/ assessment of the child/young person’s needs	<p>Practitioners should be aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice</p> <p>Individualised and/or small group planning and programmes in more than one curriculum area.</p> <p>Specific assessments are undertaken to establish the degree of potential implications for and impact on curriculum access.</p> <p>Assessments may include:</p> <p>Physical disability: scope of disability, physical restriction, mobility, independence, self-care, communication, therapy needs</p> <p>Learners’ views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.</p>	
Environmental support and adaptations	<p>The physical environment is adapted to meet the needs of learners.</p> <p>The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is on the school’s website and “reasonable adjustments” are made according to individual needs.</p> <p>Careful consideration is given to the position of child or young person with MSI in the classroom to allow for</p>	

	Good practices, strategies and support that should be in place	Comments
Environmental support and adaptations continued	<p>maximum independence of movement/access to resources and equipment.</p> <p>Learning areas and resources that are clearly defined and labelled with pictures and words.</p> <p>Space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area.</p>	
Approaches and strategies	<p>Individualised and/or small group planning and programmes in more than one curriculum area.</p> <p>Use of steps-to success or similar to promote independence, scaffold and support learners.</p> <p>Small group work facilitated by an adult, within the classroom or on a withdrawal basis.</p> <p>Visual/audio demonstrations and visual cues/audio commentary are used.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>The pace and order of activities is varied to maintain interest and attention of all pupils.</p>	
Further links and useful resources (such as guidance, parent/family support, websites)	<p>SENSE provides information, advice and support for Multi Sensory Impaired C/YP, their families and settings.</p> <p>Further helpful information for C/YP can be found at:</p> <p> www.sense.org.uk/</p> <p> www.sense.org.uk/get-support/information-and-advice/</p>	

Hillingdon Ordinarily Available Guidance: Physical Difficulties

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.



Area of Need – Physical Difficulties (PD)

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

	Good practices, strategies and support that should be in place	Comments
<p>Identification/ assessment of the child/young person's needs</p>	<p>Settings provide accessible policies that are reviewed regularly and communicated/distributed effectively to meet the PD needs of their community.</p> <p>All staff, including supply and new staff, are informed about the needs of students with PD and medical needs through an induction programme, ensuring that these staff know how to support the needs of PD child/young person.</p> <p>Personalised plans generated in response to assessments and include as relevant access arrangements, health care plans and risk assessments. Plans may take into account;</p> <ul style="list-style-type: none"> • supervision arrangements at unstructured times • administration of any medicines • support to address personal needs such as toileting • environmental audit to inform any necessary adjustments (such as ramps or rails) • fire evacuation and medical emergency plans <p>To initiate and review a health care plan to address the student's needs and emergency procedures.</p> <p>The physical difficulties of C/YP are identified effectively, communicated with relevant staff and documented in an appropriate support plan.</p> <p>Specific assessments are undertaken to establish the degree of potential implications for and impact on</p>	

	Good practices, strategies and support that should be in place	Comments
<p>Identification/ assessment of the child/young person's needs continued</p>	<p>curriculum access. Assessments may include: Physical disability: scope of disability, physical restriction, pain, mobility, independence, self-care, communication, therapy, and sensory needs.</p> <p>Input at class and whole school level to raise peer awareness of the nature of different impairments and the support they can offer. Pupils and parents are actively engaged in decision making and planning for ongoing provision.</p>	
<p>Environmental support and adaptations</p>	<p>Clearly defined spaces/areas for personal equipment and places of withdrawal are identified and available for therapies, developmental programmes, and/or special arrangement for personal hygiene.</p> <p>Careful consideration is given to the position of child or young person with PD in the classroom to allow for maximum independence of movement/access to resources and equipment.</p> <p>Reasonable adjustments and adaptations are made to the curriculum and the school environment including specialist equipment such as seating and/or tables.</p> <p>Access Audits completed. Up-to-date Access Plans are available on the school's website.</p> <p>Schools Access Plan in place with clear identified actions and reviewed accordingly. Introduction of items such as specialist seating, height adjustable work benches to facilitate access.</p> <p>Furniture organised to allow ease of wheelchair access and appropriate proximity to technology.</p> <p>Review of pupil seating arrangements to ensure good posture management and easy access to support and teacher input.</p> <p>Pupil seating arrangements also need to be reviewed to ensure good posture management when the child is eating, for example, to avoid the risk of choking.</p> <p>Careful positioning of specialist equipment and resources to ensure optimal usage.</p>	

	Good practices, strategies and support that should be in place	Comments
Approaches and strategies continued	<p>Class and subject teachers adapt teaching style to take into account specific needs of pupils within lessons and across different subjects.</p> <p>Flexibility of approach is demonstrated by making reasonable adjustments to activities, lessons (including PE), timetables and their delivery, as necessary.</p> <p>Pupils have full access to school trips/learning outside of the classroom.</p> <p>Flexible grouping arrangements to facilitate both peer and adult support to improve access to the curriculum and encourage independent learning.</p> <p>Teaching takes account of physical and medical needs, and outcomes are differentiated to allow for a focus on developing their targets.</p> <p>Adults look for signs of fatigue or frustrations during different lessons or subjects or at parts of the day or week.</p> <p>Ability to develop positive peer interactions, especially during unstructured times such as the lunch break. Specific activities are in place to overcome physical difficulties, for example reducing written work.</p> <p>The curriculum actively promotes positive attitudes to disability. Alternative ways of recording are used across the curriculum including the daily use of laptop/tablets.</p> <p>Additional access to ICT, specialist aids and adaptation to facilitate access to the curriculum. Pace of lessons adjusted with rest breaks built in as required.</p> <p>Differentiation techniques are widely used to promote full access to practical activities. The curriculum addresses learning needs (including styles of learning and uneven ability profiles) as well as their emotional wellbeing, their communication needs and life skills.</p>	
Personal care	<p>Assistance with the management of toileting needs should be provided sensitively to allow maximum access to the curriculum, the whole life of the school, and dignity in front of staff and peers.</p> <p>Responsibility to meet the needs of pupils with delayed personal development; disabled children should not be excluded from any activity due to incontinence, sent home to change, or parents expected to attend school to deal with toileting needs.</p>	

	Good practices, strategies and support that should be in place	Comments
Personal care continued	<p>Flexible support available; staff who provide intimate care are trained in personal care (eg health and safety training in moving and handling) according to the needs of the pupil.</p> <p>Staff should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.</p> <p>There must be careful communication with each pupil who needs help with intimate care in line with their preferred means of communication (such as verbal, symbolic) to discuss their needs and preferences. Permission for intimate care should always be sought at an age/developmental appropriate level before starting an intimate procedure.</p> <p>Any adults assisting with intimate care should be employees of the school. Trained staff should be available to cover for absences.</p> <p>Pupils may need assistance with eating, using adapted cutlery/seating/equipment.</p> <p>Some pupils may require tube feeding. For these children, staff need to be trained in how to tube feed, ensuring they are following the health and safety and hygiene standards. The tube needs to be flushed before and after feeds, and before and after administering medication. The adult's hands need to be washed prior to feeding.</p> <p>Setting provides effective and sensitive support to ensure individual personal needs care are met and the C/YP is treated in a dignified and respectful way.</p>	

Hillingdon Ordinarily Available Guidance: Social, Emotional and Mental Health

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.

Area of Need – Social, Emotional and Mental Health (SEMH)

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.



	Good practices, strategies and support that should be in place	Comments
Identification/ assessment of the child/young person's needs	<p>The setting recognises, and responds to, the need for pastoral support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances</p> <p>Appropriate referrals to and advice sought from:</p> <ul style="list-style-type: none"> • Advisory Teacher • Educational Psychologist • Mental Health Professionals (eg Child Adolescent Mental Health Service (CAMHS)/CAMHS in Schools) • Medical professionals such as a GP, paediatrician) • Early Help <p>Close liaison with relevant professionals and implementation of advice and strategies through the Assess, Plan, Do, Review cycle.</p> <p>Awareness that pupils with SEND are vulnerable to bullying and ensuring that an appropriate level of support and monitoring is in place.</p> <p>PSHE is used to draw attention to and develop wellbeing, resilience and emotional literacy.</p> <p>Pastoral support arrangements aim to enhance self-esteem, build confidence and enable anxiety management, providing opportunities to use specific approaches, such as buddying, rewards, responsibilities.</p>	

	Good practices, strategies and support that should be in place	Comments
Identification/ assessment of the child/young person's needs continued	<p>Recording, tracking and analysis of behaviour, such as ABC, functional analysis</p> <p>CPD for staff to understand and manage pupils with SEMH needs.</p>	
Environmental support and adaptations	<p>Pupils feel safe and valued and are able to share their opinions and concerns.</p> <p>There is a calm and purposeful climate for learning where pupils feel they belong and their contributions are valid.</p> <p>Peer awareness and sensitivity to difference (including SEND) are promoted at a whole school level.</p> <p>Pupils can identify an agreed safe space.</p> <p>Pupils can identify named adults/key workers when required. Language used in the classroom promotes positive relationships (such as restorative approaches, emotion coaching).</p> <p>In-school systems are in place to gather pupils' views, such as School Councils.</p> <p>A whole school behaviour policy with robust procedures.</p> <p>A whole school PSHE curriculum that supports social and emotional development, and mental health and wellbeing of all pupils and the wider community.</p> <p>Risk assessments in place and reviewed where appropriate.</p> <p>Behaviour management plans implemented and reviewed after significant incidents.</p> <p>Pastoral support plans implemented for pupils at risk of exclusion.</p> <p>Early identification of school anxiety and implementation of support procedures.</p> <p>A range of different ways for pupils to share worries and concerns with adults in the school.</p>	
Approaches and strategies	<p>A flexible approach to curriculum delivery which takes into account the pupils needs and strengths, their preferred ways of learning, the range of subjects studied and a more personalised approach to the timetable</p> <p>Opportunities to build social relationships naturally as part of the school day, such as shared interest clubs or activities.</p>	

	Good practices, strategies and support that should be in place	Comments
<p>Approaches and strategies continued</p>	<p>Pupils are consulted on what to do in their free time (such as at break and lunchtimes) both inside and outdoors, and are supported, as appropriate, by the provision of activities and opportunities for games and interactions with others.</p> <p>Small group intervention programmes to support self regulation/self management skills</p> <p>Access to evidence based interventions, such as emotion coaching, motivational interviewing, mindfulness</p> <p>Identifies places within the classroom or school for withdrawal/calming/respice</p> <p>Key adults identified to support/mentor identified pupils</p> <p>Alternative placements, such as college courses at KS4</p> <p>A range of social and recreational activities are available with supervision and support as required.</p>	
<p>Further links and useful resources (such as guidance, parent/family support, websites)</p>	<p>The SEN Information Report is accessible and on the settings' website.</p> <p>This is reviewed on an annual basis.</p> <p>Parents and carers are signposted to the Hillingdon Local Offer children.connecttosupporthillington.org/s4s/WhereILive/Council?pagelid=3552 and this is referenced on the setting's website.</p> <p>Parents and carers are aware of how they can communicate any information about their child and who they should contact.</p> <p>Home-school communication channels are specified and understood by all.</p> <p>Use of Early Help Assessment</p> <p>Consultation with the MASH (Multi Agency Safeguarding Hub)</p> <p>Educational Psychology Team</p> <p>Professional consultation with CAMHS Single Point of Access (SPA)</p> <p>Schools Nursing Service</p> <p>Advice from Hillingdon Participation Team when considering the use of part-time timetables and virtual school or SEN team for Looked After Children or learners with an EHCP.</p>	

Hillingdon Ordinarily Available Guidance: Speech, Language and Communication

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.

Area of Need – Speech, Language and Communication (SLCN)

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.


Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.



	Good practices, strategies and support that should be in place	Comments
<p>Identification/ assessment of the child/young person's needs</p>	<p>The setting recognises, and responds to, the need for learning support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances.</p> <p>The use of an assessment tool which highlights the strengths and needs of the child/young person, enables the school to provide appropriate support and strategies and monitor progress.</p> <p>Assessment tools appropriate for this area of need include:</p> <ul style="list-style-type: none"> • Language Link – Infants • Language Link – Junior • Speech Link • The Speech and Language Development Tool (pre-school/nursery aged children) (available on Hillingdon Talks website) • Blacksheep Press screen Pupil Language Profile (school nursery) • Ages and stages on ICAN's Talking Point (link on Hillingdon Talks website www.cnwl.nhs.uk/hillingdon-talks-moves-plays/) 	

	Good practices, strategies and support that should be in place	Comments
Environmental support and adaptations	<ul style="list-style-type: none"> • Visual timetables in classrooms and referred to during lessons. Items completed are removed from the timetable/ticked off. Consistency of format and use between classes (primary) • Written and numbered outline of what is going to happen in the lesson for the whole class. Tasks ticked off as they are completed (junior and secondary) • Now and next boards as needed for individual C/YP • Tasks broken down into step by step written and numbered instructions for the whole class (junior and secondary) • Tasks broken down into detailed step by step written and numbered instructions on C/YP's personal small white board (junior and secondary) • Clear routines and warnings/preparations for changes • Quiet areas for down time for when a C/YP is feeling overwhelmed and for small group work • Use of time-out cards for C/YP before they feel overwhelmed and are at risk of having a melt-down (linked in with below) (junior and secondary) • Use of strategies to support emotional regulation and awareness, such as the Amazing 5 point scale, Zones of Regulation, Blobtree for use with individual C/YP and whole classes • Good listening skills promoted across the class/school and referred to in lessons – staff to wear good listening skill symbols on their lanyard (such as good sitting, good looking, good thinking) • Use of movement breaks to support C/YP who find it difficult to retain focus if sitting for too long • Good transition planning when moving year groups – ensuring that advice/strategies are passed on with the child to the new teacher and child has opportunities to visit new class/setting • Clear and consistent classroom rules • Verbal information broken down into smaller chunks and repeated as needed • Allowing additional time for the C/YP to respond • Differentiated questioning (see Blank levels) and ensuring “hands down” approach so that all children have an opportunity to answer questions at their own level and can achieve success • Encouraging and praising all C/YP for asking for help/clarification. Viewing this as positive “growth mindset” thinking. 	

	Good practices, strategies and support that should be in place	Comments
Environmental support and adaptations continued	<ul style="list-style-type: none"> • Optimum use of visual support to back up verbal information eg. practical demonstrations, pointing, miming, hands on learning, pictures and props, Google images, YouTube clips • Making use of Adult Child Interaction skills eg. commenting on what the child is doing, modelling simple language, repeating back and expanding the child's language, getting down to the child's level, using open ended questions (4 comments and 1 question rule of thumb) (nursery and infant) • Use of word maps to teach whole class new vocabulary – which focus on the sound of the word as well as the meaning • Encouraging all C/YP to underline words that they do not understand in lessons (junior and secondary) • Use of writing frames to help structure written work – with paragraph headings, points to include, key vocabulary (junior and secondary) • Use of story planners to help plan and structure story writing eg. Story Mountain • Frequent opportunities to talk through answers, stories etc before being asked to write them down – in order to formulate, refine and develop ideas and sentences • Regular checking on C/YP during the lesson to ask them what they are doing and to offer further support as needed • Use of timers to help C/YP know how long they have to complete a task – and to help them transition between tasks • Sitting C/YP with supportive peers and usually near the front of the class • Adult sorting out “groups” to ensure that vulnerable C/YP are in supportive groups and are not left out • “Safe places” to go at break and lunch times for children who find interacting in the playground stressful, for example lunch clubs, monitor jobs such as tidying the library. • Use of differentiated homework with clear information and instructions to ensure that children/YP can succeed. 	

	Good practices, strategies and support that should be in place	Comments
Approaches and strategies	<p>For C/YP who require targeted support, evidence-based interventions addressing their area of need, should be implemented. Examples of intervention may include:</p> <ul style="list-style-type: none"> • Attention Hillingdon! • Language Link groups – infant and junior • Talking boxes – in nursery <p>Once modelled by Speech and Language Therapist or Language Advisor (if needed):</p> <ul style="list-style-type: none"> • Lego therapy groups • Social skills groups, such as Talkabout, School Talk packs • Narrative groups such as Blacksheep Press Speaking and Listening Through Narrative, Blacksheep Press Nursery Narrative, Story Mountain planner (see School Talk Packs) • Social stories • Comic Strip Conversations • Auditory memory strategies, such as School Talk packs, Blacksheep Press Auditory Memory • Verbal reasoning skills, such as Language for Thinking • Attention and listening, such as Attention Hillingdon!/ Bucket Time, Blacksheep Press Language Through Listening • Vocabulary groups, such as word maps, Word Aware • Key word language groups (1 Information Carrying Word, 2 ICW, 3 ICW) (School Talk Packs) • Reading comprehension strategy groups (junior and secondary) (School Talk Packs) • Higher level language groups eg. idioms, jokes, similes (secondary) • Transition groups for Year 6 such as Blacksheep Press Secondary School Readiness – Transition to Secondary School 	
Further links and useful resources (such as guidance, parent/ family support, websites)	<p>Hillingdon Talks, Moves and Plays website  www.cnwl.nhs.uk/hillingdon-talks-moves-plays/</p> <p>Available on the website including:</p> <ul style="list-style-type: none"> • Nursery Talk Pack • School Talk – Infants Pack • School Talk – Juniors Pack • School Talk- Secondary Pack • Let’s Get Talking • Videos 	

	Good practices, strategies and support that should be in place	Comments
<p>Further links and useful resources (such as guidance, parent/family support, websites) continued</p>	<ul style="list-style-type: none"> • Advice sheets for parents • Advice sheets for teachers • List of useful websites • List of useful support groups <p>School Talk packs contain recommended/suggested resources for schools</p> <ul style="list-style-type: none"> • Language Link – Infants • Language Link – Juniors • Language Link - Secondary <p>Further evidence based interventions can be accessed at the following websites:</p> <p> www.thecommunicationtrust.org.uk/whatworks</p> <p> educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	

Hillingdon Ordinarily Available Guidance: Specific Learning Difficulties

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.

Area of Need – Specific Learning Difficulty (Literacy/Numeracy difficulties) (SpLD)


This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.



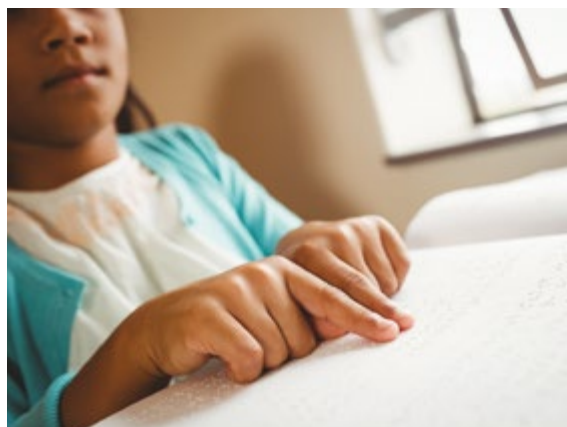
	Good practices, strategies and support that should be in place	Comments
Identification/ assessment of the child/young person's needs	<p>The setting recognises, and responds to, the need for learning support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances.</p> <p>Appropriate and informed application of recognised individual reading, spelling, numeracy test.</p> <p>Observational assessments of learning and emotional responses to different learning contexts.</p> <p>Assessment over time, using structured and robust programmes to develop specific skills.</p>	
Environmental support and adaptations	<p>Staff are skilled and able to develop their awareness of all specific learning difficulties (SpLD).</p> <p>Skilled staff can plan interventions and monitor progress and engage with child and parents.</p> <p>Skilled staff can identify and help the child or young person to understand their learning strengths and weaknesses.</p> <p>Teaching Assistants (TAs) supported to develop skills, and monitored by the SENCO in delivering daily programmes.</p> <p>Class and subject teachers understand approaches to meeting the needs of child or young person with SpLD and the use of multi-sensory teaching approaches.</p>	

	Good practices, strategies and support that should be in place	Comments
<p>Environmental support and adaptations continued</p>	<p>Access to a specialist teacher who has followed a recognised course of training (with appropriate accreditation and/or experience) in effective practice in the teaching and assessment of child or young person with SpLD.</p> <p>All teachers will be aware of the implications and impact of specific learning difficulties on the way a child or young person learns. Teachers adapt curriculum planning and delivery to accommodate the child or young person's preferred way of learning.</p>	
<p>Approaches and strategies</p>	<p>A structured approach to teaching reading and phonics.</p> <p>A structured approach to teaching spelling.</p> <p>Addressing a variety of learning styles within a lesson.</p> <p>The use of multi-sensory teaching strategies including visual structure.</p> <p>Allowing the employment of various methods of recording encouraged, such as mind mapping, ICT.</p> <p>Ensuring child strengths as well as difficulties are known to all those working with the child.</p> <p>Giving study skills support (age appropriate).</p> <p>Pre-planning of lessons and differentiation of delivery and written task expectations.</p> <p>Differentiated reading prompts and materials.</p> <p>Differentiated and carefully presented numeracy tasks.</p> <p>Strategies and support materials to help compensate for weak working memory.</p> <p>Individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets. This might include some bespoke timetabled sessions with regular access to individual teaching.</p> <p>Access to programmes to develop sequencing and organisational skills</p> <p>Activities to develop fluent handwriting using a structured programme and addressing underlying fine motor skills and/or opportunities to develop word-processing skills</p> <p>Access to specialist teaching and learning programmes for literacy difficulties, which are multi-sensory, well structured with opportunities for repetition and consolidation of skills.</p>	

	Good practices, strategies and support that should be in place	Comments
Approaches and strategies continued	<p>Small group and/or individual teaching using structured cumulative materials to develop basic skills.</p> <p>Multi-sensory teaching strategies, such as a focus on phonological awareness, a motor skills programme.</p> <p>Developmentally appropriate materials, such as audio books.</p> <p>Functional literacy and numeracy focus at upper KS2 onwards if appropriate.</p> <p>Child or young person will have access to an additional adult who can provide regular support to:</p> <ul style="list-style-type: none"> • develop attention and listening skills • support group work linked to learning areas • support practical work with concrete/visual materials to establish concepts and • support over-learning and revision to support child or young person who has difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills 	
Further links and useful resources (such as guidance, parent/family support, websites)	<p>Opportunities for alternative forms of recording which enable child or young person to demonstrate knowledge without the requirement for an extended written response.</p> <p>Evidence based interventions: for example, reference to Brooks (2013) systematic review and evaluation of literacy interventions:  www.interventionsforliteracy.org.uk/widgets_GregBrooks/What_works_for_children_fourth_ed.pdf</p>	

Hillingdon Ordinarily Available Guidance: Visual Impairment

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs (SEN) and/or disabilities.









Area of Need – Visual Impairment (VI)

This section outlines the expectations on our schools and settings for the provision and support that should be in place according to the individual needs of children and young people.

Much of the provision in this section will be integral to a school or setting's offer for **all** children and outlines the practices and adaptations that should be included consistent with quality first teaching. The provision and strategies outlined here may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

	Good practices, strategies and support that should be in place	Comments
Identification/ assessment of the child/young person's needs	<p>Lesson planning should include evidence of differentiation to meet the specific vision access needs of any C/YP.</p> <p>Advice and strategies provided by the QTVI (Qualified Teacher of the Visually Impaired) may be used or referred to when planning lessons and transition activities.</p> <p>Awareness that some behavioural issues may be directly linked to reduced vision.</p> <p>The following aspects should be monitored and recorded to evaluate the needs of the student, outcomes and progress:</p> <ul style="list-style-type: none"> • appropriate seating and lighting within the classroom setting • full inclusion within the National Curriculum • additional needs to be met through delivery of the Expanded Core Curriculum • provision, support and interventions provided by class teachers and LSAs 	
Environmental support and adaptations	<p>An environmental audit to be conducted by a QTVI or habilitation officer and the report to be used by the school to ensure that C/YP with a VI are able to navigate the environment safely, for instance:</p> <ul style="list-style-type: none"> • steps to have contrasted edges. • floors clear of obstructions. • blinds drawn to avoid direct light and glare. 	

	Good practices, strategies and support that should be in place	Comments
Environmental support and adaptations continued	<p>Mobility sessions with a habilitation specialist, as appropriate.</p> <p>Managing the visual environment both in the classroom and the educational setting.</p> <p>Ensuring appropriate lighting in all areas.</p> <p>Highlighting of potential hazards.</p>	
Approaches and strategies	<p>Introduce yourself by name, especially to students who are severely sight impaired and address them by name so that they know they are being spoken to directly.</p> <p>Ensure that a C/YP with functional vision has a clear line of sight to the board whilst facing away from any windows.</p> <p>Use clear and measured verbal explanations and descriptions, particularly for images and diagrams.</p> <p>Use appropriately modified materials to ensure equitable access, having allowed time for prior learning and familiarisation.</p> <p>Promote independence within the classroom.</p>	
Further links and useful resources (such as guidance, parent/family support, websites)	<p>Further help for families:</p> <p>RSBC Family Support Service  020 3198 0225  enquiries@rsbc.org  www.rsbc.org.uk</p> <p>For audio books:</p> <p>Calibre Audio Library  www.calibre.org.uk</p> <p>Further help for education professionals:</p> <p>RNIB Bookshare  www.rnibbookshare.org</p> <p>Further information for all stakeholders:</p> <p>RNIB  www.rnib.org.uk/advice/children-young-people-education</p>	

