

## **Hull's Vision for Inclusion and Graduated Response**

### **Hull's Vision for Inclusion**

Hull's vision for inclusion is rooted in a strong commitment to celebrating neurodiversity and creating environments where every child and young person feels safe, valued, and understood. At the heart of our Graduated Response is a neuroaffirming approach that recognises and respects the diverse ways individuals experience and engage with the world. We are equally dedicated to embedding trauma-informed practice across all settings, ensuring that support is compassionate, responsive, and grounded in relational safety. This guidance outlines a clear and collaborative pathway for identifying and meeting needs early and effectively, empowering professionals, families, and communities to work together in building inclusive, nurturing spaces where all learners can thrive.

### **Local Authority Outreach Offer and Multi-Agency Network**

Hull's Local Authority Outreach offer is a key element of our inclusive education strategy, designed to build capacity and confidence across educational settings through timely, specialist-led support. Central to this offer is our Multi-Agency Network—a collaborative framework that brings together professionals from education, health, social care, and the voluntary sector to share expertise, strengthen practice, and co-create solutions. By working in partnership, we aim to ensure that children and young people receive early intervention and tailored support that reflects their individual needs. This joined-up approach enhances the skillset of practitioners, aligns services around the child, and fosters a culture of inclusion where every child is given the opportunity to thrive.

### **What is the Graduated Response?**

When a child or young person is identified as having Special Educational Needs (SEN), educational settings must take action to remove barriers to learning and put effective provision in place. This is known as SEN Support and follows a four-part cycle: Assess – Plan – Do – Review (APDR). This cyclical process is referred to as the Graduated Response.

### **What the Law Says – Definition of Special Educational Provision**

Under the Children and Families Act 2014 (Section 21(1)), Special Educational Provision is defined as:

“Educational or training provision that is additional to, or different from, that generally made for others of the same age in mainstream schools, nurseries, and post-16 institutions in England.”

Link to legislation: <http://www.legislation.gov.uk/ukpga/2014/6/section/21/enacted>

### **Using the Graduated Response**

The Graduated Response draws on increasingly detailed approaches, more frequent reviews, and specialist expertise in successive APDR cycles to match interventions to

the evolving needs of children and young people (SEND Code of Practice, para 6.44). It is underpinned by the following principles:

All children and young people are entitled to high-quality, everyday personalised teaching.

All children and young people can learn and make progress.

All teachers are teachers of SEND.

An adapted curriculum is not SEND provision—adaptive learning opportunities should be available to all learners.

Provision for a child or young person with SEND should match the nature of their needs.

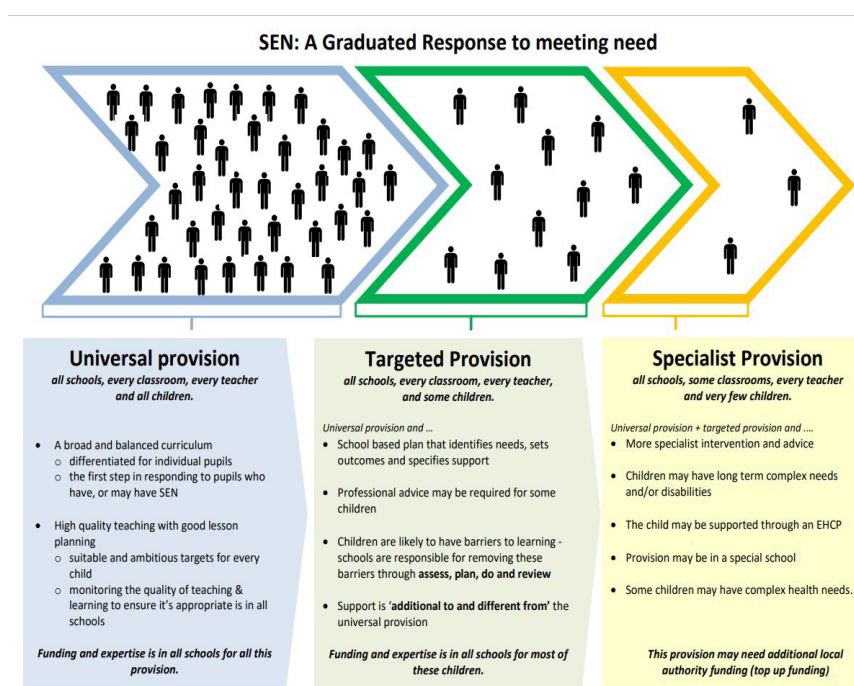
There should be regular recording of a child's or young person's SEND, planned outcomes, actions taken, and the impact of those actions.

The Graduated Response recognises that needs exist on a continuum and should be met through increasingly specialist interventions as the level of need increases.

In line with the SEND Code of Practice (2015), all mainstream schools must designate a teacher to coordinate SEN provision (the SENCO) and must inform parents when special educational provision is being made for their child.

### Purpose of the Graduated Response Guidance

This guidance is intended as a practical tool for all educational settings across Hull. It sets out the Local Authority's expectations for how schools and settings should identify and meet the needs of children and young people with SEND. Its aim is to ensure that every learner receives the support they need to reach their full potential.



### **A Whole School Approach**

An inclusive and effective whole school approach begins with strong leadership and robust policies that enable settings to identify and meet children's needs early—often preventing those needs from significantly impacting progress. Central to this is **Quality First Teaching (QFT)**, which ensures that the learning needs of all children and young people are met through high-quality, inclusive classroom practice.

Settings should avoid assuming that a child or young person's learning difficulties stem solely from intrinsic factors or their environment. Instead, they should reflect on how their own practices may influence outcomes. Regular and rigorous monitoring of progress for children and young people with SEND supports this reflective process and helps drive continuous improvement.

### **What Is Quality First Teaching (QFT)?**

Quality First Teaching is a universal entitlement for all pupils. It refers to high-quality, inclusive teaching that is differentiated and personalised to meet the needs of all learners, including those with SEND. Originating from the Department for Children, Schools and Families' 2008 guide to personalised learning, QFT is characterised by:

- Highly focused lesson design with clear, sharp objectives
- High expectations for pupil engagement and involvement
- High levels of interaction for all pupils
- Effective use of teacher questioning, modelling, and explanation
- Emphasis on learning through dialogue, with opportunities for pupils to talk individually and in groups
- Encouragement of pupil independence and responsibility for their own learning
- Frequent use of authentic praise and encouragement to motivate learners

QFT includes adaptive teaching strategies, ongoing formative assessment, and inclusive classroom practices that support the learning of pupils with SEND within the mainstream environment.

### **Leadership and Reflective Practice**

School leaders play a vital role in embedding inclusive practice. They are encouraged to regularly review and reflect on their setting's policies, provision, and practices in relation to SEND. Undertaking a **Whole School SEND Review** is strongly recommended. This process enables leaders to conduct rigorous self-evaluation, identify strengths, and pinpoint areas for development—ultimately driving improvement in outcomes for all learners.

## Reasonable Adjustments

Under the **Equality Act 2010**, schools have a legal duty to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty applies when a disadvantage arises from:

- A provision, criterion, or practice applied by or on behalf of the school
- The absence of an auxiliary aid or service
- Physical features of the school environment

The duty to make reasonable adjustments requires schools to take **positive, proactive steps** to ensure that disabled pupils can fully participate in the education provided, and access the wider benefits, facilities, and services available to all pupils.

Importantly, this duty is **anticipatory**—schools must consider in advance what adjustments may be needed for disabled pupils generally, rather than waiting until an individual pupil experiences difficulty.

## Auxiliary Aids and Services

The Equality Act also places a duty on schools to provide reasonable **auxiliary aids or services** where they would help alleviate a substantial disadvantage caused by a pupil's disability. Examples include:

- Providing a sign language interpreter or note-taker
- Producing materials in Braille or large print
- Supplying assistive listening devices or communication tools

These aids and services should be considered as part of a school's inclusive planning and provision, not as reactive measures.

Other useful guides can provide an insight into reasonable adjustments:

- [AGN Reasonable Adjustments Possible at School](#)
- [SPLD Reasonable Adjustments at Secondary School](#)
- [https://www.equalityhumanrights.com/sites/default/files/guidance-reasonable-adjustments-for-disabled-pupils-in-england\\_0.docx](https://www.equalityhumanrights.com/sites/default/files/guidance-reasonable-adjustments-for-disabled-pupils-in-england_0.docx)
- [Reasonable adjustments | Nafen](#)

**QFT and Reasonable Adjustments- Strategies for all**

Classroom well organised and labelled (with symbols)
Plan by deciding what everyone can learn then 'work up'
Clear lesson structure with learning objectives presented orally and visually
Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it. I do/We do/You do approaches
Adjusted seating arrangements as appropriate to needs including specific workstations/spaces
Instructions given in small chunks with visual cues and reinforced in writing or with visuals
Understanding checked by asking pupils to explain what they have to do
Understanding is demonstrated in a variety of ways
Range of groupings within the class/school
Activities and listening broken up with breaks for more kinaesthetic activities
Praise is specific and named
Positive behaviour plans in place
Memory supported by explicit demonstration and modelling of memory techniques
Classroom assistants planned for and used to maximise learning
Pupils are clear what is expected – use of 'WAGOLL' and/or visual strips
Use of concrete resources
Support for reading - reading rulers, coloured backgrounds or paper, use of whiteboard tools, use of electronic scanning pens and electronic dictionaries
Clear font
Visuals including timetables and timers
High challenge, with carefully thought-out scaffolds that are appropriate to the pupil
Adaptive teaching taking into account the accurate level/ outcome/pitch/pace and varied grouping
Use of a variety of visual stimuli to aid learning, understanding and memory - especially use of ICT to minimise or avoid the necessity for children/young people to copy from the board or a distance
Extra time for completion of written tasks or adjustment of expectations (dyslexic children/young people can write less or use a different format/ICT)
Visual representation to aid understanding, recall and planning together with the use of a range of recording methods, e.g., bullet points, story board, flow chart, scribed and oral/recorded
Whole school training, e.g., Autism Education Trust (AET) training programme
Clear boundaries and routines with explicit teaching of new rules and routines
Consistency within the classroom in terms of organisation, structure, routines, space and place
Changes of routine explained and discussed with children with time to prepare for them and process
Access to equipment to support management of sensory needs i.e., wobble cushions/carpet squares, ear defenders, fiddlers, structured equipment for children/young people to lean against when sitting on the carpet
Anxiety management strategies e.g., use of emotions gauge

Whole school awareness and understanding of neurodiversity and trauma and its implications for the social and academic curriculum with flexibility/adjustment to policies to meet a wide range of needs.
Where needed positive communication/behaviour plans and risk assessments must be completed and shared with all staff and family
Additional access to ICT may be necessary to support access to curriculum
Support transitions e.g., from one school/teacher to another. This may include passports, a familiarisation book of photos of the new environment, a file of coping strategies/ equipment and social stories etc

## Identifying Special Educational Needs (SEND)

Early identification of Special Educational Needs (SEN) is essential to improving long-term outcomes for children and young people. The **SEND Code of Practice (2015)** outlines the importance of a clear and consistent approach:

**6.14** All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised—identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

**6.15** A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost-effective and sustainable.

Schools must ensure that their systems for identifying SEND are proactive, inclusive, and based on a thorough understanding of each pupil's strengths and needs. High-quality, adaptive teaching should be the foundation of provision, with additional support introduced only when necessary.

## Legal Definition of Special Educational Needs

The **Children and Families Act 2014 (Section 20)** defines SEN as follows:

1. A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
2. A child of compulsory school age or a young person has a learning difficulty or disability if they:
  - (a) Have significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools or post-16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if they are likely to fall within subsection (2) when of compulsory school age (or would be likely to, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which they are taught is different from the language spoken at home.

## Broad Areas of Need

The **SEND Code of Practice (2015)** identifies four broad areas of need. These categories help schools and settings to plan and deliver appropriate support, though it is important to recognise that children and young people may have needs that span more than one area.

### 1. Communication and Interaction

#### Paragraph 6.28

Children and young people with **speech, language and communication needs (SLCN)** may struggle to communicate with others. This could be due to difficulties in expressing themselves, understanding what is being said to them, or using social rules of communication. Each child's profile is unique, and their needs may change over time. They may experience challenges with one or more aspects of speech, language, or social communication at different stages of their development.

#### Paragraph 6.29

Children and young people with **Autism Spectrum Disorder (ASD)**, including Asperger's Syndrome and Autism, often have particular difficulties with social interaction. They may also face challenges with language, communication, and imagination, which can affect how they relate to others.

### 2. Cognition and Learning

#### Paragraph 6.30

Support may be needed for children and young people who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide spectrum, including:

- **Moderate Learning Difficulties (MLD)**
- **Severe Learning Difficulties (SLD)** – often requiring support across the curriculum and with mobility and communication
- **Profound and Multiple Learning Difficulties (PMLD)** – involving complex needs and often physical or sensory impairments

#### Paragraph 6.31

**Specific Learning Difficulties (SpLD)** affect particular aspects of learning. This includes conditions such as **dyslexia**, **dyscalculia**, and **dyspraxia**.

### 3. Social, Emotional and Mental Health Difficulties

#### Paragraph 6.32

Children and young people may experience a wide range of social and emotional difficulties. These can manifest as withdrawal, isolation, or challenging, disruptive, or concerning behaviour. Such behaviours may reflect underlying mental health issues, including:



- Anxiety or depression
- Self-harm
- Substance misuse
- Eating disorders
- Medically unexplained physical symptoms

Some children may also have conditions such as **Attention Deficit Disorder (ADD)**, **Attention Deficit Hyperactivity Disorder (ADHD)**, or **Attachment Disorder**.

#### **Paragraph 6.33**

Schools and colleges should have clear processes in place to support pupils with these needs, including strategies to manage the impact of disruptive behaviour so that it does not adversely affect other learners.

### **4. Sensory and/or Physical Needs**

#### **Paragraph 6.34**

Some children and young people require special educational provision due to a disability that prevents or hinders them from accessing the educational facilities typically available. These needs may be age-related and can fluctuate over time. Pupils with:

- **Vision Impairment (VI)**
- **Hearing Impairment (HI)**
- **Multi-Sensory Impairment (MSI)**

...may need specialist support, equipment, or habilitation services. MSI involves combined vision and hearing difficulties.

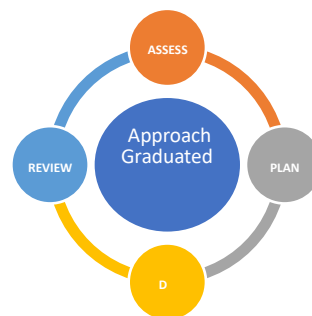
#### **Paragraph 6.35**

Children and young people with **Physical Disabilities (PD)** may require ongoing support and equipment to access the same opportunities as their peers.

### Assess – Plan – Do – Review

The graduated approach follows a cycle of Assess-Plan-Do-Review (APDR)

The cycle allows for support to be implemented, and its impact reviewed in a timely manner, supporting an increase in provision if progress is not being secured.



Step	Purpose	Process	Suggested Paperwork
1	<b>Identify needs</b>	<i>Record and highlight <b>areas of concern</b>.</i>	1a. Highlight concerns to draw out area of need. <a href="#">Concerns Checklist</a> 1b. Summary of discussions and concerns identified. <a href="#">Concerns Summary</a> 1c (1) (2). My Profile / One Page profile created to outline support needs. <a href="#">My Profile</a> <a href="#">One Page Profile</a>
2	<b>Assess</b>	<i>Prioritises the <b>area of need</b>. Relevant assessments and reports should then support the identification of SMART desired outcomes.</i>	2a. Identify focus within the area of need. Indicators of need for each area: <ul style="list-style-type: none"> <li>• <a href="#">Communication and Interaction CI</a></li> <li>• <a href="#">Cognition and Learning CL</a></li> <li>• <a href="#">SEMH</a></li> <li>• <a href="#">Sensory and Physical SP</a></li> </ul>
3	<b>Plan and Do</b>	<i>This section highlights <b>strategies/interventions</b> to consider when planning provision.</i>	3a Refer to Provision documents and the 3 levels of support. Plan for in-school interventions. <a href="#">Intervention Provision</a> 3b. Plan for staff CPD and environment considerations. <a href="#">Staff and Environment</a>
4	<b>Review</b>	<i><b>Impact</b> of provision must be evaluated, and the plan reviewed.</i>	4a. Review plan ( <i>impact</i> section of 3a) and use of decision tree to end or continue/escalate cycle with outcomes as appropriate. <a href="#">Decision Tree</a> <i>If progress is sufficient and no further cycles needed, a My Profile/One page Profile may be needed for ongoing recognition of universal strategies that are needed as key supports to overcome any barriers to learning (Step 1c).</i>

## Summary of APDR (Assess–Plan–Do–Review) Steps

The **Graduated Response** is a four-part cycle designed to ensure that children and young people with SEND receive timely, effective, and personalised support. Each stage is collaborative, evidence-informed, and centred around the child or young person.

### 1. Assess Needs

*SEND Code of Practice (2015), Paragraph 6.45*

Teachers and the SENCO should carry out a clear and comprehensive analysis of the child or young person's needs. Concerns raised by parents/carers must be taken seriously and considered alongside the setting's own assessments and observations.

#### **Actions Required:**

- Gather parent/carer views, including what works well and areas of concern within the family context
- Capture the learner's voice: strengths, successes, challenges, and preferred support strategies
- Collate information from other professionals (e.g. health, social care)
- Conduct relevant diagnostic assessments (e.g. dyslexia screening, BPVS, Boxall Profile, reading/spelling, non-verbal assessments)
- Use assessment for learning feedback
- Initiate Early Help assessments if social, emotional, or family factors are present
- Share relevant information with parents/carers and the learner as support begins

### 2. Plan

*SEND Code of Practice (2015), Paragraph 6.48*

Once SEN support is agreed, parents/carers must be formally notified. Planning should be collaborative, involving the teacher, SENCO, parents/carers, and the child/young person. The plan should outline the support, expected outcomes, and a clear review date.

#### **Actions Required:**

- Meet with parents/carers and the child/young person to agree outcomes
- Develop a support plan reflecting all identified needs and expected outcomes
- Integrate other plans (e.g. pastoral support, personalised learning) where relevant
- Set a review date
- Ensure teacher planning is informed by specialist advice where applicable
- Establish a consistent approach across staff

- Plan professional development for staff (e.g. training on inclusive strategies like ‘circle of friends’)
- SENCO/Inclusion Leader coordinates provision and supports creation of One Page Profiles
- Calculate resource costs (e.g. staffing, external services) and review against the SEND Notional Budget (Element 2 – £6,000)

### 3. Do

*SEND Code of Practice (2015), Paragraph 6.52*

The class teacher remains responsible for the child’s daily learning and progress, even when interventions are delivered by others. Teachers should work closely with support staff and specialists to ensure interventions are effective and integrated with classroom learning.

#### **Actions Required:**

- Implement **Quality First Teaching (QFT)** with inclusive strategies and adaptations
- Deliver targeted support and interventions with short-term goals
- Provide “additional to/different from” personalised support where needed
- Link interventions to classroom learning for continuity and skill transfer
- Ensure support staff understand their role and responsibilities
- Maintain links with external agencies as appropriate
- SENCO/Inclusion Leader seeks specialist advice when needed

### 4. Review

*SEND Code of Practice (2015), Paragraphs 6.53–6.55*

Support and interventions should be reviewed regularly to evaluate their impact. This includes gathering the views of the child/young person and their parents/carers. Adjustments to support should be made based on progress and feedback.

#### **Actions Required:**

- Use setting’s monitoring systems to gather evidence
- Hold review meetings with parents/carers at least termly
- Include learner reflections, aspirations, and feedback
- Use all evidence to refine, refresh, and revise support plans
- Clearly communicate outcomes and next steps to parents/carers and the learner

## Staff CPD and Environment

When planning appropriate provision for children and young people with SEND, schools must consider both the **training needs of staff** and any **adaptations to the learning environment** that may be required. These elements are essential to ensuring inclusive practice and effective support.

## Expected Progress Considerations

According to the [SEND Code of Practice \(2015\)](#):

*Where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should consider interventions that are ‘additional to’ or ‘different from’ those typically available.*

If a pupil continues to work significantly below age-related expectations, and the gap between them and their peers is widening despite appropriate universal provision, **targeted provision and external support** should be considered.

**Targeted provision may be appropriate when:**

- The pupil continues to make limited progress despite high-quality universal provision and focused interventions
- The pupil shows ongoing difficulties with purposeful engagement and organisation in learning activities

Parents/carers must always be involved in decisions to involve external agencies, such as outreach services or specialist professionals. The nature of the involvement, discussions held, and agreed actions should be clearly recorded and shared with both parents/carers and the staff supporting the child.

*(SEND Code of Practice, Paragraphs 6.58–6.59)*

Together, the school, family, and professionals should agree on the **intended outcomes** of the support and set a **review date** to evaluate progress.

## Transitions and Preparation for Adulthood

SEN support should also include planning for **transitions between phases of education** and **preparation for adult life**, ensuring continuity and long-term success.

## Monitoring Progress

Class teachers, supported by senior leaders, should regularly assess the progress of all pupils. This includes identifying those making **less than expected progress**, which may be characterised by:

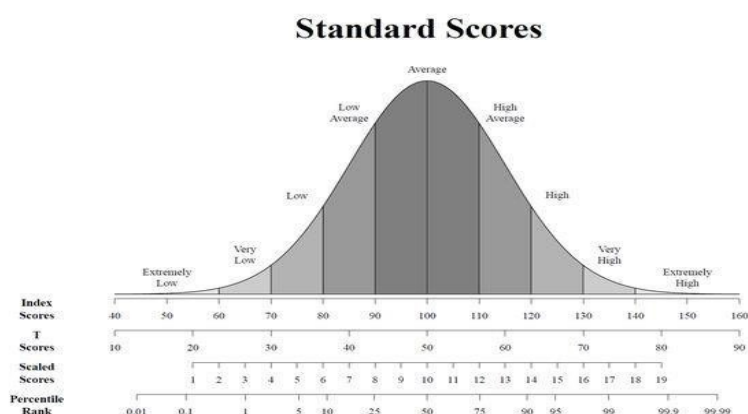
- Progress significantly slower than peers from the same starting point
- Failure to match or exceed previous rates of progress
- Failure to close the attainment gap with peers
- A widening attainment gap over time

When reporting attainment, it is important to specify:

- How far behind a pupil is working in relation to age-related expectations
- Their progress relative to their starting points

This helps determine whether the gap is widening, closing, or remaining static. **Small steps progress** should be documented using appropriate assessment tools for pupils working below standard expectations.

Where possible, use **standardised scores and ranges**, as promoted through **CCET training**, to provide objective measures of progress.



## Wider Development and Social Needs

Progress is not limited to academic attainment. It may also include development in areas such as:

- Social and emotional wellbeing
- Communication and interaction
- Independence and life skills

These areas are particularly important for supporting successful transitions and preparing children and young people for adult life.

*(SEND Code of Practice, Paragraphs 6.17–6.18)*

## Targeted provision

**Targeted Provision** is a core responsibility of schools under the graduated approach, ensuring accurate identification of both primary and secondary areas of need. Schools must apply appropriate interventions and support in line with their best endeavours duty, using evidence-based strategies tailored to individual pupils. This provision may be time-limited, designed to close gaps or build specific knowledge and skills. However, it can also represent a longer-term, shared resource funded through notional SEN funding, supporting pupils identified on the SEN register. Such provision should be embedded within whole-school processes and reflect high-quality SEN support accessible to all who need it.

## Beyond Quality First Teaching (QFT) and Targeted Support

When a pupil's needs persist despite high-quality teaching and targeted interventions delivered through the **Assess–Plan–Do–Review (APDR)** cycle, and it becomes clear that a **long-term or potentially permanent increase in support** is required, it may be appropriate to consider requesting an **Education, Health and Care (EHC) Needs Assessment**.

At this stage, **Element 1 and Element 2 funding** (associated with SEN Support) may no longer be sufficient to meet the pupil's needs.

## Indicators for Specialist Provision

Referral to specialist provision may be appropriate for pupils with more complex difficulties or disabilities across one or more areas of development. This may be indicated if the pupil:

- Continues to make little or no progress despite targeted interventions
- Can only access small group activities independently when they are personally meaningful
- Requires focused adult support with step-by-step prompts to complete short tasks
- Demonstrates significant memory and processing difficulties, requiring repeated teaching and rehearsal of concepts
- Shows limited development of independent learning skills, with poor transfer of skills across contexts
- Develops avoidance strategies that interfere with learning
- Displays behaviours that act as barriers to engagement and progress

## Requesting a Statutory Assessment (EHCNAR)

Submitting a request for an EHC Needs Assessment provides an opportunity to:

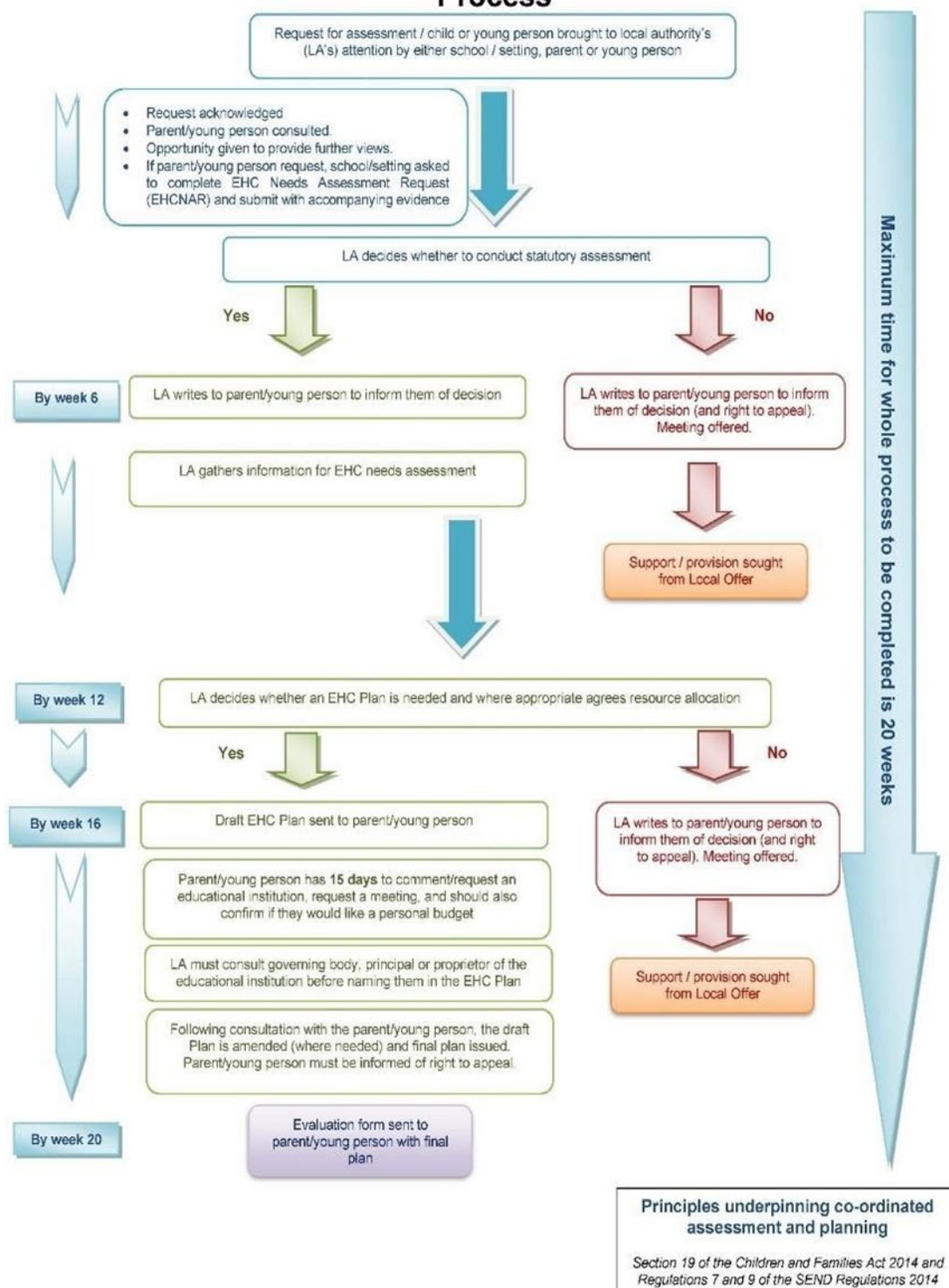
- Reflect on the effectiveness of the graduated response and determine whether it could have been further developed
- Seek additional support to sustain the pupil's placement in school through a provision programme that is **distinctively different** from what is typically available for other pupils with SEND
- If an **EHC Plan** is issued, it will offer clear, prescriptive guidance on how the setting must deploy resources and support. The **Annual Review** process will evaluate how well the provision has been delivered and whether the intended outcomes—based on professional advice—have been achieved

## Next Steps

Once the request for assessment is submitted, the **statutory assessment pathway** is followed, involving multi-agency input and a formal decision-making process led by the Local Authority.



## The Education, Health and Care Assessment and Planning Process



## Inclusion for the Four Broad Areas of Need

This guidance outlines the types of provision the **Local Authority expects schools to make** for children and young people with SEND, across the four broad areas of need identified in the **SEND Code of Practice (2015)**:

### Communication and Interaction

- Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

### Cognition and Learning

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

### Sensory and/or Physical Needs

- Hearing Impairment (HI)
- Vision Impairment (VI)
- Physical Impairment

These descriptors are **indicative**, not exhaustive. They are intended to support schools in planning inclusive provision but should be adapted to reflect the **individual profile of each learner**. A child or young person may present with needs in one area or across multiple areas, resulting in a more complex profile that requires a coordinated and personalised approach.

## Progressive Provision

Provision should be graduated and responsive, beginning with universal strategies and progressing to targeted and specialist support as required.

In Hull, we have reviewed the Ordinarily Available Offer and clarified what can be delivered through targeted provision as part of SEN Support. The following guides are structured around each area of need, outlining the provision available at universal, targeted, and specialist levels.

When applying the graduated response, schools must interpret universal, targeted, and specialist provision in relation to the pupil's age and developmental stage.

Provision should be matched not only to the identified area of need but also to the pupil's current level of functioning. For example, Early Communication/Total communication approach strategies may be considered universal within the Early Years Foundation Stage; however, if similar needs are identified in older pupils, such provision would likely fall under targeted or specialist support.

It is essential that the intensity, frequency, and appropriateness of interventions are carefully considered to ensure they are proportionate, developmentally relevant, and responsive to individual needs.

In implementing the graduated response, it is vital to maintain high aspirations for all pupils, while ensuring that expectations are realistic and appropriately aligned with each pupil's individual profile. This includes being mindful of cognitive overload, which can hinder learning if tasks are too complex or presented too quickly.

Practitioners should also consider the pupil's emotional readiness to engage, recognising that emotional regulation and wellbeing are foundational to effective learning.

Furthermore, understanding the pupil's current stage of communication—whether interactive, communicative, verbal, or conversational—is critical in shaping how support is delivered and how progress is measured.

By balancing ambition with sensitivity to these factors, we can foster an inclusive and supportive learning environment that enables every pupil to thrive.

Communication and Interaction: SLCN	
Universal	
<b>Speech</b>	<ul style="list-style-type: none"> <li>• Active listening work such as listening for sounds in specific environments, sound lotto games, group games such as Simon says to develop active listening skills</li> <li>• Structured phonological awareness skills teaching in small groups and generalise into classroom contexts</li> <li>• Verbal role-modelling – emphasise key words with the sounds the child needs help with. Don't correct the child – model the target sounds</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Structured school and class routines with visual supports</li> <li>• Labelling key objects and actions in everyday routines</li> <li>• Vocabulary lists – first 100 words</li> <li>• Reinforcement of new vocabulary and concepts in a range of contexts using a multi-sensory approach</li> <li>• Categorising vocabulary areas (e.g., clothing, animals, food, toys, furniture, people etc)</li> <li>• Pre-teaching key words that are part of learning areas and curriculum areas and word maps – what does it look like? Where would you find it? What does it feel like? What other items are like it?</li> <li>• Verbal role-modelling to demonstrate and expand language structures or target vocabulary</li> <li>• Classification of words as tier 1, 2 and 3 (Beck et al., 2013). Use of tier 1/2 words to teach/pre-teach tier 3 words</li> <li>• Shared reading and targeted play/activities to develop and extend knowledge of tier 2 vocabulary – story bags, matching games / feely bags centred around listening, understanding and speaking</li> <li>• Adapted curriculum planning, activities, role-play areas - delivery &amp; outcomes e.g., simplified language, key words on working wall and on spelling lists</li> <li>• Encourage Storytelling and narrative skills to build on sequencing and who questions (Talking Frame)</li> <li>• Encourage pupils to use strategies to organise ideas and information, e.g. mind maps, narrative frameworks (spoken and written), colour coding, use of bullet points. Encourage adults to 'think aloud' when making predictions, inferences, hypotheses etc., so that pupils begin to understand the processes involved in linking new learning to existing information, speculating, problem solving etc</li> <li>• Use of visual prompts/ICT to make language learning more visual</li> <li>• Use ICT to support written language skills – particularly beneficial for redrafting or reordering work</li> <li>• Use key words that match the child's level of language - 1/2/3 keywords, e.g. <ul style="list-style-type: none"> <li>○ 1WL – Amy...Coat on</li> <li>○ 2WL – Amy...Coat on, Then Outside,</li> <li>○ 3WL – Amy...Coat on, Then Outside, then Choosing</li> </ul> </li> </ul> <p>Note: Child's level of listening and understanding may vary to level of distraction and child's own self focus</p> <p><b>Early Communication - Activities to support (Universal with EYFS)</b></p> <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Turn taking</li> <li>• Eye contact</li> </ul>

<ul style="list-style-type: none"> <li>• Imitation</li> <li>• Play skills</li> </ul> <p><b>Communication (Universal with EYFS)</b></p> <ul style="list-style-type: none"> <li>• Use child's name first to gain active listening and engagement.</li> <li>• Support spoken information with visual cues so the child can see the information as well as hear the information. Our children can also have sensory needs so are processing lots of other stimulus at the same time</li> <li>• Total communication approach</li> <li>• Using objects, pictures and gestures to support understanding of use of expressive communication</li> </ul>
<p><b>Targeted (SEN Support)</b></p> <ul style="list-style-type: none"> <li>• Speech and language programme/Intervention focusing on receptive or expressive language and/or sound production.</li> <li>• Work on targets as advised by Speech and Language Therapy Service. Interventions could include Colourful Semantics, Narrative Therapy</li> <li>• Use quiet, limited distraction room and session to help a child discriminate a sound or listen/practise key language skills. Classrooms can be quite a distracting environment, especially when distinguishing between similar sounds, such as 'p' and 'b'</li> <li>• Activities focusing on the child's level of language – 1/2/3 key words, e.g. <ul style="list-style-type: none"> <li>○ 1WL – Amy...Coat on</li> <li>○ 2WL – Amy...Coat on, Then Outside,</li> <li>○ 3WL – Amy...Coat on, Then Outside, then Choosing</li> </ul> </li> </ul> <p>Note: Child's level of listening and understanding may vary to level of distraction and child's own self focus</p> <ul style="list-style-type: none"> <li>• Additional group work focusing on adapted activities to target specific areas of need</li> </ul> <p><b>Early Communication</b></p> <p>Specific and targeted activities as directed by specialists to support:</p> <ul style="list-style-type: none"> <li>• Attention and listening</li> <li>• Turn taking</li> <li>• Eye contact</li> <li>• Imitation</li> <li>• Play skills</li> </ul> <p><b>Total communication approach</b></p> <ul style="list-style-type: none"> <li>• Identified objects, signs and symbols to support a therapy plan as identified by specialist</li> <li>• Motivate to Communicate – motivator boxes to provide daily opportunities for the child to communicate requests, choices, direction, comments, descriptions. Motivators will be identified from the SLT Motivator Checklist. Items often include sensory, cause and effect based items. Items that need adult help to operate</li> <li>• Setting up a Communication Environment – planned spaces, places, and areas to enable a child to communicate throughout the day as part of their day – items out of reach, items missing (sabotage), Bit by bit (adult has key items that are part of a sequence)</li> </ul>
<p><b>Specialist</b></p> <ul style="list-style-type: none"> <li>• An intensive, specialist speech and language curriculum should be provided with access to speech and language therapy from local NHS core services or from another commissioned provider</li> </ul>

- Alternative mechanisms/Specific programmes to develop independent use of ICT, recording skills and communication through AAC (to support speech and language disordered pupils) as appropriate with trained staff

**Please refer to any specialist/specific reports for this area of need**

Communication and Interaction: Social Communication and Interaction	
Universal	
<b>Routine and Structure</b>	<ul style="list-style-type: none"> <li>• Always give a clear role/purpose in group work</li> <li>• Checklists, in session strips, task ladders, individual timetables are simple and appropriate with visual clues</li> <li>• Extra time should be given for completing tasks</li> <li>• Opportunities for overlearning</li> <li>• Time taken by teacher to explain change in routine</li> <li>• Reasonable adjustments to seating and space within the classroom for working</li> <li>• Use of a home-school diary to share useful information</li> </ul>
<b>Social Interaction (Universal within EYFS)</b>	<ul style="list-style-type: none"> <li>• Follow the child's lead with purpose to find out the child's specific interests and to build on interaction skills</li> </ul> <p>– joint attention, imitation, taking turns</p> <ul style="list-style-type: none"> <li>• Use their interests and hobbies to engage them (joining you)</li> <li>• Social games – such as Ready Steady Go games that have an interest for the child at the end such as a tickle, popping a bubble, chasing, pop up rockets/wind up vehicle toys etc</li> <li>• Structured paired games with an adult</li> <li>• Set up paired play opportunities (peer/peer)</li> <li>• Buddy systems</li> <li>• Having an adult to support less structured group times – open ended activities encourage your child to be in a group situation, with the adult scaffolding and guiding communication within the group</li> <li>• Provide a system for the child to request adult support to initiate or join in play or group interactions</li> <li>• Providing group opportunities to support children understanding of social situations and friendship skills, such as managing conflict and conversational skills</li> <li>• Provide support to develop the child's understanding of facial expressions and linking these to emotions. Using the five-point scale to identify and manage their own feelings</li> <li>• Inclusive practices, such as peer rehearsal, to ensure everyone has a turn</li> <li>•</li> </ul>
<b>Social Communication - Social Understanding</b>	<ul style="list-style-type: none"> <li>• Support spoken information with visual cues so the child can see the information as well as hear the information</li> <li>•</li> </ul>
<b>Adapting spoken information</b>	<ul style="list-style-type: none"> <li>• Time to process – count to 3 to 4 seconds at least with one key instruction to enable the child to process and respond to the information</li> <li>• Avoid indirect/implicit instructions such as: 'Can you give out the scissors, please?' be direct "Give the scissors out please" (Receptive)</li> <li>• Think carefully of how many questions you are asking – 1 question to 4 comments/sharing of information</li> <li>• When teaching irony, sarcasm, figurative language, rhetorical questions, idioms, or exaggeration as language, ensure there is explicit explanation</li> <li>• Think of other ways to say and show 'no' – using language of actions you want the child to do instead, if items or actions aren't available – explaining this in a visual way</li> </ul>

**Adapting question forms**

- Think carefully of how many questions you are asking – 1 question to 4 comments/sharing of information
- Avoid open ended questions and offer questions that have clear options or choices
- Be specific. For example, ask “Did you enjoy your lunch?” and “Did you enjoy maths?” rather than “How was your day?”
- Use a ‘behaviour’ diary/ log to work out if any actions are for interaction or communication breakdown reasons

**Expressive Communication**

- Visual Communication – choice boards set up that are part of routines of the day to enhance communication opportunities
- Provide a five-point scale to enable a child to communicate their feelings to others. Make the unspoken clear and teach in context. ‘When I do this face, it means this.’ Why do you think I am m

**Sensory and Physical**

- Consider sensory differences and supports available for individuals e.g. ear defenders due to noise sensitivity or fidget toy, wobble cushion to aid concentration and attention
- Provide sensory accommodations within the educational setting/environment
- Provide sensory support to address sensory differences
- Build in opportunities for movement breaks
- Awareness if pupil’s need a prompt to use the toilet
- Consider pupil’s position in the classroom, e.g. front of class and away from window to reduce distractions and limit visual stimulation

**Targeted (SEN Support)****Routines and Structure**

- Relational approach to support transition and regulation
- Support students during unstructured times of the day to engage in appropriate interactions with others
- Oversight/monitoring of movement around school during key transitions e.g. activity to activity, class to class, person to person, place to place

**Social Interaction**

- Targeted intervention to work specifically on identified pupil skills on child’s SLT Communication Plan
- Targeted and Increased levels of reciprocal communication
- Let’s Play (child/adult first)
- Attention Autism / Attention Bucket
- A range of specific turn taking activities with adults and then peer/peer. Adults role model communication structures as part of the activity
- Generalisation of structured turn taking into other activities that are planned in the day
- Use the S.H.A.R.E Framework to structure interactions
- Social Groups – interest based or structured to build on peer interaction and communication skills. Groups such as Friends Groups, Lego Club, Talkabout
- 

**Social Communication-Social Understanding**

- Individualised Visual Supports at child’s symbolic level of understanding If a child is not responding or needs next steps their visual supports



- Support to use visual supports such as Object Cues, Objects of Reference
- Support specific and targeted communication breakdowns or positive planned support for social understanding – Social Stories and Comic Strip Conversations

Note: The child will also have language-based targets to support understanding

### **Expressive Communication**

- Motivate to Communicate – motivator boxes to provide daily opportunities for the child to communicate requests, choices, direction, comments, descriptions. Motivators will be identified from the SLT Motivator Checklist
- Setting up a Communication Environment – planned spaces, places and areas to enable a child to communicate throughout the day as part of their day – items out of reach, items missing (sabotage), bit by bit (adult has key items that are part of a sequence)
  - Identifying child's social communication profile (SLT Social Reasons for Communication). Setting up and planning opportunities for social functions of language
- EP2C – Exchanging Pictures to Communicate
- Structured language scripting (Gestalt Language Processing)
- Paper based AAC – core boards, as part of structured session and generalised into everyday contexts.
  - Communication opportunities to be planned and set up by key adults
- Group Conversation sessions – structured and unstructured

### **Sensory and Physical**

- Provide opportunities for sensory strategies planned in e.g. sensory circuits
- Identify and create individual's sensory profile
- Access to individual regulating strategies e.g. crunchy food, drinks bottle with a straw or chewable item. Visual prompt cards or verbal check ins to support access to these proactively and when required

**Includes programmes as advised by outreach services/specialists to work on Individual or small group support (either in class or as part of a withdrawal**

### **Specialist**

**Please refer to any specialist/specific reports for this area of need.**

#### **Routine and Structure**

- Appropriately trained TA for enhanced ratio support
- Considerable opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs identified in partnership with specialist services
- Individualised curriculum content to address some specific needs as advised in partnership with specific services. Where appropriate an alternative curriculum to develop independence, life skills and promote positive wellbeing
- Specific approaches for individualised learning using approaches such as TEACCH for curriculum delivery and teaching methods

#### **Social Interaction**

- Intensive programmes within Communication Plans targeted at a developmentally appropriate level to develop communication and interaction e.g. Let's Play, Attention Autism, Intensive interaction, communication groups-friend's groups etc., EP2C delivered and supported by trained staff
- Adult to facilitate interaction and communication with consideration of adaptation to the environment and available spaces to a more intensive or frequent level
- 

Please refer to any specialist/specific reports for this area of need.

### **Social Communication**

- Daily support for increased individualised visual supports and receptive communication
- Daily/weekly support for social thinking, social success/ appropriate social understanding (e.g. Social Stories, comic strips, Circles of Friends). This should be promoting teaching of life skills and preparation for adulthood
- Specific programmes to develop independent use of communication through AAC as appropriate with trained staff, e.g. EP2C, LAMP
- Intense levels of individualised strategies, interventions and differentiated curriculum to support child's overall social communication profile (examples of this are around sensory, learning, child's interactive style, flexible thinking skills, social / emotional regulation)

Please refer to any specialist/specific reports for this area of need.

### **Sensory and Physical**

- Contact Sensory Processing Hub for further advice

<b>Cognition and Learning</b>
<b>Universal</b>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities to revisit work or prior learning</li> <li>• Ask pupils to explain what they must do to clarify understanding</li> <li>• Appropriate exam access arrangements which are well established and a learner's normal way of working</li> </ul> <p><b>Classroom/Environment</b></p> <ul style="list-style-type: none"> <li>• Learner groupings to support pupils with difficulties (e.g., paired recording, dictation to a helper, differentiated group roles)</li> <li>• Reading for pleasure opportunities</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Small whiteboards and pens available for notes (e.g., spelling, recording ideas)</li> <li>• Key words/vocabulary emphasised when speaking and displayed clearly</li> <li>• Use of coloured overlays/reading rulers</li> <li>• Coloured paper for worksheets and coloured background on smart board</li> <li>• Resources, equipment, homework diaries use consistent symbols and colour coding</li> <li>• Colour coded word walls in alphabetical order</li> <li>• Alphabet strips, word mats and resource prompts/support packs</li> <li>• Use different coloured pens to support learning spellings, identifying sections of text</li> <li>• Use of electronic scanning pens and electronic dictionaries</li> <li>• Specific use of a computer reader/human reader/word processor (with or without spell check active)</li> </ul> <p><b>Curriculum Planning and Delivery</b></p> <ul style="list-style-type: none"> <li>• Teach the use of a range of writing frames to aid organisation</li> <li>• Make sure text difficulty matches phonetic and fluency ability.</li> <li>• Instructions broken down into manageable chunks, sequenced and reinforced with visuals/writing.</li> <li>• Teach sequencing as a skill.</li> <li>• Links to prior learning explicitly made; use flash cards/prompts.</li> <li>• Key learning points reviewed during and at the end of lessons.</li> <li>• Teach and model memory techniques; reduce memory load.</li> <li>• Teach pupil how to use planners, task lists etc.</li> <li>• Text presented clearly – uncluttered, use bullet points and clear font.</li> <li>• Diagrams and pictures to add meaning alongside text.</li> <li>• Don't ask pupil to read aloud in class unless pre-prepared and comfortable.</li> <li>• Minimise copying from the board – provide copies if necessary.</li> <li>• Mark starting point for each line with a green dot/paperclip as a visual cue.</li> <li>• Pre-teaching of subject vocabulary.</li> <li>• Teach keyboard skills</li> </ul>
<b>Targeted (SEN Support)</b>
<p><b>Assessment</b></p> <p>Use appropriate testing and assessment tools.</p>

**Classroom/Environment**

- More explicit visual boundaries using tape, furniture, or signage to help pupils understand spatial organisation.
- Support to access defined learning zones (e.g., independent work, group work, quiet space) to support focus and reduce cognitive overload.

**Resources**

- Arrangements to support the use and delivery of approaches or materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies.

**Curriculum Planning and Delivery**

- Delivery of evidenced based and impact interventions - time bound and quantifiable e.g. Phonics programme such as 'Sounds-Write', 'Beat Dyslexia', 'Read, Write Inc' catch up programme.
- Planning will also consider advice from other professional support including the Cognition and Learning Outreach service.
- Additional follow up lessons using range of resources and methods for core subject.

**Specialist****Assessment**

- Please refer to any specialist/specific reports for this area of need.

**Classroom/Environment**

- Significant adaptations to the environment needed to access the curriculum, including pace of delivery as advised by specialists.

**Resources**

- Please refer to any specialist/specific reports for specific resources to support this area of need.

**Curriculum Planning and Delivery**

- Individual or small group work to develop memory skills using appropriate resources.
- Intensive daily opportunities with a teacher or an additional adult, under the direction of a qualified professional, providing sustained targeted support on an individual/group basis, based on principles such as:
  - Direct instruction
  - Cumulative or over-learning
  - Practicing little and often
  - Emphasis on fluency as well as accuracy
  - Opportunities for application of skills
  - Engagement through interests and strengths
- Significant adaptations to curriculum and teaching methods needed to access the curriculum, including conceptual understanding of everyday language and subject-specific vocabulary.
- Significant pre-learning and over-learning of concepts and functions.
- Where appropriate, an alternative curriculum focused on interdependence and life skills.

<b>SEMH</b>
<b>Universal</b>
<p><b>Whole School Systems</b></p> <ul style="list-style-type: none"> <li>• A positive behaviour/relationship policy adapted to meet all pupils' social and emotional needs, reviewed annually with staff</li> <li>• Whole-school commitment to viewing behaviour as communication and using a holistic approach to understand SEMH barriers</li> <li>• Staff compliance with trauma-informed, relational policies including restorative approaches, solution-focused strategies, positive classroom management, anti-bullying, mental health promotion, growth mindset, and character education</li> <li>• All staff trained in de-escalation techniques; incidents reviewed accordingly</li> <li>• Systems to support regulation and awareness of emotions.</li> <li>• Use of Emotional Wellbeing Pathway and Toolkit</li> <li>• Working-for/reward systems with clear structure and instant recognition</li> <li>• Support at unstructured times (e.g., games table at lunch)</li> <li>• Effective links between pastoral support, PSHE, SEN, and curriculum</li> <li>• Make behaviour expectations explicit with clear targets and consistent modelling</li> </ul> <p><b>Classroom / Environment</b></p> <ul style="list-style-type: none"> <li>• Access to appropriate spaces for self-regulation</li> <li>• Use interactive strategies (e.g., whiteboards, role play)</li> <li>• Use visual timers to extend time on task</li> <li>• Ensure tools/equipment are accessible</li> <li>• Vary seating/grouping arrangements</li> <li>• Provide visual timetables, now-and-next boards, task lists</li> <li>• Ensure groupings include positive role models</li> <li>• Transition from whole class to independent/group work is clearly signaled and actively managed</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Use calming strategies (e.g., music, colouring, mindfulness)</li> <li>• Praise pupil strengths; provide opportunities to demonstrate skills</li> <li>• Assign classroom responsibilities to raise self-esteem</li> <li>• Use their name to gain pupil attention</li> <li>• Communicate calmly and clearly</li> <li>• Listen to pupils; allow explanation of behaviours</li> <li>• Use restorative approaches with reflective time</li> <li>• Foster positive staff-pupil relationships</li> <li>• Offer responsibilities (e.g., class monitor, school council)</li> <li>• Breaks not removed for catch-up work</li> </ul> <p><b>Curriculum Planning and Delivery</b></p> <ul style="list-style-type: none"> <li>• Adapt teaching and learning socially and academically</li> <li>• Opportunities for repetition and overlearning</li> <li>• Break tasks into manageable chunks</li> <li>• Sensory-based learning opportunities (e.g., practical, experiential, multi-sensory)</li> <li>• Provide movement breaks and activities (e.g., Brain Gym)</li> <li>• Chunk instructions; support with visual cues</li> <li>• Prior warning of changes to routines/timetables</li> </ul>

<ul style="list-style-type: none"> <li>• Keep instructions/routines/rules short, precise, and positive</li> <li>• Planned opportunities to learn social/emotional skills and build resilience</li> <li>• Structured choices clearly presented</li> <li>• Teach use of post-it notes for questions/ideas</li> <li>•</li> </ul>
<b>Targeted (SEN Support)</b>
<p><b>Whole School Systems</b></p> <ul style="list-style-type: none"> <li>• A range of additional intervention programmes to support the Social and Emotional Learning Curriculum</li> <li>• SEMH Support Service/Outreach – advice and recommendations</li> <li>• Use of tools (e.g., ELSA, Boxall, Thrive) to focus provision</li> <li>• The school should consider the appropriateness of an Early Help Assessment for this learner as part of the graduated response</li> </ul> <p><b>Classroom / Environment</b></p> <ul style="list-style-type: none"> <li>• Opportunity to access sensory regulation spaces/activities</li> <li>• Ensure risk assessment is addressed in all learning environments</li> <li>• Support learning behaviours by modelling and mediated learning</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Allocation of peer mentors, learning/behaviour mentors – monitored and evaluated</li> <li>• Identification of a key person/advocate within the school for regular contact during times of need</li> <li>• Promote sense of belonging</li> <li>• Promote participation and engagement through sensitive use of additional adults <ul style="list-style-type: none"> <li>• Develop children and young people’s voice so they can advocate for themselves and build independence</li> </ul> </li> </ul> <p><b>Curriculum Planning and Delivery</b></p> <ul style="list-style-type: none"> <li>• Pupil-centred plan co-produced and reviewed regularly with pupil and parents/carers</li> <li>• Individual SEMH target setting and review process (half-termly)</li> <li>• Screened for SLCN, SpLD, MLD to ensure underlying needs are identified and addressed</li> <li>• Opportunities for timetabled nurture groups and activities at key transition points to build resilience</li> </ul>
<b>Specialist</b>
<p><b>Whole School Systems</b></p> <ul style="list-style-type: none"> <li>• Please refer to any specialist/specific reports for this area of need</li> </ul> <p><b>Classroom / Environment</b></p> <ul style="list-style-type: none"> <li>• Individual risk assessments to identify any dangers and inform when and how the learner needs extra support</li> <li>• A personalised timetable introduced in partnership with the learner, parents/carers and staff, which may include withdrawal from some activities/lessons and offsite opportunities focused on resilience and engagement</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Access to a key member of school staff in the classroom with relevant training and/or experience who is emotionally available to the learner, able to remain attentive and to ‘tune in’ to their emotional and safety needs throughout the day</li> <li>• Counselling programmes delivered by trained counsellor or mentor</li> <li>• Therapeutic approaches to support change</li> </ul>

**Curriculum Planning and Delivery**

- A range of additional and different intervention/support programmes in liaison with external agency professionals
- Specific intervention programmes in small groups e.g., social skills programme, self-esteem programme, anger management programme
- A personalised plan/provision plan or pastoral support programme including strategies to address social skills, promote confidence, and build self-esteem, well-being, resilience, and mental health
- Consider alternative curriculum pathways e.g., vocational studies or life skills

<b>Sensory and Physical</b>	
<b>Universal</b>	
<b>Visual</b>	<ul style="list-style-type: none"> <li>• Give as many first hand ‘real’ multi-sensory experiences as possible</li> <li>• Ensure correct seating in relation to board/whiteboard/Smartboard taking into account levels of vision in each eye</li> <li>• Try out difference paper/Smartboard colours to try to find best contrast</li> <li>• Consider lighting – natural and artificial – which is most comfortable?</li> <li>• Avoid shiny surfaces which may reflect light and cause dazzle</li> <li>• Short spells of visual activity should be interspersed with less demanding activities</li> <li>• Eliminate inessential copying from the board</li> <li>• Ensure range of writing materials is available so that pupil can choose most appropriate to maximise vision</li> <li>• Always uses verbal explanations when demonstrating to the class. <ul style="list-style-type: none"> <li>• Read out aloud as you write on the board</li> </ul> </li> <li>• Address the pupil by name to get their attention</li> <li>• Avoid standing in front of windows – your face becomes difficult to see</li> <li>• Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g., working together on a project</li> </ul>
<b>Hearing</b>	<ul style="list-style-type: none"> <li>• Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is not good, as face is in shadow)</li> <li>• Gain pupil’s attention before important information is given</li> <li>• Keep background noise to a minimum</li> <li>• Slow down speech rate a little but keep natural fluency</li> <li>• Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning</li> <li>• Allow more thinking and talking time</li> <li>• Model and teach careful listening along with signals when careful listening is required</li> <li>• Repeat contributions from other children – their voices may be softer and speech more unclear</li> <li>• Occasionally check that oral information/instructions have been understood</li> <li>• Face the pupil when speaking</li> <li>• Keep hands away from mouth</li> <li>• Key words on board to focus introduction and conclusion</li> <li>• Divide listening time into chunks</li> <li>• Use visual symbols to support understanding</li> <li>• Use subtitles where available and appropriate</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Consider organisation of classroom to allow free movement</li> <li>• Allow the child plenty of space to work – where space allows, could he/she be placed next to a ‘free’ desk?</li> <li>• Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent</li> <li>• Seating should allow pupil to rest both feet flat on the floor – check chair heights</li> </ul>



<ul style="list-style-type: none"> <li>• Desk should be at elbow height</li> <li>• Writing slope provided</li> <li>• Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions</li> <li>• Seated where there are minimal distractions e.g., away from windows and doors</li> <li>• Encourage oral presentations as an alternative to some written work</li> <li>• Lined paper with spaces sufficiently wide to accommodate pupil's handwriting</li> <li>• Mark starting point for each line with a green dot</li> <li>• Break down activities into small chunks with praise for completing each part</li> <li>• Ensure range of different pen/pencil grips is available</li> <li>• Teach sequencing skills</li> <li>• Cue cards may help the pupil to sequence a task e.g., 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3, e.g., Put the date at the top of the page</li> <li>• Equipment clearly labelled and kept in same place in class</li> <li>• Teach pupil how to use planner, diary, lists to organise themselves as appropriate</li> <li>• Allow additional time to complete tasks</li> <li>• Consideration of activities that require adaptation to maximise pupil engagement, participation and success</li> <li>• Allow access to IT for recording and the use laptops/tablets and teach keyboard skills (e.g., BBC 'Dance Mat' typing)</li> <li>• Ensure that chair is suitable to keep the pupil's knees in a right-angle position and legs are not dangling</li> </ul>
<b>Targeted (SEN Support)</b>
<p><b>Visual</b></p> <ul style="list-style-type: none"> <li>• Equipment and resources as recommended by IPaSS</li> <li>• Enlarged copies of texts – size determined by pupil and IPaSS or ophthalmologist</li> <li>• Access to audio books and associated equipment</li> </ul> <p><b>Hearing</b></p> <ul style="list-style-type: none"> <li>• Equipment and resources as recommended by IPaSS or Audiologist</li> <li>• A language programme may support language development for a pupil with a hearing impairment by offering a quiet small group</li> </ul> <p><b>Physical</b></p> <p>Equipment, resources and programmes as recommended by the occupational or physiotherapy services</p> <ul style="list-style-type: none"> <li>• 'Fine/Gross Motor Skills' small group intervention programme</li> <li>• Small group or 1:1 handwriting activity (additional to usual provided for class) e.g., 'Speed up' or the 'Teodorescu – Write from the Start' programmes</li> <li>• Support and teaching of keyboard skills</li> <li>• Use of voice processor and associated teaching (at least</li> <li>• 80% accuracy)</li> <li>• Specialist assessment and advice regarding mobility and curriculum access from IPaSS/ Health professionals</li> <li>• Modified planning for PE/outdoor play curriculum</li> <li>• Physiotherapy/ Occupational Therapy exercise programme to be done in school weekly</li> </ul>
<b>Specialist</b>

**Visual**

- Setting staff make substantial adaptations to all curriculum delivery and materials to facilitate access and inclusion
- Requires significant adaptation and modification to all printed materials in order to access the curriculum
- Use of specialist software or equipment to increase access to the curriculum
- Habilitation skills may be taught by IPaSS Habilitation

Officer, including cane skills

- Social / Life Skills teaching in small group/individual with specialist support
- Specialist teaching of tactile learning

**Hearing**

- Setting staff make substantial adaptations to all curriculum delivery/presentations and materials to facilitate access and inclusion
- Any additional language support (including pre and post teaching of language) should be under the direction of the Qualified Teacher of the Deaf
- Ongoing reinforcement of language and associated concepts used in lessons (subject based or language based and be able to demonstrate understanding)
- Adult support for note taking, transcription of videos, noting key words, specific language
- Delivery of specialist curricula for Deaf pupils by specialist

IPaSS staff including Qualified Teacher of the Deaf,  
Specialist Teaching Assistant and Deaf Instructor

- Use of specialist hearing technology, including a radio aid system

**Physical**

- Highly individualised curriculum approach and planned opportunities to access specific individual programmes of support e.g., physiotherapy daily
- Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g., break times
- Support to address self-care / self-regulation needs and use modified equipment
- Specific equipment and support for recording
- Appropriately trained staff for support for moving and handling
- Appropriately trained staff for support for use of communication aids

**Please refer to any specialist/specific reports for this area of need.**