Sensory and Physical Needs: Visual Impairment (VI)
Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- The Single Equality Duty includes consideration of how access to the curriculum and the physical environment can be improved for children and young people (CYP) with a VI. This also includes environmental considerations re new build/refurbishment.
- Continuing Professional Development (CPD) programme in place for all appropriate non teaching and teaching staff related to needs of CYP with VI
- SENCO aware of the guidance and support available to staff from external agencies e.g. Sensory Team
- SENCO disseminates updated information on the CYP to all relevant staff within the school e.g notes from observations
- Class/subject teachers take responsibility for acting upon relevant information around individual student.
- School implements key strategies to increase access for CYP with VIs (e.g. seating within class, access to ICT, access to inter-active white board, allowing the wearing of glasses for PE).
- School ensures that all staff are aware of their responsibilities for ensuring access to the curriculum for all CYP with VI.
- School aware of and acts on advice provided by a functional or clinical assessment, including appropriate differentiation of the curriculum for individuals
- School to monitor the VI pupil and seek advice from a qualified teacher of the visually impaired as appropriate
- school ensures high expectations of progress and achievement based on cognitive ability e.g if grouping by ability, cognitive ability is the criterion, rather than the impaired ability to access materials.
- Ensure curriculum is delivered at a pace appropriate to CP with VI
- Class/Year Group provision map, identifying effective use of classroom support
- Staff aware of how the curriculum can be differentiated for CYP with VI and plan appropriately including for example:
  - Well-organised classrooms with clear route ways
  - Best seating arrangements in relation to the teacher/teaching focus and light source
  - Teachers verbalising work that is written on the board
  - written information including handouts, electronic information and homework is clearly presented in an uncluttered format no smaller than print size 12
  - Teachers talking to CYP about their optimum/ preferred learning styles
  - Peer awareness, sensitivity and peer support
  - effective use of blinds and lighting to improve environmental conditions e.g enhance the contrast on the IWB
- With guidance, all staff should consider the following aspects when providing access to CYP with VI: listening environment; teaching methods; use of technology
- Schools support the use of low-tech aids or equipment (basic word processors, Communication Passport)
- Rest breaks, to take account of fatigue, built in to the day
- Additional advice/on going specialist support from a qualified teacher of the visually impaired through traded services

Assessment

- All staff aware of the indicators of VI and able to contribute to the early identification of CYP with VI
- Key staff are aware of referral procedures to other agencies including health, education and social care
- School supports parents/carers to obtain appropriate medical assessment when a visual impairment is suspected
- SENCO seeks specialist advice when a visual impairment is diagnosed
- Ongoing monitoring should inform adjustments to curriculum planning and delivery

Pastoral Care

- Needs of CYP with VI are included in whole school policies and initiatives in line with Single Equality Duty
- School will signpost families to the Local Offer for information from specialist agencies / support groups e.g. RNIB, My Sight Nottingham, National Blind Children's Society, LOOK etc
- Awareness raising sessions/assemblies to facilitate a better understanding of a visual impairment
- School ensures that information (e.g. letters about non-uniform days and school outings) are provided in accessible formats.
- Ongoing discussion with CYP and parents/carers to ensure involvement in identification and planning to meet needs.
- Discussion with CYP and parents/carers to ensure full involvement in identification and planning to meet needs
- Individualised pastoral support available as appropriate
- Recognition of particular stresses and anxieties that a visual impairment may cause

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Speech, Language and Communication Needs
Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Whole school curriculum emphasizes the importance of the teaching of speaking, listening and understanding
- Whole school promotion of a range of communication skills including gesture, sign and pictures
- Information on how SLCN impacts upon learning/communication needs of child or young person CYP distributed to all relevant staff
- Key vocabulary for units of work and topics identified along with visual cues such as signs, symbols, objects
- Within the curriculum specific opportunities for teaching of vocabulary, active listening and rehearsed response
- Further differentiation of the language of the curriculum according to individual need
- Class/Year Group provision map showing all interventions
- Continuing Professional Development (CPD) for all staff relating to the needs of CYP with SLCN e.g. the Inclusion Development Programme for SLCN
- School aware of local NHS provision for speech and language therapy as set out in the Local Offer
- Staff ensure planning of the curriculum is differentiated for CYP with SLCN including:
  - Reducing background noise; awareness of the importance of the acoustic environment
  - Positioning of key adults in class
  - Adults modifying their language, emphasizing key points and chunking to allow time for processing
  - Allowing extra processing time for speaking and listening activities
  - Allowing time for the development of social interaction through group work
  - Developing and enhancing attention skills
  - Support for the provision of and use of ICT for access and communication. e.g. Clicker 5
  - Using natural gesture to support communication
  - Using practical activities and multi sensory approach to learning
  - Adults demonstrating/modelling learning and language
  - Creating a quiet, distraction free space for small group activities
  - Identifying and consistently reinforcing language through visual clues such as pictures, objects, photos
  - The creation of an organised and well-defined physical environment which is labeled using text and visual cues
- General advice/support from specialist support services
- Teachers adopt strategies to support language needs of all CYP including:
  - Adults adapting communication to specific needs of CYP e.g. differentiated questions
  - Seating CYP appropriately in all learning situations (on carpet, at tables, in assembly, technology and science areas)
  - A range of prompts to support understanding (e.g. repetition, rephrasing, explaining, demonstration)
  - Use of peer support when grouping CYP
  - Use of prompts and scaffolding of tasks to promote independent working
  - CYP taught to use appropriate strategies to support their functional communication, social skills and self-esteem.

Assessment

- All staff are aware of the indicators of SLCN and are able to contribute to the early identification of CYP with SLCN
- Staff use a range of assessment tools to assess CYP with SLCN e.g. National Curriculum Speaking and Listening Levels, Pivats, P-Levels, APP, IDP checklist/ observations, CATS scores
- If there are indicators of autism refer to the SENCO for further advice
- Regular reviews of progress to include CYP, parents/carers, other professionals and specialist teacher if involved as part of whole school processes

Pastoral Care

- Guidance for parents/carers in how to support the development of CYP's speech and language
- Signs around the school include symbols/visual cues in addition to text
- An outside/indoor environment with spaces/areas for quiet activities
- All staff recognise that unusual and challenging behaviours are a form of communication. These may be an indicator of unmet SLCN and may need further assessment.
- Discussion with CYP and parents/carers and full involvement in identification, assessment and planning
- Regular sharing of information with parents/carers
- Awareness of the possible impact of SLCN on CYP's self-esteem
- Availability of safe havens.
- Structured playground/social support or alternative provision. e.g. lunch /break clubs

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Specific Learning Difficulties (SpLD)
Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- The Single Equality Duty includes consideration of how access to curriculum can be improved for children and young people with SEN
- Whole school curriculum policies acknowledge the needs of pupils experiencing difficulties in the area of SpLD and the impact that this may have on all aspects of learning
- School aware of and acts on research relating to what works best for CYP with specific learning difficulties and guided by specialist support
- CPD programme for all staff relating to the needs of CYP with SpLD
- SENCO is aware of the guidance and support available for teachers from organisations specialising in SpLD
- Information on learning needs of CYP distributed to all relevant staff and SENCO disseminates updated information on the CYP all relevant staff within the school
- School ensures that all staff are aware of their responsibilities for ensuring access and appropriate differentiation for all CYP.
- Differentiated planning specifically for CYP with SpLD
- Class/subject teachers take responsibility for acting upon information around relevant students
- Additional specialist advice/support sought as required
- Teachers and support staff adopt strategies identified by SENCO and/or specialist support to support individual needs of CYP including:
  - Careful consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, appropriate use of illustrations etc.
  - Reducing background noise via an awareness of the importance of the acoustic environment within class and for small group activities in a distraction free space
  - Strategic positioning of CYP and adults within classroom
  - Adults modifying their language, 'chunking' and emphasing key points
  - Support to sequence tasks and instructions within class
  - Giving extra processing time for thinking, speaking and listening
  - Developing and enhancing attention skills
  - Allowing time to develop of social interaction through group work
  - Support for the provision of and use of ICT for recording
  - Using multi-sensory activities and experiential learning as appropriate
  - Visual timetables and planners available to all students
  - A variety of alternative ways to record and present work.
- Support for homework and arrangements to ensure that tasks are clearly recorded
- All staff are aware of the guidance to teach in a dyslexia friendly way set out in the Nottingham Dyslexia Friendly School Guide and are responsible for implementing relevant strategies.
- Time limited SpLD interventions if appropriate

Assessment

- All staff aware of the indicators of SpLD and are able to contribute to the early identification of CYP with SpLD
- Where the CYP has not made expected progress in development of literacy and numeracy SENCO uses a range of assessment tools to assess CYP for SpLD as guided by the Learning Support Service or SENCO, for example:
  - National Curriculum; Speaking and Listening Levels; Pivats Levels; Inclusion Development Programme for Dyslexia; Checklist/ observations
- Assessment of CYP's strengths and difficulties
- Clear expected outcomes set for all interventions and ongoing monitoring and evaluation of CYP's progress as a result of interventions
- Regular reviews of progress to include CYP, parents/carers, specialist teacher and outside agencies if involved

Pastoral Care

- Guidance for parents/carers in how to support their child's development with regard to specific learning difficulties
- Support for CYP with SpLD to enhance self awareness leading to increased confidence and self esteem
- Recognition of the potential stress, anxiety and confusion SpLD can cause, leading to positive action to support the CYP
- Signpost parents to the Local Offer/ other agencies offering support around SpLD
- Accurate transfer of key information on transition from primary to secondary
- Discussion with CYP and parents/carers and involvement in identification, assessment and planning provisions
- Accurate transfer of specific strategies which have been successful and intervention programmes trialled and/or completed and/or completed
- School ensures that written information is provided in accessible format or they have a process to follow for those who require an alternative

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Social, Emotional and Mental Health
Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Continuing Professional Development opportunities for all staff relating to the needs of the Child or Young Person (CYP) with SEMH
- School is aware of the guidance and support available for staff from organisations specialising in SEMH.
- Opportunities identified and embedded across the curriculum for learning in social, emotional and behavioural development
- Staff are aware of how the curriculum can be differentiated for CYP with SEMH and differentiate appropriately. To include:
  - Practical work with concrete/visual materials to establish concepts and skills
  - Active learning approaches
  - Additional opportunities for non desk based learning/activity
  - Access to grouping that enables CYP to work with positive role models for social interaction and appropriate behaviour such as Circle Time and/or group work
- A nurturing environment with opportunities for learning through play (in the early years and primary phase) and with opportunities for small group experiences in a safe and secure space (in the secondary phase)
- The curriculum for PSHE well developed and addresses the development of social skills, the management of emotions and an understanding of appropriate behaviour e.g. through use of SEAL
- In Key Stage 3/4/5, small group teaching for Award courses/Alternative accreditation, work related learning and college opportunities, and programmes to develop skills for life
- Class/Year Group provision map, highlighting interventions in place
- Audit and monitoring of the learning environment, the teaching and learning strategies and delivery style to ensure appropriate adjustments to maximise engagement
- Strategies to develop and extend listening and attention
- Updated information and advice re: proactive strategies to support the CYP distributed to all relevant staff
- Staff adopt strategies identified by SENCO and/or outside agencies. To include:
  - Regular planning of specifically differentiated work to ensure effective inclusion in all areas of the curriculum
  - Programmes to help with sequencing and organisational skills; Strategies to promote problem solving
  - Alternative forms of recording to avoid the need for extended written work
  - Careful choice of working partners and groups to facilitate social interaction
  - The use of supported group work within/outside the classroom
  - Building self-esteem/self-worth by encouraging CYP to take on responsibilities in the classroom, around the school and off-site
  - Giving CYP time with staff to identify appropriate strategies to address day to day issues with peers and/or help manage emotions
  - The inclusion of CYP in time-limited targeted intervention groups according to individual need (language and communication, literacy, numeracy, fine/gross motor skills)

Assessment

- Whole school awareness of the link between behaviour and learning
- All staff aware of the characteristics of SEMH and able to contribute to early identification
- All staff understand the broad continuum of SEMH needs (ranging from extreme acting out to acutely withdrawn behaviour) and able to highlight concerns where appropriate
- SENCO/teachers/ staff use range of assessment tools to assess CYP with SEMH, taking account of relevant factors beyond the classroom
- When building up a profile of a CYP's needs school are aware of the link between SEMH and other SEN.
- Regular reviews of progress to include CYP, parents/carers and specialist teacher (where appropriate) as part of whole school processes

Pastoral Care

- Whole school policy for promoting positive behaviour, based on positive reinforcement, and applied consistently by all staff
- School ensures use of sanctions for inappropriate behaviour does not compromise a CYP's entitlement to a broad and balanced curriculum
- School has a common language to describe behaviour
- School has a clear, positively worded Code of Conduct agreed by staff, CYP and parents/carers
- All staff model the behaviour and social skills they want CYP to use
- Induction of new staff includes a specific introduction to the school's policy for promoting positive behaviour
- Mutual support between parents/carers and school in how to support development of CYP's social, emotional and behavioural development
- With support and advice, all staff understand how to differentiate the whole school policy for promoting positive behaviour to take account of the individual needs of pupils with SEMH
- Recognition of the stress and difficulties that CYP with SEMH can experience and positive action taken to support the CYP
- Rewards and recognition of progress
- Individual or small group pastoral support time; Additional support available for unstructured times e.g. lunch time clubs
- Regular sharing of information with parents/carers
- CYP aware of who they can go to should they need support

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Sensory And Physical Needs: Physical Disability (PD)
Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- The Single Equality Duty includes consideration of how access to the curriculum and the physical environment can be improved for CYP (CYP) with a physical disability. To include environmental considerations re new build/refurbishment (e.g. accessible toilets, ramps, height adjustable furniture, grab bars, lifts)
- Continuing Professional Development (CPD) programme in place for all appropriate non teaching and teaching staff related to the needs of CYP with a physical disability
- SENCO aware of the guidance and support available for teachers from organisations specialising in PD
- SENCO disseminates updated information on the CYP to all relevant staff within the school.
- Class/subject teachers take responsibility for acting upon relevant information around individual students.
- School implements key strategies to increase access for CYP with a physical disability (e.g. room layout, access to ICT, additional time)
- School ensures that all staff are aware of their responsibilities for ensuring access and appropriate differentiation of the curriculum for all CYP with a physical disability including for PE and practical activities
- School ensures high expectations of progress, achievement and social inclusion
- Reasonable adjustments to school environment and building adaptations may be necessary e.g. handrails, door handles, marking steps
- Ensure curriculum is delivered at a pace appropriate to CYP with a physical disability
- Class/Year Group provision map, identifying effective use of classroom support
- Staff aware of how the curriculum can be differentiated for CYP with PD. To include:
  - Well-organised classrooms with clear route ways
  - appropriate seating arrangements in relation to the teacher/teaching focus
  - Extra time for completion of tasks
  - The use of standard ICT
  - Access to medical support, if appropriate
  - Teachers talking to CYP about their optimum/ preferred learning styles
  - Careful consideration of timetabling and location of rooms
- Schools support the use of low-tech aids or equipment (basic word processors, communication passport)
- Rest breaks, to take account of fatigue, built in to the day
- With guidance, all staff should consider the following aspects when providing access to CYP with a physical disability: The environment; Teaching methods; Use of technology
- Additional advice/ongoing specialist support from specialist teachers through traded services

Assessment

- All staff are aware of the indicators of PD and are able to contribute to the early identification of children and families with PD
- Key staff are aware of referral procedures to other agencies including health, education and social care, e.g. specialist teachers school doctor/ physiotherapy/ Occupational Therapy services.
- School supports parents/carers to obtain appropriate medical assessment when a physical disability is suspected.
- SENCO seeks specialist advice when a physical disability is diagnosed. This may be supported by a specialist teacher, an Occupational Therapist a physiotherapist, speech and language therapist etc.
- Outcomes of ongoing monitoring should inform adjustments to curriculum planning and delivery.
- Regular reviews of progress to include children and families, parents/carers and specialist teachers and outside agencies if involved

Pastoral Care

- Needs of CYP with a PD/medical conditions are included in whole school policies and initiatives in line with Single Equality Duty.
- Whole school policy and procedure for moving and handling is included within the school's Health and Safety Policy
- Fire evacuation procedures that include the needs of all pupils
- School provides access to an appropriate location in school for medical interventions and/or special arrangements for personal and hygiene needs and for medical/health assessments.
- School SEN Policy includes reference to 'Intimate Care Policy' where appropriate.
- Appropriate modification of school uniform codes for CYP with PD (e.g. hats for hair loss, trainers instead of shoes, shirts not tucked in to accommodate feeding tubes
- School will signpost families to the Local Offer for information from specialist agencies / support groups.
- Awareness raising sessions/assemblies to facilitate a better understanding of a physical disability.
- Ongoing discussion with CYP and parents/carers to ensure full involvement in identification and planning to meet needs
- Individualised pastoral support available as appropriate
- Recognition of particular stresses and anxieties that a physical disability may cause and support offered as necessary

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Sensory and Physical Needs Deafness (Hearing Impairment)
Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- The Single Equality Duty includes consideration of how the deaf children and young people (CYP) can access the curriculum and the physical environment can be improved for them. To include environmental considerations re new build/refurbishment standards applying to all new builds
- CPD programme in place for all appropriate non teaching and teaching staff related to the needs of deaf CYP
- SENCO aware of the guidance and support around supporting deaf CYP available to staff from other agencies e.g. Sensory Team, and the referral procedure
- SENCO disseminates updated information on the CYP to all relevant staff within the school, for example reports
- Class/subject teachers take responsibility for acting upon relevant information around individual CYP
- School implements key strategies to increase access for deaf CYP
- School ensures that all staff are aware of their responsibilities for ensuring access to the curriculum for all deaf CYP
- School aware of and acts on advice provided by specialist support relating to appropriate low level differentiation of the curriculum for individual deaf CYP
- Amplification systems, where supplied, are used consistently and appropriately by all staff, with guidance from Teachers of the Deaf to ensure the optimal use of the latest technology
- The impact of deafness on the CYP's development of language and communication taken into account across the whole curriculum
- The school ensures high expectations of progress and achievement based upon cognitive ability.
- Class/year group provision map identifying effective use of classroom support
- Staff aware of how the curriculum can be differentiated for deaf children and young people and plan appropriately. To include, for example:
  - Peer awareness and sensitivity and peer support
  - Adults simplifying their language and emphasising key points using visual cues wherever possible
  - Teacher explanation that is explicit and consistent
  - The use of visual supports and checklists
  - Visually identified expectations and teaching outcomes
  - Teachers talking to CYP about their optimum/ preferred learning styles
- With guidance, all staff consider the following aspects when providing access to deaf CYP:
  - The listening environment
  - Teaching methods
  - Technical support
  - Language and communication support
- Additional advice/ongoing specialist support from a teacher of the deaf through traded services

Assessment

- All staff aware of the indicators of deafness and are able to contribute to the early identification of CYP through referral pathways School Nurse or Children's Hearing Assessment Centre
- Key staff are aware of referral procedures to other agencies including health, education and social care.
- All staff aware of the indicators of speech, language and communication needs and when to refer to the Speech and Language Therapy Service.
- School supports parents/carers to obtain appropriate medical assessment when deafness is suspected.
- SENCO seeks specialist advice when deafness is diagnosed.
- Ongoing monitoring should inform adjustments to curriculum planning and delivery.
- Regular reviews of progress to include CYP, parents/carers and the specialist teacher where they are involved

Pastoral Care

- Needs of deaf CYP are included in whole school policies and initiatives in line with Single Equality Duty.
- School signpost families to the Local Offer for information from specialist agencies /support groups e.g. National Deaf Children's Society, RNID, Nottingham Deaf Society etc.
- Awareness raising sessions/assemblies to facilitate a better understanding of deafness
- School ensures that announcements (about, for example, non-uniform days and school outings) are provided in accessible formats and/or through a buddy system.
- Discussion with CYP and parents/carers to ensure full involvement in identification and planning to meet needs
- Individualised pastoral support available as appropriate
- Recognition of particular stresses and anxieties that deafness may cause

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Cognition and Learning Needs: Universal provision

Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)

Curriculum and Teaching

- SENCO responsible for monitoring and co-ordination of specialist interventions
- The Single Equality Duty includes consideration of how access to the curriculum and the physical environment can be improved for children and young people (CYP) with SEND. To include curriculum access, environmental considerations, for example accessible toilets
- Whole school curriculum policies acknowledge the needs of pupils experiencing difficulties and the impact that this may have on learning
- Schemes of work are differentiated. Guidance on planning of the curriculum emphasises the need to draw from schemes of work for earlier key stages/year groups according to individual need
- In-class support in small groups in targeted subject areas
- Continuing Professional Development (CPD) programme for all relevant staff relating to the needs of CYP with MLD/SLD/PMLD
- SENCO is aware of the guidance and support available for teachers from organisations specialising in MLD/SLD/PMLD
- Information on learning needs of CYP distributed to all relevant staff and SENCO disseminates updated information on the CYP to all relevant staff within the school
- School ensures that all staff are aware of their responsibilities for ensuring access and appropriate differentiation for all CYP
- Staff are aware of how the curriculum can be differentiated for CYP with MLD needs and understand the need for significant differentiation of the curriculum for CYP with SLD/PMLD needs
- Class/subject teachers take responsibility for acting upon information around relevant students
- Additional specialist advice/support sought as required
- Teachers and support staff adopt strategies identified by SENCO and/or specialist to support individual needs of CYP to include:
  - extra thinking time for responses to questions or contributions to class discussions and extra time to complete activities
  - opportunities for revision and overlearning; strategies to develop and extend listening and attention
  - clear classroom routines supported by visual cues e.g. visual timetables
  - use of visual aids, including object cues, gesture and basic signing to support understanding and development of language
  - regular planning of specifically differentiated work to ensure effective inclusion in all areas of the curriculum
  - tasks broken into smaller steps; simplified language reinforced by multi-sensory learning
  - approaches to support receptive and expressive language delay (e.g. visual cues objects, photographs, signs, symbols)
  - focused, small group work within classroom; programmes to help with sequencing and organisational skills
  - strategies to support problem solving and development of concepts
  - activities to assist with developing mark making /fluent handwriting and/or opportunities to develop word processing skills
  - strategies to assist those with poor working memory skills and retention, such as individual visual timetable, small group to rehearse activities and preview the vocabulary/text
- Consideration of positioning and seating to support learning
- Access to a methodically organised learning environment which is well-defined and labelled using writing and visual prompts
- Time-limited targeted intervention groups (e.g. literacy, numeracy, language and communication, graphic skills, fine/gross motor skills, social skills, as appropriate)
- School ensures high expectations of progress, achievement and social inclusion

Assessment

- All staff are aware of the indicators of MLD/SLD and are able to contribute to the early identification of CYP with MLD/SLD
- SENCO uses a range of assessment tools to assess CYP for MLD/SLD for example National Assessments and reading/spelling tests

Where there is evidence that CYP has not made expected progress across the curriculum:

- Assessment of CYP's strengths and difficulties using up to date assessment tools
- Clear expected outcomes set for all interventions and ongoing monitoring of CYP's progress as a result of interventions
- Regular reviews of progress to include CYP, parents/carers and a specialist teacher where they are involved

Pastoral Care

- Guidance for parents/carers in how to support their children's development e.g. parent groups/workshops/ resources
- Policy and procedures for health and personal care needs and moving and handling in school's Health and Safety Policy where appropriate
- Access to appropriate location in school for medical interventions and/or arrangements for personal and hygiene needs and medical/health
- Appropriate work experience opportunities
- Signposting to quality enrichment activities
- A focus on the development of social skills, emotional well-being and enhancement of self-esteem
- Discussion with CYP and parents/carers and involvement in identification and planning
- Ongoing regular sharing of information with parents/carers
- Tutor/mentor/keyworker support for organisational skills; Access to homework support
- School ensures that written information is provided in an accessible format or there is a process for those who need an alternative

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Communication and Interaction Needs: Autism Spectrum (ASD)

Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Continuing professional development (CPD) programme for all staff relating to the needs of children and young people (CYP) with AS e.g. the use of the Inclusion Development Plan AS materials to inform skills, knowledge and understanding
- School uses resources to support awareness of AS, planning and practice.
- School aware of the guidance and support available to staff from organisations specialising in AS and internal colleagues with specialist knowledge
- Structured promotion of social interaction and communication integral within the content and delivery of the curriculum
- Specific opportunities provided to acquire, comprehend and use language within the curriculum. To include teaching of vocabulary, inference and listening skills
- The creation of an organised and well-defined physical environment which is labeled using text and visual cues
- Opportunities provided to develop imagination and creativity
- A life skills option at KS3 & KS4, according to individual need
- Staff aware of how the curriculum can be differentiated for CYP with AS and plan appropriately. To include, for example:
  - Peer awareness and peer support
  - Avoiding sensory overload
  - Consistency in terms of organisation, structure, routines within the learning environment
  - Adults simplifying their language and emphasising key points using visual cues wherever possible
  - Teacher explanation that is explicit and consistent
  - The use of visual supports, checklists and objects of reference
  - Facilitated opportunities for group and paired working
- Information on CYP's needs distributed to all relevant staff
- Opportunities to work in a supported small group
- Opportunities to develop fine motor coordination
- Support with sequencing and organisational skills
- Additional time to process and complete tasks
- Class support including for example:
  - Whole class visual timetable
  - Prompt or instruction sheets
  - Visually identified expectations and teaching outcomes
  - To incorporate visual supports for teaching including gesture, sign and pictures
  - Careful choice of working partners and groups to facilitate social interaction

Assessment

- All staff aware of the indicators of AS and able to contribute to the early identification of CYP with AS
- SENCO/teachers use a range of assessment strategies, including observation, to begin to identify CYP with possible AS
- Use a range of assessment strategies to build up a profile of CYP's strengths and difficulties
- Regular reviews of progress to include CYP, parents/carers and specialist teacher (where one is involved) as part of whole school processes

Pastoral Care

- As much specific, Special Educational Needs & Disability (SEND) information as possible collected about CYP with ASD before admission.
- At transition, all relevant staff take responsibility to develop an appropriate transition plan for all pupils.
- Open dialogue is set up with parents/carers to share relevant information.
- Parent/carers signposted to parent support groups and voluntary groups
- Whole school policies acknowledge that differentiation may be needed to take account of the individual needs of CYP with AS.
- Discussion with CYP and parents/carers and involvement in identification, assessment and planning.
- Individualised pastoral support available as appropriate
- Recognition that it is common for CYP with AS to exhibit very different behaviours at school and at home.
- Understanding that some CYP with AS may be passive and will not exhibit acting out or challenging behaviours
- Access to a safe haven for difficult times
- Recognition of particular stresses and anxieties that AS needs can cause
- Recognition that CYP with AS are very vulnerable to bullying and close monitoring of this is required

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