

### **Mainstream Core Standards**

#### **Normally Available Resource**

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of this **whole school approach** have been piloted by Achievement for All. (CoP 2015 section 6.4)

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (CoP 2015 section 6.12)

**Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.** (CoP section 6.36)

**High quality teaching, differentiated for individual pupils**, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP section 6.37)

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. (CoP 6.50)

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or individualised teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

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They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. (CoP section 6.52)

**Provision maps** are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention. (CoP section 6.76)

Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school. (CoP section 6.77)

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (CoP section 6.96)

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. (CoP section 6.97)

This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN. (CoP section 6.98)

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (CoP section 6.99)

<b>Communication and Interaction (C&amp;I) Needs</b>		
<b>Universal Support Level</b>	<b>Targeted Support Level</b>	<b>Personalised / Individualised Support Level (for pupils with high needs)</b>
<b>Whole school response/ quality first teaching</b>	<b>Universal level plus the following:</b>	<b>Universal level and targeted level plus the following:</b>
<b>Systems and Whole school planning.</b> <ul style="list-style-type: none"> <li>School requires that all staff have an understanding and knowledge of the needs of children with Autism Spectrum Condition (ASC) and Speech Language &amp; Communication Needs and can apply this in their teaching to that ensure all children are able to access learning.</li> <li>School invests in universal screening for SLCN needs which informs whole school planning. For example; <ul style="list-style-type: none"> <li>- Language Link ( Speech Link)</li> <li>- Secondary Language Link</li> <li>- Language for Learning Screening tool</li> </ul> </li> </ul>	<b>Systems and Whole school planning</b> <ul style="list-style-type: none"> <li>School identifies targeted members of staff for enhanced training support this through school development planning.</li> <li>School identifies appropriate interventions with national recognition for effectiveness. For example; <ul style="list-style-type: none"> <li>- Greg Brooks What Works 4th edition</li> <li>- Sutton Trust - Teaching and Learning Toolkit</li> </ul> </li> </ul>	<b>Systems and Whole school planning</b> <ul style="list-style-type: none"> <li>School identifies members of staff to complete enhanced and/or accredited training and support this through school development planning.</li> <li>Personalised plan / provision plan composed and reviewed regularly with parents</li> </ul>
<b>Continuous Professional Development</b> <ul style="list-style-type: none"> <li>Induction programme for new staff that includes school's expectations for Quality First Teaching.</li> </ul>	<b>Continuous Professional Development</b> <ul style="list-style-type: none"> <li>Targeted staff trained to ASD and SLCN Stage 2</li> </ul>	<b>Continuous Professional Development</b> <ul style="list-style-type: none"> <li>Targeted staff trained for specific Communication and</li> </ul>

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<ul style="list-style-type: none"> <li>• All staff will have Awareness Raising training for ASD.</li> <li>• All staff have training around in-classroom approaches to meeting SLCN. For example;             <ul style="list-style-type: none"> <li>- Language for Learning</li> </ul> </li> </ul> <p>The Autism Education Trust for children and young people on the Autism Spectrum (<a href="http://www.autismeducationtrust.org.uk">www.autismeducationtrust.org.uk</a>)</p> <p>The Communications Trust for speech, language and communication difficulties (<a href="http://www.thecommunicationtrust.org.uk">www.thecommunicationtrust.org.uk</a>)</p>	<p>Accredited level</p>	<p>Interaction Needs e.g.Stage 3 (Post Grad) for ASD and SLCN</p>
<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Adults adjust their use of spoken, instructional language</li> <li>• Adults teach children and young people a range of strategies for effective communication</li> <li>• Alternative recording methods</li> <li>• Availability and planned use of supportive software e.g. Clicker</li> <li>• Analysis of curriculum content to plan appropriate differentiation</li> <li>• Pupil's preferred methods of recording/communication used for teaching and assessment</li> <li>• Focus on key concept/objective</li> </ul>	<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Provide a range of materials to support and develop language skills</li> <li>• Provide specific software to underpin learning e.g Communicate in Print and Clicker.</li> <li>• Sensitive use of additional adult to;             <ul style="list-style-type: none"> <li>- promote participation and independence</li> <li>- Use multi-sensory teaching approaches</li> </ul> </li> </ul>	<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Individualised intensive interventions to address long term learning and skill development which are planned and differentiated by the class/subject teacher following specialist advice</li> <li>• Support available to implement individual therapy programme to address language skills as advised by therapists.</li> <li>• Individualised programmes</li> </ul>

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<ul style="list-style-type: none"><li>• Peer support and sensitive grouping/pairing for practical activities</li><li>• Ensure opportunities for success</li><li>• Use worksheets that are simple and clearly laid out</li><li>• Provide pre-teaching of vocabulary and spellings of all new subject specific words</li></ul>	<ul style="list-style-type: none"><li>- Promote independence skills</li><li>- Act as scribe/reader in class or in test situations</li><li>- Support social inclusion</li><li>- Support work experience</li><li>- Chunk instructions into small steps</li><li>• Maximise opportunities to develop receptive language, expressive language and social communication skills presented through small group activities to develop:<ul style="list-style-type: none"><li>- Social and emotional aspects of learning</li><li>- Self-awareness</li><li>- Self-organisation and independence</li><li>-Communication skills</li><li>- Listening skills</li></ul></li></ul>	e.g. Kar2ouche
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<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Provision of a calm area/ haven</li> <li>• Differentiated visual support eg. Task management board</li> <li>• Use visual resources eg. Visual timetable</li> <li>• Access to a work station</li> <li>• Access to additional equipment e.g. word-processors, laptops and dictaphones</li> <li>• Access to additional supportive software e.g word prediction, write on-line, Clicker, Inspiration/kidspiration</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Carefully consider adjustments to classroom environment e.g. CYP may need to sit at the front of the class or away from distractions</li> <li>• Organisational / environmental changes - e.g. designated working area with few distractions or small group working for parts of lessons</li> <li>• Time out facility short term measure with the aim of returning to class</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Follow the advice of specialist on adaptation to environment</li> <li>• Organisational / environmental changes - e.g. designated working area with few distractions or individualised working for large parts of lessons</li> <li>• Different arrangements – e.g. on site / off site longer term facility to provide personalised learning opportunity</li> <li>• Create a personalised learning environment e.g. individualised work station</li> </ul>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Adapt the curriculum to contain approaches that support the development of social communication skills and take into account receptive and expressive language needs eg</li> <li>• Language for Learning approaches</li> <li>• Incorporating the national guidance for Speaking and Listening</li> <li>• SEAL</li> <li>• Buddy system</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Ensure that the curriculum is adapted to; <ul style="list-style-type: none"> <li>- Promote full participation</li> <li>- Support hands on learning</li> <li>- Promote independence skills</li> <li>- Support social inclusion</li> </ul> </li> <li>• Circle of friends</li> <li>• Social Skills programmes</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• An individual education programme may include one or more of the following; <ul style="list-style-type: none"> <li>- Use of specialised hardware and software</li> <li>- Keyboard skills</li> <li>- Personal care and independence skills</li> <li>- Highly differentiated speaking and listening skills programme</li> </ul> </li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Staff ensure that there is an effective communication is used, for instance, the appropriate language, modes of communication and emphasis for children with a range of needs or conditions including ASD, Aspergers, semantic-pragmatic disorder, language delay etc</li> <li>• Use the appropriately differentiated language to explain concepts</li> <li>• Employ appropriate techniques to ensure that all CYP understand the delivery of key concepts, instructions and learning points</li> <li>• Teachers should identify the information carrying words that are important for communicating key concepts</li> <li>• Some verbal communication may need to include visual prompts</li> <li>• Visual cues to support verbal communication especially when levels of language needs of class vary</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• All communication modes are actively incorporated into planning for small group/short term interventions e.g. Social Stories</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• A personalised approach to individual communication modes are actively supported and developed through specific interventions, such as PECS</li> </ul>
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<b>Cognition &amp; Learning</b>		
<b>Universal Support Level</b>	<b>Targeted Support Level</b>	<b>Personalised / Individualised Support Level (for pupils with high needs)</b>
<b>Whole school response/ quality first teaching</b>	<b>Universal level plus the following:</b>	<b>Universal level and targeted level plus the following:</b>
<b>Systems and Whole school planning</b> <ul style="list-style-type: none"> <li>• All staff have an understanding and knowledge of the needs of children with Moderate Learning Difficulty (MLD) and Specific Learning Difficulty (SpLD) and can apply this in their teaching to ensure all children are able to access learning.</li> <li>• Special arrangements applied for internal/external learning assessments</li> <li>• Planning ensures optimum conditions to all school activities for pupils with C&amp;L difficulties, eg flexibility of the timetable.</li> <li>• The school ethos promotes a positive regard for individual difference in the way that they learn and socialise including CYP with learning difficulty and/or disability</li> <li>• Careful consideration of the requirements of homework activities</li> </ul>	<b>Systems and Whole school planning</b> <ul style="list-style-type: none"> <li>• Teaching and learning styles incorporate a school approach to support the full range of learning difficulties</li> <li>• Provision for whole staff training to support targeted interventions</li> <li>• Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills eg giving consideration to reducing exam subjects</li> <li>• School provision planning identifies appropriate interventions with national recognition for effectiveness Greg Brooks What Works 4th edition or Sutton Trust -</li> </ul>	<b>Systems and Whole school planning</b> <ul style="list-style-type: none"> <li>• Planning ensures access to extra curricular activities and events for all pupils</li> <li>• Personalised plan / provision plan composed and reviewed regularly with parents</li> </ul>



	Teaching and Learning Toolkit	
<b>Continuous Professional Development</b> <ul style="list-style-type: none"> <li>• Induction programme for new staff.</li> <li>• All staff will have had training on MLD and SpLD (Dyslexia and Dyscalculia).</li> </ul>	<b>Continuous Professional Development</b> <ul style="list-style-type: none"> <li>• One or more members of staff trained to Dyslexia Core level</li> <li>• Targetted teaching staff are trained in P Level assessment if required including moderation; and make applications for special arrangements in external assessments and accreditation.</li> </ul>	<b>Continuous Professional Development</b> <ul style="list-style-type: none"> <li>• Targeted teaching staff are trained for specific cognition and learning needs e.g. Downs Syndrome or training at post graduate level.</li> </ul>
<b>Provision</b> <ul style="list-style-type: none"> <li>• Staff similar their use of spoken, instructional language</li> <li>• Alternative recording methods eg. Dragon dictation software</li> <li>• Availability and planned use of supportive software e.g. Clicker 6, Nessie, Number Shark and Word Shark</li> <li>• Analysis of curriculum content to plan appropriate differentiation</li> <li>• Pupil's preferred methods of recording/communication used for teaching and assessment</li> <li>• Focus on key concept/objective</li> </ul>	<b>Provision</b> <ul style="list-style-type: none"> <li>• Provide writing aids e.g.dictionaries, ACE dictionary, thesaurus, writing frames with more visual support, handwriting guides, task boards, concrete resources e.g cubes, magnetic letters, Numicon</li> <li>• Provide differentiated books and text</li> <li>• Provide specific software or apps to underpin learning e.g synthetic phonemes phonics</li> </ul>	<b>Provision</b> <ul style="list-style-type: none"> <li>• Individualised intensive interventions to address additional long term learning and skill development which are planned and differentiated by the class/subject teacher following specialist advice. Eg. Precision teaching, Sounds Progress or Dynamo Maths</li> </ul>

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<ul style="list-style-type: none"> <li>• Peer support and sensitive grouping/pairing for practical activities</li> <li>• Ensure opportunities for success</li> <li>• Any worksheets should be simple and clearly laid out</li> <li>• Provide pre-teaching of vocabulary and spellings of all new subject specific words</li> </ul>	<p>programmes</p> <ul style="list-style-type: none"> <li>• Sensitive use of additional adult to;             <ul style="list-style-type: none"> <li>- Promote participation and independence</li> <li>- Support multi-sensory learning</li> <li>- Promote independence skills</li> <li>- Act as scribe/reader in class or in test situations</li> <li>- Support social inclusion</li> <li>- Support work experience</li> <li>- Chunk instructions into small steps</li> <li>- deliver small group activities available in school to develop literacy e.g. Read Write Inc., Sounds Write, Reading Recovery</li> <li>- Numeracy e.g. Maths Makes Sense, Numbers Count etc.</li> <li>- Social and emotional aspects of learning</li> <li>- Self-awareness</li> <li>- Self-organisation and independence</li> <li>- Communication skills</li> <li>- Gross and fine motor skills</li> <li>- Listening skills</li> </ul> </li> </ul>	
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<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Learning environment and structure that incorporates visual, auditory and kinesthetic elements</li> <li>• Adapted general classroom equipment – scissors, pencil grips, work banks, number lines, subject and topic specific words</li> <li>• Visual timetable, ‘Active Listening’ cues, labelled environment at appropriate visual recognition level</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Access to additional equipment e.g. word-processors, iPads and tablets, laptops and Dictaphones</li> <li>• Access to additional supportive software e.g word prediction; Write Online; Clicker; Inspiration/Kidspiration; voice to text support</li> <li>• Carefully consider adjustments to classroom environment e.g. CYP may need to sit at the front of the class or away from distractions</li> <li>• Adapted equipment e.g desk slopes posture pack, move ‘n’ sit cushions</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Follow the advice of specialist on adaptation to environment</li> <li>• Organisational / environmental changes - e.g. designated working with few distractions ; small group working; providing an individualised study skills toolkit</li> <li>• Flexible arrangements – e.g. on site / off site longer term facility to provide personalised learning opportunity.</li> </ul>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Differentiated multi- sensory approaches e.g. visual prompts, sorting activities</li> <li>• Alternatives to writing</li> <li>• Special arrangements applied for internal/external learning assessments when there are additional learning needs identified.</li> <li>• Flexible grouping arrangements</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Ensure that the curriculum is adapted to <ul style="list-style-type: none"> <li>- Promote full participation</li> <li>- Support hands on learning</li> <li>- Promote independence skills</li> <li>- Support social inclusion</li> </ul> </li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• An individual education programme may include one or more of the following; <ul style="list-style-type: none"> <li>- Use of specialised hardware and software</li> <li>- Keyboard skills</li> <li>- Highly differentiated literacy and numeracy programmes at an</li> </ul> </li> </ul>

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		<p>appropriate developmental level</p> <ul style="list-style-type: none"> <li>- Personal care and independence skills</li> <li>- Personalised timetable</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Use simplified language to explain concepts</li> <li>• Ensure all CYP understands by asking open ended questions</li> <li>• Be very clear about what are the important points/key concepts</li> <li>• Provide visual support to all oral information</li> <li>• Allow extra time to answer oral questions or complete mental maths work</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• All communication modes are actively incorporated into planning for small group/short term interventions.</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Individual communication modes eg PECs, signing, symbols, cued articulation to support phonics etc are actively supported and developed</li> </ul>

<b>Social, Emotional and Mental Health Needs</b>		
<b>Universal Support Level</b>	<b>Targeted Support Level</b>	<b>Personalised / Individualised Support Level (for pupils with high needs)</b>
<b>Whole school response/ quality first teaching</b>	<b>Universal level plus the following:</b>	<b>Universal level and targeted level plus the following:</b>
<b>Systems and Whole school planning</b> <ul style="list-style-type: none"> <li>• Ensure that staff apply the School Behaviour Charter (or equivalent)</li> <li>• Ensure that pastoral systems allow pupils with SEMH needs to access SEN provision</li> <li>• Ensure all staff comply with school policies which include whole system approaches such as               <ul style="list-style-type: none"> <li>- Restorative approaches</li> <li>- Solution focussed approaches</li> <li>- Positive classroom management</li> <li>- Anti-bullying</li> <li>- Promoting good mental health</li> <li>- Developing a growth mindset</li> <li>- SEAL</li> <li>- PSHE</li> </ul> </li> </ul>	<b>Systems and Whole school planning</b> <ul style="list-style-type: none"> <li>• Identify staff who require targeted training beyond the universal level, due to the needs of pupil groups</li> <li>• Pupil centred planning to ensure optimum engagement in learning through developing and supporting social and independence skills</li> <li>• Parents invited to progress and planning discussions relating to their children</li> <li>• Targeted pupils screened for SLCN, SpLD, MLD to ensure underlying needs are identified and addressed</li> <li>• School identifies appropriate interventions with national recognition for effectiveness Sutton Trust - Teaching and Learning Toolkit</li> </ul>	<b>Systems and Whole school planning</b> <ul style="list-style-type: none"> <li>• Identify trainers amongst the staff workforce who undertake 'train the trainers' training and can subsequently deliver targeted training in-house</li> <li>• Identify external providers to deliver bespoke training beyond the in-house offer</li> <li>• Personalised plan / provision plan composed and reviewed regularly with parents</li> <li>• Undertake risk assessments</li> </ul>

<p><b>Continuous Professional Development</b></p> <ul style="list-style-type: none"> <li>• Induction programme for new staff - to cover all points in the sections above and below – (District behaviour specialist teacher can advise, well-being toolkit)</li> <li>• All staff will have had training for SEMH.</li> </ul>	<p><b>Continuous Professional Development</b></p> <ul style="list-style-type: none"> <li>• Targeted staff trained to deliver a range of outcome focussed interventions to approaches to develop resilience and empathy, loss and separation (attachment), supporting CYP through life changes and traumatic events etc</li> <li>• Training for whole school on approaches for de-escalating, managing and addressing challenging behaviour safely including BILD accredited physical intervention</li> </ul>	<p><b>Continuous Professional Development</b></p> <ul style="list-style-type: none"> <li>• Specific members of staff identified to train others in all programmes provided by the school</li> </ul>
<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Regular monitoring of Involvement and Engagement e.g. use of Boxall, Leuven</li> <li>• A range of additional activities - e.g. circle time; social skills, buddies, talk partners etc</li> <li>• 'Time-out' facility – short –term measure with the aim of returning to class – evaluated to assess effectiveness</li> </ul>	<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• A range of additional intervention programmes - social skills, anger management, alternative curriculum arrangements</li> <li>• Allocation of peer mentors, leaning / behaviour mentors - monitored and evaluated</li> <li>• Sensitive use of additional adult to; <ul style="list-style-type: none"> <li>- Promote participation and engagement</li> <li>- Support learning behaviours by modelling and mediated learning</li> </ul> </li> </ul>	<p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• A range of additional and different intervention / support programmes in liaison with external agency professionals, including outreach support from special schools</li> <li>• An personalised plan/ provision plan or pastoral support programme which may include one or more of the following <ul style="list-style-type: none"> <li>- Affective strategies and interventions to address social skills, promote confidence, and</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>- Ensure risk assessment is addressed in all learning environments</li> <li>- Promote independence skills and develop social inclusion</li> <li>- Use of advocacy to promote independence skills</li> <li>• Identification of a mentor/ advocate within the school</li> </ul>	<p>build self-esteem, well-being, resilience, mental health</p> <ul style="list-style-type: none"> <li>- Therapeutic approaches to support change</li> <li>- Counselling programmes delivered by trained counsellor or mentor</li> <li>- Mediation</li> <li>- Family Group Conferencing</li> <li>• Identification of support network within the community context</li> </ul>
<b>Environment</b> <ul style="list-style-type: none"> <li>• Access to occasional alternative learning environments that supports de-escalation strategies</li> </ul>	<b>Environment</b> <ul style="list-style-type: none"> <li>• Organisational / environmental changes - e.g. designated work-station with few distractions ; small group working</li> <li>• Timetable planning to provide alternative learning situations eg work station but still be part of the group, (care taken not to isolate the child in the corner of the room)</li> </ul>	<b>Environment</b> <ul style="list-style-type: none"> <li>• Different arrangements – e.g. on site longer term time out facility but with the aim of re-integration</li> </ul>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Multi-sensory approaches e.g. visual prompts</li> <li>• Alternatives to writing</li> </ul>	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Maximise opportunities presented through whole class and where appropriate in small group activities available in</li> </ul>	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Consider reducing breadth of curriculum to focus on key skills areas and positive social behaviours and/or allowing</li> </ul>

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<ul style="list-style-type: none"> <li>• Make adjustments to language demands where additional underlying learning needs have been identified.</li> <li>• Use of SEAL or similar approaches.</li> </ul>	<p>school to develop:</p> <ul style="list-style-type: none"> <li>- A sense of belonging</li> <li>- Esteem</li> <li>- Communication skills</li> <li>- Listening skills</li> <li>- Emotional literacy</li> <li>- Resilience</li> <li>- Social and emotional aspects of learning</li> <li>- Self-awareness</li> <li>- Self-organisation and independence</li> <li>- Opportunities for taking responsibility</li> <li>- Opportunities to take on a role outside of current experience</li> </ul>	<p>access to off-site CAMHs appointments for a fixed period.</p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Staff consistently apply the School Behaviour Charter (or equivalent) so there is no misinterpretation</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• All communication modes are used to share the School Behaviour Charter</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Individual communication modes are used to share the School Behaviour Charter</li> </ul>