

Ordinarily Available Inclusive Provision

*School and classroom practice that is essential for some,
helpful to most and
harmful to none*



Section One: Expectations of all settings

This section will be an integral part of the school's provision for all children. They outline some of the practices and adaptations that are part and parcel of quality first-teaching. The provision and strategies outlined in this section may be required for children and young people with SEND and / or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

This section describes the provision that must be in place in our schools and classrooms for all children. Below, you will find practices and adaptations that are essential elements of quality first-teaching. The provision and strategies outlined may be *essential* for children and young people with SEND and / or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

Our provision will always be designed to meet each child's underlying needs regardless of diagnosis.

	Expectations of all settings	Strategies
Assessment	A minimum termly cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.	- Children & young people's strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning. SEND Support Plans are working documents and will be reviewed regularly. - Staff are aware of pupil's starting points so that expected progress can be measured across each key stage. A SEND support plan is created for each child on the SEND register and will reflect the Assess, Plan, Do, Review process. - Assessment is used to inform planning and interventions, and review progress within interventions. - Consideration is given for individual pupil's developmental trends. The children's area of needs to be clearly identified on the SEND plan and targets set accordingly.
	Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	- A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners including talking to parents and other professionals. - Learners have regular opportunities to evaluate their own performance based on specific feedback from staff. . - Teachers must share and discuss SEND targets with their children on a regular basis so children know what they are aiming to achieve. - The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners. Refer to tiered Graduated Approach. - Teachers will use a range of adaptive teaching strategies to ensure all children have access to the learning.
	Expertise is in place to manage reasonable examination arrangements (access arrangements) for all formal and informal national assessments including public examinations.	- Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the learner's normal way of working such as extra time for assessments, rest breaks etc. - Adapted resources (e.g. enlarged text and braille, laptop or scribe) are used in class and assessments.



	Expectations of all settings	Strategies
Partnership with learners and parents/carers	The setting works in partnership with parents, carers and learners in decision- making.	- Parents and carers are aware of the range of communication channels available for sharing information about their child and their concerns will be recorded. - Parents are aware of SEND status of their child, including when they are placed on the school's SEND register and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child on a termly basis. - Formal and informal events take place to seek views in relation to SEND provision in the school. - The school's website will signpost parents and carers to services and the local offer. A meeting will be held annually for parents/carers of children with SEND to gather their views on their children's experiences of school.
	An effective partnership with learners and parents is evident through their participation in assessment and review processes.	Learners and parents/carers are involved termly in the Graduated Approach; Assess, Plan, Do, Review process, setting and reviewing targets and identifying that their opinions and concerns are valued.

	Expectations of all settings	Strategies
Pastoral	The setting recognises, and responds to, the need for pastoral support for learners with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.	- Staff create a calm and purposeful environment for learning where all children feel that they belong and their contributions are valued. - Each school will provide a range of alternative spaces for children to use when needed. - Adults build strong relationships with all children so they can support them to regulate their emotions. - Peer awareness and sensitivity towards difference (including SEND) are taught at a whole school, class and group level and forms part of the curriculum.



	Expectations of all settings	Strategies
The physical and sensory environment	The physical environment is adapted to meet the needs of learners.	• The accessibility plan is on the school's website and 'reasonable adjustments' are made according to individual needs. • All schools will have an inclusive classroom checklist that is shared with parents through our websites. • Extra-curricular activities and educational visits are planned and appropriately adapted to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. • The views of learners, parents and carers are sought and are used to support planning for physical or sensory adaptations that children may require. • Risk assessments for the child or young person will be completed as required.
	Practitioners are aware of sensory needs and issues that may impact on learners.	• All staff must fully implement the requirements on the inclusive classroom checklist. • Learners' sensory needs are known and used to plan seating arrangements and movement breaks as required. • Equipment is provided for left and right-handed pupils. • Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position. • Displays are meaningful and appropriate for all learners. Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light in line with classroom environment checklist.



	Expectations of all settings	Strategies
Teaching, Communication and learning strategies	Practitioners are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them. Planning incorporates the advice from specialist as appropriate.	• Adaptive teaching strategies are used to support pupil needs particularly during transitions. • Learners are given time to process information before being asked to respond. Teaching staff will receive linked CPD to support this e.g. Walk Thru's. • Tasks are broken down into small manageable steps. Explicit teaching (EEF) strategies are used to support this. • The pace and order of activities is relevant to maintain interest and attention of all pupils. Key information and strategies are shared with all relevant members of staff.
	Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles.	• Modelling is used to aid understanding including live modelling (Walk Thru's). • Visual/ audio demonstrations and visual cues/ audio commentary are used as required. • Key vocabulary is displayed with visuals. • Schools will use the EEF guidance on effective use of technology. • Cognitive and meta cognitive strategies are explicitly taught.
	Individualised and/or small group planning and programmes in more than one curriculum area. Use of steps-to- success or similar to promote independence, scaffold and support learners.	• Teachers' handwriting on the board and in pupils' books is clear and legible and provides a model for children. • Interactive whiteboard is used to effectively promote engagement and scaffold the lesson as appropriate. • Children & young people can record their work and respond in a variety of different ways.
	Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs. Individualised and/or small group sessions.	• Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources Teachers have linked CPD to support this. • Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role models, mixed-ability groups. structured opportunities for conversation and sharing of ideas and access to additional adults where they are available. • Use of additional adults is planned to maximise their impact on learning and promote the children's independence. . • Strategies are used to build and maintain positive relationships across the whole school community (e.g. Restorative Approaches).



		Expectations of all settings	Strategies
Resources		Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is scrutinised.	- Resources are within easy reach of learners to promote independence. - Learners have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets. - Resources are clear and uncluttered, labelled using text and images.
		Specific resources are allocated and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.	- Additional/adapted resources are available for those pupils who require it. - ICT is used to support alternatives to written recording and to promote independent learning.
		Expectations of all settings	Strategies
Staff skills and training		All practitioners, including Teaching Assistants, make a positive contribution to learner progress.	- Additional adults are deployed proactively in the classroom and their impact on the learner is monitored carefully to ensure progress is supported. - Grouping / seating arrangements and additional support are used to promote independent learning as far as possible. EEF flexible grouping - Strategies used in interventions are integrated into class teaching so that learners can sustain progress.
		There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.	- There is a planned programme of ongoing CPD in relation to SEND - Best practice is shared within the school, the Trust and more widely. - Teachers will be supported with providing the use of effective technology.
		Staff collaborate and have effective links with other relevant outside agencies and specialists.	- Practitioners know when to refer for extra support or advice in line with Graduated Response Tool. - The setting is aware of and regularly communicates with any other professionals who are involved with each learner. - Consent to share information is gathered to communicate with other professionals if this is appropriate. - Advice received from other professionals is used to inform teaching and learning.



	Expectations for all settings	Strategies
Transition and Transfer	Support is in place for routine and life transitions when required.	Transitions include: • Moving around the setting. • Preparing for weekends and the start and end of holidays. • Moving from lesson to lesson. • Changing from structured to unstructured times. • Moving from one activity to the next within a lesson. • Changes of staff – permanent and temporary. • Special events: visitors, visits and celebrations. • Life events: birth of a sibling, change in parenting arrangements. e.g. change in parents' relationship status, loss and bereavement or contact visits. • Puberty. Staff are aware of those who will need additional support for all or most transitions, and plan for these transitions. This includes learners who: • Have insecure attachment, including but not limited to Child Looked After, Child in Need, Child Protection, adopted children and pupils from armed forces families. • Have social communication difficulty including ASD. • Suffered trauma, loss or bereavement. • Are anxious. Support could include: • Safe space available within the classroom or an identified area of the school for time out. • Visual timetables are used. • Students are pre-warned of any changes and prior to transition. • Timers are used to show pupils how long they have to work for/ how long they have to finish. • Opportunities for periods of respite using withdrawal. This might include self-directed / individual time-out/smaller groups. • Plans are made for unstructured times: safe spaces are available; there are structured alternatives available.
	Procedures are in place for ensuring smooth progression through settings, colleagues within the setting and receiving or previous settings as required, transition phases, including on entry and exit.	Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond. Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/ classroom with a familiar trusted adult, creating social stories.



Section Two: Support for broad areas of need

We have separated this section by the four areas of need set out in the Code of Practice.

Many learners may have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

Communication and Interaction

This provision should be *in addition* to the expectations in section one.

Approaches and strategies	
• Whole school CPD to raise awareness and understanding of communication and interaction needs • Teachers and support staff will provide high quality teaching in line with the five a day principles from the EEF.	
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties saying what they want and being understood.	• Modelling language. • Small group or individual language sessions. • Allow time for child to process and respond. • All attempts to speak/communicate are supported. • Providing an additional method of communicating e.g. use of ICT, symbol communication (e.g. Makaton, PECS & symbols). • Reduce pressure to speak and provide alternative means of contribution such as; laptop, whiteboard, etc.



Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties understanding what is being said to them.	• Reduce the amount of instruction and reduce the complexity of language. • Ask children to repeat instructions to clarify their understanding. • Check the child's attention is engaged before talking to them; use their name first before giving them an instruction. • Check that hearing has been tested. • Pre-teaching of topic vocabulary. • Instructions should be given in order of completion.
Child/Young person does not understand or use social rules of communication.	• Modelling / role play/social stories. • Small group sessions. • Prompts – symbols, signing systems. • Now (you are doing this) and Next (you are going to be doing that) boards.
Difficulties with language Difficulties with communication.	• Use the child's name first to draw their attention followed by key word instructions e.g. Jamie, stop. • Simple instructions (avoiding idioms or explaining them). • Use positive language, telling them what you want them to do. • Using literal language (avoiding sarcasm and figures of speech or explaining them). • If available, use of symbol communication such as Picture Exchange Communication System (PECS). • Much of what is communicated is non-verbal so be very aware of body language. • Awareness of appropriate tone of voice (calm, not too loud). • Awareness of rate of speech (slow down). • Awareness of use of language (some children may need a language-rich environment, others may need it to be kept simple)
Difficulties with social Imagination.	• Role play and drama, use of props (e.g. puppets). • Modelling. • Story telling/videos. • Photos used to talk through what might be happening. • Story planners. • Writing frames. • Sentence Starters. • Direct teaching to understand and infer emotions and themes in a narrative • Social mapping e.g. understanding consequences. • Peer support sharing experiences. • Mind mapping and helping them to make links between their learning.



Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulty with social communication and developing relationships.	• Small group / 1 to 1 tasks and activities to cover turn taking and social skills. • Clear communication of expectations. • Use of relational support plan. • Develop group work skills by targeted teaching to address specific skills. • Use of restorative approach. • Opportunities for supported play with peers. • Modelling successful play and social interactions. • Support to understand social relationships (social mapping). • Understanding emotions of child and peers. • Good peer role models.
Anxiety in busy unpredictable environments.	• Preparation for change of activity or route. • Small group / 1 to 1 tasks and activities. • Calm learning environment. • Clear communication of expectations. • Regular mentor support, including adults or peers. • Visual timetable to be used in setting/school. • Use of social stories and comic strip conversations to explain new situations or changes to routines.
Sensory and physical needs relating to communication and interaction.	• Staff are aware that for some pupils, a sensory or physical disability could impact on their learning language and social interaction. • Staff use relational support plans. • Nurturing groups. • Implement strategies and programs on the advice of relevant professionals, e.g. SALT. • Support for social interactions during unstructured time e.g. lunch/break.



Cognition and Learning

This provision should be *in addition* to the expectations in section one.

Approaches and strategies

- Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise, behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.
- Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness, motor skills programme.
- Effective use of ICT equipment to support learning.
- TAs are trained and skilled in supporting students with general and specific learning difficulties.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners, that may include the following:
Limited attention span compared to developmentally appropriate milestones.	• Regular, short breaks including use of Movement Breaks. • Chunking, breaking tasks down. • Individual visual timetables and other visual support to help explain activities. • Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task). • Asking the child to repeat back what activity they are going to do. • Individualised timetables, work structures and work boxes.
Difficulties with learning: e.g. despite appropriate differentiation and interventions, making inadequate progress over time across the curriculum and working below age related expectations.	• Assessment through teaching to identify the areas of need in consultation with the learner. • Clear and simple instructions, breaking down longer instructions and giving one at a time. • Visual timetable. • Visual cues and prompts. • Give time before response is needed. • Pre-teaching and over teaching. • Shared next steps – so they know what to expect. • Differentiated resources.



Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Specific learning difficulties (SpLD) affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment. <i>(N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia or dyspraxia. Any provision or support should be provided in line with the needs of the child or young person and is NOT dependent on any formal diagnosis)</i>	• Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate. • Metacognition approaches. • A neuro-diversity approach to celebrate the strengths of each learner. • Recognising and celebrating success in other areas of their life. • Use of evidence-informed approaches to address the difficulty. • Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology. • Evidence-based interventions to develop skills. • Alternative strategies for reading and recording. • Visual aids to reduce memory load.
Generalised learning difficulties. May have difficulties in understanding concepts. May have memory, attention or processing difficulties. May have difficulties across the curriculum but with some areas of strength Children with an uneven profile of skills and attainment.	• Adjustment, modification and differentiation of the curriculum to enable the learner to fully access the curriculum. • Support to manage self-esteem – celebration of strengths, reinforcement of success. • Flexible grouping.



Social, Emotional and Mental Health Difficulties (SEMH)

This provision should be *in addition* to the expectations in section one.

Approaches and strategies

Settings should assess SEMH needs to help staff understand the barriers to learning that pupils face. Learning needs should also be reviewed using school's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.

- Use of whole school approaches to promote wellbeing and resilience.
- A behaviour policy underpinned by a clear ethos and values.
- Use of Restorative Approaches to build, maintain and repair relationships.
- Anti-bullying work.
- Use of social stories.
- Small group or 1 to 1.
- Give children two choices allow them time to respond to choice whenever possible.
- Use of distraction techniques and giving responsibility.
- Explicitly teaching de-escalation and self- management strategies. Staff training on this.
- Use of PSHE, circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all learners.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Difficulties participating and presenting as withdrawn or isolated	• Teachers have a secure understanding of the children in their class. • Small group work e.g. friendship or social skills, nurture groups • Play-based activities. • Building relationships. • Buddying /peer mentoring. • Giving areas of responsibility. • Whole school approach to support strategies – consistency. • Structure should be clear and explicit – what are the expectations.



Displaying challenging behaviour, e.g. refusal to follow instructions, aggression, damage to property	• A consistent message but flexible approach. • Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning. • Understand the basis for the behaviour e.g. what is the history/context? • Understand that behaviour is a method of communication. • Helping the learner to substitute other, more acceptable, behaviours. • Use of choices to allow the child some control with the same end result. • Teach the learner different ways to get their needs met. • Consideration of the timetable and transitions. • Detailed transition between year groups / phases of education. • Risk assessment as required. • Communication with home/family e.g. what is going on at home, other agencies' involvement? • Regular review of support plan, e.g. SEN support / relational support plan.
Behaviours may reflect: • Anxiety / depression • Self-harming • Substance misuse • Eating disorders	• Regular debriefs to unpick possible triggers. • Social stories. • Looking at the history, when did the behaviour start to change or repeat? • Liaison and collaboration with home is essential to understand the wider picture – consideration of parental sensitivities and potential triggers. • Build rapport with trusted adults.



Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Physical symptoms that are medically unexplained e.g. soiling, stomach pains.	• Keep a log and analyse pattern or trends to identify triggers. • Liaison with parents and relevant health professionals. • Intimate care plans are in place for any children who require them.
Attention difficulties	• Understanding the reasons, triggers and possible pattern? • Allowing plenty of time for movement or frequent small concentration periods. • Have a clear structure to the day. • Children to have access to the resources they need e.g. fidget toys, timers. • Have clear expectations regarding behaviours and a clear and consistent response to behaviours based on a warm relationships. • Being aware of times of the day that may be more difficult. • Relational support plan created.
Attachment difficulties (including Attachment Disorder)	• Liaise with parents and carers for shared understanding. • A good transition when the child starts school and between each year group / stage / school – checking the history. • Supportive, structured school day. • Ongoing CPD. • Consideration of behaviour policies. • Consideration of family context and the range of children that may have attachment difficulties e.g. adopted, forced children, previously CIN, CLA. • Liaison with the Virtual School for training and advice including working as part of the attachment aware project.
Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects	• Differentiated use of voice, gesture and body language. • Focus on reducing anxiety and thereby behaviours. • Flexible and creative use of rewards and consequences e.g. 'catch them being good'. • Positive reinforcement of expectations through verbal scripts and visual prompts. • Time out/quiet area in the setting.
Difficulty in making and maintaining healthy relationships	• Small group activities to support personal social and emotional development. • A range of differentiated opportunities for social and emotional development. • Restorative approaches.



Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners such as:
Difficulties following and accepting adult direction.	• Look for patterns and triggers to identify what may be causing behaviours. • Time given to build positive relationships etc time for the teacher to spend 1-2-1 with the child. • Positive scripts - positive language to re-direct, reinforce expectations. e.g. use of others as role models. • Calming scripts to de-escalate, including for example, use of sand timers for 'thinking time'. • Limited choices to engage and motivate. • Flexible and creative use of personalised, appropriate rewards. • Visual timetable and use of visual cues e.g. sand timers to support sharing.
Presenting as significantly unhappy or stressed.	• Adults to check in at the start and end of the day. • Safe place/quiet area in the setting. • Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting. • Use of social stories to identify triggers and means of overcoming them. • Build rapport and trust in a reliable adult.
Patterns of non-attendance.	• Feedback is used to collaborate and plan with parent /carer and child / young person, to ensure consistency and communication between the home and setting. • Identify any learning needs. • Monitoring the patterns to identify underlying reasons for attendance and subsequently according to circumstance.



Sensory and/or Physical Needs

This provision should be *in addition* to the expectations in section one.

Approaches and Strategies

- All staff are aware of individual students' sensory/ physical disability and implications in all teaching and learning environments.
- Favourable seating arrangements are identified.
- Staff should encourage students to wear appropriate sensory equipment and use physical aids.
- Staff should ensure that all children and young people have understood all instructions.
- All teaching staff should ensure that information is delivered in an accessible way.
- Awareness of the specific learning profile of children.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Hearing Impairment.	• Seated near front of class with clear view of teacher's face and any visual material used. • Instructions delivered clearly. • Check the lesson content has been understood, particularly when delivering new information, instructions. • Repeating / rephrasing pertinent comments made by other pupils ensuring the student accesses those comments. • Be aware the student may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking. • Visual reinforcement (pictures and handouts), to support learning • Visual timetable and use of visual cues. • Be aware that during P.E. or Games lessons it will be more difficult to follow instructions and make adjustments to deliver instructions. • Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles. • Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise. • Seat away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the classroom. • Encourage good listening behaviour: sitting still, looking and listening • Encouraged children and young people to ask when not sure what to do. • A quiet working environment, particularly for specific listening work, reducing background noise and provide a good acoustic environment • All staff who work with a learner with HI should be made aware how best to support in school. • Adults working directly with child with HI to have appropriate training i.e. British Sign Language (BSL) if applicable. • Staff to work together with other professionals to share strategies and advice to support the child. • Appropriate safety and evacuation procedures are in place.



Vision Impairment.	• Staff to work together with other professionals to share strategies and advice to support the child. • Talking books & literature/books in Braille. • Reading apps. • Support in lessons to provide verbal description. • Talking equipment for life skills / curriculum activities. • A touch typing programme. • Support to promote full social inclusion and to develop social skills. • Support in practical lessons for Health & Safety.
Physical disability.	• Staff to work together with other professionals to share strategies and advice to support the child or young person. • Moving and handling training for staff. • Provision of small support equipment e.g. adapted pencils, pens, ruler, writing slope, cutlery and scissors. • Accessibility planning. • Ensure environment is accessible for specialist equipment e.g. walkers, standing frame, specialist seating and hoisting. • Ensure use of specialist equipment. • Enable access to ICT equipment e.g. school computers, iPads, staff training for care and hygiene support. • Risk assessments and Personal Emergency Evacuation Plan. • Intimate plan. • Manual handling plan.
Severe and complex medical needs including a life threatening diagnosis or condition.	• Reasonable adjustments in line with the Equality Act 2010. • Support equipment such as lockable medicine cabinets, first aid bags, fridges. • Rotated medication / care training. • Liaising with specialist colleagues for up to date training. • Clear bereavement support, training and policies. • Regular home school contact when/if learner is not in school to maintain 'sense of belonging' with peers and school community. • Relational plan. • Medical plan.



Physical sensitivity including hyper and hypo responses and possible Sensory Processing difficulties.	• Staff to work together with other professionals to share strategies and advice to support the child's sensory diet. • Sensory reduction planning. • Staff training through CPD. • Individual work stations. • Build resilience using timers.
Sensitivity to sensory stimuli.	• Sensory breaks. • Flexibility with uniform policy. • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity. • Flexible approach to transitions e.g. between lessons and to and from school. • Access to a safe space.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners
Physical outbursts causing harm to others and/or to damage to property.	• A consistent approach to managing individuals with 'reasonable adjustments' made. • Understanding the frequency and location of triggers. • Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don't work and relaying this information to staff. • Preventative strategies in place. • Safe spaces. • Appropriate de-escalation strategies in place. • Risk assessments as needed. • Re-integration plans. • A clear plan of action, agreed with parents with regard to physical intervention.



Glossary:

Term	Definition
ASD	Autism spectrum disorder.
CLA	Children and young people who are in the residential care of the local authority.
CPD	Continuing professional development.
Graduated approach	The use of the Assess, Plan, Do, Review cycle to effectively meet the needs of the child or young person through reviewing and refining actions.
MASH	Multi-agency safeguarding hub.
PECS	Picture exchange communication system.
SALT	Speech and language therapy.
SEMH	Social, emotional and mental health needs.
SLE	Specialist leader of education.
SpLD	Specific learning difficulty.



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