Section Six:
The Main Categories of Need: Strategies at SEN Support Level

6.1 Summary

This section identifies some of the key strategies to meet the needs of CYP requiring SEN Support within the four main categories of need. Some of the strategies also feature within the universal offer of high-quality teaching but feature again for SEN Support because they are known to be particularly effective for certain categories of need.

6.2 Communication and interaction

- Staff can be supported to better understand the developmental levels of communication and interaction by accessing formal training (e.g. ELKLAN) or informal training (through the Hampshire Specialist Teacher Adviser Communication and Interaction Team)

- Specific attention and listening activities built into daily learning experiences for CYP. In general, attention and listening skills can be promoted through consistent use of visual support by the adults to assist the CYP's understanding of the expectations, use of specific praise and feedback and consistent access to developmentally appropriate learning resources

- Curriculum and time-tabling which provides opportunities for pre-teaching and re-enforcement of vocabulary when new concepts or units of work are introduced

- Use of adult/peer facilitator to scaffold and check understanding at key points in learning

- Targeted support to make verbal contributions to the group in identified/focus areas

- Use of peer mentor and peer support systems

- A range of opportunities for CYP to develop their understanding of curriculum specific and general vocabulary, such as digital media, real life experience and visits. This will need to be supported by curriculum and time-tabling at key opportunities (e.g. introduction of a new topic)

- Key vocabulary and concepts targeted first with consistent visual representation of vocabulary (e.g. through use of symbolic communication and the written word); this can promote generalisation of understanding across learning opportunities

- Use of tailored support strategies to scaffold oral responses

- Targeted support to make verbal contributions to the group in identified/focus areas; this may include providing visual supports to enable the CYP to contribute verbally, such as choice boards. writing frames, story boards, sequencing or cue cards

- Symbol support programmes should be considered to adapt resources where literacy levels or comprehension are low e.g. Communicate in Print

- Sensitive grouping to enable social interaction in a secure environment; planned groupings in class enable peers to provide role models re. communication with reference to explicit and implicit information

- For some CYP, visual whole word approaches to literacy due to difficulty with sound systems

- Enhanced opportunities for guided reading to support decoding comprehension, and inference, with targeted comprehension groups identified through appropriate assessment (e.g. through blank level questioning)

- Regular (at least weekly, ideally more frequently) explicit pre-teaching of new vocabulary; this will need to be supported by curriculum and timetabling at key opportunities (e.g. introduction of a new topic)

- A focus on teaching the use of phonological and semantic cues; this is best supported by consistent visual scaffolds (e.g. word maps and mind maps) which have the added benefit of support for conceptual understanding and generalisation. Use of adult/peer facilitator to scaffold and check understanding at key points in learning

- Frequent checking of the understanding of instruction; the processing of information via 'show me' rather than 'tell me' so that true representation of understanding is gained

- Assessing baseline speaking and listening skills via a set of structured activities and comparison of the CYP to a set of developmental 'norms'

- Use of ready-made screening resources, such as the 'progression tools' from the Communication Trust or the STAS' extension to the progression tools

- Speech, language and communication interventions preferably delivered by staff who have accreditation e.g. ELKLAN

- For CYP whose skills only fall slightly behind age-related expectations, schools might consider developing language use and understanding via specific targeted interventions e.g. Talk Boost and assessing improvement prior to consideration for a Speech and Language Therapy (SALT) referral

- For CYP with more significant or persistent difficulties, the development of language use and or understanding via targeted interventions should coincide with a SALT referral

- Structured opportunities to learn how to work collaboratively and to practise those skills regularly

- Consideration of environment and seating arrangements to support both collaboration and independent working without distractions, as appropriate to the task. Access to a low stimulation workspace or sensory space should be considered if the CYP finds group work challenging

- Structured opportunities to interact with different peers and adults in a range of contexts

- Use of resources and strategies to alleviate load on auditory memory and organisation of information e.g. task plans, sequence boards, visual time-tables, subject specific word banks and glossaries, post-it notes, digital recorders, smart 'phone apps

- Careful use of language and avoidance of information overload by reducing and chunking language

- using literal language with simple grammatical structure

- Supporting verbal speech with a visual representation of the information (appropriate to the developmental needs of the CYP).

Social communication

- Teaching of specific interaction skills and social use of language e.g. SULP (the Social Use of Language Programme) with opportunities to generalise skills on a daily basis

- Visual approaches to develop social understanding e.g. Social Stories

- Social/behaviour interventions preferably delivered by staff who have accreditation eg ELSA, ELKLAN

- Specific, focused teaching of the co-ordination of oral and written language

- Specific teaching of inference

- Ensuring that agreed support resources are readily available e.g. signs, symbols, writing frames, flexible timetable

- Consistent and structured routines and organisation

- Preparing CYP for non-routine events and changes to the norm

- Use of a visual timetable to manage changes and lesson transitions

- Access to low distraction areas

- Support to transfer attention from self-selected tasks to those which are directed.

6.3 Cognition and learning

- Curriculum adapted to promote full participation, support experiential learning, use talk for learning, promote independence, and support social inclusion

- Curriculum differentiated so that content can be accessed independently of specific difficulties while supporting the development of key skills

- Curriculum provides opportunities for repetition, over-learning and consolidation of skills at an appropriate level

- Questioning supports CYP in their learning and in developing independence/skills

- Encouragement to verbalise, share and develop ideas prior to writing

- Pre-teaching of vocabulary

- Use of developmental language appropriate to the CYP in questioning and use of skilled explanation

- Planned multi-sensory teaching opportunities taking account of differing strengths and interests

- Strong emphasis on meta-cognitive approaches e.g. how can you help yourself to remember this?

- Visual supports embedded to aid language understanding e.g. pictures, symbols, objects of reference, signing, gestures

- Use of strategies for scaffolding of literacy- based tasks e.g. writing frames, sequencing, cue cards, highlighting

- Access to alternative methods of recording (mind-mapping, video or audio recording, posters, dictation, use of ICT)

- Use of specific ICT programmes and specialist equipment to enhance recording and presentation of work e.g. CIP, Write on-Line, Read and Write

- Structured programmes for phonics, comprehension, numeracy

- Interventions to develop cognitive function, for e.g. comparison, categorisation, metacognition

- Modification of environment and the teaching of skills to develop:
    o Attention and on task behaviour
    o Memory and retention of information
    o Planning and organisation
    o Thinking and reasoning

- Use of specialist resources to support the development of numeracy e.g. Numicon, number frames and rods, counting and number lines

- Use of specialist resources to support the development of literacy e.g. word banks and glossaries, ACE dictionaries.

6.4 Social, emotional and mental health (SEMH)

- Minimal change of routine, familiar key adults and environment
- Trusted key worker in place who forms a genuine and meaningful professional relationship with the CYP
- Transitions including changes of staff or peer group notified in advance and planned for, preferably alongside the CYP
- Significant preparation for changes using such strategies such as 'social stories'
- Specific support for unstructured times within the day
- Use of structured assessments, including those commercially produced
- Strategies that are successful for the CYP readily available, with CYP given opportunity to select a strategy themselves to support independent learning skills
- Planning matched to type of need and presenting behaviours e.g. withdrawn, physically aggressive, different types of attachment
- Interspersing of non-preferred and preferred tasks
- Groupings to maximise a sense of belonging, esteem, communication skills, listening skills, emotional literacy, resilience, social and emotional aspects of learning, self-awareness, self-organisation and independence
- Grouping to explicitly promote turn-taking and sharing
- Opportunities for taking responsibility, opportunities to take on a role outside current expertise
- Flexibility built into the behaviour policy to accommodate different SEMH needs
- Staff vigilant to perceived injustice and proactively explicit in how matters are addressed and resolved
- Specific teaching of emotional language with opportunity to observe staff and peer modelling of language use
- Focused learning of social communication skills
- Reduced, chunked language; supported by visual aids appropriate to the reading and cognition levels of the CYP
- Direct teaching of active listening strategies
- Use of communication and interaction strategies to enhance whole class and small group teaching; including (but not restricted to) visual referencing, questioning, vocabulary development, social thinking and working memory techniques
- Explicit teaching of emotional vocabulary and specific feedback on the emotions when opportunity arises in context, e.g. when they occur/are triggered and how they can be managed
- Co-regulation techniques leading to self-regulation
- Enhanced PDL programme and re-enforcement throughout the school day
- Opportunities to explore the development of close relationships, enabling the growth of self-assurance and promoting a sense of belonging, allowing CYP to explore the world from a secure base
- Inclusion in nurture groups or intervention set up with Nurture Principles, run by trained staff, co-ordinated across the school and seeking to reintegrate CYP by reviewing carefully targeted outcomes
- Range of additional opportunities for social and emotional development e.g. social skills, buddy systems, circle time, circle of friends
- Consideration of seating plans according to the CYP's needs e.g. are they better placed near to the teacher, which peers should they sit with? Seating plans and classroom layout adjusted to meet sensory, attention needs
- Positive behaviour system in place for less structured times of the day and for extra-curricular activities, with planned intervention for identified CYP
- Time out opportunities within and outside the classroom which follow procedures agreed with the CYP and which focus on getting back on track/task completion
- Staff trained in de-escalation strategies and positive intervention
- Use of specific attachment and trauma guides/strategies as appropriate to need
- Use of practitioner-designed supporting resources which have proven successful for those practitioners over time.

6.5 Sensory and/or physical

Visual impairment

- Staff aware of CYP's eye condition and the impact it has on their learning, personal development and daily tasks

- Plan and adapt the classroom environment and any group or practical work to ensure that the CYP is in the optimum viewing position; this may change with different activities

- Check lighting levels and glare from windows; CYP should sit with back to window (use blinds if needed)

- Use STAS Environmental checklist (see STAS website) to consider adaptations such as highlighting steps and keeping routeways clear

- Staff aware of the principles of effective task design for CYP with visual impairment and can put this into practice for CYP so they can access learning as independently as possible

- Lesson content prepared in advance and presented in a way which meets the individual CYP's visual needs, e.g. preferred large print size and decluttered

- Repetition and oral clarification of instructions, vocabulary and new concepts

- Additional time to complete tasks if needed or modification to task to allow completion at the same time as peers

- Multi-sensory teaching approaches that enable the CYP to use their other senses to access learning

- Use of real objects and real-life contexts to support learning

- Explicit teaching to develop specialist skills such as touch typing

- Access to specialist equipment such as technology to replicate the interactive whiteboard on a mobile device, low vision aids and magnifiers, sloping boards, large print materials, as advised by STAS

- Consideration of access arrangements for all school-based and external assessments based on the CYP's usual way of working.

- Advice and support for mobility, orientation and independence skills

- All off-site activities planned carefully to ensure the CYP has full/appropriate access to be able to participate safely

- Additional support in new or unfamiliar environments

- Individual/small group intervention to help CYP manage their visual impairment and develop a positive self-image

- Support for social interaction and inclusion

- Peers may need awareness raising to understand and support the needs of the CYP

- Appropriate risk assessment in place.

Specialist advice and training on strategies and teaching approaches is provided by the Qualified Teachers for Visual Impairment in the Specialist Teacher Advisory Service (STAS)

https://www.hants.gov.uk/stas

Hearing impairment

- Staff aware of CYP's hearing impairment and the implications

- Curriculum differentiated to enable the CYP to access it independently and at a level of appropriate challenge

- Support for social interaction and inclusion

- Additional time to complete tasks as required

- Attention to positioning in class; CYP with mild or fluctuating hearing loss may need to read the lip pattern of the speaker to supplement their auditory access, therefore position when speaking to CYP is significant

- Consideration given to the CYP's access to spoken language in large group situations such as assemblies

- Consideration given to the CYP's access to spoken language in large reverberant rooms such as school halls, gyms, science labs

- Use of subtitles and or a written script when being shown video clips, DVDs etc. (CYP with hearing impairment should not be asked to take notes when they are watching a clip)

- The speaker should always have the attention of the CYP before speaking

- Adults repeat the contributions of other CYP in lessons as these may be missed or misheard

- Individual/small group intervention to introduce and consolidate new language and concepts

- Checking understanding of instruction and new vocabulary through open comments with the CYP's name at the start e.g. 'Lea, show me'

- A multi-sensory approach including the use of visual aids and contextual cues. This is especially important during phonics sessions when CYP are establishing their phoneme-grapheme correlation and may mis-hear sounds or not have access to the sounds due to their hearing threshold

- Individual/small group intervention to help CYP accept and manage their hearing loss and develop a positive self-image

- Other CYP may need awareness raising to understand and enable greater inclusion of their deaf peers' needs

- Consideration of Access Arrangements for assessments and embed these into the normal way of working if required

- Appropriate risk assessment in place

- Training and advice from STAS (hearing impaired team) on appropriate strategies, teaching approaches and implication of the CYP's hearing loss

- Training in how to manage the CYP's hearing aids and any additional equipment

- Monitoring of and support for the use of hearing aids and any additional equipment

- Appropriate risk assessment in place.

Specialist advice and training on strategies and teaching approaches is provided by the Qualified Teachers for Visual Impairment in the Specialist Teacher Advisory Service (STAS)

https://www.hants.gov.uk/stas

Multisensory impairment (reduced hearing and vision)

- Staff involved are aware of CYP's multisensory impairment and the impact it has on their learning, personal development and daily tasks

- Plan and adapt the classroom environment and any group or practical work to ensure that the CYP is in the optimum seating position; this may change with different activities

- Well organised classroom to avoid obstacles such as bags on the floor or furniture, which may cause trip hazards

- Check lighting levels and glare from windows; CYP should sit with their back to the window (use classroom blinds and lights to optimise learning environment)

- Ensure background noise is kept to a minimum e.g. noise from corridor

- Use STAS checklist to consider environmental adaptations such as highlighting steps and keeping walkways clear

- Lesson content should be prepared in advance and presented in a way which meets the individual CYP's needs e.g. large print, decluttered

- Planning to ensure full participation in class activities and allowing additional time to complete some tasks

- Multisensory teaching approaches that enable the CYP to use their other senses to access learning

- Use of real objects and real-life contexts to support learning

- Repetition and oral/visual clarification of instructions, vocabulary and new concepts

- Training in how to manage the CYP's hearing aids and any associated additional equipment from STAS

- Access to supporting equipment such as technology to replicate the interactive whiteboard on a mobile device, low vision aids and magnifiers, sloping boards and large print materials as advised by STAS

- Equipment provided/recommended is maintained and used as appropriate

- Additional support to reinforce lesson content, ensure the CYP is accessing the curriculum and is socially included at key points in the day

- Consideration of Access Arrangements for all school-based and external assessments based on CYP's usual way of working

- Use of sensory motor-based activities e.g. movement breaks, fidget toys

- Advice and support for mobility, orientation and independence skills

- Off-site activities need to be planned carefully to ensure the CYP has full/appropriate access to be able to participate safely

- Additional support in new or unfamiliar environments

- Individual/small group intervention to help CYP manage their multisensory impairment and develop a positive self-image

- Peers may need awareness raising to understand and support the needs of the CYP

- Appropriate risk assessment in place.

Specialist advice and training on strategies and teaching approaches is provided by the QTVI & QTHI from the Specialist Teacher Advisory Service (STAS).

https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory

Physical disability

- Staff aware of the nature of the physical or neurological difficulty and the impact if has on a CYP's learning, personal development and/or access requirements

- The CYP may require emotional support with regards to their understanding and acceptance of any physical limitations imposed on them by the effects of their disability

- Plan and adapt the classroom environment and any group or practical work to ensure that the CYP is in the optimum seating position; this may change with different activities

- Adjustments and adaptations to the environment allowing independent access and mobility

- Well organised classroom to avoid hazards such as bags on the floor or furniture, which may be difficult to manoeuvre around

- Off-site activities planned carefully to ensure the CYP has full/appropriate access to be able to participate fully and safely

- CYP's attention should be gained before adults or peers start speaking

- Extra time allowed for thinking, processing and formulating responses

- Access to therapeutic programmes as appropriate

- Staff will need to follow advice from therapists regarding management of the CYP's programmes of physiotherapy, occupational therapy and self-help skills

- Additional support in new or unfamiliar environments

- Access Arrangements for assessments

- Access to a range of alternative recording methods, including a scribe, the use of ICT, rest breaks and extra time as appropriate

- Resources chosen to limit need for manipulation if appropriate

- Written recording demands reduced as appropriate; alternative means of recording made available

- Regular rest breaks to reduce mental and physical fatigue

- Additional support for self-care provided by trained staff when required/requested

- Safe, accessible storage, ensuring all parts of equipment are kept together and charged ready for use, as appropriate

- A personalised emergency evacuation plan in place as appropriate.

EVERY SCHOOL A GOOD SCHOOL FOR **ALL** CHILDREN