Ordinarily available provision (schools)

Contents

Introduction

All children and young people should have the opportunity to reach their full potential. Surrey County Council's ambition for children and young people is that they are safe, have access to a local education setting, feel connected and heard in their community and have future opportunities to look forward to, here in Surrey.

This guidance will help meet this ambition by supporting settings, practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity.

Having a sense of belonging is so important. I strongly believe that all children and young people should feel part of their community, whether that's in school, their neighbourhood, town, or this county. This guidance sets out our approach to inclusion and the steps you can take to help address and respond to the diversity of needs of all children and young people.

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Overview

1: High Quality Teaching

'High Quality Teaching' considers the needs of learners which then informs planning and delivery to make learning accessible. This may involve teachers using a range of strategies, detailed in this toolkit to support learners to access and engage with the curriculum.

The toolkit can also be used to facilitate conversation between learners, parents, and educational settings. The toolkit references reasonable adjustments which can be understood as the requirement for a school to take positive steps to ensure that all pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities, and services that the school provides for pupils.

2: Graduated Response

This section is especially relevant for parents, teachers, and Special Educational Needs Coordinators (SENCos) where concerns persist despite High Quality Teaching.

3: Ordinarily Available Provision

This section contains a range of additional strategies and interventions, in addition to the toolkit in section one that should be considered for children and young people in line with their assessed additional needs.

It is of relevance to teachers, SENCos and school leaders when determining the school's SEND offer in relation to their learners' additional needs. It will also support conversations between schools and parents so the right support can be prioritised at the right time.

4: Additional Support

This section includes signposting to additional resources and the offer available from Surrey Education Services. SENCos will find this section useful.

5: Provision Mapping Guidance

This section is of relevance to teachers, SENCos and school leaders when determining the school's SEND offer in relation to their learners' additional needs. It will also support conversations between schools and parents so the right support can be prioritised at the right time.

High Quality Teaching expectations of all settings

High Quality Teaching considers the needs of learners which then informs planning and delivery to make learning accessible.

This may involve teachers using a range of strategies, detailed in this toolkit to support learners to access and engage with the curriculum.

The toolkit can also be used to facilitate conversation between learners, parents, and educational settings. This includes supporting those with special educational needs and disabilities, additional needs, or those from disadvantaged groups.

High Quality Teaching is sometimes referred to as Quality First Teaching.

Expectations for High Quality Teaching are organised under **eight key areas**:

1. Partnership and co-production with learners and parents/ carers

2. Pastoral care

3. The physical and sensory environment

4. Teaching and learning strategies

5. Equipment and resources

6. Staff skills and training

7. Transition and change

8. Assessment planning, implementation, and review

Principles

- The child or young person's views and aspirations should be central to all planning with and for them.
- Parents should be equal partners in all discussions and decisions about how best to support their child.
- All pupils should have access to a broad and balanced curriculum.
- 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.
- Assessment and intervention should be proportionate to identified need and not be reliant on a diagnosis. This is often known as a Needs Led Approach.

We hope you find this document useful in setting out the provision that the local authority expects all educational settings to make to ensure that all learners make progress. We hope that setting staff and family carers can use this document to discuss the type of provision that will be of benefit to a child or young person. This document has been coproduced by family carers, SENCos, and the Inclusion and Additional Needs Service.

1. Partnership and co-production with learners and parents/ carers

Expectations	Examples of good practice
The setting works in partnership with family carers and learners.	Family carers know who to talk to in the setting about their child. Settings have formal and informal ways of communicating with family carers e.g. learners and parent surveys, coffee mornings, use of a home school diary, book bag, text, or email to support communication directly with parents or carers in addition to communication given via learners. Every setting has a SEND information report which is coproduced with family carers and updated annually. Formal and informal events take place to seek views in relation to SEN from both family carers and learners e.g. school council. Settings are aware of Surrey's Local Offer and can signpost family carers as appropriate.
An effective partnership with the learners and parents is evident through their participation in assessment and review processes.	Parents are aware of the SEN status of their child, the support, and individually tailored interventions in place. Targets are coproduced and reviewed with family carers and the learner. The learner's strengths and aspirations are essential to the agreed interventions. Learners are supported to understand the difficulties they are experiencing and the strategies they can use to overcome. Learners understand and can contribute to the targets they are working to achieve.

2. Pastoral care

Expectations	Examples of good practice
The setting promotes personal development and well-being where happiness and welfare are prioritised.	Learners are treated with respect. There is a calm and purposeful climate for learning where learners feel they belong, and their contributions are valued. Learners can identify an agreed safe space. Language used in the classroom demonstrates unconditional positive regard for learners (e.g. Restorative Approaches). There is a culture of self-help, cooperation, and interdependency. A range of strategies are used to promote peer support. PSHE (personal, social, health and economic education) is used to develop wellbeing and resilience. Peer awareness and sensitivity towards difference e.g. SEND and protected characteristics, are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate. See relevant policies as set out in Theme 1 of Surrey Healthy Schools www.healthysurrey.org.uk/professionals/healthy-schools
Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	Learners know who to talk to when they have a concern. Learners have an agreed method of contacting an agreed adult when they need to talk. The setting promotes positive attitudes, beliefs and practices towards individuals and groups in the classroom, the wider school and society. The staff in the setting model positive attitudes, beliefs, and practices. The setting regularly asks the learners if they feel and valued and use feedback to improve.

3. The physical and sensory environment

Expectations	Examples of good practice
The physical environment is adapted to meet the needs of learners.	All settings have an accessibility plan which is published on their website. Reasonable adjustments are made according to individual needs. The furniture is the appropriate size and height for the learners. Extra-curricular activities and educational visits are planned to fully include learners with SEND (in line with the Equality Act 2010), including those with social, emotional and mental health (SEMH) and physical disabilities. Learners' views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require.
Practitioners are aware of and adjust for learners' sensory needs which may include physical impairment e.g. hearing/ vision and sensory differences, and/ or a sensory need e.g. touch, smell, noise.	Adjustments that may be needed include: • Seating arrangements • Movement breaks • Equipment • Environmental modifications e.g. reduced sensory overload, lighting, displays • Presentation of materials e.g. text size, colour, background • Noise levels • Access to alternative spaces e.g. due to smell or noise • Flexible uniform policy

4. Teaching and learning strategies

Expectations	Examples of good practice
Practitioners understand the additional needs of their learners, understand the nature and impact of these and how to respond to them.	Practitioners use assessment through teaching, screening tools and standardised assessments so that they understand the learner's strengths and gaps in learning. Practitioners use this information to co produce targets and interventions with the learner and family carers.
Practitioners differentiate to meet the needs of all learners e.g. summer born, those with English as an additional language, those with no nursery experience, children who have missed education through illness. **Individualised and/ or small group planning and programmes in more than one curriculum area.** **Use of approaches to promote independence, scaffold, and support learners.**	Strategies that support differentiation include: • Visual timetables, clear concise instructions with written or visual prompts (e.g. now, and next cards), particularly during transitions. • Additional time to process information before being asked to respond. • Breaking down tasks into small manageable steps which are explicitly taught. • Varied pace, content, and order of activities to support access and engagement. • Modelling is used to aid understanding. • Repeated learning to promote fluency and planning for generalisation of newly learnt skills. • Key vocab is displayed with visuals. • Alternatives to written recording are used routinely. • Study skills are explicitly taught. • Learners have access to homework clubs, or additional support with homework. • Homework is differentiated appropriately for learners.

Teaching and learning strategies (cont...)

Expectations	Examples of good practice
The curriculum is delivered in a way that allows for individualised, group and independent learning based on an assessment of the pupil's strengths and needs.	Strategies are used to actively promote independent learning through: • Pre-teaching, overlearning, appropriately differentiated resources. • 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 needed. • The use of additional adult support is clearly linked to pupil outcomes. • There are planned opportunities for children to generalise newly learnt skills including those that may have been introduced by outside agencies and specialists.
Practitioners ensure that collaborative learning and peer support is a feature of lessons.	Strategies are used to build and maintain positive relationships across the whole school community (e.g. restorative approaches). There are opportunities to develop peer awareness, sensitivity and support for different needs and disabilities both in and out of the classroom.

5. Equipment and resources

Expectations	Examples of good practice
Equipment and resources are allocated appropriately to ensure additional needs are met.	There should be access to a range of equipment and resources to support learners with sensory differences, sensory impairment, and physical disabilities. You can find more information by searching "Occupational Therapy" on www.childrenshealthsurrey.nhs.uk Concrete apparatus and adapted resources are available for those learners who require it. All equipment and resources should be available to pupils to support independent learning.
Increased use of Information and Communication Technology (ICT) resources to remove barriers to learning.	ICT is used to support alternatives to written recording and to promote independent learning.

6. Staff skills and training

Expectations	Examples of good practice
Every setting should have a Continuing Professional Development (CPD) plan for all staff including teaching assistants so that they can meet the needs of all learners.	There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. Best practice is shared within the school and with other schools via Schools Alliance for Excellence (SAFE) and SENCo networks.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	Practitioners know when to refer for extra support or advice. The setting is aware of and regularly communicates with any other professionals who are involved with each learner. Advice received from other professionals is used to inform teaching and learning.
Every setting should have an induction programme for new staff which includes a robust focus on additional and special educational needs.	Induction programme in place for all new staff which includes: • Working with parents • Gaining pupil views • Assessment • Teaching and learning strategies • Adapting the environment • Understanding of key school policies e.g. safeguarding, inclusion

7. Transition and change

Expectations	Examples of good practice
Settings plan for all children or young people joining and leaving their settings. Enhanced arrangements are made for pupils with additional and special needs. **Pupils are supported to understand and manage transitions and predictable changes in their lives.** **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 children who are looked after (CLA), children in need (CIN), children under child protection and children with parents in the armed forces.** • **Have social communication difficulty including ASC.** • **Suffered trauma, loss, or bereavement.** • **Are anxious.** **Transitions include:** • **Moving around the setting.** • **Preparing for weekends and the start of holidays and beginning of term.** • **Moving from lesson to lesson.**	Settings find out about new children in advance through discussion with parents, Early Years passport, transition reports across school phases, SEND support arrangement documents, specialist reports. Parents know what to expect and who to speak to if they have any questions. Pupils know what to expect and who to speak to if they have any questions. **Induction days.** Enhanced induction offers for some pupils this might include photos of school, photos of staff, communication passport, examples of a typical day, social stories. Preparation is made for those leaving school or education including enhanced offers for some pupils (see above). Safe space available within the classroom or an identified area of the school for time out. Visual timetables are used, events are removed or ticked off when finished. Timers are used to show learners how long they have to work for, and how long they have to finish. Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/ individual time-out. Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club, use of library for vulnerable learners. It is advised that school staff are familiar with policies that can support: • Relationships Education Policy (Primary Schools)

Transition and change (cont...)

Expectations	Examples of good practice
• **Changing from structured to unstructured times.** • **Moving from break to lesson times.** • **Moving from one activity to the next within a lesson.** • **Changes of staff -permanent and temporary.** • **Special events, e.g. visitors, visits, celebrations.** **Staff are aware of how changes can affect children and young people.** **Settings have a plan for how they support pupils when unexpected events occur.**	• Relationships and Sex Education Policy (Secondary Schools) **Changes that can occur:** • Puberty • Birth of a sibling • Gender/ identity **Unexpected events:** • Change in parenting arrangements e.g. change in parent's relationship status • Loss and bereavement • Accident or injury • Critical incident affecting school community See Surrey Health Schools www.healthysurrey.org.uk/professionals/healthy-schools/approach • **Theme 1:** Whole School Approach towards the Promotion of Positive Health and Wellbeing. • **Theme 5:** Emotional wellbeing and mental health.

8. Assessment, planning, implementation, and review

Expectations	Examples of good practice
A regular cycle of Assess, Plan, Do, Review is used to ensure that learners are making progress.	Learners' 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. Staff are aware of learners' starting points so that expected progress can be measured across each key stage. Assessment is used to inform planning and interventions. Consideration is given for individual learners' developmental trends. Case studies are used to demonstrate holistic progress.
Practitioners ensure that formative assessment and feedback is 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 leaners. Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners. Recommendations for screening tools can be found if you search for " Inclusion and Additional Needs Schools Service Offer " on www.surreylocaloffer.org.uk
Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	Settings make adaptions to assessment arrangements as part of everyday practice. This is used to establish the Learners normal way of working. Please refer to the relevant exam board guidelines. Arrangements could include: • Rest breaks • Use of a reader, scribe, or laptop • Extra time • Adapted resources are used in class and assessments

Graduated response

For most children, implementing High Quality Teaching strategies will remove barriers to learning and enable them to progress.

Where it is decided that additional support and provision is needed for an individual, the school should apply the four-part model outlined in the SEND Code of Practice. Prior support and actions to address a pupil's needs will be re-visited, reviewed, and refined so that more focused and informed provision can be put in place. These actions should help to ensure that pupils are able to make good progress and better access the school curriculum.

This approach is often referred to as a graduated response and follows an assess, plan, do, review cycle.

Assess, plan, do, review cycle diagram

Assess, plan, do, review cycle table

Assess
• What are the difficulties experienced by the individual?
• When do they occur or manifest during lessons/ other environments?
• How does the pupil describe their needs and difficulties?
• What have parents shared regarding difficulties they see at home?

Plan
• What additional High Quality Teaching strategies could we adopt to support the pupil?
• What additional provision and resources are necessary to target the needs of the pupil?
• When will specific support take place (avoiding the same lesson being missed)?
• Who will be responsible for delivering and overseeing additional support?
• When will specific support take place (avoiding the same lesson being missed)?
• Who will be responsible for delivering and overseeing additional support?
• How can we minimise the amount of time the pupil spends outside of the classroom?
• What tracking systems will we use to measure impact?

• Carry out additional High Quality Teaching strategies and note differences made?
• Refine delivery of strategies to maximise the effect they have.
• Ensure that additional provision is delivered as it is meant to be.
• What do we need to adjust considering initial observations and feedback?

Review
• What did we all notice (staff, pupil, and parents)?
• Which of the strategies were helpful and at what point of the learning did they have most impact?
• What impact did the additional provision have on the pupil's ability to make progress?
• Given what we now know, what are our next steps?
• Could the pupil be removed from the SEND list following the targeted interventions?
• What further support would be most appropriate given the more focused understanding of the pupil's needs?
• What additional training will the school need to access to provide targeted provision? (See training detailed in Surrey's Inclusion and Additional Needs Schools Service Offer at www.surreylocaloffer.org.uk).

Ordinarily available support in educational settings

The term 'ordinarily available provision' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings are expected to provide for a child or young person through their agreed funding and resource arrangements.

This section contains a range of additional strategies and interventions, in addition to the toolkit in Section One that should be considered for children and young people in line with their assessed additional needs. It is of relevance to teachers, SENCos and school leaders when determining the school's SEND offer in relation to their learners' additional needs. It will also support conversations between schools and parents so the right support can be prioritised at the right time.

There are a range of strategies suggested but it is important to note that all learners are different (each child has strengths and needs that are unique to them) and so not all strategies or interventions will be effective for all learners, and not all support can and should be provided at the same time. It is important that this resource is used by settings and family carers to plan the support that is needed and effective (see Section 4 Provision Mapping Guidance).

For ease of use, this section has been arranged by the four areas of need as set out in the SEND Code of Practice.

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health

4. Sensory and/ or physical

However, many children and young people may have needs across more than one category and their presentation may not fall neatly into one area. Any support or provision should be provided according to the needs of a child or young person (CYP) and not be dependent on a diagnosis. Even if a diagnosis has been given it is paramount to remember that each child has strengths and needs that are unique to them.

A 'medical' section has also been added to support classroom practice. Although a medical diagnosis or disability does not imply that the child or young person has a special educational need, some may have medical conditions or a disability that can impact on their access to education.
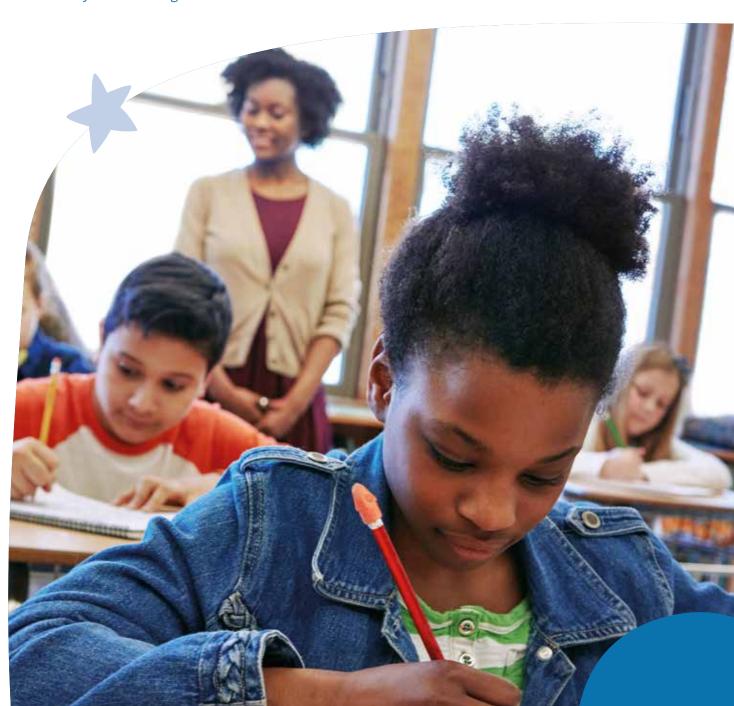
1. Communication and interaction

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

Whole school provision

- Whole school awareness and understanding of communication and interaction needs.
- Whole school audit of skills and training needs in relation to communication and interaction.
- Whole school CPD plan around communication and interaction.
- Communication friendly classrooms.

Resources, advice, and consultation available

- Refer to Surrey's Inclusion and Additional Needs Schools Service Offer at www.surreylocaloffer.org.uk

Identified barrier and/ or need	Provision and or strategies:
Difficulties understanding what is being said to them.	• Check that hearing has been tested. • Engage the child's attention before talking to them, use their name. • Consider how many information carrying words (identify this through screening) a child can manage and adjust language level accordingly when giving instructions. • Provide visual prompts to support language including key vocabulary, now and next, visual timetables, gesture, signing. • Allow extra time to process what has been said (10 seconds). • Repeat your instruction or request if not understood and simplify the language and use additional visuals to support. • Check understanding by getting child or young person to feedback or by asking questions. • Provide an environment that limits distractions. • Pre-teach topic vocabulary. • Avoid use of sarcasm (make sure your words and body language match) and idioms ("it's raining a lot" rather than "it is raining cats and dogs" in general instructions as these can be misunderstood and lead to negative behaviours but explicitly teach where these occur in curriculum or are featured in a book/ text.
Difficulties saying what they want to and being understood.	• Allow time to try and find the words they want to say. • Ensure there are opportunities for practising language that can be predictable e.g. circle time, news, group time. • Repeat back what has been to either; expand the sentence; complexity or length, add a different vocabulary word or modelling the correct grammar. • Encourage talking by commenting and giving choices rather than questioning. • For older student's barrier games e.g. Guess Who, Battleships can support with developing sentence structures, grammar, and vocabulary.

Identified barrier and/ or need	Provision and or strategies:
	• Use of alternative methods of communication e.g. signing and picture exchanges can also support with getting message across.
	• Where the difficulty is with speech and/ or fluency.
	• Be honest. Don't pretend to understand if you don't.
	• Give reassurance that you want to understand and if you can't right now you will try later or try another way to understand.
	• Repeat back part of the message that you did understand and ask to repeat or draw; act out or gesture so you can model the words to make that message successful.
Child or young person does not understand or use social rules of communication and has difficulties with interactions e.g. turn taking, sharing, greetings, active listening, empathy, respect resolving conflict, making, and maintaining friendships.	• Ensure you are following all the advice for difficulties with understanding.
	• Once you have identified the rule that is not understood through screening you will need to explicitly teach, use visuals, modelling, role play, use Comic Strip conversations to support.
	• Use lots of different scenarios of where or when the rule applies to support generalisation.
	• Opportunities to practice throughout the school day and week.
	• Opportunities for learning from role models.
	• Praise all communication attempts.
	• There are many social skills programmes that can support, the " Inclusion and Additional Needs Schools Service Offer" details evidence-based programmes relevant for age and key stage.
	• Be clear with expectations and use consistent language to talk about the expectations.

Identified barrier and/or need	Provision and or strategies:
Anxiety based communication needs.	• Do not pressurise the child to speak, it may make the situation worse. You could say that you don't need them to speak e.g. "It's OK if you don't want to talk now, you can show me".
	• Reduce the number of questions you ask, as this puts pressure on the child to talk. E.g. instead of saying "what's that?" say "oh look, a tree". This way you provide a language model but without putting pressure on them to speak.
	• Identify a consistent member of staff, who can spend additional time with the child, so the child starts to feel more comfortable with them.
	• Initially encourage participation in games that do not require any talking. Let them know that they won't have to talk in the game.
	• Encourage non-verbal communication e.g. eye contact, gesture, drawings, and writing.
	• Concentrate on gaining their trust.
	• Refer to 'The Selective Mutism Resource Manual' by Maggie Johnson and Alison Wintgens, as an easy-to-follow programme to use with children with Selective Mutism.

2. Cognition and learning

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

Whole school provision

- Whole school staff awareness of the principles of assessment through teaching and evidence-based approaches to intervention.

Resources, advice, and consultation available

- Refer to Surrey's Inclusion and Additional Needs Schools Service Offer on www.surreylocaloffer.org.uk

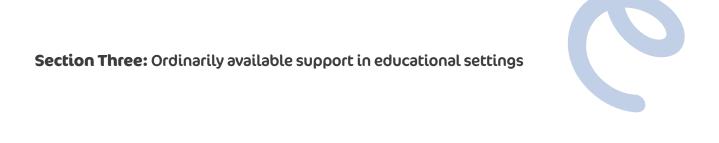| Identified barrier and/ or need	Provision and/ or strategies (approaches, adjustments and specific interventions expected to be made by settings at school SEND support according to the ages and stages of the learners):
Attention and listening difficulties.	• Being aware of times of the day that may be more difficult. • Reduce background noise e.g. keep classroom door closed so that there are no competing noises. • Focus the child's attention to the task by saying their name. • Use visual cues to let child/ young person know when they need to make a particular effort to listen. • Be an interesting speaker e.g. show enthusiasm, use body language to emphasise points, vary pitch, volume, and intonation. • Give information in short chunks, repeat, and give time for processing: • Provide a reason for listening. • Give a listening partner who can remind what to do. • Praise good listening. • Regular, short breaks. • Differentiation. • Chunking, breaking tasks down. • Visual timetables. • 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). • Named instructions. • Asking the child to repeat back what activity they are going to do. • Use of timers, so they know they only must focus for a comfortable amount of time. • Individualised timetables. • To be at the optimum arousal level for learning some children will need access to sensory equipment e.g. fiddle toys, wobble cushions.

Identified barrier and/ or need	Provision and/ or strategies (approaches, adjustments and specific interventions expected to be made by settings at school SEND support according to the ages and stages of the learners):
Difficulties with learning e.g. despite appropriate differentiation, 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. • Teaching skills to fluency and promoting generalisation of learning across contexts. • Teaching metacognition to help the child develop awareness of how they learn and effective strategies. • Mediated learning to ensure learning is accessible with specific feedback to bridge new learning. • Clear and simple instructions, breaking down longer. • Visual timetable. • Visual cues and prompts. • Social stories. • Give time before response is needed. • Pre-teaching e.g. provision of a TA to help prepare the learner for the new topic. • Shared next steps, so they know what to expect. • Differentiated resources that teach the curriculum appropriate to the child not their chronological age (e.g. year five child may be accessing year one objectives in the same context). • A neuro-diversity approach to celebrate the strengths of each learner. • Recognising and celebrating success in other areas of their life.

Identified barrier and/ or need	Provision and/ or strategies (approaches, adjustments and specific interventions expected to be made by settings at school SEND support according to the ages and stages of the learners):
Generalised learning difficulties.	**In addition to the strategies for difficulties with learning:** • Adjustment, modification, and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum. • Active learning, concrete, pictorial, and pragmatic approach to learning. • Emphasis on self-actualisation, activities designed to develop skills which will support them to become independent learners. • Support to manage self-esteem, celebrations of strengths, reinforcement of success.
Specific learning difficulties, acquiring literacy skills used as an example, but strategies can be applied to any learning difficulty.	• A direct teaching approach which focuses on high quality, explicit and systematic instruction. • Use of a structured approach using task analysis that ensures one skill is taught at a time (e.g. targeting the reading of certain words rather than targeting both reading and spelling at the same time), mixing new and old learning to minimise forgetting and increase confidence (this is called interleaved learning). • Distributed practice, which means a 'little and often' approach using short frequent teaching sessions (for example, five 10-minute teaching sessions are often more effective than one longer 50-minute teaching session). The Education Endowment Fund's Key Stage 2 literacy guidance recommends brief interventions of "about 30 minutes" three to five times per week. Sessions should be regular and maintained over a sustained period, with careful timetabling to ensure consistent delivery. • Teach skills to fluency as well as accuracy (i.e. being accurate and quick), ensuring there are sufficient opportunities to practise skills before moving on.

Identified barrier and/ or need	Provision and/ or strategies (approaches, adjustments and specific interventions expected to be made by settings at school SEND support according to the ages and stages of the learners):
	• Use of teaching activities which represent/ practise the actual skill being targeted (e.g. using real books for reading rather than phonics scheme books which limit texts to decodable words only).
	• Ensuring children are fully informed about what the intervention is and why they are doing it and including them in the monitoring of their progress and achievements (to develop meta-cognitive thinking skills).
	• Providing opportunities for children to generalise teaching from their intervention sessions throughout the day, ensuring that there are connections between the out of class intervention learning and classroom teaching.
	• Peer-assisted learning.
	• The adult delivering the intervention is experienced and has appropriate training in relation to the specific intervention.

3. Social, emotional, and mental health difficulties

This provision should be in addition to the expectations in Section One.

Whole school provision

- A well-being policy underpinned by an inclusive ethos and values with clearly communicated expectations around behaviour and engagement.
- Use of whole school approaches to promote wellbeing and resilience.
- Training on building and maintaining relational approaches in schools.
- Use of Restorative Approaches to build, maintain and repair relationships.
- Anti-bullying work.
- Regular opportunities for staff to reflect on a child's wellbeing and behaviour and plan together in partnership with the child and family.
- 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.
- Use of nurturing approaches and nurture groups.
- Developing attachment aware strategies (training available from the Virtual School and Educational Psychology Service).
- Small team of key adults identified for more vulnerable children with whom the child can build trusting relationships.
- Reasonable adjustments are made such that we differentiate for social, emotional and mental health (SEMH) in the same way that we differentiate for learning.

Resources, advice, and consultation available

- Surrey's Inclusion and Additional Needs Schools Service Offer at www.surreylocaloffer.org.uk
- Surrey Healthy Schools Programme at www.healthysurrey.org.uk/professionals/healthy-schools
- Supervision, support and coaching for school staff such as ELSA supervision, SENCo circles at https://surreyeducationservices.surreycc.gov.uk/Training
- Mindworks Surrey, children and young people's emotional wellbeing and mental health service in Surrey www.mindworks-surrey.org

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.	• Assessment through teaching e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Small group work e.g. friendship or social skills, nurture groups. • Backward chaining. Bringing learner in at the end of assembly or school day. • Play based activities • Establish interests. • Buddying and peer mentoring. • Giving responsibility for looking after someone else.
Behaviour that concerns.	• A consistent message but flexible approach, e.g. "I want you to be in class learning" is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs. • Helping the learner to substitute other, more acceptable, behaviours. • Use of choices to allow the child some control with the same result e.g. "would you like to talk to me now or in one minute?". • Teach the learner different ways to get their needs met? E.g. develop social skills, strategies to manage anger. • Develop readiness to learn how. • Consideration of the timetable and transitions. • Professionals' meeting to understand the behaviour. • Risk assessment. • Communication with home/ family e.g. what is going on at home, other agencies involvement? • Structure should be clear and explicit; what are the expectations?

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):
	• Explicitly teaching de-escalation and self-management strategies. • Use of distraction techniques and giving responsibility. • 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. • Voluntary access to a quiet space to support emotional regulation. • Appropriate de-escalation strategies in place (e.g. time out card). • Risk management plan. • Reintegration plans. • A clear plan of action, agreed with parents about physical intervention.
Behaviours that may reflect mental health concerns: • **Anxiety/ depression** • **Self-harming** • **Substance misuse** • **Eating disorders**	• Safeguarding/ risk assessment. • Unpicking the behaviours (negative and positive behaviours) what lies behind them? • Multi-professional approach. • Identifying what is not right through engagement with the learner. • Looking at the history, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture. • Substitutes for self-harming behaviours e.g. elastic bands, marbles. • A relational key adult approach.

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	• Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, forest school. • Keep a log and analyse pattern or trends to identify triggers. • Liaison with school nurse.
Attachment difficulties (Including Attachment Disorder) **N.B. any provision or support should be provided in line with the needs of the child or young person and is not dependant on any formal diagnosis**	• Nurturing approaches and ethos/ nurture groups. • Liaise with parents and carers for shared understanding. • A good transition when the child starts school, including checking the history. • Supportive, structured school curriculum. • Staff to all be trained and aware of any child with attachment difficulties and how to respond to them. • Consideration of discipline procedures/ behaviour policies. • Consideration of family context and the range of children that may have attachment difficulties e.g. adopted, forces children, previously CIN, CLA. • Liaison with the Virtual School and/ or EPT 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.

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 in making and maintaining healthy relationships.	• Small group/ nurture group activities to support personal, social, and emotional development. • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time. • Restorative approaches.
Difficulties following and accepting adult direction.	• Look for patterns and triggers to identify what may be causing stress and anxiety. • Positive scripts, using positive language to re-direct, reinforce expectations e.g. use of others as role models? • Calming scripts to deescalate, including, for example, use of sand timers for 'thinking time'. • Limited choices to engage and motivate. • Flexible and creative use of rewards and consequences e.g. 'catch them being good' sticker charts. • Visual timetable and use of visual cues i.e. sand timers to support sharing.
Presenting as significantly unhappy or stressed.	• Identify and build on preferred learning styles. • Safe place/ quiet area in the setting. • Feedback is used to collaborate and plan with parent or carer, to ensure consistency between the home and setting. • Use of social stories to identify triggers and means of overcoming them.

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):
Patterns of non-attendance or Emotionally Based School Non-Attedance (EBSNA).	• Home-school meeting to develop a shared understanding of the factors contributing to the non-attendance (i.e. the function of the non-attendance), drawing upon best practice guidance e.g. https://padlet.com/SEPSpadlet/EBSNA. • Named key adult maintaining daily communication, to include a wellbeing check and ensuring provision of work if not in class. • Meeting with pupil to gain their views around the non-attendance, using resources on https://padlet.com/SEPSpadlet/EBSNA • Co-authored support plan in place for the young person (collaboration between the young person, school, and home). • Reasonable adjustments according to the young person's needs and factors contributing to the non-attendance.

4. Sensory and/ or physical needs

This provision should be in addition to the expectations in Section One.

Whole school provision

- All staff are aware of individual students' sensory/ physical disability and implications in all teaching and learning environments.
- The environment needs to be managed so that they can access communication, learning in all activities e.g. delivery of information, seating, distractions.
- Staff are aware that for some learners, a sensory or physical disability could impact on their language and social interaction.
- Staff should encourage students to wear appropriate sensory equipment and use physical aids and ensure that all equipment is working.
- Staff should ensure that all students have understood all instructions.

Resources, advice, and consultation available

- Surrey's Inclusion and Additional Needs Schools Service Offer at www.surreylocaloffer.org.uk

You can search for the following teams and services at www.surreycc.gov.uk
- Education Psychology Team
- Physical and Sensory Support Service
- Surrey County Council Speech and Language Therapy Hearing Impairment Team
- Specialist Early Education Service

You can search for the following teams and services at https://childrenshealthsurrey.nhs.uk
- Occupational Therapy Service
- Children with Disabilities Team
- Physiotherapy Service
- School Nursing Service

Identified Barrier	Provision and/ or strategies (approaches, adjustments and specific):
Hearing impairment **Hearing Impairment needs may include temporary conductive hearing loss e.g. glue ear, unilateral loss, mild or moderate loss.** **Tips to be deaf friendly | Communicating with deaf children (ndcs.org.uk)**	• Deaf Awareness Training. • Ensure appropriate and consistent use of hearing aids and assistive technology. • Check that hearing aids are working. • Seat in class with clear view of teacher's or communicator's face and any visual material used (this may not be the same fixed place for all activities). • Ensure that the child or young person is face on when you are giving instructions. Try not to move around the room whilst talking as they may use lip-reading and visual clues to support their hearing. • Instructions delivered clearly and at an appropriate volume. • Check the lesson content has been heard and understood, particularly when delivering new information, instructions, or homework; and, or using unfamiliar vocabulary. • During class discussions allow only one student to speak at a time and indicate where the speaker is. E.g. you could pass around a classroom microphone to make class discussions more accessible for a deaf/ hard of hearing child. • If students are to be asked to work together, arrange the seating so that the students can see everyone by putting chairs in a circle or horseshoe shape. • Repeating or rephrasing pertinent comments made by other learners ensuring the student accesses those comments. • Visual reinforcement (pictures and handouts), to support learning. • Be aware that during P.E. or games lessons it will be more difficult to follow 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.

Identified Barrier	Provision and/ or strategies (approaches, adjustments and specific):
	• Seat away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the classroom etc. • Encourage good listening behaviour: sitting still, looking, and listening. • Encouraged to ask when not sure what to do. • A quiet working environment, particularly for specific listening work. • All staff who work with a learner with HI should be made aware how best to support in school. • Staff to work together with other professionals to share strategies and advice to support the child.
Visual impairment.	• Encourage the student to use visual aids/ resources that have been prescribed (e.g. glasses, magnifiers, big-print books, etc). • Seat the student appropriately in the classroom. • Make sure lighting is suitable. • Make efforts to eliminate the risk of glare from the desk and whiteboard. • If possible, ensure lights are coming from behind or to the side of the student. • Give clear instructions as the student may misinterpret gestures and facial expressions. • Consider the use of enlarged print/ magnified worksheets. • The less configurations on a page the better (worksheets can be cut in strips and stapled together to present less work at a time). • Print materials need to be clear and dark. • Have lined paper for assignments (the darker the lines the better).

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):
Visual impairment.	• Near point work should be limited to fifteen minutes or less. The student should be encouraged to look away from his/ her work, sharpen a pencil or participate in another activity as this will allow the student to refocus his/ her eyes so that the student is less likely to become fatigued. • Have students measure from their elbow to their fingers and tell them they need never get closer to their work than that distance. • Slanted desks may be of benefit to individual students. • Provide contrast on any visual materials used: black and white is best. • Avoid italic or ornate script. Remember that lower-case letters are easier to read than capital letters because they have a greater number of ascenders and descenders, making them more visually distinctive. • Supplement visual material with clear verbal explanation. • Require less copying from the board or elsewhere. • Increase oral activities. • Use concrete material and hands-on experience whenever possible. • Allow more time to complete tasks and provide breaks to combat fatigue. • Do not lower expectations because the student has a visual impairment. • Provide mobility and orientation training as students with visual impairment experience great difficulty in acquiring skills in direction, mobility, and travel. This is particularly important at post-primary level where the student may have to move for individual subjects. • Arrange for other students to act as buddies and use peer tutoring. Peer-groups should be encouraged to include and support the student. • Use the student's name when seeking his/ her attention.

Identified Barrier	Provision and/ or strategies (approaches, adjustments and specific):
Physical disability	• Encourage independence. • Remove obstacles so that the student can move freely from lesson to lesson. • Encourage support for the student from classmates. • Address physical access issues such as ramps, toilets, lifts, and classroom layout. • Incorporate advice from the occupational therapist in the student's programme. • Encourage use of any specialist equipment that learner has. • Allow extra time to complete tasks. • If students use wheelchairs, where possible place yourself at their eyelevel when talking to them.
Sensory Differences **Sensory Sensitive children** and young people tend to be hyper-alert to sensory input. They may be: • Easily distracted by people walking around the classroom (staff and learners). • React badly to loud or sudden noises. • Become easily upset by other people walking around/near or touching them. **Sensory Seeking** children and young people tend to be under sensitive to input and try to use their behaviour to actively increase their exposure.	• Seat in class facing away from seeing people coming in and out of the class. • Reduce the amount of exposure to bright colours or lighting by positioning away from posters or lamps in class. • Fidget toys or stress balls can help calm learners. • Sucking on a bottle or through a straw can promote deep breathing which is calming. • Chewing on something tough or chewy can be calming. • Ear defenders help learners who find auditory input difficult to process. • Have a 'smelly' bag to provide a positive smell for those learners sensitive to smell. • 'Calming' corner in the classroom (that can be accessed as and when needed). • Provide frequent movement opportunities including helping to pass out resources and books. • Movement breaks that are very specific such as 10 star jumps or two laps of the field to prevent over-stimulation. • Provide exposure to bright colours and moving objects if appropriate in class.

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):
They may be: • Stand too close to others in line. • Walk with loud, heavy steps. • Consistently touch people and objects. • Chew on non-food items.	• Position the learner in larger groups and the middle of walking lines. • Movin' sit cushions allow for movement while seated. • TheraBand on the legs of chairs gives feedback while seated.
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 training and policies. • Regular home school contact when/ if learner is not in school to maintain a 'sense of belonging' with peers and school community.

Additional support

This section includes signposting to additional resources and the offers available from Surrey Education Services at SEN support. SENCos will find this section useful.

- Surrey Inclusion and Additional Needs Schools Service offer (formerly known as Vulnerable Learners service)
- Search for 'Surrey Literacy Difficulties Policy and Practice Guidance' on www.surreylocaloffer.org.uk
- Search for 'Equality Act Guide for schools' for www.councilfordisabledchildren.org.uk
- Surrey Local Offer website www.surreylocaloffer.org.uk
- Surrey Healthy Schools, www.healthysurrey.org.uk/professionals/healthy-schools
- You can search for the SEND code of practice: 0 to 25 years on www.gov.uk
- Mindworks Surrey www.mindworks-surrey.org

Provision Mapping

This section is of relevance to teachers, SENCos and school leaders when determining the school's SEND offer in relation to their learners' additional needs. It will also support conversations between schools and parents so the right support can be prioritised at the right time.

Mainstream schools are expected to meet the costs of special educational provision for pupils identified as on SEN Support in accordance with the SEND Code of Practice from their notional SEN budget.

Developing an individual provision map

A good provision map should demonstrate that the graduated approach has been applied, including High Quality Teaching, Ordinarily Available Provision, and targeted interventions.

The assess, plan, do and review cycle should have been used to provide a better understanding of need along with an increasing focus and intensity of the support accessed by the learner. The school along with parents and possibly the input of professionals should have endeavoured to better understand the root cause of the learner's difficulties, agreeing the most appropriate type of support that will directly address these difficulties. The focus is on understanding the individual and not diagnosing specific conditions.

The provision map provides a great opportunity to discuss difficulties and barriers to the curriculum and review what has been put in place to date. Referring to the whole school provision map (the school's offer of support from Universal to Targeted) can help explore what might be the next most appropriate type of support/ intervention that a pupil can access given their individual needs and ongoing difficulties.

You can download the Provision Map template from the Local Offer website
www.surreylocaloffer.org.uk

Key information to include

A clear overview of the assessed needs of the pupil, this should detail where they experience difficulties accessing the curriculum. It should not be limited to a listing of any diagnosis the pupil may have. It is helpful to understand where, when and how the individual's needs impact on them accessing the curriculum and in them functioning in the wider learning environment.

High Quality Teaching

High Quality Teaching strategies that have been employed by staff to address the barriers to learning and used to help the individual function more independently within the classroom and wider learning environment. Whilst teachers may be using different teaching strategies these still fall into universal provision which every pupil is entitled to, they cannot therefore be included as a cost for the provision map.

Targeted provision

Targeted interventions which focus on addressing the presenting needs of the pupil. These interventions should focus on helping to address the needs of the pupil with an aim to helping the pupil develop their independence in accessing the curriculum alongside their peers.

Whilst support from a teaching assistant may be appropriate there should be a clear focus on what the expected outcome of that support will be so that impact can be measured over time. In short, how is this support being deployed to address the needs of the child to help them access the curriculum and wider learning environment more independently over time?

Schools should ensure that any members of staff delivering targeted, or specialist provision are appropriately trained so they can skilfully deliver support programmes with fidelity and as the programme is intended.

These targeted interventions form the 'different from and additional to' provision and should therefore be costed for to demonstrate the additional resources and support the pupil is receiving.

Costs and budget management

The costs associated with 'different from and additional to' provision should be shown over an academic year. This is an opportunity to demonstrate how much of the school's notional SEND funding is being used to support the pupil to access the curriculum and the wider learning environment.

Evidencing costs will link to the graduated approach outlined earlier on. The aim is to put in place the most appropriate support to meet the needs of the pupil. This should not be an exercise to accumulate costs to reach a specific spending threshold. Schools should continue to put in place support that addresses the needs of the individual which may become more intense in its nature over time e.g. moving from small group support to 1:1 specialist support.

Demand led support

Targeted intervention should focus support on the needs of the individual and not be solely driven by the availability of certain types of provision within a setting. There should be an element of flexibility and creativity in delivering support so that it can have the maximum impact on the pupil.

It may be that more support is in place at the start of the cycle but is gradually reduced over time as the interventions achieve their intended outcomes. However, consideration needs to be given to the number of different interventions that a pupil accesses during a normal school week. Numerous interventions taking place simultaneously may make it harder to decide the impact each one has had on the pupil and their overall progress.

Again, Surrey's Inclusion and Additional Needs Service Offer is an ideal place to explore what additional targeted provision the school can introduce to meet the needs of the pupils that attend the setting.

Provision map template

Need	Additional strategies needed within the classroom (ordinarily available)						Review / Outcome
Provision resources (e.g. intervention)	**Delivered by** *(if applicable TA, CT)*	**Session length** *(if applicable)*	**Group size** *(no. of CYP - if applicable)*	**Frequency per week** *(if applicable)*	**Duration of intervention** *(in weeks)*	**Associated cost** *(per year)*	**Review/ Outcome**
Need	Additional strategies needed within the classroom (ordinarily available)						Review / Outcome
Provision resources (e.g. intervention)	**Delivered by** *(if applicable TA, CT)*	**Session length** *(if applicable)*	**Group size** *(no. of CYP - if applicable)*	**Frequency per week** *(if applicable)*	**Duration of intervention** *(in weeks)*	**Associated cost** *(per year)*	**Review/ Outcome**
						Total cost per year	

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