Guidance for Schools: Graduated Approach
Communication and Interaction

Description of needs

The children and young people (C&YP) to whom this guidance relates will present with a range of communication and interaction differences which challenge their learning and social inclusion. Individual C&YP display a range of differences which will vary in severity and intensity and which may change over time. It is not expected that any C&YP will match all the descriptors listed below.

The suggested provision and resourcing at the appropriate level will support effective teaching and learning for this group of C&YP. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They guide schools as to the type and level of intervention expected within the graduated approach to identifying and meeting SEN and should be delivered in accordance with a child/young person's assessed needs and agreed outcomes.

1. Social Communication (and including those with a diagnosis of Autism)

Communication and Reciprocal Social Interaction (Social Affect)
- Difficulties recognising that they are part of a class, group or wider social situation.
- Social situations present challenges resulting in emotional outbursts, withdrawal, social vulnerability and/or isolation.
- Poor empathy, imagination and play skills which affects social understanding and impacts on learning in subjects such as English and RE
- Unusual eye gaze or eye contact. Facial expressions may be limited or reduced in range. May not use or understand non-verbal communication.
- Difficulties with understanding spoken language or difficulties expressing their own wishes and feelings (expressive and receptive needs). Speech may be delayed or unusual and may have an odd intonation pattern with immediate or delayed repetition (echolalia).
- Literal interpretations of language and learning with poor understanding of abstract language. Higher order language skills may be impaired, e.g. understanding and use of metaphor, inference and emotional language.
- Issues with interpreting and understanding whole class instructions and general information.
- Difficulties with the concept of time and sequencing of events significantly affect everyday activities.
- Difficulties with personal space. May invade others space or find close group work difficult.
- Little awareness of danger in comparison to children of their age. May 'run' or 'climb' with no regard to hazards. May be unaware of hurting others.
- May have coping strategies that enable successful social interaction with peers. At times of stress or anxiety, however, responses will be unusual and socially awkward.

Restricted and Repetitive Behaviours
- Anxiety to even small unplanned changes in the environment or learning tasks leading to reactions of outbursts or withdrawal.
- Unusual or different behaviours or obsessions with everyday objects, people or toys. This can lead to difficulties with finishing desired activities. May display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience.
- Difficulties managing transition between different environments or tasks. Routine and visual structure supports these issues.

- Inability to maintain focus and concentration age appropriately. May be easily distracted or may not switch attention easily.
- Inconsistent patterns of behaviour across a spectrum from challenging or impulsive to extreme passivity.

Sensory Differences
- Unusual over or under responsiveness to sensory stimuli e.g. touch or noise which may affect access to everyday events or activities e.g. dining halls. May show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing. May eat inedible objects 'pica'.
- May display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety.

Sensory differences can affect physical milestones such as toileting and eating development. These can cause high anxiety in the child/young person and those who care for them.

2. Speech, Language and Communication Needs

- Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress in reading and spelling.
- Speech immaturities, which impact on their ability to convey meaning, feelings and needs to others, social interaction and the acquisition of literacy. This could in turn lead to isolation and/or frustration.
- Difficulties with listening and attention and auditory working memory that affect task engagement and independent learning.
- Difficulties retaining verbal input.
- Comments and questions indicate difficulties in understanding the main points of discussion, information and explanations.
- Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position).
- Limited vocabulary, both expressive and receptive.
- Heavy reliance on Non Verbal Communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses.
- Social interaction could be limited and there may be difficulty in making and maintaining friendships.
- Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, anxiety, stress, lack of engagement.
- Difficulties with expressive and/or receptive syntax; may struggle to understand and/or formulate more complex sentences, despite adequate vocabulary.
- May use a small range of learned verbal responses which mask underlying comprehension difficulties.
- May have learned strategies which enable avoidance of situations with high language demands (which may impact on social inclusion/developing friendships).

Communication and Interaction
Descriptions of the levels at which C&YP needs are addressed

<table>
<tr><td rowspan="4">Wave 1 - Universal</td><td>Quality First Teaching</td></tr>
<tr><td>A communication friendly environment to develop positive communication and interaction skills for all children and young people, including specific consideration for those with communication and interaction needs.

Children & young people will have communication and interaction needs identified by the description of needs on pages 1&2 that may affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life.</td></tr>
<tr><td>Quality First Teaching with differentiation
(including catch up and booster)</td></tr>
<tr><td>A communication friendly environment to develop positive communication and interaction skills for all children and young people, with differentiation and additional support for those with additional communication and interaction needs.

Children and young people will have communication and interaction needs identified by the description of needs on pages 1&2 that affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life.</td></tr>
<tr><td rowspan="5">Wave 2 – Targeted</td><td>SEN Support
(Provision map/IEP)</td></tr>
<tr><td>A graduated approach to ensure a growing understanding of the child/young person's communication and interaction needs and to ensure good outcomes (Assess, Plan, Do, Review). School's use their own approach to planning and recording provision made at SEN Support eg. provision maps/IEPs.

Children and young people will have communication and interaction needs identified by the description of needs on pages 1&2 that moderately/significantly affect their access to the National Curriculum, including the social emotional curriculum and school life, and particularly in new and unfamiliar contexts.</td></tr>
<tr><td>SEN Support
(IEP/My Support Plan)</td></tr>
<tr><td>A graduated approach to ensure a growing understanding of the child/young person's significant communication and interaction needs and to ensure good outcomes (Assess, Plan, Do, Review). School's use their own personalised approach to planning and recording provision made at SEN Support ie. IEP/ANP or the My Support Plan to ensure a more personalised and coordinated planning approach.

Children and young people will have communication and interaction needs identified by the description of needs on pages 1&2 that significantly/severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, particularly in new and unfamiliar contexts but also at times of high stress with familiar context/support/people.</td></tr>
<tr><td rowspan="3">Wave 3 – Specialist</td></tr>
<tr><td>EHC Plan</td></tr>
<tr><td>The complex communication and interaction needs, outcomes for the child/young person and provision required to help them to make progress towards their outcomes have been determined through an EHC needs assessment and an EHC Plan is in place.

Children and young people will have communication and interaction needs identified by the description of needs on pages 1&2 that severely/profoundly/exceptionally affect their access the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available</td></tr>
</table>

Quality First Teaching	
Descriptor	A communication friendly environment to develop positive communication and interaction skills for all children and young people, including specific consideration for those with communication and interaction needs. Children & young people will have communication and interaction needs identified by the description of needs on pages 1&2 that **may affect their access** to some aspects of the National Curriculum, including the social emotional curriculum and school life.
Assessment, planning & review	**Assessment** • Use of high quality ongoing assessment (using effective tools and early assessment materials) alongside other information gathered from within school and national data and expectations of progress, in order to inform pupil progress. This assessment should be reviewed regularly. • Assessment will normally be part of school and class teaching and assessments. SENCO may be involved in more specific assessments and observations. **Planning** • Curriculum plans should include individual/group targets. • The child/young person should be involved in setting targets and where appropriate their family should be involved in supporting targets at home. **Review** • Regular review of the quality of teaching for all pupils to ensure a communication friendly environment (QFT).
Environment	• A calm and structured learning environment with stimulating resources which are likely to promote language and talk. • Mainstream class with specific support for targets which involve communication and interaction. • Opportunities for small group work **within the usual** classroom planning and management. • Vary social groupings for learning.
Staff	• All staff should be aware that they have a responsibility for the development of speech, language and communication skills of all pupils. • Staff should be aware of the principles and importance of curriculum differentiation. • All staff should be aware of the stages of typical language development; the impact of speech, language and communication difficulties in the classroom; and the importance of the language environment on the pupil's ability to access academic, social, personal and extra-curricular opportunities. • Flexible use of resources and staffing in the classroom and adult support for learning as required.
Curriculum approaches & strategies	**Teaching and Learning** • A multi-sensory approach to the whole curriculum. • Provide a meaningful context for pupils' learning e.g. relate learning to their own experiences and interests and differentiate appropriately. • Teach metacognitive skills e.g. how to ask questions to clarify misunderstandings or use a visual 'I need help' cue card. • Provide positive framework and feedback - teach what to do rather than what not to do. • Visual information should support verbal input e.g. key vocabulary is displayed and supported by symbols and photos. • A visual timetable is used for the whole class. **Language and communication** • **Teacher language** - staff are aware of their own use of language and non-verbal gestures/communication eg. pointing and natural gesture to aid language. They are able to adapt it for pupils with communication and interaction difficulties (e.g. reducing the length of sentences, explaining idioms, jokes, sarcasm and irony). Employ varied questioning techniques but avoid over-questioning. • **Instructions** - break instructions down into small sequential steps and keep them short and clear, unambiguous and positive. Support children to use simple plans and checklists (use symbols, pictures or key words) to increase independence in carrying out instructions. Cue the pupil by saying their name before the instruction. • **Listening and comprehension** - remind pupils to listen and check their understanding at

whole class, small group and individual level. Coach active listening skills to the whole class throughout the day.
- **Spoken language** - support spoken language with visual cues where possible and give additional time for pupils to process information and respond. Develop spoken language through role play in the early years and drama can also provide opportunities for language development. Use speaking and story-telling frameworks

Social understanding and social behaviour
- Address social issues in PSHE and circle time and explicitly teach appropriate social behaviour using drama and demonstration (e.g. personal space).
- Use visual cues to remind pupils about socially appropriate behaviours e.g. hand up reminders, carpet spot, inside/outside voice cue cards.
- Provide opportunities for children to talk together and with adults, including group and pair work.
- Use peer support and buddy systems especially at break times.

Flexibility, resistance to change and emotional regulation
- At the start of the day/lesson ensure that the pupils are clear about the sequence of events (e.g. in a visual timetable).
- Give prior warning about change in class routines (with a visual cue if possible).
- Be explicit about work expectations. Set time or work limits.

Sensory difficulties
- Staff are aware that children have different sensory preferences and learning styles.

Quality First Teaching *with differentiation* (including catch up and booster)	
Descriptor	A communication friendly environment to develop positive communication and interaction skills for all children and young people, with differentiation and additional support for those with additional communication and interaction needs. Children and young people will have communication and interaction needs identified by the description of needs on pages 1&2 that **affect their access** to some aspects of the National Curriculum, including the social emotional curriculum and school life.
Assessment, planning & review	**As for Quality First Teaching with:-** **Assessment** • More regular high quality ongoing assessment and review to inform pupil progress. **Planning** • Curriculum plans will reflect levels of achievement and include individually focused targets, especially in the area of Speech and Language and PSHCE. **Review** • Regular review of the quality of teaching for all pupils to ensure a communication friendly environment (QFT) with appropriate differentiation for individual pupils.
Child & Family Centred Approach	Early discussions with parents and involving the child/young person:- • to develop a shared understanding of the child/young person's strengths and difficulties. • to jointly agree outcomes and next steps. • to have the opportunity to express their aspirations as well as their concerns. • to involve the child/young person and parents in the informal and formal sharing of progress towards outcomes. Notes of early discussions with parents should be added to the pupil's record and given to parents. Good home to school liaison on an ongoing basis to:- • enable consistency of approach between home and school in practice of skills. • provide feedback and acknowledgement of parent and child views eg. use of a home-school diary. • inform parents about changes at school so that they can prepare their child eg. home-school diary. Good mechanisms for gathering the child/young person's views in order to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes they are working towards.
Environment	**As for Quality First Teaching with:-** • Opportunity for small group and individual work to target specific needs relating to communication and interaction needs eg. catch up and booster sessions/schemes. • May need adaptations to the working environment such as a quiet or distraction free area within the classroom for individual work. • Think about the pupil's seating in class e.g. facing the class teacher, away from busy, noisy areas such as sink and cloakroom or resource cupboard. Think about lighting and windows and ensure they have a clear view of the teacher to pick up non-verbal cues. Use individual carpet spots.
Staff	**As for Quality First Teaching with:-** • On-going opportunities for individual support focussed on specific targets with reinforcement in whole class activities to aid transfer of skills. • Playground staff need to be aware of the difficulties the child may have playing with others without the necessary communication skills and be able to help the child cope in this environment e.g., offering choice of activities, engineered social opportunities through buddy systems, offering optimistic support to mediate, facilitate and extend social interactions as appropriate, provide respite areas, e.g. an indoor space if appropriate.

Curriculum approaches & strategies	**As for Quality First Teaching with:-** **Teaching and Learning** • Differentiation in terms of individual learning style, and set appropriate work and language demand levels. • Differentiation of curriculum subject in terms of the pupil's interests. • Individual instruction in terms of how to approach the task e.g. written, verbal or symbolic. Definite start and finish to the task. • Alternative approaches to the teaching of reading and writing such as. whole word reading in addition to the teaching of phonics, using multi-sensory, cued approaches to early literacy eg. Literacy intervention programmes such as direct phonics, Jolly Phonics. Paired reading with buddies. • Pre-preparation of texts e.g. highlighting tricky words, summarising paragraphs, discussing pictures or context before the pupil is required to read. • Cooperative learning activities which encourage discussion, project/investigative work. • Model and teach students how to use their language for thinking and learning – Mediated Learning Approach. **Language and communication** • Support spoken language with visual cues. • Modelling and scaffolding language and the curriculum. • Teach children to watch others and try to learn from them. • Use adapted language to support the understanding of pupils (e.g. avoiding the use of "Can you open your books now?", take time to explain ambiguous language and give advice about appropriate responses. • Try to ensure that your body language, facial expressions and gesture match spoken language (e.g. avoiding sarcasm). • Set targets which directly teach pupils to use and understand the use of volume, tone, intonation, facial expressions and gesture to add meaning to communications. Set specific targets for technical language/concepts. • Small group directed work on listening, comprehension and speaking skills. Directly teach children conversational skills, taking turns, reading social cues e.g. listener boredom. • Plan for everyday events, encounters or activities to be used as an opportunity to support language, communication social understanding and behaviour. • **Social understanding and social behaviour** • Directly teach age appropriate behaviours – e.g. social touching. • Use 'Circle of Friends' technique to support pupil's social inclusion and relationship building. • Use Social Stories ™ to help pupils understand social conventions and how to adapt to them. • Use pupil's strengths to improve their relationships with peers. They may be good at computer skills and be able to help others. • Small group work for social communication skills development – turn-taking, sharing, narrative skills programmes e.g. SULP, Nursery Narrative, Blacksheep press materials. **Flexibility, resistance to change and emotional regulation** • Give prior warning when an activity is about to change (especially if the pupil is enjoying/engrossed in the activity). • Provide emotional reassurance which is comforting for the pupil. • Allow the use of comfort objects and behaviours especially when the pupil is experiencing stress. • Be clear about work expectations. Use a timer/to do list/first-then prompt card if appropriate. • Use visual support systems, time-tables, lists, schedules and calendars to help pupils prepare emotionally for change. • Help pupils cope with unstructured times during the school day (e.g. playtime quiet areas, playtime choice activities, use play leaders to facilitate games).

	Sensory difficulties
	• Think about transitions during the school day to avoid sensory overload e.g. allowing the pupil to leave the class first/last to avoid busy corridors or cloakrooms.
	• Use of objects or equipment (e.g. use of ear defenders) which provide comfort during sensory overload or when pupil is exposed to a challenging environment (e.g. assembly, busy corridor).

Accessing Resources & Support at Wave 1 (QFT)

Resources and materials
Refer to websites, including the following:-
- ICAN.
- Autism Education Trust.
- National Autistic Society.
- Inclusion Development Programme – SLCN & ASD.
- Welcomm: S&L Toolkit for Screening and Intervention in the early years.
- ELKLAN.
- The Communication Trust.
- Talking Point.
- Local authority website for training opportunities.

Outside agency support
Education
- Specialist Provision – ASD/SLCN can signpost to resources and materials and training packages.
- Educational Psychology – offer:-
  - termly planning meetings with all schools.
  - Additional Needs Partnerships: a solution focussed format to discuss areas of concern with a group of SENCOs.
  - Training - cooperative learning, mediated learning, differentiation.
- Early Years SEN provide SENCO training (funded by early years providers/settings).
 For further information on the above services see http://intranet.kirklees.gov.uk/specialistlearning
Health
- Speech & Language Therapists can also signpost to resources and materials and training packages. (North Kirklees - www.locala.org.uk) (South Kirklees – www.cht.nhs.uk/childrens-therapy-services)
As well as the support outlined above, it is expected that the needs of a child/young person with SEND will also be addressed through using the range of support detailed in the Kirklees Local Offer, such as community resources in the local area.www.kirkleeslocaloffer.org.uk

Identifying SEN

Regular assessments at QFT should seek to identify a child who is **making less than expected progress** given their **age and individual circumstances**.
This can be characterised by progress which:
• is significantly slower than that of their peers starting from the same baseline
• fails to match or better the child's previous rate of progress
• fails to close the attainment gap between the child and their peers
• widens the attainment gap. (SEND CoP – 6.17)

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life (SEND CoP – 6.18)

Consideration of whether **special educational provision** is required should start with the desired outcomes, including the expected progress and attainments and the views and wishes of the child or young person and their parents. This will help to determine the support that is needed and whether it should be provided by adapting the school's core offer at **Quality First Teaching** or whether something additional or different is required at **SEN Support**. (SEND CoP – 6.40)

SEN Support	
(Provision Map/IEP)	
Descriptor	A graduated approach to ensure a growing understanding of the child/young person's communication and interaction needs and to ensure good outcomes (Assess, Plan, Do, Review). School's use their own approach to planning and recording provision made at SEN Support eg. provision maps/IEPs. Children and young people will have communication and interaction needs identified by the description of needs on pages 1&2 that **moderately/significantly affect their access** to the National Curriculum, including the social emotional curriculum and school life, and particularly in new and unfamiliar contexts.
As for Wave 1 (QFT) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes):-	
Assessment, planning & review	**Assessment** • Use of more detailed NC assessment tools eg. B Squared/PIVATS. More specialised assessment tools in relations to specific descriptors may be necessary. eg PhAB. • Accurate and up to date assessment of independent levels must be kept as a working document to help planning and to share with the family. **Planning & Review** • SENCO works with the class teacher and the parents to identify needs, plan support and review progress. • Outside agency involvement as appropriate ie. where a pupil continues to make little or no progress or where they continue to work at substantially low levels despite evidence based SEN support delivered by appropriately trained staff. The above, together with parent and pupil views will enable a clear analysis of the pupil's needs and ensure that support and intervention can be matched to need. • School determines its own approach to record keeping to record provision made at SEN Support and its impact on pupil progress. eg. provision maps/IEPs.

Child & Family Centred Approach	• Formally notify parents where it is decided to provide a pupil with SEN Support. Early discussions should already have commenced with parents at Wave 1 (Quality First Teaching).
	  - Meet with parents regularly (at least three times per year) and involving the child/young person in order to:-
	    • have a shared understanding of the child/young person's strengths and difficulties, set clear outcomes and review progress towards them;
	    • discuss the activities and support that will help achieve the outcomes;
	    • provide their views, including aspirations as well as concerns, in order to support effective planning;
	    • identify responsibilities of the parent, child/young person and school;
	    • increase parental engagement in the approach and offer consistency at home. Also to share essential information about impact of SEN support or any changes outside of school.
	A record of outcomes, action and support should be agreed through these discussions and kept and shared with appropriate school staff and the parents.
	• Ensure good mechanisms for including the child/young person's views in assessment, planning, provision and review, in order to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes they are working towards.

Environment	• Individual work area(s) which are modified for the pupil eg. quiet/minimal distractions, visual aids, work basket system. • Time out/movement breaks/respite areas to help regulate emotions. • Appropriate adaptions for the pupil at lunch times, assemblies and leaving class (early or during breaks) to avoid sensory overload.

Staff	• All staff should have a knowledge and understanding of children with communication and interaction needs and attend training where necessary. • Targeted one to one work with support staff, on an individual and small group basis. • Targeted support in the mainstream classroom and may also include unstructured parts of the day eg. start and end of school day, breaks, lunchtimes and trips out of school. • Additional adult support in class where necessary. Social coaching opportunities with adults who have had some specific training about communication and interaction needs.
Curriculum approaches & strategies	**Teaching and Learning** • A differentiated curriculum which takes account of the child's strengths, is developmentally appropriate, targeted to address their communication and interaction needs, emotional regulation and sensory needs, and promotes their independence. • The timing and duration of learning activities is adjusted to the child's needs with regular breaks as needed. • Task should be intrinsically motivating or rewarded in a way which is meaningful for the child. • Learning material modifications, visually simplified, adapted to the pupil's learning preferences. • Directly teaching inference skills and using imagery to aid working memory. • Pre-teaching of topic vocabulary/mathematical language. • Support for word finding difficulties such as word maps, word wheels and visual word banks for topic-related vocabulary. • Alternative methods of recording including mind-mapping, story boards, voice recorders, videos, digital photography. **Language and communication** • Adults should be able to adapt their language and communication to the specific needs of the child eg. ensuring instructions are brief, using repetition, giving the child plenty of time to respond, keep listening times short. • Verbal communication to be supported visually as much as possible – signs, symbols, pictures, gesture, modelling, practical demonstration, pictures/objects of reference etc. • Use augmented methods of communication where appropriate e.g. Makaton, PECS with the support of outside agencies with training in this area. School should enable staff to access training where necessary. • Adult support to facilitate language and communication with peers and adults as required. **Social understanding and social behaviour** • Teach specific scripts for appropriate greeting for adults and children. • Use video material (e.g. soaps, flip camera recordings) to help the pupil learn to understand and predict verbal and non-verbal behaviours. • Use group interventions eg. SULP to aid the pupil's social understanding. • Use Comic Strip conversations to help pupils understand social exchanges and the motivations and feelings of other people during an interaction. • Play language games e.g. Socially speaking, Barrier games to encourage Theory of Mind. • Frequent and individualised Social Stories TM to support the pupil's understanding of the social world. **Flexibility, resistance to change and emotional regulation** • Use restorative justice approaches to teach pupils about consequences of behaviour and that relationships need to be repaired after conflict. Ensure that these consequences are relevant and meaningful for the pupils involved. • Use of resources to teach emotional regulation skills e.g. Zones of Regulation. **Sensory difficulties** • A sensory profile completed for the pupil and the environment is assessed and modified in response.

SEN Support	
(IEP/My Support Plan)	
Descriptor	A graduated approach to ensure a growing understanding of the child/young person's significant communication and interaction needs and to ensure good outcomes (Assess, Plan, Do, Review). School's use their own personalised approach to planning and recording provision made at SEN Support ie. IEP/ANP or the My Support Plan to ensure a more personalised and coordinated planning approach. Children and young people will have communication and interaction needs identified by the description of needs on pages 1&2 that **significantly/severely affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, particularly in new and unfamiliar contexts but also at times of high stress with familiar context/support/people.
As for Wave 1 (QFT), Wave 2 (SEN Support (with provision map/IEP(above))) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes):-	

Assessment, planning & review	**Planning & Review**
	• The My Support Plan provides a more coordinated and personalised planning approach to meeting a child or young person's SEN. The school should determine whether a My Support plan is necessary, particularly if:-
	  • a pupil continues to make limited progress despite evidence based SEN support delivered by appropriately trained staff.
	  • a number of professionals are involved and a shared understanding of strengths and needs and joint agreement of outcomes and actions is important.
	Further guidance is available on the Intranet as follows:-:-
	'The Coordinated Planning Approach and Pathway - My Support Plan'
	'My Support Plan – template'
	'My Support Plan – example'
	http://intranet.kirklees.gov.uk/specialeducation

Child & Family Centred Approach	• A key worker should be allocated to the child/young person and their family who will develop a positive and trusting relationship with the pupil to support their learning and emotional needs. This person will act as an advocate for the child and be the child and parents key person of contact. • The key worker will be able to support the child/young person and their parents to provide their views, including aspirations as well as concerns, in order to support effective joint planning through the My Support Plan.
Environment	• Pupil may be taught in a quiet environment for some lessons where appropriate. • Allowances should be made to all aspects of the school environment with regard to sensory needs as appropriate. eg. adaptations to school uniform, being able to opt out/short breaks from situations that cause stress eg. assembly, fire drills, changing for PE etc. • The pupil should have a quiet safe area to retire to as required.
Staff	• All staff should have a knowledge and understanding of pupil's with communication and interaction needs. Some staff should have additional specific training. Eg. ASD specific interventions, SCERTS, TEACCH, Intensive Interaction, PECS, De-escalation techniques, the use of social interventions such as Comic Strip Conversations, Social Stories, Lego Therapy, Sensory Integration theory, Sensory Profiling. • An enhanced level of targeted one to one support with support staff, on an individual and small group basis. • An enhanced level of targeted support in the mainstream classroom and may also include unstructured parts of the day eg. start and end of school day, breaks, lunchtimes and trips out of school. • A responsive adult to provide additional support in class where necessary, to enable social coaching opportunities, and individual support where necessary and in a timely fashion, such as when the pupil is starting to become dysregulated.

Curriculum approaches & strategies	**Teaching and Learning**
	• A highly differentiated curriculum which takes account of the child's strengths, is developmentally appropriate, targeted to address their communication and interaction needs, emotional regulation and sensory needs and promotes their independence.
	• Individual programmes to support specific areas of need.
	• Individualised rewards and motivators are used intrinsically as part of the interventions offered.
	• Pre and post teaching of curriculum content.
	• Individualised resources for recording such as a voice recorder.
	Language, communication, social understanding and social behaviour
	• A programme of social communication skills, which is developmentally tailored and delivered according to needs (e.g. small group – one to one work). This is offered at least on a weekly basis.
	• Adults model, directly teach and support pupil to use socially appropriate behaviours at all times during the school day.
	• Use of specific programmes or packages delivered daily with individual support by staff who have received training e.g. Narrative programmes.
	• Social interaction is supported and facilitated particularly at unstructured times this includes outdoor break and lunchtimes. Pupil is actively supported to access extra-curricular activities alongside their mainstream peers. This may include additional adult support or adaptation to activities.
	• Pupil is taught directly the skills to work within social groups. Consideration is given to the size of the group, the aim of the group and roles within the group.
	Flexibility, resistance to change and emotional regulation
	• Pupil is appropriately supported at times of transition (eg. from lesson to lesson from year as to year) to cope with every day changes as well as those that make a considerable difference in their lives eg. transition plans, visual timetables, preparation for uncommon or stressful events (school trips, sport events etc).
	• The pupil is supported to attend enrichment activities which occur within school year e.g. school performances, trips, sports events.
	• Flexibility for the pupil to gain respite from challenging school environments if they are unable to regulate their emotions (busy classroom with a sudden change, noisy corridors, assembly, break-times lunch halls).
	Sensory difficulties
	• Appropriate equipment and a plan/programme to cater for pupil's individual sensory preferences.

Accessing Resources & Support at SEN Support

Outside agency support
Education
- Specialist Provision – ASD/SLCN
  - consultation meetings/telephone consultation for settings and parents on receipt of referral depending on level of need.
  - Time limited interventions to model and build capacity of adults re. structured interventions.
- Educational Psychology
  - Consultation for complex cases at SEN Support. Less complex – support offered as part of the traded offer.
  - Training is available as part of the traded offer.
- Early Years SEN
  - consultation meetings/telephone consultation for settings and parents on receipt of referral depending on level of need.
  - Time limited interventions to model and build capacity of adults re. structured interventions.
  - Training is available as part of the traded offer.

For further information on the above services see http://intranet.kirklees.gov.uk/specialistlearning

Health
Speech and language therapists
  - Assessment, advice and care plans/programmes as appropriate
  - Maximise independence of parent/professionals/child
  - Time limited interventions.
- (North Kirklees - www.locala.org.uk/ereferrals) (South Kirklees – www.cht.nhs.uk/childrens-therapy-services - referral form can be found under 'Making a Referral')

As well as the support outlined above, it is expected that the needs of a child/young person with SEND will also be addressed through using the range of support detailed in the Kirklees Local Offer, such as community resources in the local area.www.kirkleeslocaloffer.org.uk

Considering an Education, Health and Care (EHC) Needs Assessment

Where a pupil makes expected progress and meets the outcomes set, then they should continue to receive provision to meet their identified needs at SEN Support (or at QFT depending on the level of progress), using the school's own delegated funding and with access to services available through the Local Offer. However, where a pupil does not make the expected progress, even when relevant and purposeful action has been taken (as detailed above) and the school's own delegated funding has been fully utilised (Elements 1 & 2, including spending at least £6k on SEN provision specific to the child) then those involved may agree to request an EHC needs assessment. The agreement to request an EHC needs assessment should be reached with all those involved and normally at a review of the My Support Plan.

EHC Plan	
Descriptor	The complex communication and interaction needs, outcomes for the child/young person and provision required to help them to make progress towards their outcomes have been determined through an EHC needs assessment and an EHC Plan is in place. Children and young people will have communication and interaction needs identified by the description of needs on pages 1&2 that **severely/profoundly/exceptionally affect their access** the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.
Setting	Where a pupil makes expected progress and meets the outcomes set, they would normally continue to receive mainstream provision to meet their identified needs within their EHC Plan. However, where a pupil has complex needs and is not yet ready to access a mainstream setting, even when appropriate special educational provision has been delivered through an EHC Plan, or where complex needs have been identified through a new EHC needs assessment, then a special school place may be considered for them, if this is in accordance with parental preference *(mainstream education cannot be refused on the grounds that it is not suitable CofP 9.89-9.90).* Consideration of a special school place will be through the annual review of an EHC Plan or through a new EHC needs assessment. Children and young people with an EHC Plan may be in any of the following settings:- • **Mainstream school** with a personalised curriculum and requiring a high level of special educational provision as identified in the EHC Plan. *All mainstream schools have funding to support children and young people with SEN. Additional educational funding is available through the EHC plan and this is allocated over and above what is normally available to schools (elements 1 & 2) on completion of EHC needs assessment. This is called high needs 'top up' funding (element 3) and is used to enable delivery of the special educational provision identified in the EHC Plan.* • **Specialist provision within a mainstream school** (transitional (up to 6 terms) or fixed). • **Special school.** For further information on SEN support levels for mainsteam schools, specialist provisions and the special school offer see http://intranet.kirklees.gov.uk/specialeducation
In mainstream school with outreach support or specialist provision placement (up to 6 terms or fixed):- **As for Wave 1 (QFT), Wave 2 & 3 (SEN Support) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes as defined in their EHC Plan):-**	
Assessment, planning & review	**Assessment** • Continued use of high quality ongoing assessment and more specialised assessment tools in relations to specific needs as necessary. • Formal assessment advice from other agencies involved in the EHC needs assessment. **Planning** • Set interim smaller step targets towards meeting outcomes detailed in the EHC plan and agree arrangements for monitoring progress and setting new targets. *(Sections 5&6 (only) of the My Support Plan provides a useful template for setting targets against steps and outcomes and arrangements for interim reviews).* • Consider any further information and advice from relevant professionals. • Interim smaller step targets towards outcomes should be appended to the EHC plan so that progress monitoring is considered in the light of the longer term outcomes and aspirations. **Review** • The annual review of the EHC Plan must take place within 12 months of the issue of the EHC plan and then within 12 months of any previous review.
Child & Family Centred Approach	• Continue to meet with parents regularly (at least three times per year) and involving the child/young person in order to discuss progress towards the outcomes set out in the EHC plan and to:- - have a shared understanding of the child/young person's ongoing strengths and difficulties, set smaller step targets towards outcomes and review progress towards them;

	- discuss the activities and support (outlined in the EHC plan) that are helping the child/young person to achieve their outcomes; - provide their views, including aspirations as well as concerns, in order to support effective planning, and to enable them to be prepared for and contribute to the annual review. - increase parental engagement in the approach and offer consistency at home. To share essential information about impact of the provision delivered through the EHC plan or any changes outside of school. - The identified key worker should continue as an advocate for the child/young person and be the child/young person's and parents key person to contact. - Family links are central to good practice when working with children and young people. eg. at specialist provision this includes; workshops, coffee mornings, sharing of good practice, home visits.
Environment	- A supervised learning area/space (eg. a personalised work area in a mainstream class) or classroom is available for the pupil to access for lessons, social time, respite, and adult guidance as appropriate. - A respite area in school is provided to allow the pupil to calm after episodes of extreme emotional dysregulation. This environment should be safe, easily accessible and include equipment which supports the pupil to calm (e.g. use of headphones, music, sensory materials, soft furnishings, covered area etc).
Staff	- A high level of targeted one to one support with support staff, on an individual and small group basis. - A high level of targeted support in the mainstream classroom and may also include unstructured parts of the day eg. start and end of school day, breaks, lunchtimes and trips out of school. - Specific staffing arrangements and staff skills (in addition to that detailed in SEN Support, above) will be defined within the child's EHC Plan.
Curriculum approaches & strategies	**Curriculum approaches and strategies will be determined through the EHC needs assessment and clearly defined within a child/young person's EHC Plan. Examples of what could be included are as follows:-** **Teaching & Learning** - A personalised curriculum which takes account of the child's strengths, is developmentally appropriate, targeted to address their communication and interaction needs, emotional regulation and sensory needs and promotes their independence. - Individual programmes to support specific areas of need. - Functional behaviours are taught directly through applied behaviour programmes. - A 'see-saw' approach is taken to finely tune the demands placed on the pupil according to their emotional regulation needs. - Low arousal approach is emphasised within the school environment. **Language, communication, social understanding and social behaviour** - Augmented communication aids, IT and specialist adapted equipment is used to support a child in all aspects of schooling where appropriate. **Flexibility, resistance to change and emotional regulation** - A comprehensive support plan to support the child/young person to manage their emotions. A clear plan is shared with teaching staff who have regard to this when helping them to recover from feeling overwhelmed. - An orientation meeting is provided at least each morning which highlights for the pupil events during the day and any changes which have been made. This may be more or less detailed according to the needs of the child. The mode of presentation will reflect the needs of the pupil, e.g. visual/verbal/symbolic/use of IT resources. - Repetitive sensory behaviours are viewed as often necessary to help a child to regulate their emotions and become calm. Staff should actively teach alternative socially appropriate behaviours which help them to calm (e.g. use of Zones of Regulation). Often pupils will use

	repetitive behaviours when they are unoccupied. Staff should provide structured and motivating leisure activities which pupils may choose as an alternative activity. These may need to be tailored to a pupil's interest (e.g. taking apart computers). **Sensory difficulties** • A pupil's sensory needs are comprehensively assessed through a sensory profile and environmental adjustments are made when necessary e.g. adapted school uniform, modified lunch time, classroom arrangements etc. • Specialist equipment and support plan to cater for pupil's individual sensory preferences.

Accessing Resources & Support – EHC Plan
Anything additional or different to that provided at SEN Support will be specified in the child's EHC Plan.