Special Educational Needs (SEN) Support

Guidance for Mainstream Schools (including Academies, Early Years and Post-16 Providers)

The provision the LA expects to be made available

Contents

1. Introduction

This guidance aims to make it clear what provision Norfolk County Council expects to be made available to support children and young people who have Special Educational Needs and/or Disabilities (SEND) in all Mainstream Schools, including Academies, Early Years Settings and Post-16 Educational Providers at SEN Support Level.

NB: When this document refers to Mainstream Schools or schools, this includes Academies

It sets out best practice for supporting children and young people with SEND at SEN Support and should be used to inform SEN(D) Information Reports.

This Guidance has been developed through a task and finish group of representatives from the following groups:

- SEND Advisory Team
- Educational Psychology Specialist Support (EPSS)
- Inclusion Commissioning Service
- Family Voice Norfolk
- Norfolk SEND Information Advice and Support Service (IASS) Partnership
- Fred Nicholson Special School
- Sprowston Pre-school
- Wroughton Infant School
- Ormiston Victory Academy
- Great Yarmouth College
- Action Community Enterprises (ACE)

These representatives have consulted more widely with the following:

- Family Voice Norfolk steering group and members
- School 2 School Support Coordinators
- SEND Cluster Co-ordinators/facilitators
- SEN Information Advice and Guidance (IAG) Transition Group
- Virtual School for Sensory Support (VSSS)
- Trust Norfolk-SEN
- Willow Tree Learning Essential SENCO Network
- Early Years Advisory Team for Inclusion
- Short Stay School for Norfolk (SSSfN)
- Local Provision Network (LPN)

This guidance will be reviewed every three years.

2. SEND Code of Practice and Expected Provision

Mainstream Schools (including Academies), Early Years and Post-16 Providers must have due regard for:

- [Children and Families Act 2014](#)
- [Equality Act 2010](#)
- [Special Educational Needs and Disability Code of Practice: 0 to 25 Years](#)

The above legislation and statutory guidance make it clear that children and young people with SEND have a right to expect their needs to be met and not to be disadvantaged.

Norfolk County Council expects all Mainstream Schools (including Academies), Early Years and Post-16 Providers to:

- Comply with SEND Legislation and Statutory Guidance
- Change policy and practice to reflect the SEND reforms
- Use their best endeavours to provide an inclusive education for all children and young people with SEND
- Make all anticipatory reasonable adjustments to enable children and young people with SEND access to an appropriate curriculum

At Norfolk County Council the expectation is that…

"…*children and young people experience good educational outcomes and that they, and their families, do so within welcoming and inclusive educational provision across Early Years, School and Post-16 Providers*"

(A Good Education for Every Norfolk Learner, September 2016)

Universal	SEN Support	Complex Needs
The majority of children & young people have no special educational needs or disabilities and can access learning alongside their peers in traditional mainstream settings.	A proportion of children & young people require special educational provision that can be met by the resources ordinarily available to mainstream settings.	A small proportion of children & young people have needs so complex that they cannot be met from the resources ordinarily available to mainstream settings.

Across Norfolk **SEN Support** refers to the special educational provision that is readily available to meet the needs of children and young people with SEND either as part of mainstream school's, Early Years or Post-16 provider's core offer and accessible through the Local Offer.

Across schools, Early Years and Post-16 providers the child or young person and their parents/carers voices need to be listened to and be instrumental in the development of SEN Support regarding their aspirations, desired outcomes and views.

In Early Years Settings it is particularly important that there is no delay in making any necessary special educational provision and settings must work in partnership with parents/carers to establish the support and early intervention that the child needs in order to access provision and make progress.

In schools, it is essential to take action to remove barriers to learning and put effective special educational provision in place. Parents/carers must be formally informed that special educational provision is being made.

In Post-16 Colleges it is important to involve the student and, particularly for those aged 16 to 18, their parents/carers, closely at all stages of the SEN Support cycle and planning for the needs of the young person.

High quality teaching, differentiated for individual children and young people, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching (Quality First Teaching).

In deciding whether to make special educational provision, a teacher and SENCO should consider all of the information gathered from within the setting about the child or young person's progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. This could include:

- End of Key Stage Attainments
- Cognitive Abilities Tests (CATS) Scores at Secondary Level
- Assessment for learning materials
- Standardised tests
- Teacher observations
- Advice, information and recommendations from other agencies
- Views of the child or young person
- Views of the parents/carers

To support assessment, settings will have access to a range of:

- Diagnostic tests
- Observational checklists
- Dynamic forms of assessment which could involve:
  - ✓ Observing and recording responses in different environments
  - ✓ Identifying strengths and weaknesses
  - ✓ Identifying learning rates and learning styles

This will help determine the support that is needed and whether it can be provided by adapting the settings core offer or whether something different or additional is required. This is the start of a graduated approach to SEN support and if a setting makes special educational provision for a child, they should inform their parents/carers.

Settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess, Plan, Do and Review

Assess - to ensure that a child or young person's needs are fully understood,

Plan - discuss, agree and plan the appropriate support strategies that will help the child or young person to progress and achieve identified outcomes.

Do – put the strategies in place and allow them time to work.

Review – after an agreed period of time, assessment information about the child or young person's progress to achieving identified outcomes is considered. Are the strategies helping?

This is called the graduated response/approach because it may take several cycles of intervention and different strategies being tried, before it is possible to identify the strategies that work.

The SEND Code of Practice 0-25 suggests that there is a continuum of special educational needs and disabilities and that where necessary, a setting should have arrangements in place to draw on more specialist assessments from external agencies or professionals.

Funding

In making special educational provision for children and young people, settings are expected to draw on their normally available resources. For further information on School Budgets, SEN Funding and Cluster Funding see Budget Share Tracker

Norfolk County Council expects Schools, Early Years and Post-16 Providers to use their direct and delegated funds to:

- Provide SEN support using delegated SEN Funding responsibly to meet needs of children with SEN and/or D within their school community
- Seek support from Cluster Funding once school SEN Funding has been allocated and where there is an identified unmet need (with reference to Cluster Governance Agreements).
- Commission additional support from external agencies/services available under the Local Offer
- Meet the needs of children and young people with high needs including health care and medical needs
- Meet the needs of children and young people with high needs including behavioural and Social, Emotional and Mental Health (SEMH) needs

Equipment

Norfolk County Council expects Schools, Early Years and Post-16 Providers to use their direct and delegated funds to provide for children and young people with high incidence SEND requiring low cost, non-customised equipment. It is recognised however, that some specialist customised ICT equipment may need to be provided centrally to ensure that children and young people with low incidence, high needs have access to appropriate specialist aids and equipment. Norfolk County Council provides more specialist equipment through Access Through Technology (ATT).

Training

Norfolk County Council expects Schools, Early Years and Post-16 Providers to provide appropriate SEND training for their staff. Settings are expected to understand the needs of their children and young people and to identify how best to ensure that their staff are equipped to understand and meet their needs. For more information see Educator Solutions and Events and training.

3. Standards

All Stakeholders need to have due regard for the [Special Educational Needs and Disability Code of Practice: 0 to 25 Years](#)

Schools, Early Years and Post-16 Providers responsibilities include:

Governors / Trustees / Committee

- Appoint a Responsible Person to have oversight of SEND (Governor with Responsibility for SEND)
- Review the SEND Policy regularly and ensure it is published.
- Publish a SEN Information Report and review it annually, providing information on school arrangements for parents and carers.
- Have due regard for the [Governance Handbook 2015](#)

Head teacher / Principal / Manager

- Appoint a Qualified Teacher as the named and trained SENCo, who has a direct link to the SMT/SLT or, alternatively, the head teacher acts as the SENCo.
- Have due regard for the [National Standards for Excellence for Head teachers 2014](#)
- Ensure the 'Accessibility Plan' is in line with the Equality Act 2010.
- Maintain a SEND Improvement and Development Plan (this may form part of the School IDP)
- Promote an inclusive curriculum
- Promote and value an inclusive ethos

SENCO

In Early Years Settings – it is recommended that the SENCO attends the three day SENCO training delivered by the LA Early Years Advisory Team for Intervention.

In Schools the SENCo must be a qualified teacher who has achieved the National Award for SEN Coordination within three years of appointment to the role. Best practice is that they will be on the leadership team.

Have due regard for:

- Section 5, Early Years Providers, The Role of the SENCo in Early Years Provision, [Special Educational Needs and Disability Code of Practice: 0 to 25 Years](#) , (p.88)
- Section 6, Schools, The Role of the SENCo in Schools, [Special Educational Needs and Disability Code of Practice: 0 to 25 Years](#) , (p.108)

Teachers / Practitioners

Have due regard to the [Teachers Standards 2011](#) (updated 2013) or the Initial Guidance for users of the Professional Standards for Teachers and Trainers in Education and Training, England, 2014

Teaching Assistants / Key Person

Be aware of the seven key recommendations within the Making Best Use of Teaching Assistants Guidance Report, published by the Education Endowment Foundation [TA Standards](#)

The Local Authority

Supports the drive for high educational standards for all children and young people through its strategy "A Good Education for Every Norfolk Learner"

The Education Inclusion Service incorporates teams that are 'Free at the Point of Contact' and currently include: the Attendance and Exclusions Team, the Inclusion Commissioning Team , the Participation Strategy Team , the SEND Advisory Team and the Virtual School for Sensory Support.

The Local Authority responsibilities include…

- Publishing clear, comprehensive, accessible and up-to-date information on the Local Offer and developing the Local Offer to make it more responsive to the needs of the local area **via the** Family Information Service **(Early Years),** Norfolk Schools Website **(Schools),** Help You Choose **or** Norfolk Directory **(Others).**

- Managing financial resources, delegated by the number of children and young people in relation to the funding formula. Publishing information about how SEND funding is delegated through School and Cluster. For information about budgets and funding see: Budget Share Tracker

- Providing strategy, guidance and policy.

- Identifying the needs of the children and young people with SEND in the local area and improving their outcomes.

- Consulting with children and young people with SEND and their families about the services; the design of new services and development of existing services.

- Ensuring there is enough provision, in the right place for children and young people with SEND and reviewing this every year.

- Commissioning and providing a SEND information, advice and support service for children and young people with SEND and their families **-** Norfolk SEND IASS Partnership.

- Supporting partnerships, the self-improving system and commissioning mediation and dispute resolution services e.g. KIDs

4. Expectations of All Settings

Expectations of Provision	Expected Outcomes of Provision
The physical environment is adapted to meet the needs of learners.	All learners are included and can access the environment as independently as possible.
All practitioners including Teaching Assistants make a positive contribution to learner progress.	There is a strong learning ethos that ensures proactive and collaborative working.
There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.	Parents demonstrate confidence with the setting's provision for learners. Staff training demonstrates confidence and the workforce implements their knowledge in practice. There is inclusiveness and equality of opportunity for all learners.
The provider recognises, and responds to, the need for pastoral support for learners with SEND bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.	Effective strategies for learners well-being leads to good relationships and inclusion across the setting.
Effective measures are in place to deal with safeguarding issues.	All staff have relevant and up-to-date Safeguarding training and know what to do in different circumstance. Therefore children and young people are safeguarded.
Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.	Learners have their needs met.
Practitioners differentiate to provide suitable learning challenges and cater for different learning styles. Individualised and/or small group planning and programmes in more than one curriculum area.	Learners make good progress.
Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs. Individualised and/or small group sessions.	Learning is generalised/transferable into different environments and contexts.
Practitioners ensure that collaborative learning and peer support is a feature of lessons.	Learners are supportive of each other, and the result is better relationships and improved outcomes.
Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy.	Learners are confident to take risks in their learning further leading to better progress.

Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, including interactions, is scrutinised.	Learners make good progress as a result of appropriate allocation and use of resources.
Staff collaboration and effective links exist with other relevant outside agencies and specialists. Practitioners know when to refer for extra support.	Learners are supported in all aspects of their development leading to greater inclusion and participation.
Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.	Learners make good progress leading to better life outcomes.
An effective partnership with learners and parents is evident through their participation in assessment and review processes.	Parents are confident in what the setting is undertaking and this supports learning.
Learners are involved in the Graduated Approach; assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies.	The setting makes good use of appropriate external agencies and this addresses wider needs of learners.
Learners are helped to understand their own barriers to learning and to value their achievements.	Learner confidence leads to good or better participation rates.
Learners feel that they can approach staff and that their opinions and concerns are valued.	Learners feel safe, attend well and enjoy learning, enabling them to reach their potential.
Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.	Learners are prepared well for the future which results in them moving on to opportunities that lead to better chances in: work, living, health, friendships and relationships
Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	

5. SEND Good Practice

SEND good practice should be varied according to the age and individual needs of each child or young person. The following good practice is intended to be guidance for all educational settings from early years, schools to post-16 provision.

Communication and Interaction

'The profile for every child with Speech, Language and Communication Needs (SLCN) is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of Speech, Language or Social Communication at different times in their lives.' (SENDCOP, 2015, p.97)

Identified barrier and/or need	Expected provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings
Difficulties saying what they want to and being understood	Modelling language Small group / 1:1 language sessions Providing an additional method of communicating e.g. symbol communication and/or signing Individualised Language programme from SALT Allow time for child to respond Introduce a variety of language through rhymes, songs All attempts to speak are supported Accommodation of child's needs
Difficulties understanding what is being said to them	Consider how many information carrying words a child can manage when giving instructions Provide visual prompts if necessary Extra time to process what has been said Allow take up time to process information Think about the environment and limiting any distractions Check you have engaged the child's attention before talking to them Check that hearing has been tested Pre-teaching of topic vocabulary Use of first, then, next…
Child/Young person does not understand or use social rules of communication	Modelling / role play Small group sessions Social stories Prompts – symbols, signing systems Now (you are doing this) and Next (you are going to be doing that) boards

	Total communication environment
Difficulties with language Difficulties with communication	Simple instructions (avoiding idioms) Using literal language (avoiding sarcasm and figures of speech) Use of symbol communication such as Picture Exchange Communication System (PECS) 70% of what we communicate is non-verbal and so be very aware of your own body language Awareness of what would be an appropriate tone of voice (calm, not too loud) Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout) Awareness of use of language (some children may need a language rich environment, others may need it to be kept simple)
Difficulties with imagination	Role play and drama, use of props (eg puppets) Modelling Story telling Photo used to talk through what might be happening Use of activities that develop the theory of mind Play corners relating to topics being taught
Difficulty with social communication and developing relationships	Small group / 1 to 1 tasks and activities Calm learning environment Clear communication of expectations
Anxiety in busy unpredictable environments	Preparation for change of activity or routine Small group / 1 to 1 tasks and activities Calm learning environment Clear communication of expectations Regular mentor support, including adults or peers Visual timetable to be used in setting/school
Sensitivity to sensory stimuli.	Sensory breaks and snacks Flexibility with uniform policy Consideration to the environment eg noise, room temperature, visual stimuli, proximity Flexible approach to transitions eg between lessons and to and from school Safe haven
Unable to cope with close proximity to others prefers solitary play.	Peer to peer massage (a useful tool for those who don't like to be touched – need to ask permission, but helps to build up tolerance to touch – NB practitioner needs to have been trained) Desensitisation programmes Nurture group

	Analysis of what the issue is (proximity, particular people, times of the day, associations) Use of 'safe hug' – is it okay to give you a safe hug? 'Touch policy'
Physical outbursts causing harm to others and/or to self and/or damage to property	Understanding the frequency and location of triggers Communication with families about what might be happening at home (eg divorce, bereavement, illness) and strategies that work/don't work Preventative strategies in place Safe area / reflection room Appropriate de-escalation strategies in place (eg exit card) Risk management plan STEPS Reintegration plans Talks from PCSOs
Communication is through: Signing Technology Picture Exchange	Check what communication methods are used at home Staff specialist training i.e. British Sign Language. Use of sign language and visual clues to support language development Use of symbol communication such as PECS Total communication system including Makaton signs, symbols and gestures to communicate needs
Limited attention span compared to developmentally appropriate milestones	Regular, short breaks Differentiation Chunking, breaking tasks down Visual timetables Backward chaining – chain parts of the task together (eg 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 have to focus for a comfortable amount of time. Individualised timetables

Cognition and Learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs…' (SENDCOP, 2015, p.97)

Identified barrier and/or need	Expected provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings
Difficulties with learning: e.g. despite appropriate differentiation, CYP making inadequate progress over time across the curriculum and working pre-key stage	Assessment through teaching to identify the areas of need in consultation with the CYP Clear and simple instructions, breaking down longer instructions and giving one at a time Visual timetable Visual cues and prompts Sensory Suitcase Social Stories Give time before response is needed Pre-teaching – provision of a TA to help prepare the CYP for the new topic Shared next steps – so they know what to expect
Specific learning difficulties affecting one or more specific aspect of learning e.g. dyslexia, dyscalculia, dyspraxia, specific language impairment etc	Assessment through teaching to identify the areas of need in consultation with the CYP or observation if more appropriate Metacognition approaches – learning to learn e.g. by trying to understand the CYP's difficulty and asking them what helps A neuro-diversity approach to celebrate the strengths of each CYP Recognising and celebrating success in other areas of their life Use of evidence informed approaches to address the difficulty Simple changes eg font, coloured paper, line spacing, lighting, overlays, adaptation, technology Staff will have been informed of what strategies or approaches to use
Generalised learning difficulties e.g. Difficulties across the curriculum but with some areas of strength Children with an uneven profile of skills and attainment	Adjustment, modification and differentiation of the curriculum, right across the board, to enable the CYP 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 – celebration of strengths, reinforcement of success
Severe and complex learning difficulties e.g. Difficulties across ALL areas of the curriculum, requiring a highly	Planning and understanding of the individual needs of the CYP Bespoke curriculum Focus on the development of life skills and future independent living

differentiated curriculum within the context of the school being mindful of times and transitions within the day	Establish and understand the CYP hopes and wishes for the short and longer term future, in collaboration with the family's hopes and wishes.
Profound and Multiple Learning difficulties e.g. support required in all areas of the curriculum. Associated difficulties with mobility and communication. CYP likely to have severe and complex learning difficulties as well as physical disability and/or sensory impairment	Meeting the CYP physical needs – this may include hygiene care, medical and feeding needs Getting information about the needs or medical condition to get a clear understanding of what to expect Consideration and planning with regard to the individual routines of the CYP e.g. feeding, toileting, medical appointments Highly individualised curriculum Detailed co-produced care plan Expectation that their form of communication is available to them at all times e.g. eye gaze, symbol communication such as PECS, etran-frames, signing such as British Sign Language, Makaton or Signalong

Social, Emotional and Mental Health Difficulties

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways…Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.' (SENDCOP, 2015, p.98)

Identified barrier and/or need	Expected provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings
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 that can be used to develop confidence in Small group work Nurture groups – Boxall Profile and Training Backward chaining – bringing CYP in at the end of assembly or school day Play based activities Establish interests Buddying / Mentoring Giving responsibility for looking after someone else Promoting Alternative Thinking Strategies (PATHS)
Displaying challenging, disruptive or disturbing behaviour	Understand the basis for the behaviour E.g. what is the history/context? Helping the CYP to substitute other more acceptable behaviours Develop readiness to learn Consideration of the timetable and transitions Detailed transition between year groups / phases of education Professionals meeting to unpick the behaviour Risk assessment Communication with home/family e.g. what is going on at home, other agencies involvement? Regular review of plan Whole school approach to support strategies – consistency Structure should be clear and explicit – what are the expectations?
Behaviours may reflect - Anxiety / depression - Self-harming - Substance misuse - Eating disorders - Physical symptoms that are medically unexplained	Analysis Unpicking the behaviours – negative and positive behaviours – what lies behind them? Multi-professional approach Identifying what is not right through engagement with the CYP Looking at the history, when did the behaviour start to change? Liaison and collaboration with home is essential to understand the wider picture Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, forest school

Disorders including: Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD)	Understanding the reasons, is there a pattern? Allowing plenty of time for movement or frequent small concentration periods Have a clear structure to the day Have clear expectations regarding behaviours and a clear and consistent response to behaviours Being aware of times of the day that may be more difficult Consideration of discipline procedures / behaviour policies
Attachment Difficulties (including Attachment Disorder)	Nurture group / nurture ethos Understanding and training of what it is and how they can help Liaise with parents and carers for shared understanding A good transition when the child starts school – 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 LAC, that they may have attachment disorder Coventry Grid
Low level disruption or attention seeking behaviours	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 & visual prompts. Time out/quiet area in the setting
Difficulty in making and maintaining healthy relationships	Small groups /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
Uncooperative or defiant	Look for patterns and triggers to identify what may be causing behaviours. Positive scripts - 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 and WOW sheets 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 /carer, to ensure consistency between the home and setting.
Patterns of non-attendance	Feedback' is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting.

Sensory and/or Physical Needs

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time... Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.' (SENDCOP, 2015, p.98)

Identified barrier and/or need	Expected provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings
Hearing impairment	Seated near front of class with clear view of teacher's face and any visual material used 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 Repeating / rephrasing pertinent comments made by other pupils ensuring the student accesses those comments Be aware the student may use of lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking. Visual reinforcement (pictures and handouts), to support learning During class discussions, repeat comments from other pupils to ensure they have been heard 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 Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise Seat away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the classroom 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 CYP with HI should be made aware how best to support in school. Adults working directly with child with HI to have appropriate training i.e. British Sign Language (BSL) Visual timetable and use of visual cues ie sand timers to support sharing Talking books to encourage and support speech and language communication Staff to work together with other professionals to share strategies and advice to support the child BSL Training
Visual impairment	Staff to work together with other professionals to share strategies and advice to support the child. Talking books & literature/books in Braille Reading apps Moon resources

	3D printer Mobility / cane training Talking equipment for Lifeskills / curriculum activities
Multi-Sensory Impairment (MSI) e.g. deafblind	Skilled staff with objects of reference Tactile resources Vibrating switch toys Light rooms and Sound toys/activities *dependent on degree of MSI* Intervenor with MSI training Onbody signing
Physical disability	Staff to work together with other professionals to share strategies and advice to support the child. Moving and manual handling training Support equipment Accessibility planning Hoisting Accessible transport Achiever Beds Work chairs Standing Frames Walkers iPad and grips Staff with care training and appropriate hygiene suites Switch operated Lifeskills / curriculum equipment Adapted equipment to access specific aspects e.g. Neater Eater
Severe and complex medical needs including a life threatening diagnosis or condition	Reasonable adjustments in line with the Equality Act 2010 Clear bereavement training and policies Support equipment such as lockable medicine cabinets, first aid bags, fridges. Rotated medication / care training. Liaising with specialist colleagues for up to date training.
Physical sensitivity including hyper and hypo responses and possible Sensory Processing Disorder (SPD)	Staff to work together with other professionals to share strategies and advice to support the child's sensory diet. Senseology workouts / sensory integration Sensory reduction planning Staff training through CPD

6. Services and Sources of Information, Guidance and Support

Services funded from other sources	Services commissioned / funded by the LA	Services settings must commission / fund

• Asperger East Anglia
• ASD Helping Hands
• Autism Anglia
• Children's Community Nursing
• Children's Occupational Therapy
• Children's Physiotherapy
• Consultant Community Paediatrics
• Contact a family A-Z of conditions
• Continence Services
• Down's Syndrome Association (Primary & Secondary Education Support Packs)
• Health Visiting Service
• Mental Health Services (including ADHD Nursing Services)
• Norfolk SEN Network
• Police Community Support Officers (PCSOs)
• Pre-school liaison groups
• School Nursing Service
• Scope Independent Supporters
• Speech and language therapy service
• Wheelchair Assessment Services
	• Access through technology
	• Attendance Improvement Officers
	• ASD Specialist Support Assistant Team
	• Educational psychology and specialist support (EPSS)
	• Inclusion Commissioning Team
	• Medical Needs Officer
	• PATHS (Promoting Alternative Thinking Strategies)
	• Portage
	• SEND Advisory Team
	• SEND IASS (impartial to the LA)
	• Speech and language therapy service
	• Specialist Resource Bases (SRBs)
	• Autism bases
	• Behaviour bases
	• Deaf Resource bases
	• Dyslexia Outreach Service
	• Learning and Cognition bases
	• Speech, Language and Communication bases
	• TITAN (Travel Independence Training)
	• Virtual School Sensory Support
	• Teacher of Multi-Sensory Impairment
	• Teacher of the Deaf
	• Teacher of the Visually Impaired
	• Habilitation Officer
	• Access Assisted Technology
	• Educational Audiologist
	• Child Psychotherapist
	• Specialist Support Assistants
	• ICT Specialist Trainer
	• Virtual School Children in Care/Looked After Children
		• Clinical psychologists
		• Counselling
		• Educational psychology and specialist support (EPSS)
		  - Specialist Learning Support Teacher
		  - Clinical Psychologists
		  - Educational Psychologists
		• Educational psychologists
		• Educator Solutions
		• E-learning service
		• Norfolk Steps Training
		• Parent Support Advisers
		• Short Stay School for Norfolk (SSSfN)
		• SenSI Sensory Integration Therapy
		• The Hamlet Charity

• **School 2 School Support** status under discussion