



Ordinarily Available Provision in Schools 2026



Introduction to Ordinarily Available Provision

The Brent Graduated Approach framework outlines the ordinarily available provision that all Brent Schools, early years and post 16 settings should be able to provide for children and young people, including those with SEND, from within their own resources.

The strategies are evidence based, drawing on current practice as well as the experience from the teams and professionals in our service.

Where we have impact evidence, we have rated strategies according to cost and progress impact. The main menu is hyperlinked and will take you to the part of the document you need. Additionally, we have linked external resources through our ordinarily available provision outline to support you.



Learning Knows No Bounds

Introduction to Ordinarily Available Provision

Contents

Theme	Page
<u>High Quality Teaching and SEN Support</u>	4
<u>How does SEND funding work?</u>	5
<u>Understanding the individual needs of the child</u>	6
<u>Teaching and Learning – School Age</u>	7
<u>Working in Partnership</u>	8
<u>Assessment of needs and seeking support</u>	9
<u>Using pastoral support</u>	10
<u>Resources</u>	11
<u>The physical and sensory environment</u>	12
<u>Staff skills and training</u>	13
<u>Transition and transfer</u>	14
<u>Preparation for Adulthood</u>	15
<u>Seeking Support from Professionals</u>	16
<u>Ordinarily Available Provision</u>	17

Introduction to Ordinarily Available Provision

High Quality Teaching and SEN Support

In Brent we know that high quality teaching that is adapted and personalised will meet the individual needs of most children and young people (CYP) including those with SEND, and we will support all schools and settings in monitoring the quality of teaching and the progress of children and young people, including those with SEND.

Teaching and learning should be modified and adapted to remove barriers to learning so that most CYP with SEND have access to the full curriculum and the identification of SEND should be an integral part of the overall approach to monitoring CYP's progress. Where a young person is identified as making less than expected progress the first response should always be high quality teaching focusing on their identified areas of need.

Making high quality teaching available to all children and young people means that less children should require additional support. If it is the case that high quality teaching is not meeting the needs of an individual, then they may be identified as having special education needs.

Introduction to Ordinarily Available Provision

How SEND Funding Works

Core Funding (Element 1)	SEND Notional (Element 2)	High Needs Funding (Element 3)
Schools get money for each CYP, based on actual numbers. This is made up of Age Weighted Pupil Unit (AWPU) and additional funding for deprivation factors including Free School Meals, Low Prior Attainment and English as an Additional Language (EAL). This funding is the core budget for each school, and it is used to make general provision for all CYP in the school including pupils with SEND. As such it provides a standard base level of funding for SEND which for example, will fund a Special Educational Needs Co-ordinator (SENCO), basic classroom support through Teaching Assistants (TAs), organisational factors such as smaller sets or inclusion groups as well as resources.	All schools receive funding to support CYP with SEND. This is known as the Notional SEN budget. It is called notional because it is not a separate line of income but is made up of the deprivation funding and a small percentage of AWPU. The amount in this budget is not based on the number of CYP with SEND but is based on a formula, agreed between schools and the local authority the first £6,000 of provision for each CYP with an Education, Health and Care Plan (EHCP) must come from the Notional SEN Budget.	Additional funding for CYP with EHCPs where the cost of their additional provision is over £6000. EHCPs will only deliver additional LA funding for individual CYP when the overall cost of additional provision is more than £6000. The first £6000 must be allocated from the school's own budget. Top Up funding for mainstream schools comes from the High Needs Block, managed by Brent Statutory Services. <i>The high needs block also provides funding for special schools, specialist resource bases, out of borough placements, alternative provision, and SEND support services.</i>

Understanding the Individual Needs of the Child

Expectations of all settings

To treat each child as an individual.



How we can do this/show this

- Get to know and value all young children, including being aware of their lived experience and how this impacts their learning experiences.
- Not expecting all children to follow the same routine.
- Not expecting all children to sit in the same space in group time or in the same way (legs crossed).
- Notice what they enjoy doing and find out where their difficulties may lie. Support all children at their stage of development rather than based on their age.
- Provide more individual support (headphones, wobble cushions, fiddle toys, chew toys).
- Provide brain breaks, if necessary, for the whole class or individual children.
- Some children may require additional support such as a communication board, small language and attention groups to develop their language, understanding and ability to attend.
- Communication Passports.
- Likes and dislikes.

Teaching and Learning: School Age

Expectations of all settings	How we can do this/show this
High quality, adapted teaching which is monitored and supported by school leaders.	• Teachers have high expectations for all students regardless of their needs and use appropriate assessment to set ambitious targets. • A broad and balanced curriculum is available and made accessible to all pupils. • Strong, positive relationships are established between staff and students, taking time to talk to them and listen to them, knowing their strengths and building on them and identifying what they need in the moment. • Lessons have clear and achievable objectives (understood by pupils/ referred to by staff). Teaching builds on what children already know, can do and understand. • Teachers make use of concrete resources along with other visual and kinaesthetic representations to support learning. • Common misconceptions are anticipated and explicitly identified and taught. • Teachers use explicit modelling including the thinking behind why an approach is successful. • Teachers explicitly teach new vocabulary including pre teaching for some pupils. • Time is given for pupils to engage in purposeful practice of new skills and time to reinforce existing learning including overlearning for some pupils to commit things to long term memory (repetition, revisiting, retrieval, to support retention). • Strategies to improve motivation, attention and engagement are embedded in to learning activities (e.g. tasks linked to pupil's interests and aspirations)

Working in Partnership

Expectations of all settings	How we can do this/show this
The setting works in partnership with parents/carers and CYP in decision making.	• The school SEND information report is co-produced with parents/carers. • Parents/carers are signposted to the SEND Local Offer Brent Council This is referenced on the setting's website, and in SEN Information Reports and Policies. • Parents/carers are aware of the range of communication channels available for sharing information about their child, including local forums, for example, Brent Parent Carer Forum • Parents/carers are aware of the SEN status of their child and the provision to support, including any individually tailored interventions in place. They are involved in setting and reviewing targets for their child. • SEND provision is made with the consent of the parents. • Formal and informal events take place to seek views in relation to SEN provision in the settings e.g. CYP and parent/carer surveys, coffee mornings. • CYP are involved in the Graduated Approach: setting and reviewing targets and identifying their own learning strategies and developing their own outcomes. • CYP are helped to understand their own barriers to learning and the strategies that can support them. • CYP are supported to value and celebrate their achievements. • CYP understand and are able to contribute to the targets they are working to achieve and are instrumental in developing their outcomes.
The effectiveness of this partnership is evident through their participation.	

Assessment of Needs and Seeking Support

Expectations of all settings	How we can do this/show this
A regular cycle of Assess, Plan, Do, Review is used to ensure that CYP with SEND are making progress.	• CYP's strengths and difficulties in learning and behaviour are observed and monitored in a range of environments to inform planning. • Staff are aware of CYP's starting points so that progress can be measured. • Observation and assessment are used to inform planning and interventions starting from their strengths, interests and what they can do. • Consideration is given for individual CYP's unique journey. • Case studies are used to demonstrate holistic progress.
Staff ensure that formative assessment and feedback are a feature of teaching and learning, taking a range of opportunities to gather this information and knowledge.	• A wide range of assessment strategies and tools are used to ensure a thorough understanding of CYP. • CYP have regular opportunities to evaluate their own learning. Self-Assessment is used to inform individual targets. • The impact of provision and interventions is critically evaluated. • Alternative approaches explored to establish whether they may result in better outcomes for the CYP.
A system is in place to manage reasonable examination arrangements for assessments, national tests and public examinations.	• Settings make adaptations to assessment arrangements based on the CYP's normal way of working and reasonable adjustments used to enable the CYP access their learning. • Arrangements guidance is available for Secondary at: JCQ

Using Pastoral Support

Expectations of all settings	How we can do this/show this
The setting recognises, and responds to, the need for pastoral support for CYP with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances. See KCSIE CYP feel safe and valued. They know that their opinions and concerns are valued.	• There is a calm and purposeful climate for learning where CYP feel they belong, and their contributions are valued. CYP can identify an agreed safe space. • Language used demonstrates unconditional positive regard for CYP, for example, using relational approaches • Awareness that CYP with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place. • Aspects of the curriculum are used to develop wellbeing and resilience. Peer awareness and sensitivity towards difference (including SEND) are raised at a whole setting level. • Work is done with classes and groups regarding specific needs or conditions as appropriate. • A named adult/key person provides a stable point of reference when required. • Negative attitudes, beliefs and perceptions towards individuals and groups are challenged. CYP voice is encouraged and acted on

Resources

Expectations of all settings	How we can do this/show this
Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is reviewed. Specific resources and strategies are provided to overcome potential barriers to learning.	• Resources are within easy reach of CYP to promote independence and reduce stigma. • CYP have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets. • Resources are clear and uncluttered, labelled using text and images. • Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress. • Physical resources such as PE and Maths equipment are adapted to promote independence e.g. different size balls. • Tangible apparatus and adapted resources are available for those CYP who require it. CYP are taught how to use these resources effectively. • Technology is used to support alternatives to written recording and to promote independent learning. The skills to use specific resources are taught e.g. touch typing.

The Physical and Sensory Environment

Expectations of all settings	How we can do this/show this
The physical environment is adapted to meet the needs of CYP. Staff are aware of sensory needs and issues that may impact on CYP The physical accessibility of the building and individual learning spaces are assessed.	• The physical accessibility of the building and individual learning spaces are assessed. • The accessibility plan is on the website and “reasonable adjustments” are made according to individual needs. The furniture is the appropriate size/height. • Extra-curricular activities and educational visits are planned to fully include CYP with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. “Reasonable adjustments” are made. • CYP’s views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require. • Use of IEG is effective in ensuring the environment is inclusive. • CYP sensory needs are known and used to plan the environment, including seating arrangements and movement breaks. • Left and right-handed CYP are able to use equipment comfortably and seated so that they don’t knock each other as they write/draw. • CYP who wear glasses and/or hearing aids wear them and are seated in the optimum position. • Displays are meaningful and visually accessible to reduce sensory overload. Staff are aware of lighting in the room. • Staff are aware of smells and noise in the room and any particular individuals who may be significantly impacted by these.

Staff Skills and Training

Expectations of all settings	How we can do this/show this
All staff make a positive contribution to progress, which is collaborative and underpinned by continuous professional development.	• Additional adults are deployed proactively and their impact on the CYP is monitored carefully to ensure progress is supported and maintained. See guidance around MITA • Grouping/seating arrangements and additional support are used to promote independent learning as far as possible. • Strategies taught and used in interventions are integrated into teaching so that CYP can sustain progress within the classroom • 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 via local SENCO Forums and Cluster meetings. • Workforce training and development offers are accessed by a range of providers • Staff know when and how to refer for extra support or advice. • The setting is aware of and regularly communicates with any other professionals who are involved with each CYP. Advice received from other professionals is used to inform teaching and learning

Transitions

Expectations of all settings	How we can do this/show this
Support is in place for routine and life transitions when required.	Being aware that transitions can include the following: • Moving around the setting, preparing for weekends, the start of holidays and beginning of term. • Moving from lesson to lesson, changing from structured to unstructured times, moving from one activity to the next within a lesson. • Changes of staff - permanent and temporary. • Special events: visitors, visits, celebrations. • Life events: birth of a sibling, change in parenting arrangements e.g. change in parent/carers relationship status, loss and bereavement or contact visits, puberty. Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes CYP who: • Have insecure attachment, including but not limited to Looked After Children, Children who are subject to Child in Need or Child Protection Plan and Service Pupils. • Have social communication difficulty, are neuro-diverse (ND) have suffered trauma, loss, or bereavement, are anxious. Information is actively sought and shared about CYP to support successful transitions and manage change both within the setting and beyond. This information is available for the CYP's parents/carers, other colleagues within the setting and receiving or previous settings as required.
Procedures are in place for ensuring smooth progression within and between settings, particularly during all transition phases	

Preparation for Adulthood

Expectations of all settings	How we can do this/show this
Learners should be effectively supported to prepare for adulthood from the earliest point possible in order to facilitate the best possible life outcomes in: • Employment • Independent living • Health • Community participation Preparing for Adulthood – PFA	• Preparation for adulthood is an explicit element of planning and support for students at all ages. • Person centred planning tools are used e.g. vocational profiles to find out what kind of job a student may be interested in and to inform the range of work experience that they do. • Targeted support is offered to enable access to careers advice which is appropriate to the student's needs and aspirations. • Programmes of study include high quality work experience and exposure to the world of work relevant to the students interests and aspirations. Students are supported to develop and maintain friendships and relationships and to access their community and feel safe and confident. Students are supported to manage their own health as they move into adulthood and to take responsibility for managing any medication independently e.g. monitoring blood sugar levels for diabetics. • Students are encouraged to think about who they would like to live with in future and explicit teaching of independent living skills are a feature of programmes of study where necessary. • Support with independent travel training.

Seeking Support from Professionals

Expectations of all settings

Demonstratable evidence that through the process of assessing needs, relevant professional advice has been sought.

How we can do this/show this

Consult a range of support services available to you through your local area, for example, the SEND Support Team, IST, BOAT, BDHSS, BVIS and the EPS

Show evidence of the advice provided through your planning cycles of assess, plan, do, review.

Access the SALT and OT offer available in the local area, and implement local and national advice and guidance where appropriate.

Follow EBSA guidance and demonstrate through your cycles of assess, plan, do, review.

Seek support and advice from Brent's Local Offer



Ordinarily Available Provision

[Cognition and Learning](#)

[Communication and interaction](#)

[Social, Emotional and Mental Health](#)

[Physical and Sensory](#)

[Specific Learning Difficulty \(SpLD\)](#)

Intervention Quick Links

Acronym	Stands for
ASC	Autism Spectrum Condition
SEMH	Social, Emotional and Mental Health
Hi	Hearing Impairment
VI	Visual Impairment
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
PMLD	Profound and Multiple Learning Difficulties
SEN	Special Educational Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapy
SPLD	Specific Learning Difficulties
SLCN	Speech, Language and Communication Needs
PD	Physical Difficulties

Cognition and Learning

Identified Needs	Provision that could be made
Difficulties with literacy (across all subject areas)	• All CYP have access to a systematic approach to teaching reading and phonics. • CYP not achieving the required standard in the year 1 phonics test are identified and receive targeted support for phonics in year 2 as well as additional years, if required. • Different approaches in addition to phonics may need to be considered where CYP have persistent difficulties e.g. morphology, syllabification. • Adapted reading prompts and materials. • Individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets. • Making use of buddy readers, paired readers, pre reading activities for lessons with heavy literacy content. • Use of assistive technology e.g. reading pens, immersive reader, text to speech technology. • Explicit pre-teaching of vocabulary within context and linked to subjects to support comprehension across the curriculum. • Specific teaching of inferential understanding taking account of individual difficulties, for example at Secondary, use of Rapid Plus. • Appropriate size of print for the individual. • Simple uncluttered worksheets/ slides/ whiteboards.

Cognition and Learning

Identified Needs	Provision that could be made
Difficulties with recording (can be observed across all subjects)	Explore the reasons underlying any difficulties with recording to identify the barrier, some CYP may require additional support to develop their fine motor skills. Ensure that writing activities are motivational and clarity about the expectations of how much writing is expected of them in a lesson. Provide: • A structured approach to teaching spelling. • A structured approach to the teaching of fluent handwriting. Finding the right age and stage to introduce touch typing as a method of recording. • Alternative ways of recording are available for all CYP and may include drawing, mind-mapping, apps, voice and video recordings as appropriate to the task and the CYP Support should be provided to use alternative recording which may include speech to text technology, predictive text and specialist software, word cue or dragon software. The use of human scribes should be kept to a minimum to promote independence and equip young people for adult life. Some interventions/ adaptations may be required short term and consideration should be given to the exit strategy. • Sentence scaffolds/ talk frames to support grammatical organisation of sentences used for all CYP who need them. • Margin scaffolds / writing frames • Explicit teaching of the organisational skills required for longer pieces of writing

Cognition and Learning

Identified Needs	Provision that could be made
Maths difficulties and cross curricular impact	• Concrete resources are selected carefully to develop understanding of number. • Differentiated and carefully presented numeracy tasks. • Recognition that some CYP will need smaller steps and instructions broken down further • Focus on basic number skills regularly re-visited in an age-appropriate format appropriate to the CYP • Concentrate on the priorities and the Ready to Progress criteria to inform target setting and interventions. • Assessment of prior understanding. • Make learning relevant to the CYP's everyday experiences. • Learning through maths games linked to interests and motivations e.g. card games. • Targeted use of online games/ activities. • Awareness of the language demands of tasks/ working memory demands and adapt as appropriate. • <u>Pre-teaching of specific maths vocabulary.</u> • Visual prompts used – number lines, 100 squares, calculators, multiplication squares.

Cognition and Learning

Identified Needs	Provision that could be made
Attention and Concentration Difficulties	Reasonable adjustments to activities, lessons and timetables delivered flexibly. This may include: • Use of timers. • Use of visual timetables and now and next boards. • Access to quiet space / movement breaks, active learning considering sensory needs of the CYP. • Seating in the least distracting place in the classroom for the individual and reduce/ limit the other environmental distractions • Write a plan with simple stages before you start. • Focus the CYP's attention on relevant aspects of the task e.g. highlighting key words, colour coding. • Remove any unnecessary copying. • Uncluttered environment including worksheets. • Short/ chunked tasks and instructions. • Some CYP may need a reduced access to manipulatives and supporting resources to avoid overload. • Clear expectations. • Encourage CYP to be self-aware of what helps and hinders their attention and focus on

Cognition and Learning

Identified Needs	Provision that could be made
Difficulty with memory, retention and recall.	• Pre-teaching key vocabulary and concepts. • Pre-reading text. • Use repetition and overlearning to reinforce long term memory, focusing on understanding. • Modify the language demands of the tasks and be aware of overload of working memory. • Use 'do now' tasks as a way to reinforce pre-teaching, adapting to the needs of the individual. • Use visual and word prompts as appropriate. • Use of modelling with verbalisation. • Ask the CYP to repeat back what has been said e.g. when giving instructions. • Use of learning partners e.g. explain the task, the process of task completion to your peer. • Opportunities for retrieval practice e.g. quizzes to practice recalling. • Strategies to manage anxieties to reduce the impact on memory and retention. • Support CYP to be aware of their own memory strengths and needs and teach strat-

Cognition and Learning

Identified Needs	Provision that could be made
Difficulty with processing	• Present the information and task in a variety of ways e.g. verbal, written, graphical, pictorial or a combination of these. • Observe how the CYP gathers visual, auditory, kinaesthetic and spatial information. • Carefully planned visual modelling plus verbal explanation of the task. • Awareness of the CYP's needs to avoid cognitive overload. • Recognition of any spikey profiles and variations between expressive and receptive language and build on strengths. • Break the task into chunks if appropriate. • Use thinking maps. • Allow the CYP time to process the information and respond. Build extra time into lessons. • Use partner talk time to help CYP process and gather their thoughts before sharing with the group.



Cognition and Learning

Identified Needs	Provision that could be made
Learning behaviour including emotional barriers to learning (metacognition, self-regulation, motivation, resilience, confidence)	• Consider use of mediated learning / teaching strategies e.g. shared communication with the CYP of the cognitive goals of the task. • Use visual checklists to help track progress to goals. • Agree on task expectations. • Be aware of the task avoidance behaviours and understand the function of these behaviours. • Support the CYP to develop metacognition e.g. reflect on their process of thinking and learning behaviours. • Support the CYP to develop self-regulation of emotions to overcome blocking and frustration. • Support the CYP to set goals for their learning, monitor it together and make them aware of their past accomplishments. • Adapt the task appropriately and use 'backward chaining' with CYP who lack attention and motivation. • Effective feedback and focusing on praise for effort. • Use a reward system which incorporates intrinsic and extrinsic rewards. • Working with CYP to develop a growth mindset - The brain is a muscle; learning is exercise for the brain.

Communication and Interaction

Identified Needs	Provision that could be made
Difficulties with understanding and use of language.	Offer alternative and augmentative methods of communication (AAC) e.g. Makaton, PEC, aided language displays, colourful semantics. • Provide good language models across all contexts adjusted to the CYP's developmental level e.g. gestures/Makaton, single words, word combinations or complex sentences. • Offer time to allow the CYP to process the instructions and respond. • Offer visual prompts to support communicative attempts including objects of reference, photos, picture symbols and words. • Use motivating topics and resources to encourage and promote engagement. Offer opportunities to respond/make choices within a range of activities. Give plenty of time to process spoken information and plan their answer. Ask questions at the right level for their understanding using Blanks Level of questioning. • Adults repeat what the child has said and emphasise correct word order and grammar. • Adults use sentence starters from the child's perspective to encourage communication e.g. 'I want...' • Adults to provide options to choose between e.g. 'is it x or y?' • Adults to consider the environment and limit distractions where possible. Gain the CYP's attention before asking a question or giving an instruction. Simplify language when giving instructions, check for understanding. • Give information chunked, repeated and delivered at the appropriate pace. • Language should be as concrete as possible i.e. relate to the here and now. • Avoid using complex language / concepts. Be aware that the child may not understand more abstract language.

Communication and Interaction

Identified Needs	Provision that could be made
Difficulties with social rules and social communication	• Adults are aware of CYP who need support with transitions and plan accordingly. • Adults to ensure that social and emotional learning differences are understood and accepted by others e.g. encourage talking/sharing about special interests during set times. • Ensure consistency with language used to convey social rules between home and school. • Use timers (sand timers, digital timers). • Adults aware that a child with social communication differences may not notice or understand the meaning of non-verbal communication, such as facial expressions or tone of voice and may misinterpret situations. You will need to back up “implied meanings” with a verbal instruction or commentary. • Visual prompt cards can be used in the classroom to support the understanding of instructions and what is expected behaviour in the classroom environment. • All staff need to use these consistently and should also know about a child’s reward scheme for responding to the prompt cards. The prompt card can be shown without verbal language or it can be supported with a simple phrase. • Consistent visuals in the playground to provide examples of social games that can be played. • Teaching social rules through play. e.g. turn taking. • Teaching of social communication to be embedded throughout all areas of the curriculum e.g. prompt cards to use with a talk partner. • Playtime buddy / or lead / to support a younger age group e.g. buddy reading / board games.

Communication and Interaction

Identified Needs	Provision that could be made
Difficulties with regulating emotions (linked to, for example, communicating wants and needs or how they are feeling)	- Adults are aware of CYP who need support with transitions and plan accordingly. - Be aware that the CYP's ability to process language will be further reduced when they are angry or upset. Visual timetables should be clearly seen in every class so that the structure of the school day is clear, and events are marked off or physically removed to show passing of time. Individual visual timetables can also be used. - Adults prepare CYP for changes, for example through now and next boards, social stories, visual timetable and task plans that can be ticked off. - Adults warn the CYP when activities are about to change and support the CYP at transition times using visuals and gestures, for example, using sand timers or a countdown. - Adults allow time for CYP's special interests as part of the daily or weekly structure. - The use of a first and then board pairing an adult led task followed by a child's special interest activity to support regulation. - CYP's daily or weekly timetable to be shared with school staff and home so that adults can speak to the CYP about what is happening that day. - A consistent member of staff to meet and greet the CYP each morning and support settling them into class for the school day. - Adults respond to signs of distress and allow CYP to have some control e.g. to finish an activity.

Communication and Interaction

Identified Needs	Provision that could be made
Difficulties with regulating emotions (linked to, for example, communicating wants and needs or how they are feeling)	• Offer sensory and learning breaks for example: sensory circuits and or sensory equipment e.g. focus tools, sensory objects, weighted blanket, ear defenders. • Opportunities for CYP to have access to a calm, quiet, less stimulating area, either in the classroom or in an alternative space or pop-up tent. • Consider small group work to reduce sensory and emotional demands. • Provide individual quiet work / project time with a range of activities that appeal to them e.g. colouring or Lego, to allow time to regulate their emotions. • Clear communication between staff about a CYP's difficulties and strategies to be implemented to enable consistency. • Adults are responsive to signs of emotional dysregulation and adjust tone of voice, body language and instructions accordingly. • Interactive feelings display / posters so that all CYP can identify how they are feeling each day. Schools adopt a common language to talk about feelings developed through whole school PSHE curriculum. • Support offered at playtime by using a smaller / quieter space with fewer peers and a small range of craft and play equipment • Capture and celebrate positive behaviour and calm moments. • Adults to model coping strategies for CYP e.g. breathing techniques, visualisation strategies. • Validate all emotions whether positive or negative. • ABC approach (Antecedent, Behaviour and Consequence) • Familiar adult available to support the talking through of incidents/anxieties/

Social, Emotional and Mental Health

The descriptions provided in this section show how the dysregulation a young person is experiencing may be perceived by others and should be considered in the context of the young person's emotional experiences. Good practice includes seeking the views of family, care givers and the young person to inform the adjustments and interventions that the young person may need to support their wellbeing and understanding that behaviours that challenge are a form of communication.

Settings should assess SEMH needs to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using setting's own screening or assessment tools or external advice to ensure that any SEMH needs unmet learning need or communication difficulty.

Schools may benefit from accessing attachment and trauma informed schools training to support their CYP and staff in this area, as well as other programmes such as **THRIVE**.

Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Inclusive provision applicable across all identified SEMH barriers and/or need categories.	Ensure any unmet underlying learning or communication needs (which may be masked by presenting SEMH) have been assessed, planned for, implemented, and reviewed. Consider reasons, triggers and patterns for behaviours, record, and monitor, analyse and review trends of frequency, time, and duration, e.g. using an ABC (Antecedent, behaviour, consequence) chart and when calm, asking the CYP “What would you do differently?” Consider using this in conjunction with Frequency, Duration and Intensity. (Behaviours of Concern, Measuring Frequency, Duration and Intensity) • Plan behaviour systems for a CYP to be used in a way that respects and supports their self-esteem and self-worth. • Planning support for times of the day/subjects/transitions that may be more difficult for the CYP. • Whole school joined-up approach of all staff to support strategies for the CYP (consistency). • Consideration of any reasonable adjustments to the Behaviour Policy that differentiates for SEMH needs in the same way we differentiate for learning needs. • Individual plans of provision – regularly assess, plan, do and review (including the CYP at all stages, so they set their targets, know their targets, and celebrate when they achieve them). • <i>Refer to strategies in other areas of the graduated approach when considering what underlying needs there may be.</i>

Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Attention and Focus	• Ensure a clear visual structure to the day that is in place and communicated clearly with the CYP. • Have clear and reasonable expectations of the CYP regarding appropriate/expected behaviours with a clear and consistent responsive approach, understood and agreed with CYP, parent/s/carer/s and all school staff – a tick list of all the times they have achieved it so they celebrate their success. • Allowing time for ‘movement breaks’, agreeing these ahead of time. • Allowing access to resources which support the CYP’s attention and concentration, e.g. <i>fiddle toys</i>, doodle books. • Breaking tasks into chunks that are personalised for the CYP providing scaffolding resources to help completion. • A seating plan considering distractions, access to support, and with supportive peer learning role models.

Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Behaviours that staff may find difficult to manage, e.g. refusal to follow instructions, aggression, damage to property	• A consistent message but flexible approach, e.g. “I want you to be in class learning and being safe” is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs. • Understand the basis for driving the presenting behaviour e.g. what is the history/ context? • Understand that behaviour can be a method of communication e.g. what purpose is the behaviour trying to achieve for the CYP? What might the CYP be trying to tell us with their behaviour? • Adults adapting their approach to help the CYP to substitute other more acceptable behaviours that help them better communicate their unmet need. e.g. encouraging the CYP to ‘use their words’ so that they can be helped. • Teach the CYP different ways to get their needs met e.g. practice social skills such as turn taking. • Strategies to regulate their emotions e.g. using Zones of Regulation or Emotion Coaching • Use of limited choices to allow the CYP some flexibility to support the same positive outcome e.g. “Would you like to talk to me now or in 1 minute?” • Regular presentation of anger/aggressiveness in a CYP is to be regarded as a reason to elicit support/ help rather than punishment / exclusion. Completion of a risk assessment as necessary. • Proactive rather than reactive strategies to support SEMH, for example, relational practice.

Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Attachment	• Consideration of family context and the range of children that may have attachment needs e.g. adopted, CIN, LAC, Forces children. • Ensure staff have had attachment-based training, and use responsive attachment informed strategies within class and across school settings • Nurture Group / nurture group ethos • Establish a secure base, which includes the responsiveness of adults around them, based on the building of trusting relationships, with support available for their emotional regulation where needed. • Build self esteem, foster positive relationships, address specific needs.



Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Low level disruption, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects	• Focus on being responsive and supportive to the CYP's learning and emotional needs, reducing anxiety and thereby unwanted behaviours. • Staff training in de-escalation approaches to reduce anxious behaviours e.g. the adult using concise and clear instructions, delivered in a calm assertive vocal tone. • Flexible and creative use of rewards and consequences to reinforce positive behaviours e.g. a focus on 'catch them being good'. • Staff to be selective and intuitive in which behaviours to address and which to tactically ignore. e.g. where there is an ongoing pattern of unhelpful behaviours observed, it may be more helpful to support the CYP to have a dialogue with them privately than to address publicly. • Use and nurture a positive relational approach to support the effectiveness of behaviour management strategies e.g. discussing and negotiating agreed verbal scripts with a CYP so that they have buy in and feel ownership. • Have a time out/quiet area which the CYP knows they can access to support their emotion regulation and own agency of de-escalation of behaviours

Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Difficulty in making and maintaining healthy relationships.	• Nurture Group or/and small group activities provision to support personal, social and emotional development. • Teaching through modelling emotional responses to difficulties and disagreements, e.g. sharing, turn taking, different viewpoints. • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time, paired learning, scaffolding group work, role playing scenarios. • Consider who the CYP can maintain a positive relationship with (e.g. Adults only? Younger or older CYP? Gender preference?). Utilise this understanding to build the CYP's capacity to develop and maintain relationships more widely. Provide opportunities for the CYP to have dedicated time with their teacher for 'getting to know you' time to nurture positive relational communication. • Use restorative approaches when relationships break down • Adapted RSHE curriculum/SRE where appropriate.

Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Difficulties following and accepting adult direction.	• Positive calming scripts, clear concise language to re-direct, reinforce agreed expectations e.g. use of others as role models (but not comparing), referring to class agreement. Adult/s to model emotion regulation by their volume and tone of voice, and their body language and positioning in relation to the CYP. • Provide limited choices to provide CYP with sense of control e.g. “You may choose to finish your work at your group table or over here at this table, whichever one you think will help you to finish.” • Flexible and creative use of rewards and consequences e.g. ‘catch them being good’ sticker chart /dojo points, choice of sport or hobby activity etc. • Visual timetable and use of visual cues e.g. sand timers to support time to move from one task to the other – ‘now, next, then’ model

Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Difficulties participating and presenting as withdrawn or isolated, significantly unhappy or stressed.	• Support to identify and access key figures (adults and CYP) who can provide an emotional secure base to help support wellbeing and learning e.g. a school learning mentor may check in on/spend an allocated planned time with a CYP • Small group work e.g. friendship / social skills, emotional literacy, nurture groups • Opportunities to reflect on emotional states and develop strategies with the CYP to support self-regulation and mood. Teach the CYP the different vocabularies for naming their emotion and how it makes their body feel • Establish a safe place/quiet area in the setting which is chosen and agreed with the CYP • Provision of play-based activities that may support with communication and emotional expression • Establish interests, strengths and connect learning for motivation and engagement • Buddying /Peer Mentoring

Social, Emotional and Mental Health

Identified Needs	Provision that could be made
Physical symptoms that are medically unexplained. e.g. stomach pains/SEMH needs due to the medically explained. e.g. self-esteem due to incontinence	• Maintain communication between school and home, with ongoing information sharing and review with parents/carers. Logging when symptoms occur and contextual details when they occur, may support to analyse possible triggers and patterns to plan support and interventions. • Liaison with school nurse. • Consider different activities that may be stress reducing for that individual CYP e.g. games, dance, colouring, exercise, gardening, animals, forest school, yoga, mindfulness activities. • Consider the impact physical symptoms may have on the CYP's emotional wellbeing, self-esteem, and social relationships. • Collaborate and plan with parents/carers to ensure consistency of approach between home and school, working in a flexible manner paying attention to the individual case and function served by non-attendance. • Understand that there can often be an emotional basis to school avoidance. Refer to Emotionally Based School Avoidance (EBSA) resources. • Consider the impact of exclusions on individual attendance of CYP, e.g. excluding a CYP can reinforce their maladaptive behaviours that are unsupportive of their learning and healthy social relationships, increasing isolation and harming their emotional well-being. • Liaison with EWO through EWS (Education Welfare Service).

Physical and Sensory

Identified Needs	Provision that could be made
Hearing Impairment/ Needs	• Work together with other professionals to share strategies and advice and develop awareness of best to provide support in schools, developing total communication approaches. • Have appropriate training i.e. Makaton, BSL • Be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking and deliver instructions clearly and at normal conversational level. If the CYP has a unilateral loss - sit at front with better listening ear facing the speaker. • Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary, repeat/ rephrase pertinent comments made by other members of the class • Be aware that during PE or Games lessons and practical subjects it will be more difficult to follow instructions. • Encourage good listening behaviour: sitting still, looking and listening, enable CYP to have time to respond verbally and use CYP's name to gain their attention before speaking to them. • Young people should be encouraged to ask when not sure what to do and encouraged to

Physical and Sensory

Identified Needs	• Provision that could be made
Hearing Impairment/ Needs	• Visual reinforcement (pictures and handouts), to support learning, pre and post tutoring to introduce vocabulary and concepts • Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise • CYP should be seated away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc. Minimise background noise and maintain a quiet working environment, particularly for specific listening work • Visual timetable and use of visual cues i.e. sand timers to support sharing • Promote positive attitudes towards hearing impaired within the school environment. • Adapted activities should reflect CYP individual needs to ensure full access to the curriculum • Access to IT as appropriate Audiological Management - Staff working with the CYP HI should understand the use of hearing aids, radio aids and any other appropriate equipment.

Physical and Sensory

Identified Needs	Provision that could be made
Visual Impairment/ Needs	• Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified Teacher for the Visually Impaired (QTVI) and/ or Habilitation Specialist • Promote positive attitudes towards visual impaired people within the school environment and local communities, with advice from appropriate Brent teams. • Plan and deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities as well as support social, emotional, communication and physical skills • Additional time to complete tasks Language mediation of visual information which is beyond CYP visual reach e.g. use auditory reinforcements include post and pre tutoring to ensure concepts are understood. • Provide uncluttered space and plain backgrounds to help the CYP person focus on the appropriate object • Provide access to quieter learning environments at times if necessary • Support to promote full social inclusion and to develop social skills

Physical and Sensory

Identified Needs	Provision that could be made
Visual Impairment/ Needs	• Differentiated and modified visual learning material e.g. recommended print size and font type, decluttered, wider spacing, different coloured paper, modification of task at source • Provision of stationary e.g., bold lined/squared paper, coloured paper, writing slopes, coloured glue sticks • Consider resources: Large print library books and talking books, bold writing pens and the use of real objects to support concept development and understanding. • Access to larger and tactile learning materials e.g. real life objects, tactile maps and globes, VI protractors and rulers • Provide exam access arrangements as advised • Use of ICT for example, iPad connected to whiteboard and electronic books as well as reading apps, for example, dolphin easy reader app. • Touch typing and touch typing programme when required to improve recording • Use of magnification and accessibility features in IT/technology. E.g. visualisers, low vision aids iPads/tablets • Support in practical lessons for Health & Safety • Adapted PE activities e.g., brightly contrasting equipment • Take account of mobility needs such as accessing mobility training • Equipment for life skills/curriculum activities e.g., talking scales

Physical and Sensory

Identified Needs	Provision that could be made
Physical and Sensory Needs, including severe and complex/life limiting needs.	• While not all physical environments might allow for all of the provision below, settings are expected to use their best endeavours to make reasonable adjustments, the main focus should be staff working together with other professionals to support the CYP. • Moving and manual handling training and other appropriate training. • Support equipment e.g. standing frames, walkers, wheelchairs, protective helmets, high low tables • Accessibility planning, including transport, toilets, chairs, physical equipment, work-stations. • iPad and grips • Staff have appropriate training to meet physical needs • Adapted equipment to access specific aspects e.g. cutlery, crockery, scissors • Support equipment such as lockable medicine cabinets, first aid bags, fridges • Rotated medication/care training Tracheostomy protocol • Liaising with specialist colleagues for up-to-date training • Bereavement training and policies • Regular home and setting contact when/if CYP is not able to attend, to maintain 'sense of belonging' with peers and the community • Staff to work together with other professionals to share strategies and advice to support the CYP's sensory diet • Sensory reduction planning • Sensory circuits

Specific Learning Difficulties (SpLD)

Identified Needs	Provision that could be made
Dyslexia	• Make sure texts are uncluttered, with a simple/rounded font, using double lined spacing. • Include visual clues that support the overall meaning of words. • Important information could be highlighted or put in boxes to add clarity. • Limit copying – provide the young person with a copy of the resources for them to use. • Build in natural breaks to allow for fatigue because of having to work harder to understand/ process and translate information. • Give key subject specific vocabulary as a bookmark with visuals to support spelling/ understanding. • Pre-teaching of vocabulary and provide copies of texts before well in advance for pre-reading. • Ensure that texts given have suitable readability for the young person. • Offer alternatives to writing large amounts, for example, mind maps, bullet points, lists. • Offer the use of recording devices.
Dyscalculia	• Practice processes regularly, rehearsing and recalling to supporting cementing understanding and fluency. • Utilise multisensory learning approaches in the classroom, for example, objects for ordering and calculating. Visual reminders and prompts • Make learning as practical as possible, giving the opportunity to explore concepts, for example, role play in relation to subtraction. • Personalise learning and provide additional time to complete tasks. See numeracy strategies here

SpLD

Identified Needs	Provision that could be made
Dysgraphia	• Practice stretching out hands before starting writing, to get prepared rotating wrists, hands etc – anything to get hands moving and ready. • Touch typing practice/assistive technology and alternative forms of recording. Cursive can be easier to navigate due to the fluidity of writing and less need to focus on spacing, and can be used as practice/support with fine motor skills. • Try different pens and paper types to see if there is a combination that supports fine motor skills. • Different coloured paper may be beneficial as well. • Recite words out loud for spelling clarity. • Mind map ideas before starting to write to organise thoughts and ideas in a way that makes navigation easier when it comes to writing things down
DCD (Dyspraxia)	• Time to rehearse navigating spaces in school, for example, the dining hall, when less busy. • Adaptive equipment, for example, scissor and pencil grips, selected by the young person appropriate for their needs. • Frequent, short rest breaks to ensure that the young person does not become too fatigued. Breaking down larger tasks into smaller steps, and providing visual support for these. • Self advocating – the development of a pupil/communication passport outlining needs. Checklists/ organisational support – for example, a keyring with reminders of equipment needed on the day. Additional information can be found here

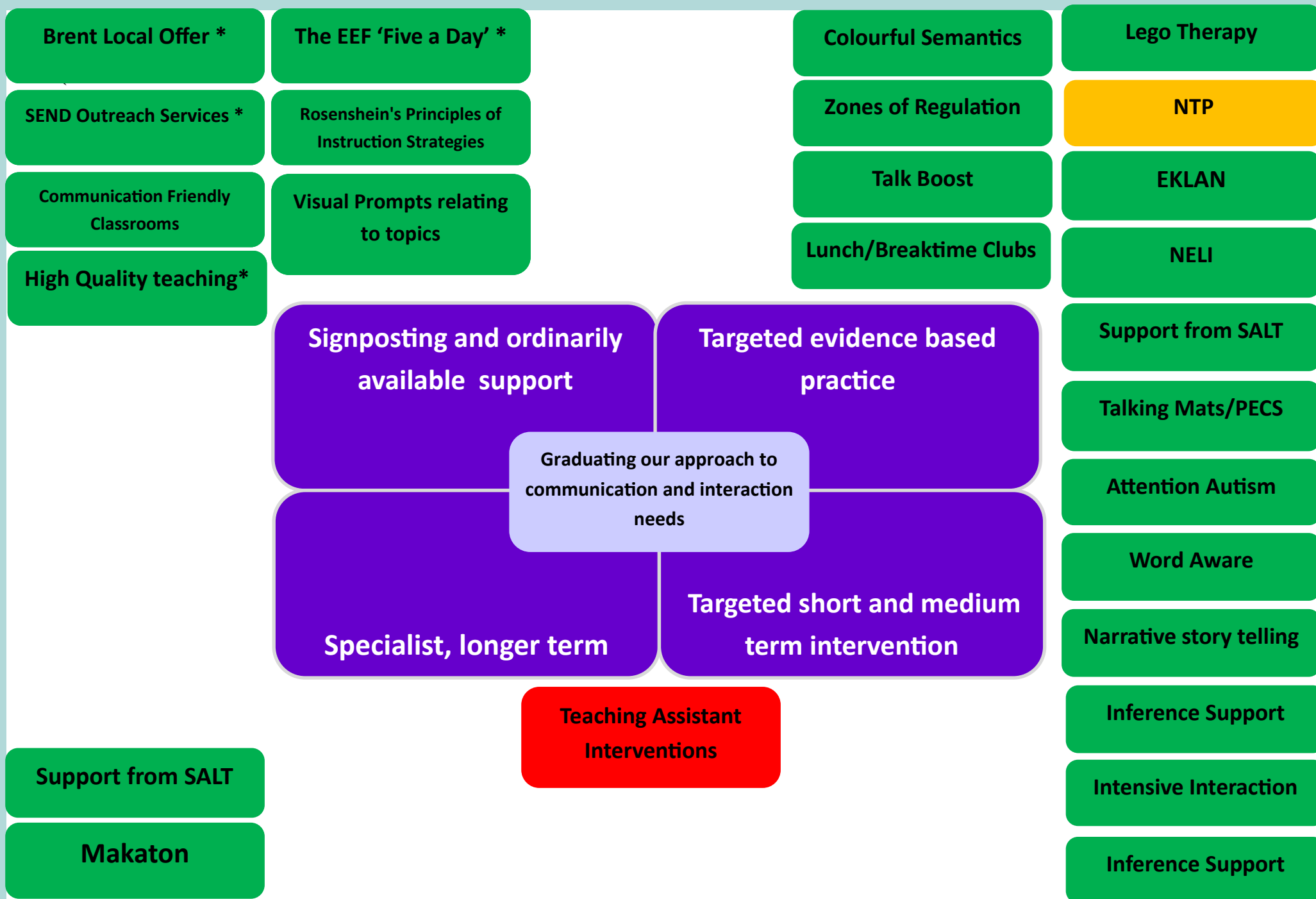
We have costed and rated evidence-based provision in the creation of this document. Through the visual GAF, you will notice a colour key. Below illustrates how we have devised this.

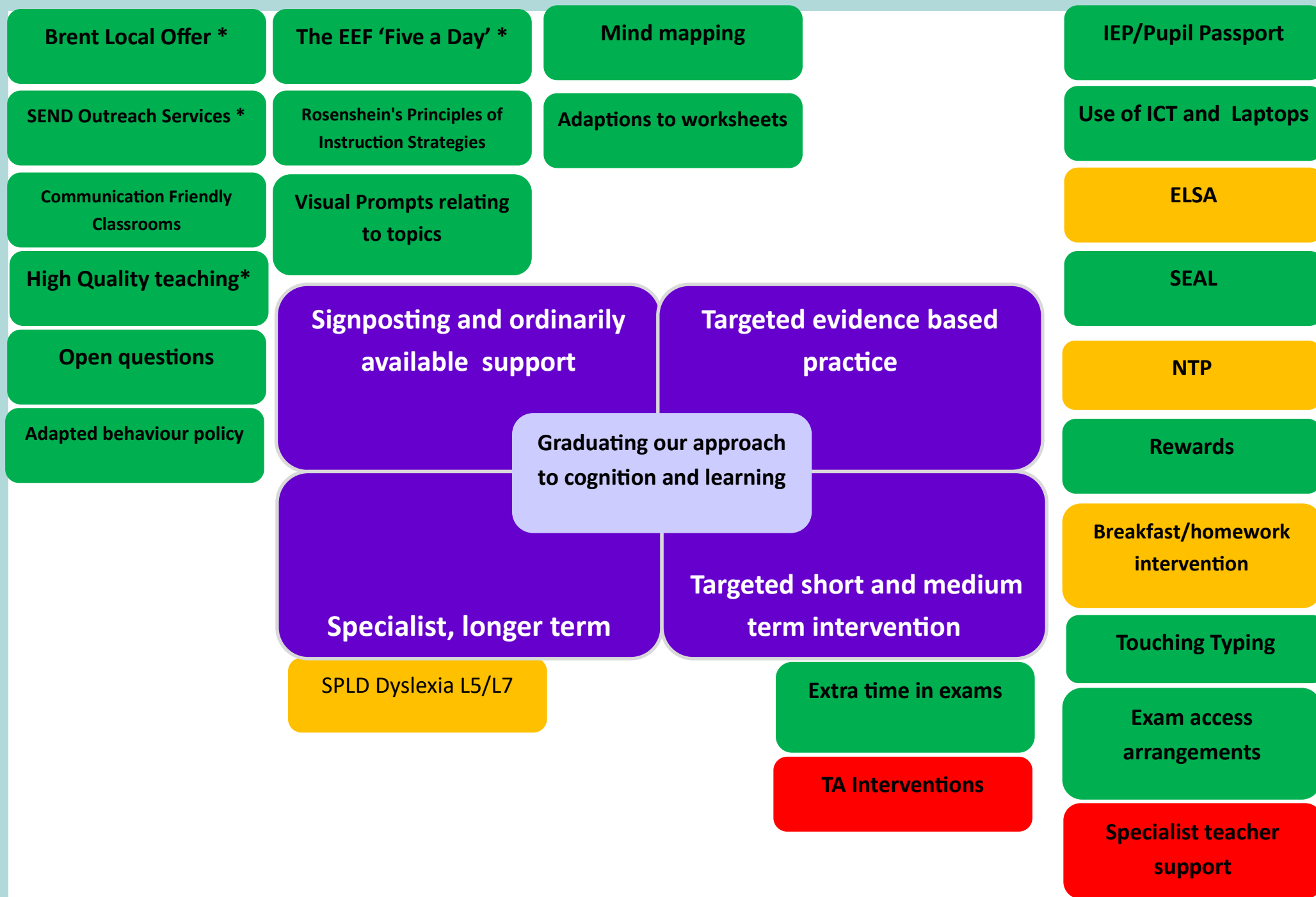
High Impact, Strong Evidence Base, Low/No Cost
(Example, Lego Therapy, less than £2 per APDR cycle, SCERTS at £9.20 for APDR cycle)

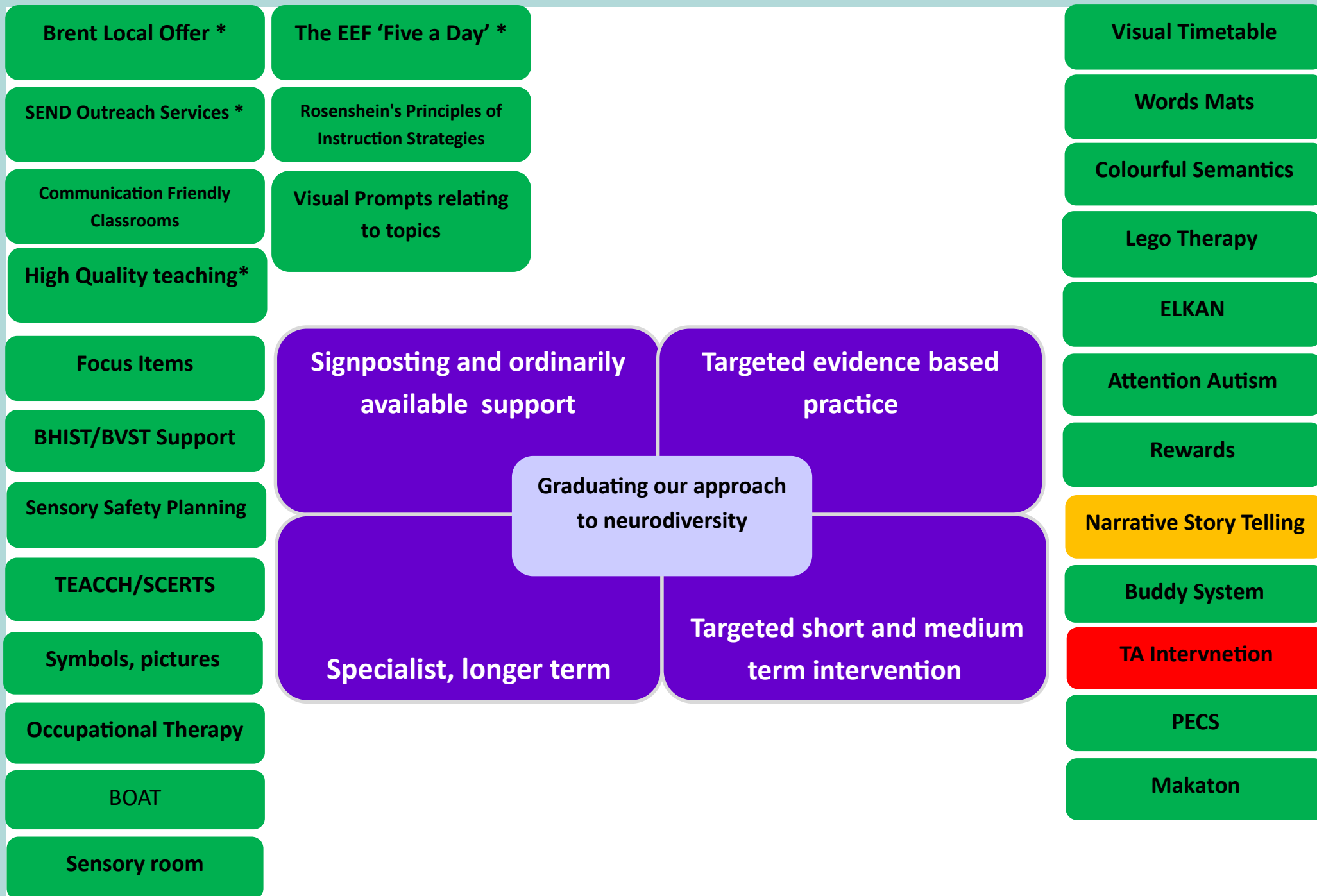
Medium/High Impact, Evidence Base, Medium/High Cost
(For example, Play Therapy at £95 per APDR cycle)

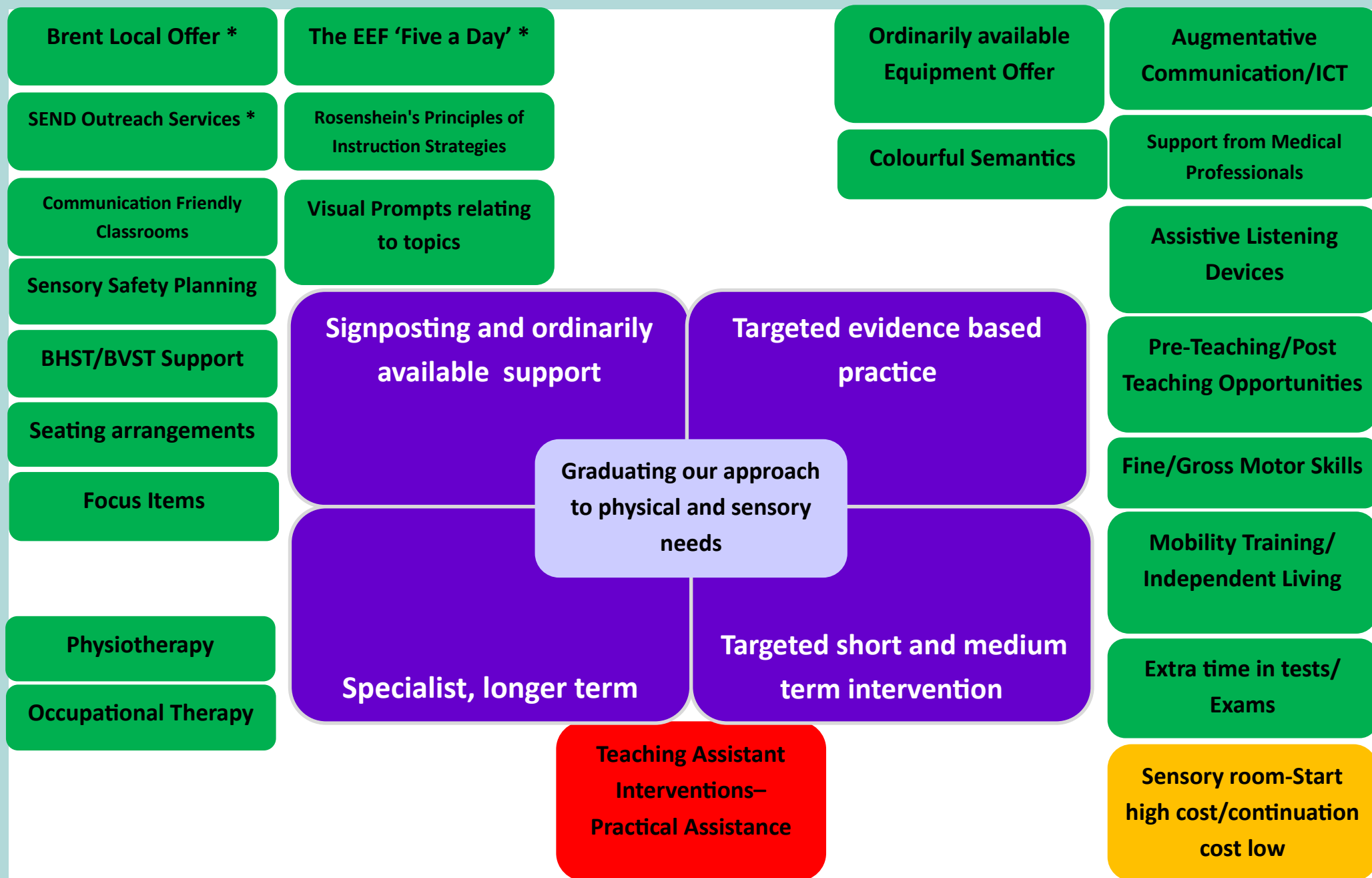
Medium Impact, Evidence base, High Cost
(Example, Music Therapy at £240 for APDR cycle)

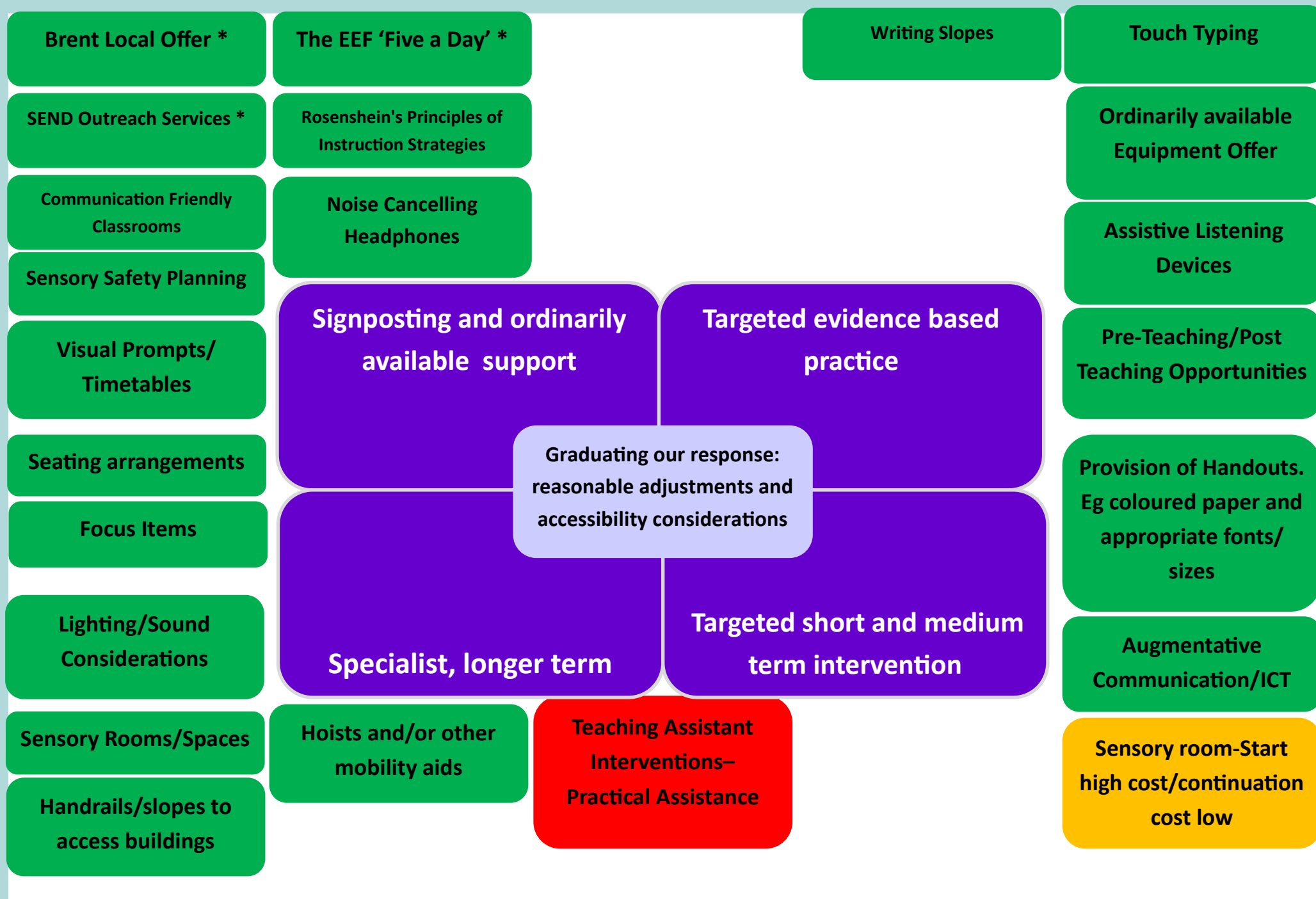














ArtikPix



Speech Blubs



Leeloo - AAC



Otismo



Zones of Regulation



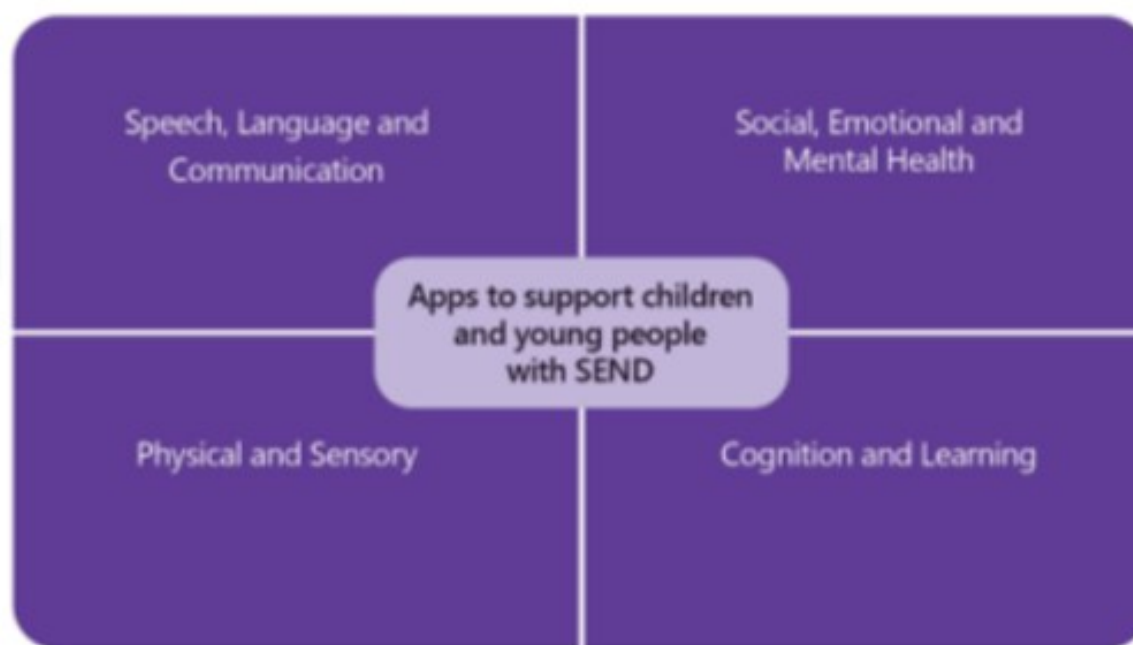
ZoR - Tracker



Talk Tales



Proloquo2go



Breathe, Think, Do



Cause and Effect



Easy Dyslexia Aid



Go Lexic



BSL Finger Spelling



Dexteria



Bugs and Buttons



iTrace



Socratic



Dyslexia.ai



Sight Word Practice



MYdys

