

SEND Support at High View

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Session overview

Levels of support for SEND

SEND good practice

Ordinarily available provision (OAP)

What this looks like in the classroom – examples from High View

The graduated response

Other local services

Levels of support for SEND (a quick overview!)

- Schools receive different pots of funding, one of these is a notional SEND funding allowance
- This pays for support staff, training and CPD, licenses for programmes, assistive tech, support from external professionals
- For pupils with high needs and requiring an Education, Health and Care Plan £6k must be protected
- Pupils are only considered to need an EHCP if their needs are significant and enduring and requiring resources which could only be provided through an EHCP (over £6k, equivalent to 10-12 hours of individual support from a TA)

SEND good practice

- Good quality teaching is prioritised and the first and primary intervention for ALL pupils with SEND
- Schools follow a graduated response involving cycles of assess, plan, do and review
- This means support is put in place, reviewed over time and incrementally increased (if needed)
- Children with a diagnosis or identified additional need will be logged via the SEND register
- Children receiving additional intervention (not just OAP) would usually have an Individual Education Plan/SEND Support Plan
- All children on the SEND register would have a progress review – usually three times a year by a member of staff who works with them closely
- Some children may come off the SEND Register when their needs are entirely met by OAP and monitoring is no longer required



High quality teaching is the first step when a pupil is not making expected progress. All pupils will have their needs met through high-quality, inclusive teaching, with the majority only requiring this level of support.



Universal

The majority of children will respond positively to high-quality teaching and reasonable adjustments to meet their needs which is universal provision. It includes changes to groupings of pupils and use of evidence-based intervention and group work. Not every child will need every universal strategy applied.



Targeted

Some pupils may require support that is additional to or different from this universal support. This is 'targeted support'. Support at this level is still expected to be ordinarily available, as appropriate, and does not require additional resource. and is funded from the school's notional budget.



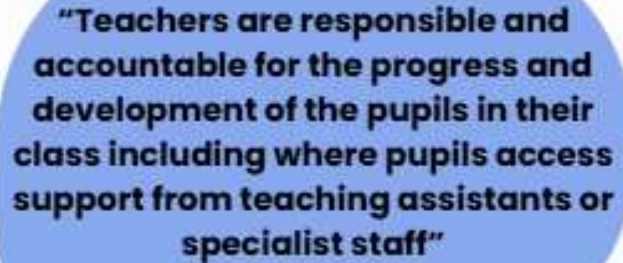
Specialist

A small minority of these pupils may require support in addition to this which is more individualised and often not readily available to all: this is 'specialist support' and can be provided in all types of educational setting. It is likely that this would be recommended by an external professional.

Targeted Support example

- Video – Young person receiving targeted phonics support through the use of word banks (Note: word banks can also be used in class as part of universal support)
- https://www.youtube.com/watch?v=23V3X_dzFTQ&t=158s

Principles behind good support for SEND

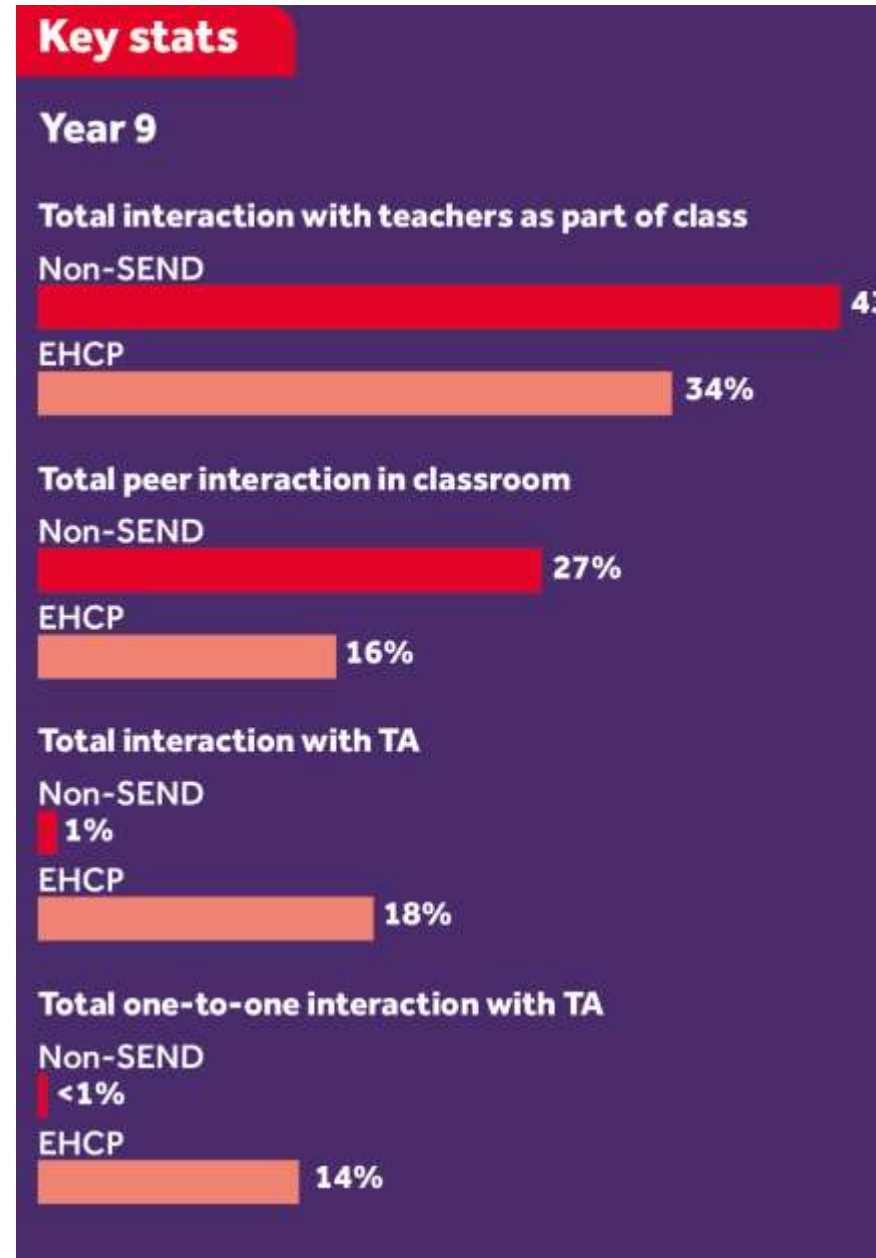
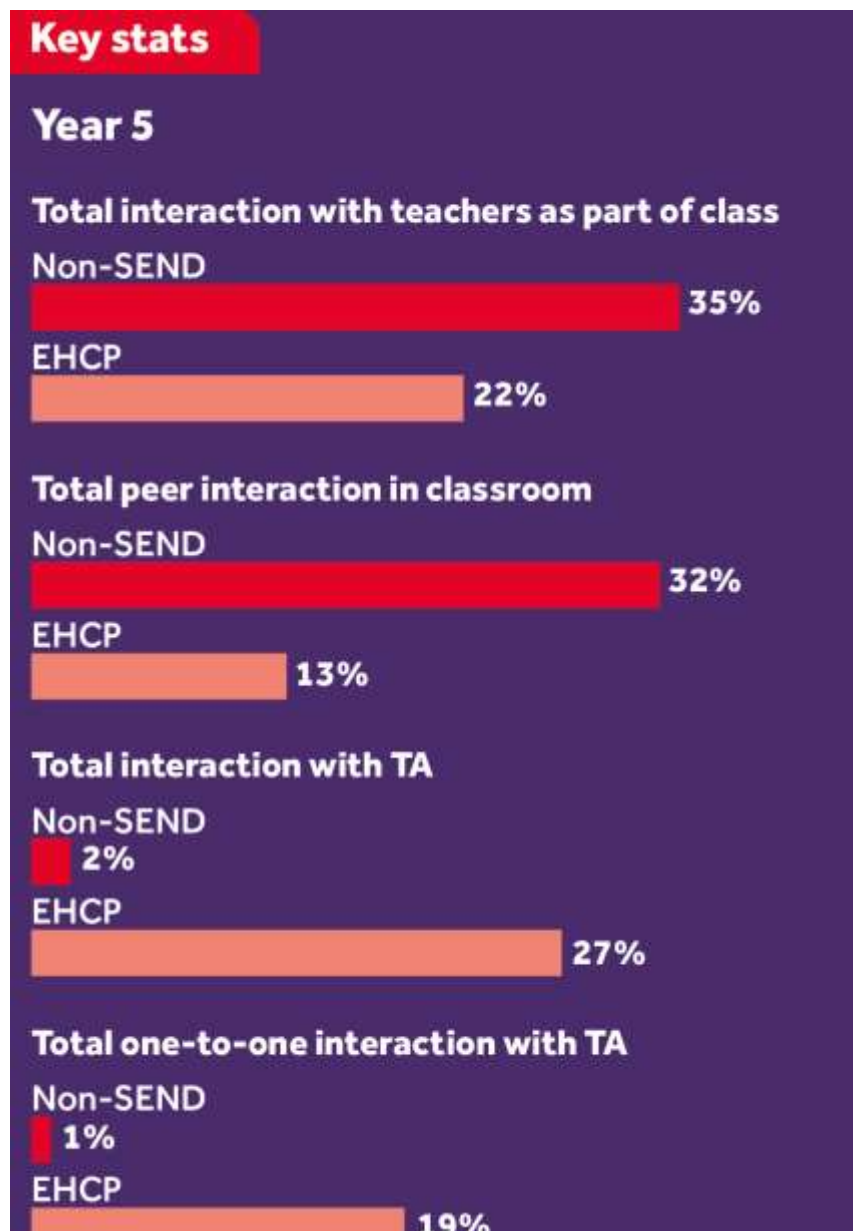


"Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff"

SEND Code of Practice, 2015

- Reasonable adjustments are used alongside the SEND Support offer. For some pupils implementation of the right adjustments will meet their needs without the requirement for further support
- The ultimate aim is for pupils to work with the highest levels of independence possible
- Not only does this enhance learning and retention it promotes readiness for secondary education
- Support staff are used to supplement, not replace the role of the class teacher
- TA deployment is a school decision and is strategic

EHCPs and interactions



Intervention vs. in class support

Gains from intervention must justify the time a pupil will spend outside of the classroom and the high-quality teaching and time with their class teacher they will miss out on

Little and often for a finite period of time is most effective - the most effective way of delivering structured interventions is through brief sessions (20-50 minutes in length), regularly (3-5 times per week) over a sustained period of time (8-20 weeks)

Ways of teaching that focus on enabling students to become more self-aware and regulated learners are most effective

Support at home complements the work at school

True or False – Ordinarily Available Provision (OAP)

1. OAP is support that is available to all children in a mainstream school.
2. OAP only applies to children with an EHCP.
3. OAP is the same as specialist one-to-one therapy from external professionals.
4. Children do not need a diagnosis to benefit from OAP.
5. OAP is only used when a child is significantly struggling.
6. High-quality teaching is a key part of OAP.
7. OAP supports inclusion and access to learning for all pupils.

Quiz Answers

1. **True** – OAP is provision available to all pupils in mainstream schools.
2. **False** – OAP is for all children, not only those with an EHCP.
3. **False** – OAP is not specialist one-to-one therapy; it is everyday classroom-based support and adaptations.
4. **True** – Support is based on need, not diagnosis.
5. **False** – OAP is preventative and can be used proactively, not only when difficulties are significant.
6. **True** – High-quality teaching is a core foundation of OAP.
7. **True** – OAP promotes inclusion and access to learning for all pupils.

Ordinarily available provision



EVERY CHILD, EVERY SCHOOL ORDINARILY AVAILABLE PROVISION



**Guidance for Sutton primary
schools**



- Guidance recently published, co-produced with schools across Sutton
- Early Years, Primary and Secondary versions
- Aims to ensure consistent and high-quality support across Sutton schools
- Describes support which should or could be available in all mainstream classrooms as well as the sorts of targeted interventions which would be expected to be available for pupils who need this

Every child, every school

Our Vision: Excellence and Equity for ALL



At the heart of every school in Sutton is a commitment to creating a truly inclusive environment. We aim for every child, including those with Special Educational Needs and Disabilities (SEND), to feel that they belong, are valued and respected, and empowered to reach their full potential.

This is in line with the aspirations outlined in the London Inclusion Charter. Every Child Every School embraces that Charter's aims to embed diversity and equity, develop personal attributes of adaptability and active citizenship as well as develop the widest sense of achievement for young people.

The following principles and provision for every child and every school, have been identified in collaboration with senior leaders from the London Borough of Sutton and Cognus and headteachers across Sutton schools.

In Sutton, we strive to remove barriers to achievement and participation, so that all pupils have equal opportunities to thrive and can have equity of access. It is paramount to remember that each child/young person's strengths and needs are unique to them. Any support or provision should be provided according to the needs of the individual.

- **Quality First teaching for all is good teaching for pupils with SEND:** For all learners, including those with SEND and additional needs, high-quality teaching based on evidence informed research, is the most impactful intervention they will receive during their time in education.
- **Children should be able to attend their local school:** According to the Code of Practice (2015) there is an assumption of mainstream education for pupils with SEND and it is expected that Sutton schools will promote this for the majority of children and young people.
- **Graduated Approach:** We utilise the SEND graduated approach (assess, plan, do, review) to build a holistic understanding of pupils' needs and provide targeted support. Only once the graduated response has been exhausted and there is strong evidence that a pupil requires support above what could be made ordinarily available should an Education, Health and Care Needs Assessment be applied for.

ORDINARILY AVAILABLE PROVISION IN PRIMARY, SUTTON GUIDANCE

- **Inclusivity and Equity:** Inclusivity and equity is at the core of our educational provision, embedding equity of opportunity and promoting progress and attainment for all pupils.
- **Respect and Value:** We foster warm, welcoming, safe and respectful environments where everyone feels included and valued, allowing us to promote equality and challenge discrimination.
- **Partnership with Parents and Carers :** We value the voice of parents and carers, are committed to working in partnership to ensure all views are considered on the best possible outcomes. It is the responsibility of the school to ensure that parents and carers are aware of what is available for pupils at the SEN Support level. Schools will aim to instil confidence in parents and carers about the value of high quality teaching and universal/targeted provision within their schools.



- **Embracing Neurodiversity:** Our focus is on capitalising on individual strengths and interests, adapting our approach to support unique learning styles. We view neurodiversity, such as ASD and ADHD, as a valuable part of all our communities.
- **Preparation for adulthood from the earliest years:** We know all parents and carers wish for their children to go on to become healthy, happy adults who make a positive contribution to society. Planning of teaching and additional provision is therefore focused on the development of independent learning and life skills from the Early Years in collaboration with parents/carers. This means that approaches which lead to over reliance on adults and limit the independence of children are used in a limited way e.g. one to one support, support staff deployed to pupils rather than to deliver interventions.
- **Points of transition require planning and adjustment:** Support ahead of transitions should be planned well in advance. It would not be typical for schools to submit EHCNAs for pupils in Year 6, neither for secondary schools need to exclude pupils in Year 7 (unless in exceptional circumstances), but instead to maximise transitional support.
- **Sutton settings work together:** To share good practice and to support one another in an ongoing cycle of improvement working closely with leaders across LBS and Cognus.

Attention and listening

[See here for more information on the Cognus website](#)



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Demonstrate active listening skills Self-monitor so that they do not disrupt classroom learning Focusing and maintain attention to tasks until a break in the learning Self-regulate emotions Ignore environmental distractions	Use the names of young people to gain their attention and cue them into the task. Use of visuals to support attention and listening, e.g., help board on the whiteboard, or by their desk, visual timers, visuals. Reduction of distractions, and / or background noise (e.g., projectors, windows, class noise). Place individuals with attention and listening difficulties towards the front of the classroom. Use of multisensory activities, to support attention and listening skills. Notice and praise good attention and listening skills, reminding students of good active listening skills and the start of the task and reinforcing throughout. Use of visuals and timers to represent when an activity is finishing or changing.	Positioning in the classroom in areas identified as being supportive of listening and attention. Use of a visual timetable (for the whole day, or for individual lessons/tasks) which over time a pupil becomes independent for maintaining. Intervention targeted on building attention and listening skills.

Emotional literacy and regulation

See here for more information on
the Cognus website



Children and young people who need support to	Strategies that may help (universal support)	Targeted support that may help
Understand and express how they're feeling Regulate their emotions so that they do not become overwhelmed Use adaptative strategies to self-regulate Recognise emotions in others Manage everyday situations because they find these stressful	Reduce expectations of communication with a child is stressed or anxious. Reinforce an understanding of emotions and emotional regulation strategies to all pupils, facilitating discussion so that children can gain ideas from their peers about self-regulation strategies and normalise experiencing difficult emotions. Have visuals around the classroom to remind children of emotional regulation strategies and use language from Emotion Coaching to normalise feelings and to show empathy and offer guidance. Have a safe space in the classroom that children can use if they are starting to feel overwhelmed. Make sure there are resources here to support regulation e.g., mindfulness prompts, colouring, 'find a friend'. Reflecting on challenging behaviours and looking to identify if these are in fact attributable to underlying issues in relation to social anxiety and/or difficulties in understanding and/or communication	Intervention to explicitly teach feelings vocabulary using a range of materials e.g., http://thinkingtalking.co.uk/ifbe Create individual reminders for a child of their self-regulation strategies which form a toolbox they can use with increasing levels of independence. Intervention to teach about anxiety and stress using visual means e.g., 'the stress bucket' analogy in which a child is supported to recognise when they are feeling stressed and identify the factors which might contribute to that before discussing how the bucket could be emptied. The Incredible 5-Point Scale is another visual resource which aims to teach about different levels of emotional intensity. Intervention to support a child in developing relaxation and calming strategies. This may make use of strategies from mindfulness, controlled breathing techniques, visual imagery. Group sessions to implement Zones of Regulation or other emotional literacy programmes with a focus on development knowledge of emotions and individual toolkits for self-regulation which are reviewed over time until

Create your own Incredible 5-point scale

Rating	Looks like	Feels like	I can try
5			
4			
3			
2			
1			

Reading

See [Cognus Literacy difficulties and dyslexia guidance here](#).



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Read unfamiliar words Read longer texts confidently and with meaning Read fluently and clearly and with a good level of comprehension Enjoy reading books which they find interesting Talk about what they have read	Implement a 'disciplinary literacy' approach in which there is explicit teaching and practise for subject specific literacy skills of speaking, reading and writing. Provide targeted vocabulary instruction in every subject. Use of classroom learning aids including tech support such as text to speech software, reading pens, immersive reader etc. Simplified, texts, extra reading time and/or a reading buddy. Offer alternative formats of English texts e.g. graphic novels, audio books/ e-books, drama. Use repeated reading to support understanding. Model information retrieval and inference skills e.g. 'think alouds' and walk through answering of a comprehension question step-by-step. Keep worksheets/slides clearly presented and uncluttered - enlarge font to 12+ and use bold; avoid italics and underlining. Provide coloured papers, reading rulers and overlays. Long texts chunked or presented in a different format such as a visual map.	Targeted literacy (spelling, word reading, reading comprehension) intervention using a validated programme and/or based on evidence-based principles of delivery. This may be delivered as part of the core curriculum (during English lessons), or as a withdrawal intervention. See website for guidance about best practice literacy intervention. Groupings made to English classes to support pupils working below expectations. Explicit support to develop reading comprehension skills during lessons.

Difficulty attending school (see also Worries)

See [here](#) for a range of Cognus documents for school staff, parents/carers and young people struggling with attending school.



Children and young people who need support to	Strategies that may help (universal support)	Targeted support that may help
Struggle to attend school or do not frequently attend certain lessons Seek to avoid situations they find stressful Have few strategies for managing when they feel worried Have difficulties separating from parent/carers Display physical symptoms which are in fact explained by emotional responses	A soft start to the school day which involves coming in through a quieter entrance, either before or after most other children, and participating in a regulating activity before going into the classroom. Welcoming the child in and always celebrating attendance. Ensuring that a child is sat with peers who will support their learning and well-being. Build in peer discussion before tasks to help the child feel confident and no cold calling. Staff to model resilience, problem-solving and regulating strategies throughout the day. Strategies and support to ensure the child is able to positively interact with peers in school. All adults to use consistency of approach and language when communicating with the child about attendance at school. Find out what the child is interested in and use things they like as well as their strengths to support their engagement with learning. Consider possible underlying issues which could be contributing to stress e.g., unidentified learning, sensory, social or communication needs. An agreed sign the child can use if they need to use a quiet space or supports such as ear defenders or ear buds, they can make use of. Give the child lots of opportunity to make choices and express preferences. Make sure to review choices they have made to show they have agency over their life. Warning and preparation before changes, giving time for the child to process any change.	Involvement of parent/carers to understand the child's history and so that all adults can develop a shared understanding of the current situation and next steps. Looking at the timetable for the week with a child and identifying Red, Amber, Green times and agreeing a timetable of attendance which reduces the number of Reds for a temporary period (no longer than six weeks). Intervention such as resilience building or nurture several times during the week for a short period of time to build the child's relationships with peers and sense of safety in school. Connection made with child through post cards home, letters, emails and video calls when they are not attending. Provide adult or peer support for times of the day the child is most apprehensive about. A key adult identified who can become an emotional base for the child who supports their entry in each morning and checks-in on them during the day. Intervention to teach and practice coping and calming skills, e.g. deep breathing, visualisation, muscle relaxation, distraction. Dedicated time with their teacher to nurture positive relational communication.

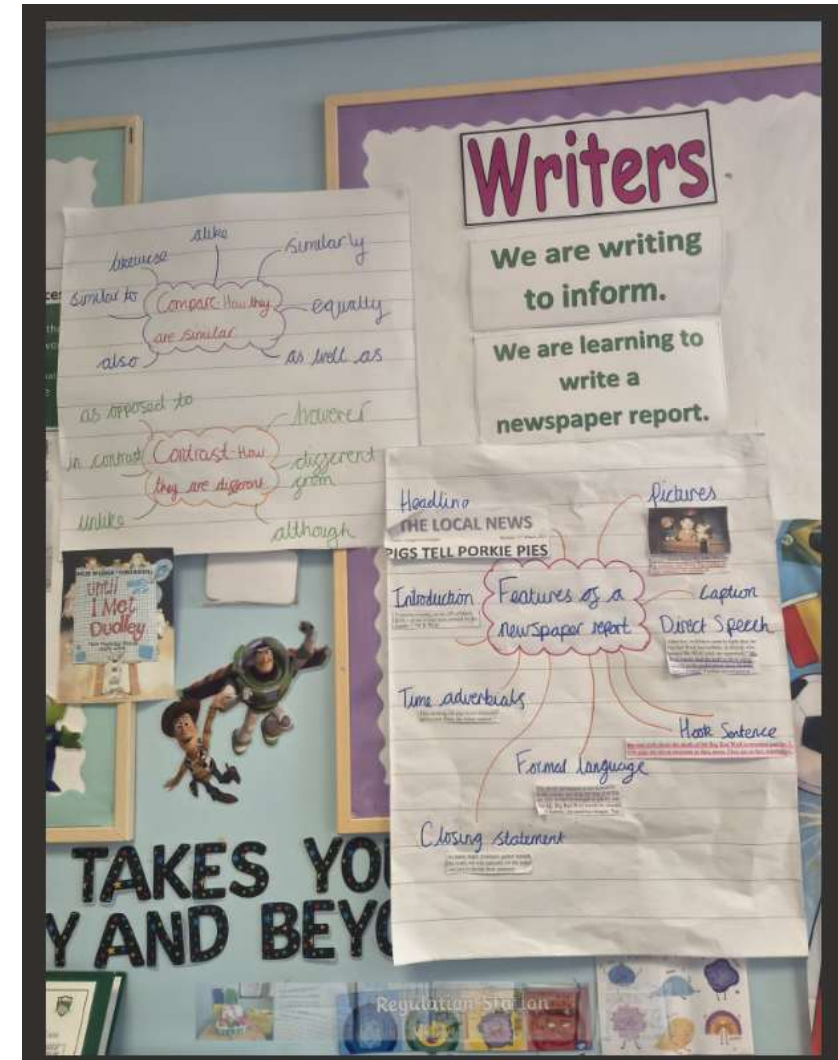
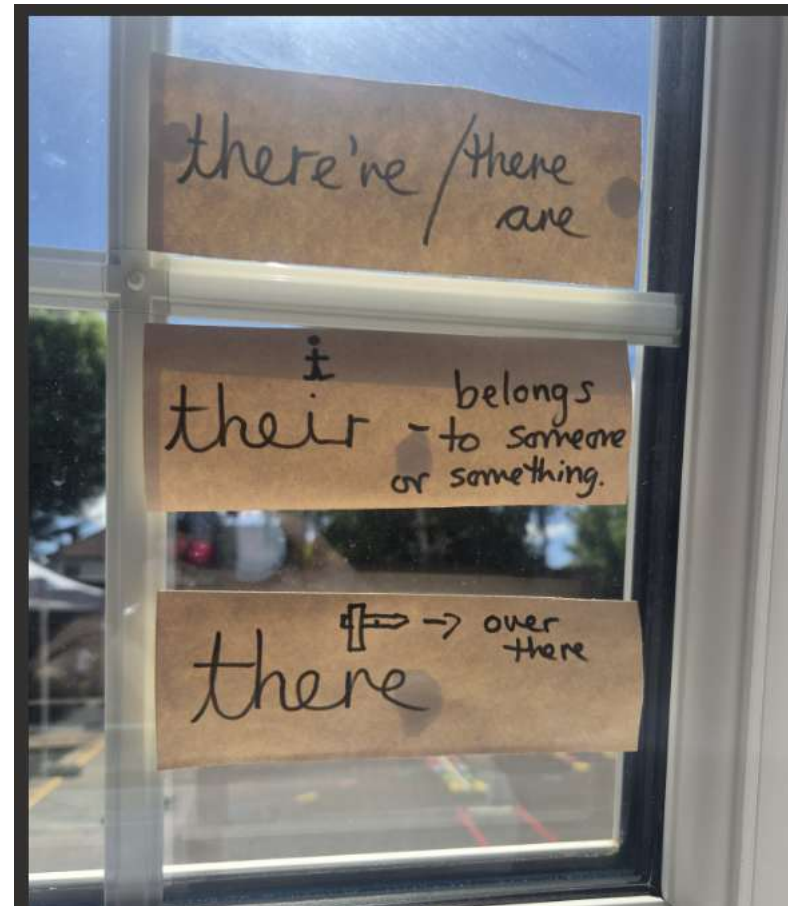
Independence skills

[See here for more information on the Cognus website](#)

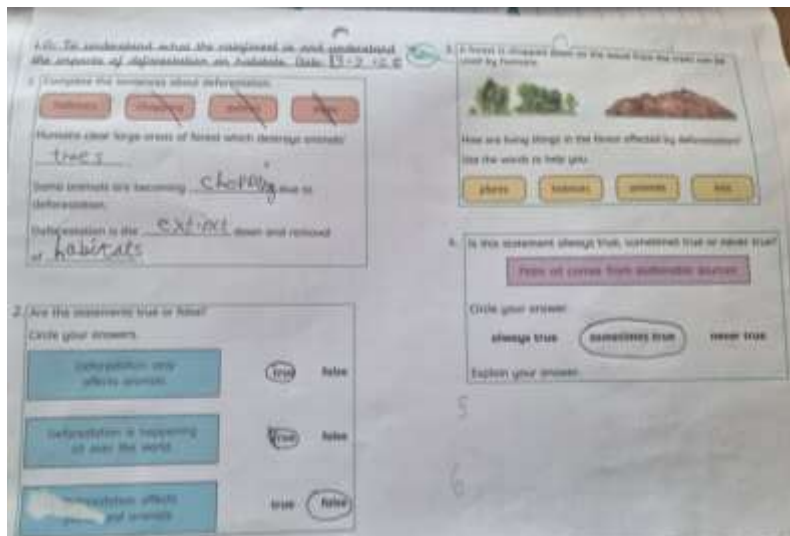
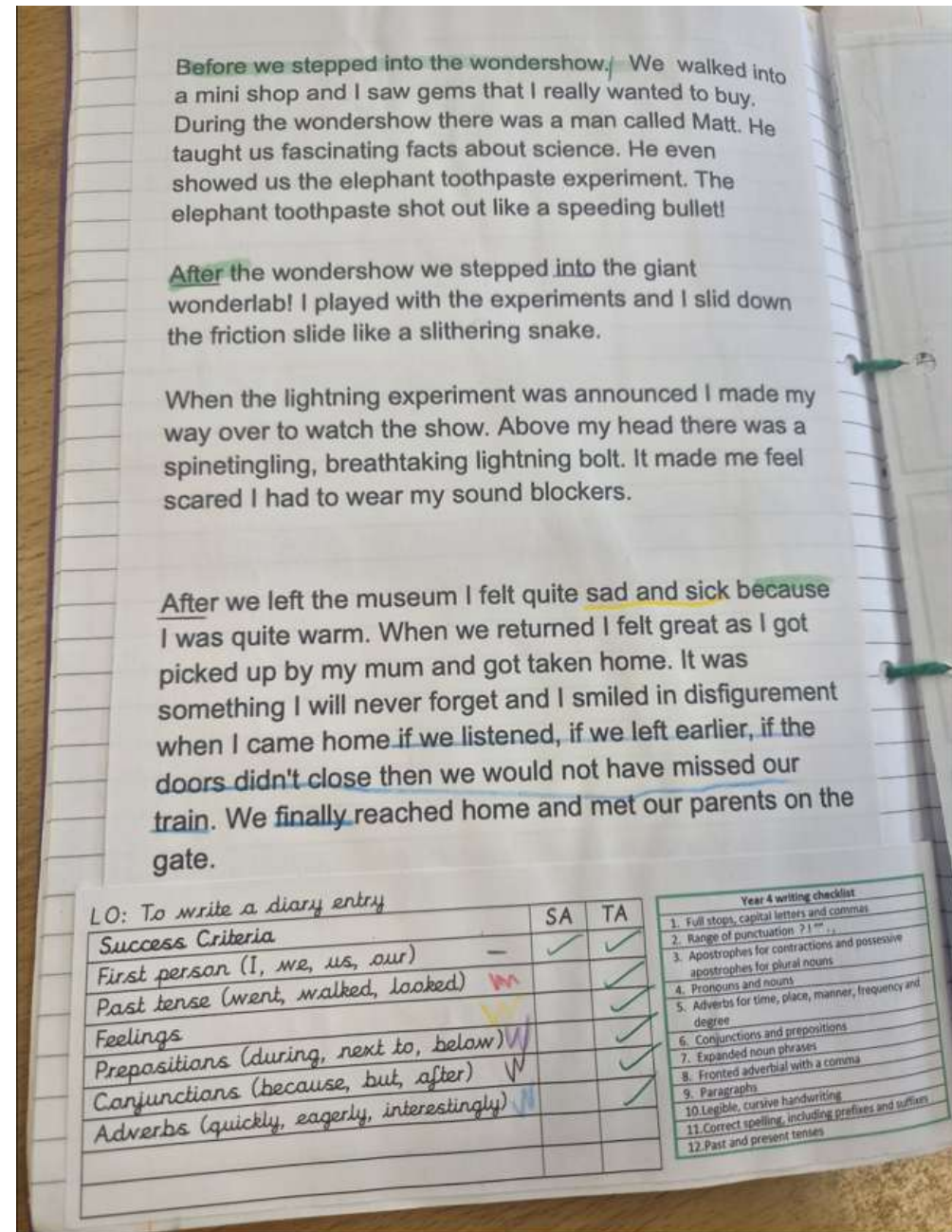
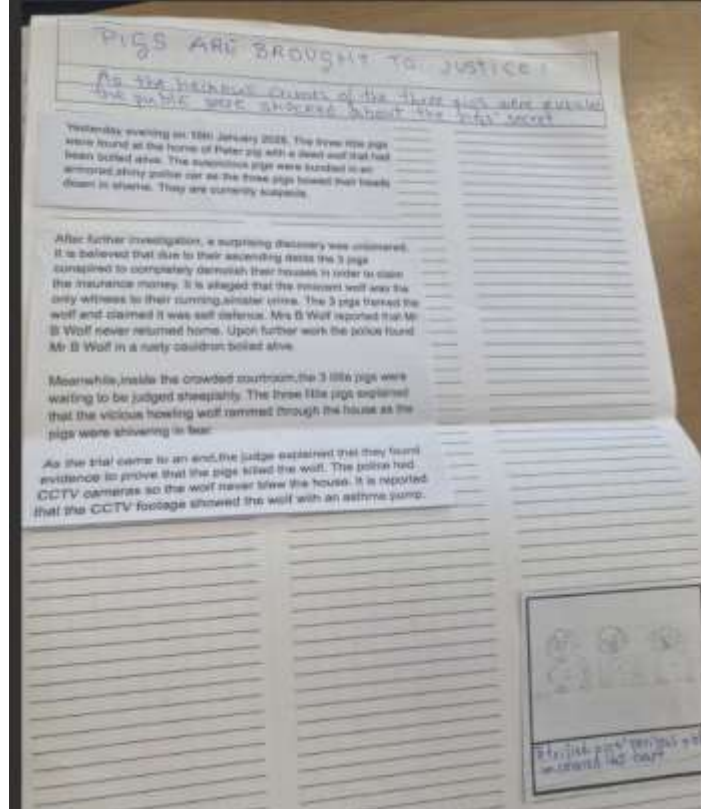


Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Independence with self-care activities, travelling and community skills Follow and manage the day/weekly routine Use every day tools and materials within functional activities independently Sequence everyday tasks in a logical order Organise personal belongings required for learning activities	Visual schedules and task lists to support routines in school. Support organisation of personal belongings required for activities i.e. personal organisers, calendars, phone reminders, diaries, visual timetable or lists, digital watch. Assistive technology or devices to support safety and independence i.e. a cooking timer, a perching stool. RSE lessons or tutor time used to facilitate discussions amongst pupils about safety in the community and independent travel. Useful resources can be found here via the Cognus Limited website: click here	Intervention to teach skills. Any targeted intervention is likely to take place outside of lesson time e.g., during tutor or break time or before/after school. Establish specific functional self-help and independence SMART goals with the young people and plan targeted intervention in school and at home in line with this. Curriculum based learning of life skills through Prince's Trust/ ASDAN. Referral to travel training providers.

OAP CLASSROOM EXAMPLES FROM HIGH VIEW



OAP AT HIGH VIEW



OAP AT HIGH VIEW

Have you included:

- Headline
- Opening paragraph (including who, what, when, where, why)
- described the events
 - used speech
- described what will happen next

suspected framed reported it is believed self-defence justice
 reported to have happened they are thought to guilty innocent the scene of the crime
 detectives continuing with their investigations evidence will be sentenced by the judge
 the whole incident the following morning protestors court

Direct speech

Mrs B Wolf **said**, "I am glad that the cunning pigs will be brought to justice."

Reported speech (name verb rephrased speech.)

Example:

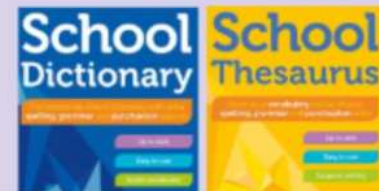
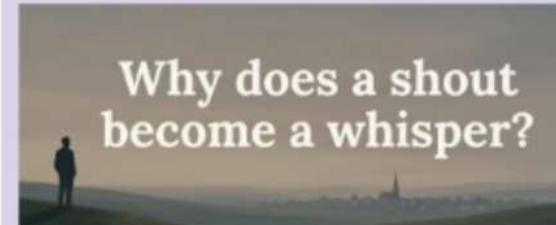
Mrs B Wolf, **told us** she is glad the pigs will be brought to justice.

described commented complained stated
 confirmed replied told explained
 promised reported denied claimed

Adjectives

keen innocent jealous enormous
 foolish harsh dangerous terrible
 intelligent embarrassed cruel anonymous

Adverbs
 nervously fiercely
 keenly inquisitively calmly
 cheerfully eagerly carefully
 foolishly unwillingly selfishly



Learning Journey

Word bank

Adjectives

Synonyms

Story map

Reported speech vocabulary

Reporter language

Indirect (reported) speech

Alan Peat's Sentence Structures

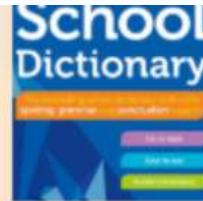
Descriptosaurus

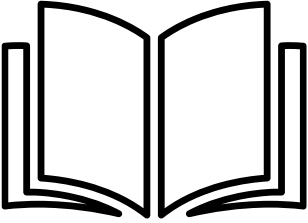
Ambitious Vocabulary

Year 4 Writing Toolkit

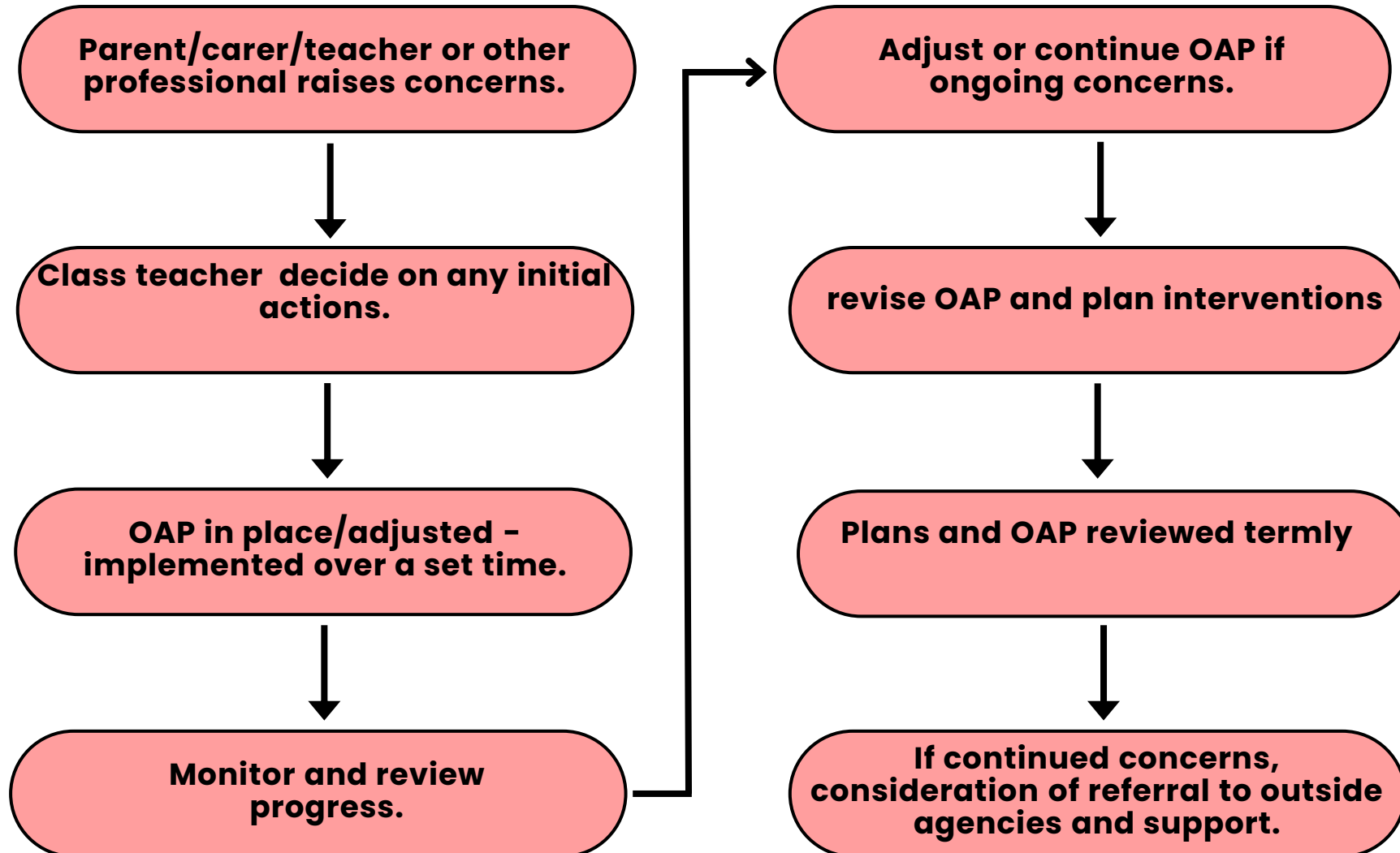
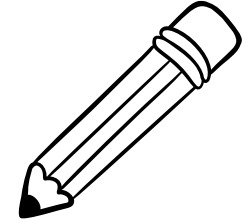
My writing skills.

What can I do?





Process



Other local services

Educational Psychology Service – link EP, traded service. Assessment, intervention, training, systemic work

Paving the Way – early intervention for suspected neuro diversity needs

Child and Adolescent Mental Health Services (CAMHS) – NHS service for diagnosis of mental health and neuro diversity needs and therapy - also run one stop shops

Education Wellbeing Service – NHS/Cognus team, early intervention for mental health and emotional well-being needs. Primarily parent work for primary aged pupils

Therapies – link Speech and Language and Occupational Therapist, traded service. Assessment, intervention, training

Any questions?

Early Years



Primary



Secondary

