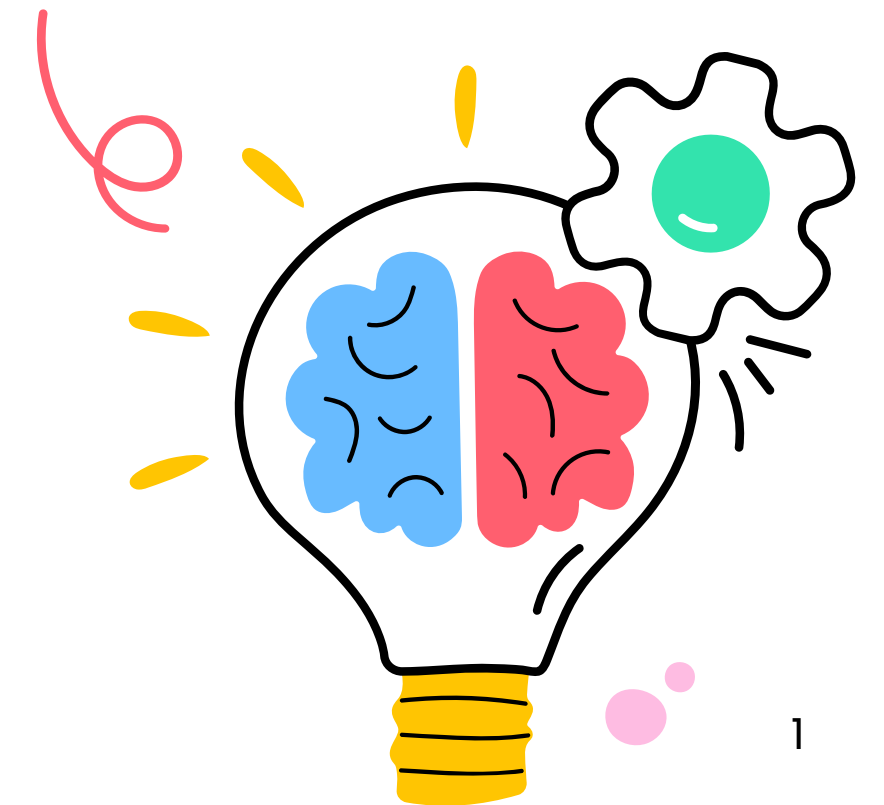
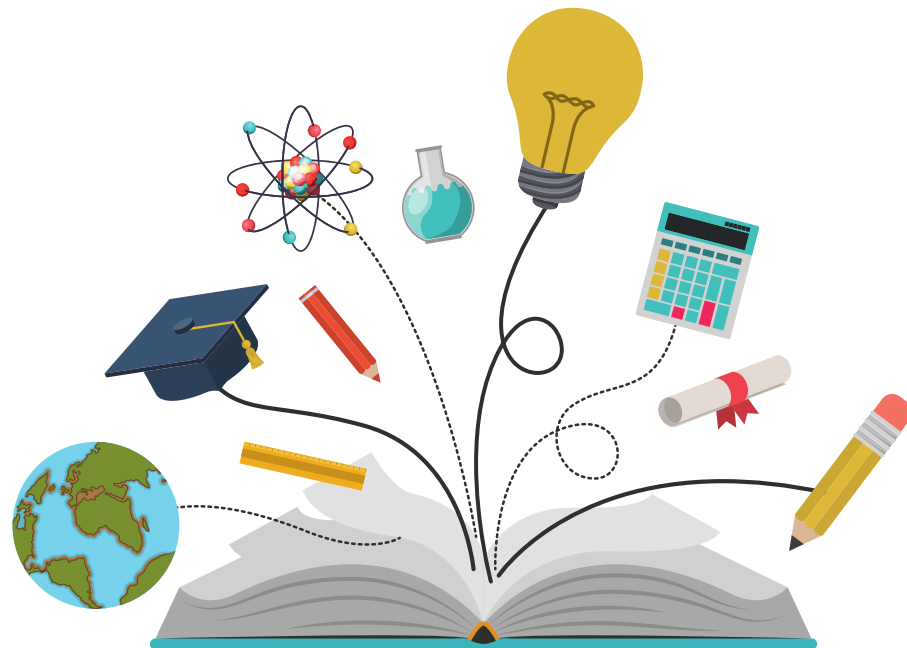
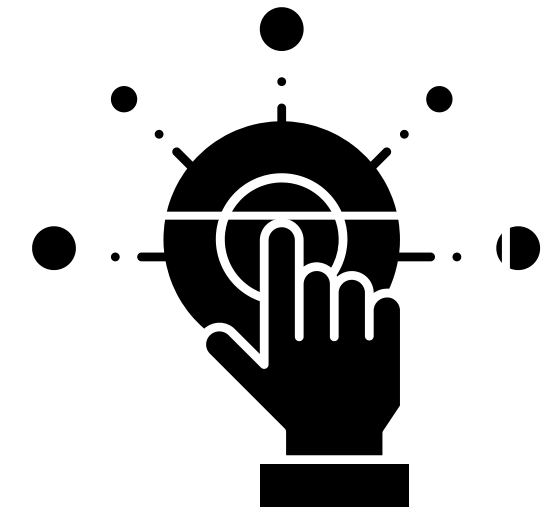


EVERY YOUNG PERSON, EVERY SETTING ORDINARILY AVAILABLE PROVISION

**Guidance for Post-16 settings in
Sutton**



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Sutton's Vision and SEND Charter

We are collectively ambitious for our children and young people. Together we want to provide them with the best chances to achieve their best outcomes in life, whatever their starting point, and to prepare them effectively for adulthood.

Our SEND Charter

The Sutton Charter provides a framework for shared values and attitudes across the local area. The charter has been consulted upon with schools, services, parents/carers and representative parent/carer organisations. The Charter will be used as one of the benchmarks to measure the success of the local SEND offer, gathering feedback against the areas shown below and reporting this to the relevant overseeing bodies.

Our SEND Charter Principles are that we:

- Welcome and Care
- Value and Include
- Communicate
- Work in Partnership, developing and nurturing each of these to build
- Trust

Read more about each principle [here](#).



Every young person, every school

Our Vision: Excellence and Equity for ALL



At the heart of every setting in Sutton is a commitment to creating a truly inclusive environment. We aim for every young person, 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 young person 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 young person and every setting, have been identified in collaboration with senior leaders from the London Borough of Sutton and Cognus, headteachers across Sutton schools and representatives from local college and post-16 settings.

In Sutton, we strive to remove barriers to achievement and participation, so that all students have equal opportunities to thrive and can have equity of access. It is paramount to remember that each 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 students 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 students 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 students' needs and provide targeted support. Only once the graduated response has been exhausted and there is strong evidence that a student requires support above what could be made ordinarily available should an Education, Health and Care Needs Assessment be applied for.

- **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 students.
- **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 setting to ensure that parents and carers are aware of what is available for students at the SEN Support level. Settings will aim to instil confidence in parents and carers about the value of high quality teaching and universal/targeted provision within their settings.
- **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.
- **Preparing for adulthood from the earliest years:** We know all parents and carers wish for their young people 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 young people are used in a limited way e.g. one to one support, support staff deployed to students rather than to deliver interventions.
- **Points of transition require planning and adjustment:** Support ahead of transitions should be planned well in advance.
- **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.



Using this document

What is this guidance for?

This document has been created for SENCOs, teachers, support staff and professionals who work to support the learning and development of young people in post-16 settings. There are separate versions available for Early Years settings and primary schools and secondary schools in recognition of the different ways support is provided across different phases of education and the different language and terminology that is used to describe support.

This document aims to set out ordinarily available provision that Sutton settings offer to ensure that there is a consistently strong offer for SEND students across all settings. With ‘every young person, every school’ as our core belief it is hoped that this guidance will further increase levels of inclusion in Sutton schools colleges and enable more children and young people to have their needs identified and met early from within mainstream settings. This guidance does not seek to set out a definitive list of all strategies and interventions which should be ordinarily available but to provide a wide range of examples which are currently on offer in Sutton schools and colleges.

How has this guidance been created?

This guidance has been co-produced by Sutton Headteachers, SENCOs and professionals from across education support services in Cognus and the London Borough of Sutton.



Glossary

ABCC – Antecedent, Behaviour, Consequence Chart

ADHD – Attention Deficit Hyperactive Disorder

BSF – Building Stronger Foundations. A programme run by Sutton Virtual School and Cognus Educational Psychology Service to promote the use of trauma-informed and relational approaches across schools.

CAMHS – young person and Adolescent Mental Health Services. CAMHS assess and treat CYP with emotional, behavioural or mental health difficulties.

CBT – Cognitive Behavioural Therapy

CPD – Continuing Professional Development

CYP – child and/or young person

EBSA – Emotionally Based School Avoidance

EHCP – Education and Health Care Plan. An EHCP is a legal document describing a young person's needs, their expected outcomes, the provision required to achieve those outcomes and naming their educational placement.

ELSA – Emotional Literacy Support Assistant

EPS – Educational Psychology Service

EWS – Sutton Emotional Wellbeing Service. An in-school/college service of NHS and Cognus practitioners who support students, families and school staff with emotional well-being and mental health needs.

LA – Local Authority

LO – Local Offer

NASEN – National Association of Special Educational Needs

PE – Physical Education

PECS – Picture Exchange Communication System

QTVI – Qualified Teacher of children or young people who are Visually Impaired

SEMH – Social Emotional and Mental Health

SENCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SEND Support – Support put in place to remove barriers to learning for students with emerging or identified additional needs which impact learning.

SALT – Speech and Language Therapy

SLT – Senior Leadership Team

OT – Occupational Therapy

OAP – Ordinarily Available Provision

TA – Teaching Assistant

VI – Visually Impaired/Vision Impairment

Directory of Services

<u>Attendance Service</u>	Cognus' Attendance Support Team support education settings, children and young people, parents/carers to ensure attendance levels are maintained at appropriate levels.
<u>Autism Service</u>	The Cognus Autism Service is an education support service set up to support autistic young people, parents and carers of autistic young people, and professionals working with autistic young people.
<u>Cognus Limited</u>	Cognus is about education – we exist to support schools, families and children/young people to access, enjoy and thrive in educational settings in school and in the community.
<u>Early Years</u>	Cognus' Early Years team works closely with settings (pre-schools, nurseries, childminders and early years provision in schools) in the Early Years sector and promoting Early Years practice to ensure that all children benefit from high quality provision.
<u>Educational Psychology</u>	Educational Psychology is the practice of applying psychological theories and ideas to the difficulties that can arise for pupils, teachers, families and schools. EPs will use consultation to help deliver their services. This involves bringing psychology to discussions with adults and young people.
<u>Education Wellbeing Service</u>	The Education Wellbeing Service supports schools in Sutton to improve mental health & wellbeing. We do this by offering timely, evidenced based interventions with children, young people & parents who are beginning to have difficulties. We also offer workshops, training & consultations with schools.
<u>Infinity Support</u>	Infinity Support is a one-stop online platform where parents carers, young people and professionals can access a wealth of resources, guidance, and training on neurodiversity.
<u>MetaSENse database</u>	MetaSENse is a free, evidence-based online database and toolkit which provides evidence-based intervention strategies tailored to different types of SEND. It is designed to support local authorities, schools, and families in improving educational outcomes for children and young people aged 4-25.
<u>Paving the Way</u>	Cognus' Paving the Way service is made up of a multi-disciplinary team. The team provides support for children and young people with a range of difficulties, including social communication, attention and concentration, and anxiety.
<u>School Inclusion</u>	Cognus' School Inclusion service provides information, advice, and guidance to schools to support inclusive practice.

<u>SENCO Cluster</u>	SENCO Clusters were set up in Sutton in 2020/21 to provide support to Special educational needs coordinators (SENCOs) and Schools in Sutton to meet the needs of young people who are resident in the Borough.
<u>SIASS</u>	Sutton SEND Information, Advice and Support Service (SIASS) offers free, impartial, confidential support for parents and carers of children with SEND and 0-25 year olds with SEND in Sutton.
<u>The SEND Local Offer</u>	The SEND Local Offer is a place to find information and support for families with children and young people with special educational needs and disabilities (SEND).
<u>SEND Support Advisory Partnership (SSAP)</u>	SSAP is a multi-agency group that provides advice, resources, and, where appropriate, additional funding to help schools meet pupils' SEND needs earlier and more effectively.
<u>Sutton Virtual School</u>	Cognus' Sutton Virtual School provides educational support for Children Looked After, Previously Looked After, children on formal kinship orders and children with a social worker to improve their educational outcomes.
<u>Sutton School Nursing</u>	The School Nursing team provides advice and support on the following: Children with additional needs and complex health needs Sleep Behaviour Child development Healthy lifestyles Eating concerns Toileting Alcohol, drugs and smoking Emotional and mental health issues Sexual health and relationships
<u>Therapies</u>	Cognus Therapies comprises of qualified Speech and Language Therapists, Occupational Therapists and Senior Therapy Assistants. We are a large and diverse team with a wealth of knowledge and experience in supporting children and young people with additional needs.
<u>Traveller Education</u>	The Traveller Education Service encourages and supports improved access to educational opportunities amongst all Gypsy, Roma and Traveller families. We aim to raise awareness and understanding of Gypsy, Roma and Traveller communities.
<u>Vulnerable Pupils Panel (VPP)</u>	The Vulnerable Pupils Panel (VPP), is a multi-agency partnership panel that meets monthly to discuss new requests for support and where appropriate agree and allocate support according to a broad criterion. Requests for support from the panel can be made by school and education professionals.

Note – A more extensive list of support services for children, young people and families can be found on our [SEND Local Offer](#)

SEND and Inclusion

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision. Evidence about the progress a young person is making in response to support in school/college and professional recommendations, if applicable, should be used to identify SEND.

It is the responsibility of each school/college to make sure that children and young people with SEND are included, respected and valued within their setting. It is the right of parents/carers that a young person with SEND is educated in a mainstream setting, although not necessarily a particular mainstream setting, and an ethos of inclusion within a school/college is essential in facilitating this.



According to SENCOs in Sutton inclusion means:

- Being ambitious for every student, acknowledging where they started, and their support needs so that these do not hold them back
- Creating equal access & opportunity for all students
- Ensuring all students are able to make progress by removing barriers to learning
- young people learning alongside their peers not just being in the same room
- Having resources that are available for all
- Incorporating the voice of the young person in planning for their support
- Recognising that adaptations and provision for students with SEND are essential for some but useful for all
- All staff identifying themselves as leaders of SEND
- Having a culture with practice that sits across the whole school/college
- Making sure all young people have what they need

Strong standard

Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:

Leaders and staff establish strategies that consistently enhance the opportunities and experiences of all learners and apprentices, in particular those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their learning and/or well-being, including those without level 2 English and/or mathematics.

Leaders ensure that the barriers to learners' and apprentices' learning are reduced swiftly and consistently. They systematically review and adapt any support offered in a way that makes a significant difference to learners' and apprentices' experiences and opportunities.

Leaders carefully monitor the progress of all learners and apprentices, in particular those groups listed above. Leaders make good use of data to understand the needs of their learners and apprentices.

Leaders' work on inclusion is embedded in their organisational culture and practices and has a significant and consistent impact on learners' and apprentices' opportunities and experiences.

Leaders consistently identify when additional learning support is no longer required or can be reduced, so learners and apprentices are well prepared to become more independent and to move on to the next stage of their learning and employment.

Leaders make proactive and evidence-informed adaptations to their inclusion strategy, as appropriate, which have a consistently positive impact on these learners' and apprentices' education.



SEND Leadership

The leadership within a setting is fundamental in setting the value and vision for SEND and inclusion.

Leaders of SEND:

- Set high expectations for all students, including those with SEND.
- Create an inclusive culture which is reflected across the vision and the practices of all staff.
- Ensure that the role of SENCO can be strategic through facilitating a balanced workload.
- Look to expand the accessibility of universal support and how to 'stretch' the universal offer as much as possible.
- Consider how students can belong, matter, thrive and achieve throughout the time they are in their setting.
- Ensure that all of their SLT are committed to the inclusion of students with SEND and have a strong knowledge base from which they can support their colleagues.
- Are proactive about staff development for SEND and inclusion and protect regular, thoughtful CPD time.
- Prioritise a culture of early and accurate assessment.
- Ensure that there are strong systems in place to record and showcase the support for students with SEND for governors/trustees.

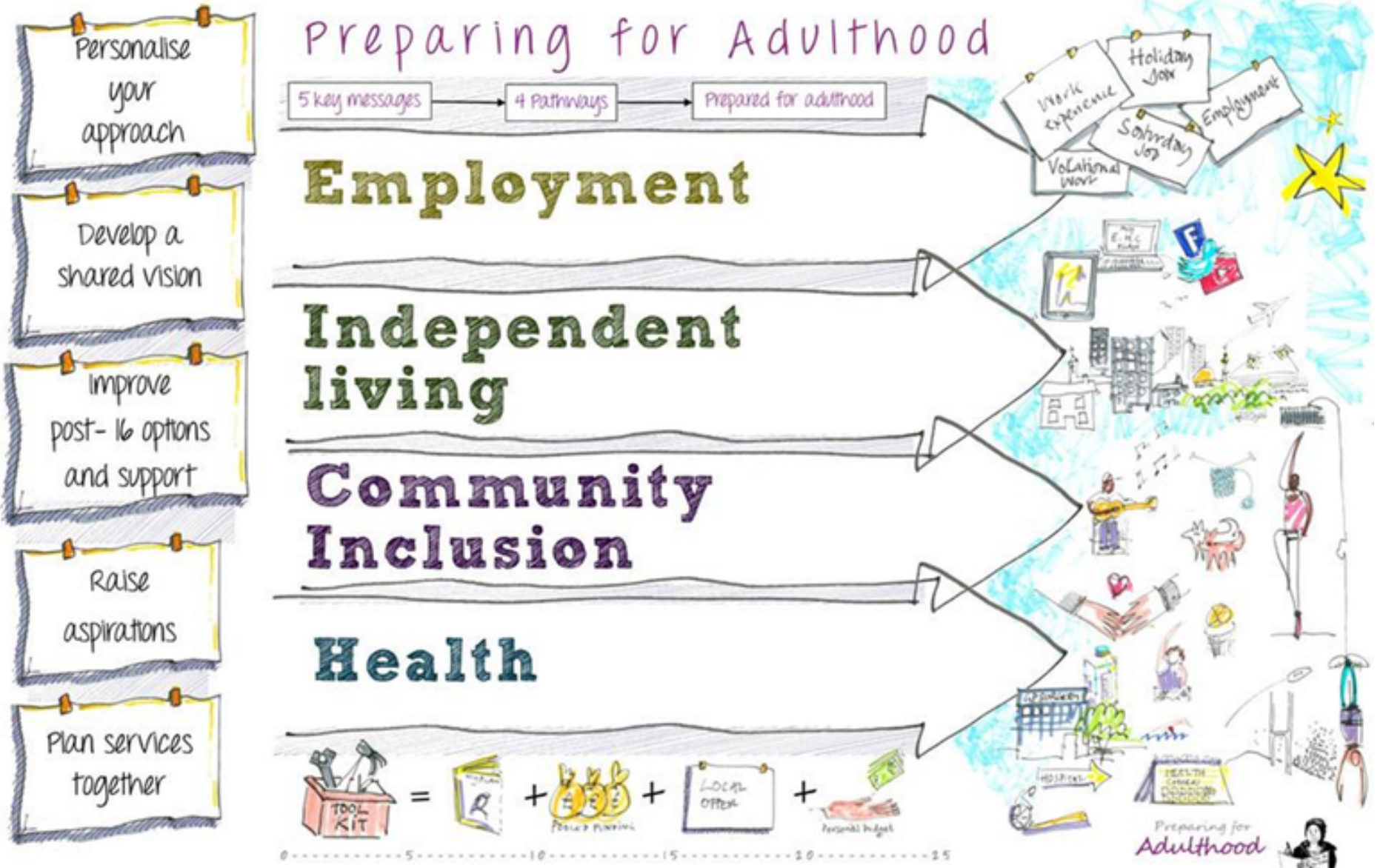
Preparing for Adulthood (PfA)

Research from the The Big Answer | Children's Commissioner for England shows children and young people with SEND have the same aspirations as their peers:

- They value their education and want good friends, a social life, and good mental health.
- They desire independence, and the prospect of a good job or career in the future.

Preparing for Adulthood (PfA) outcomes are:

- Progression to further / higher education and/or employment
- Independent living and housing
- Friendships, relationships and being part of my community
- Being as healthy as possible in adult life



What is Ordinarily Available Provision?

“Ordinarily Available Provision” refers to the support that all Sutton settings, early years, and post 16 settings should be able to provide for children/young people including those with SEND from within their own resources. This includes high-quality teaching strategies which are universal to all, reasonable adjustments and some elements of targeted support.

OAP may also be referred to as SEND Support and is provided through the notional SEND funding allocated to settings. OAP should be available for every young person, in every school/college and is based on a shared vision and ethos within a setting that prioritises inclusion.



Ordinarily Available Provision (OAP) is the support that should be available for all young people within a school/college that can be provided for out of the resources a setting already has.

OAP forms the foundation of the Graduated Approach, supporting staff to observe, assess, plan, and review how well individual needs are being met. Through this cycle, staff can identify where a young person may benefit from additional or different support, and make timely, informed decisions in partnership with families and other professionals.

By embedding OAP within high-quality teaching, settings can ensure that all young people—including those with SEND—have access to an inclusive environment that recognises their unique strengths and responds to their needs.

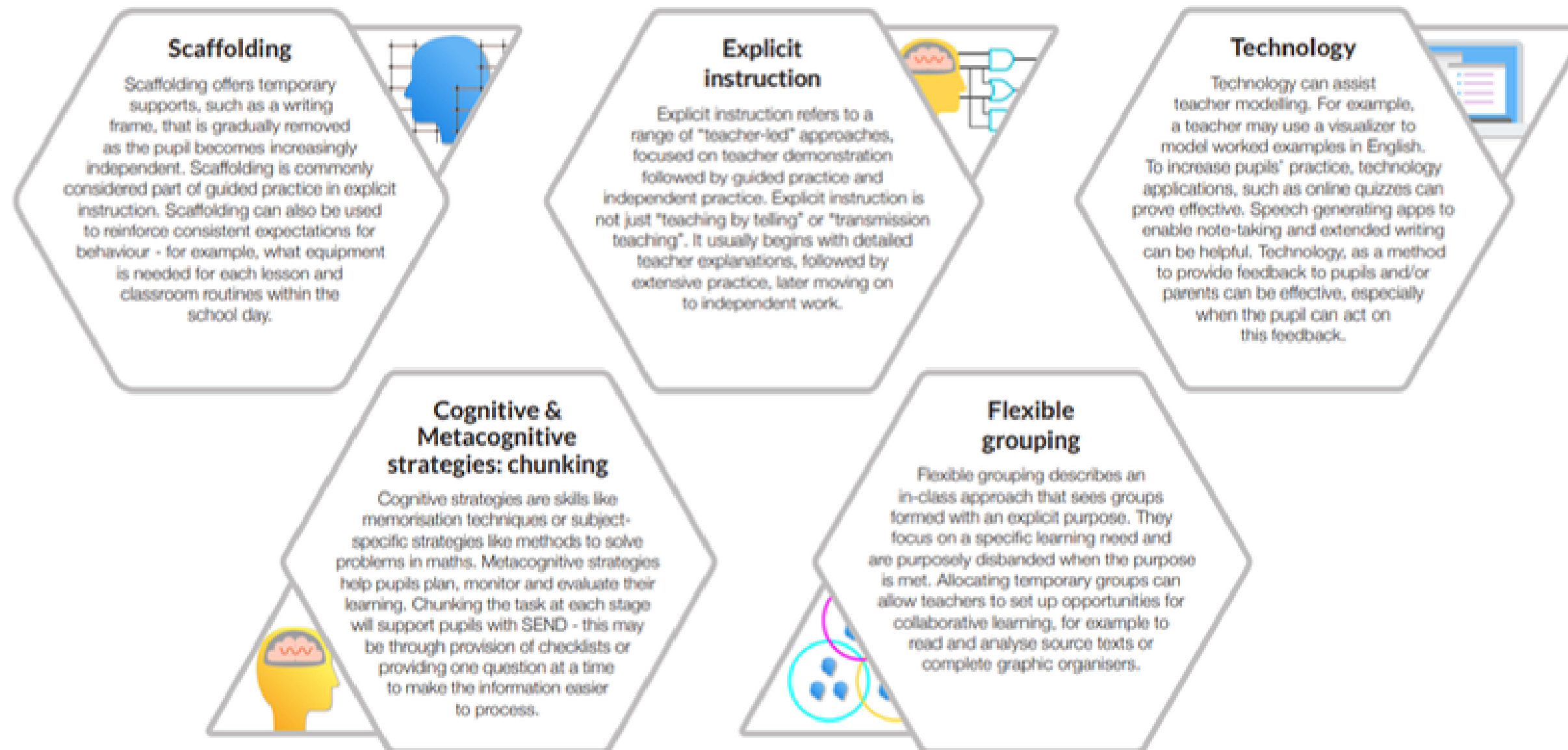
According to the Education Endowment Foundation, improving high quality teaching for all students will improve outcomes for those with SEND. Read more [here](#), refer to the [NASEN teacher handbook](#) or [watch this video](#) for more examples. Here are five key strategies they recommend:

High quality teaching

Sometimes known as Quality First Teaching

“High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN”

SEND Code of Practice, 2015

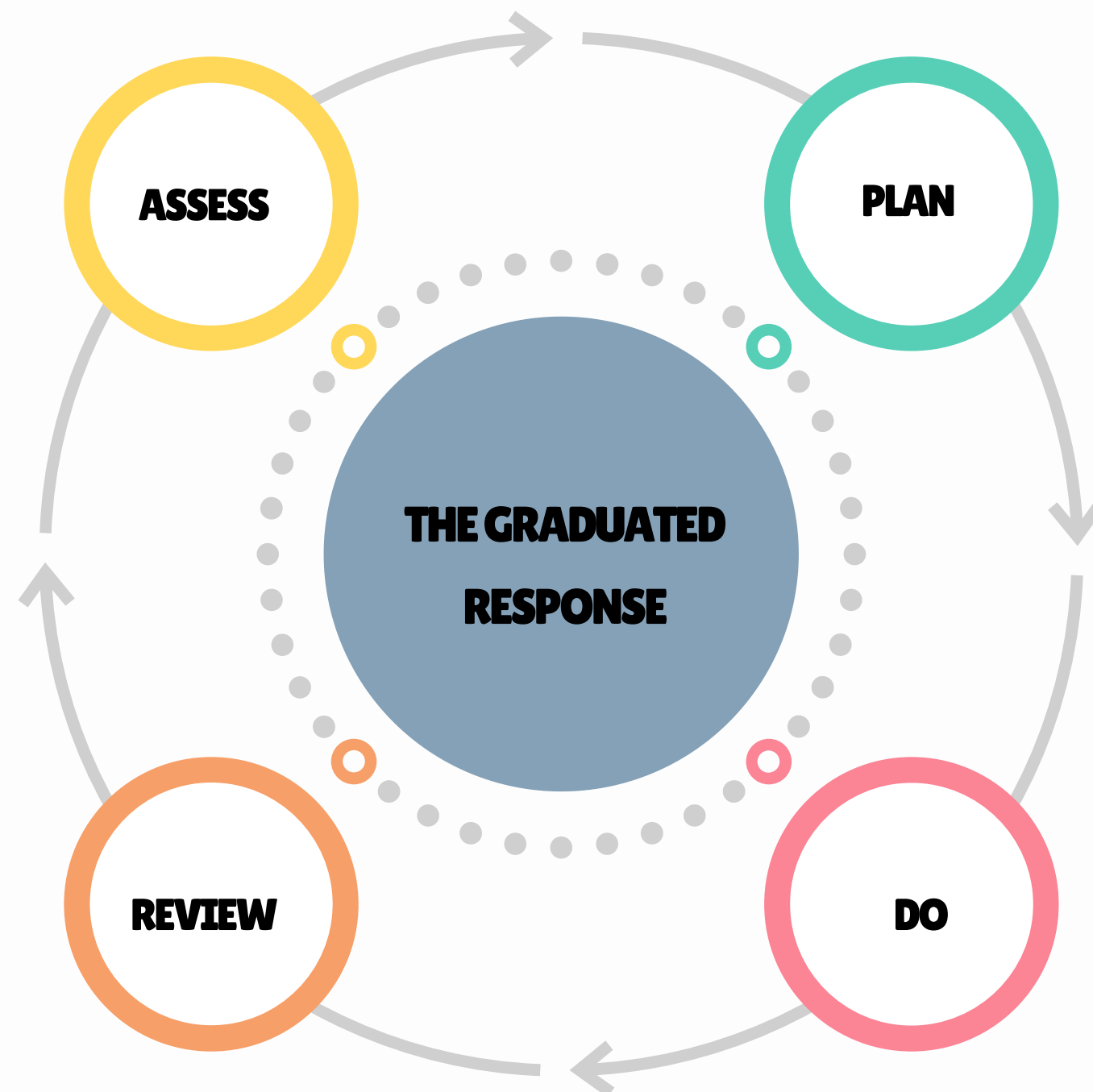


High-quality teaching should enable as many students as possible to engage with the national curriculum because additional intervention and support cannot compensate for a lack of good quality teaching (DfE, 2015) although some students may require the provision of both.

Other recommended approaches include:

- Give advance warning before asking a question to a student and provide wait time before expecting a response
- Keep language simple and explicit and provide a summary at the end
- Teach executive functioning skills across the curriculum – planning, reflecting, time management etc.
- Use technology to support teaching and student access and engagement

What is the Graduated Response?

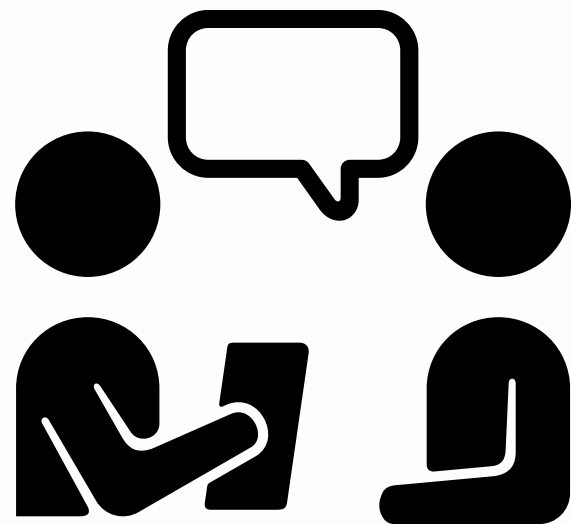
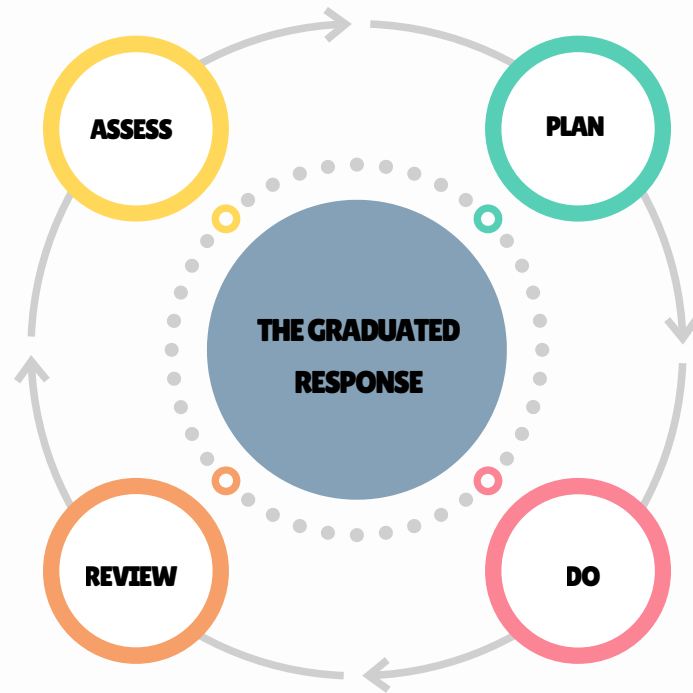


Schools/colleges have a responsibility for supporting SEND but the emphasis of identification differs from that within earlier phases of education. The Graduated Response is a four-step approach used by settings to support young people who may have SEND. These stages are Assess, Plan, Do and Review (ADPR). By monitoring and reviewing the support in place interventions or support which are not effective can be adapted or stopped to ensure that progress is being made.

Regular review also enables a better understanding of a student's needs to be formed over time, with a constant focus on making sure that students are included alongside their peers.

All students will have their needs met through high-quality, inclusive teaching. This is SEND Support. Some may need additional support which can include focused individual time, and environmental adaptations which are identified through the ADPR process.

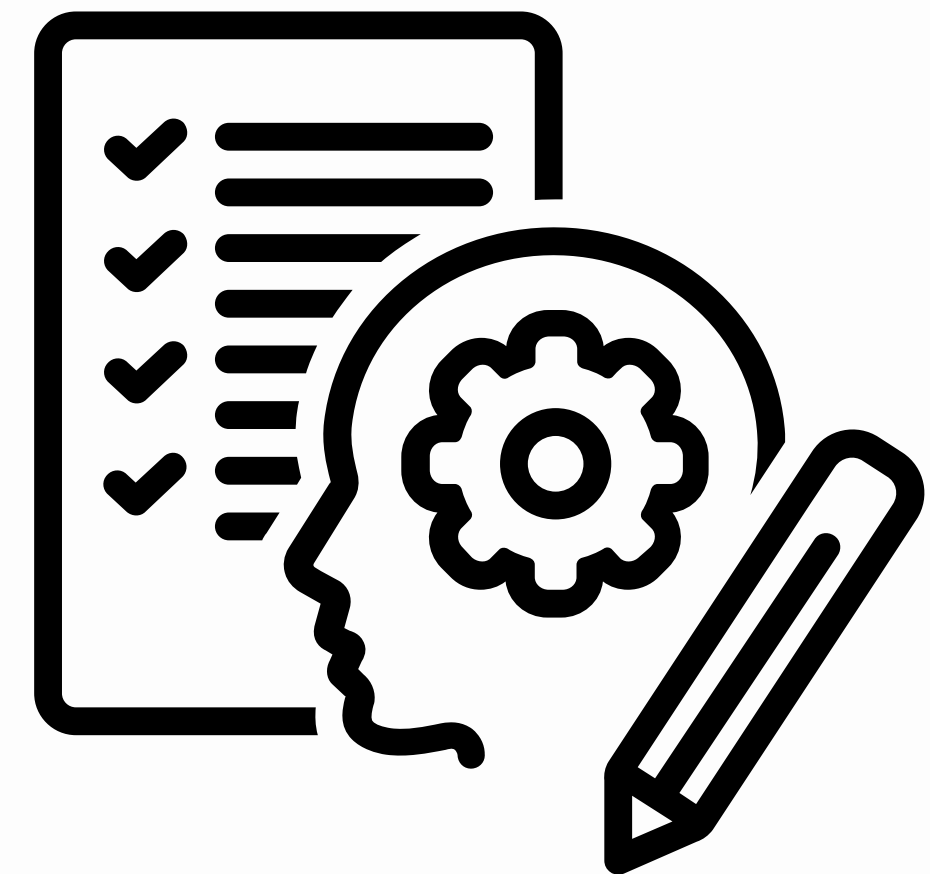
Assess



Assessment is the initial step in identifying a student's needs although by the time many learners reach post-16 their needs have already been identified. Typically learners are expected to declare an additional need when they begin at a setting, following which, some form of support interview/conversation will be held with them to elicit further their support needs.

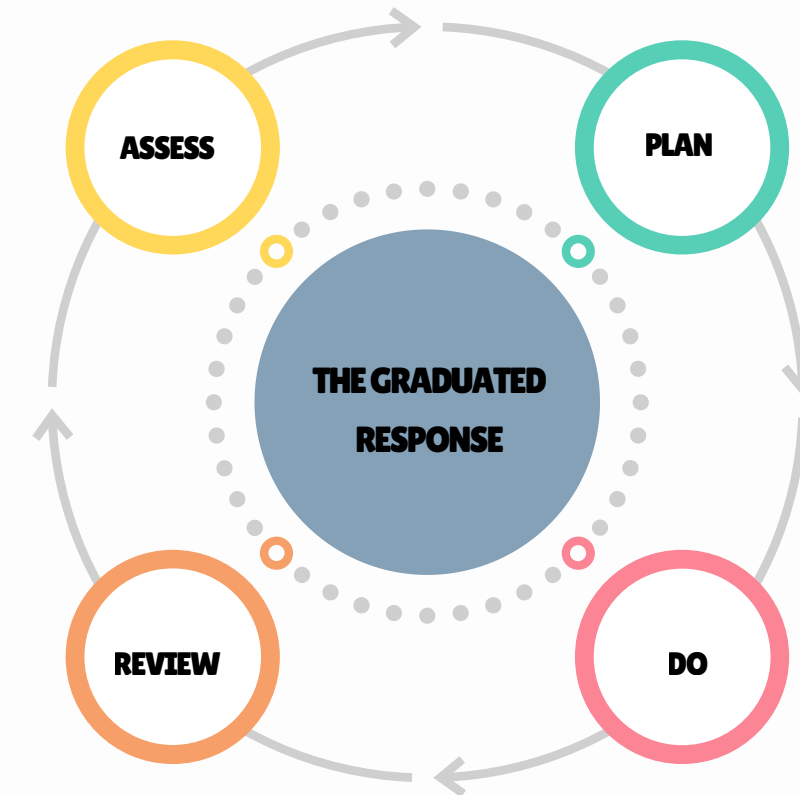
Assessment may include the use of screeners, observations across different contexts or standardised tools. The aim of assessment is to identify the strengths and needs of a student so that any necessary support can be planned for.

Assessment also provides a baseline of a student's needs which can be reviewed after a period of time following consistent and high-quality intervention. Over time if a student is not making expected progress assessments may become more specialist.



Plan/Do

Strategies and intervention identified for a young person following on from assessment should then be planned with the young person, parents/carers, key members of school/college staff and agreed by all. Planning should be supported through making use of the guidance within this document and will involve setting a review date.



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

SEND Code of Practice, 2015

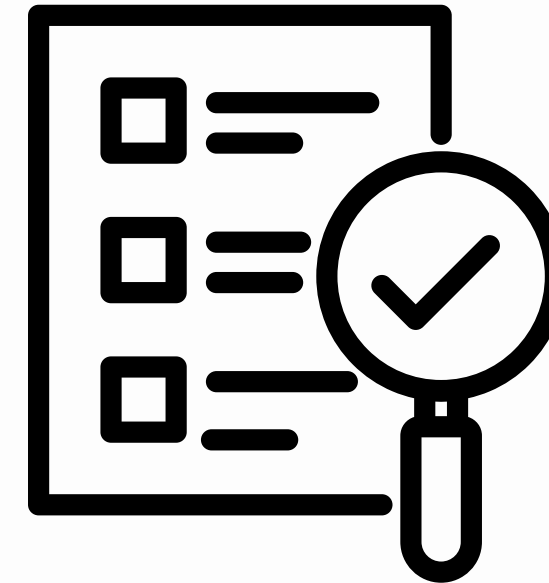
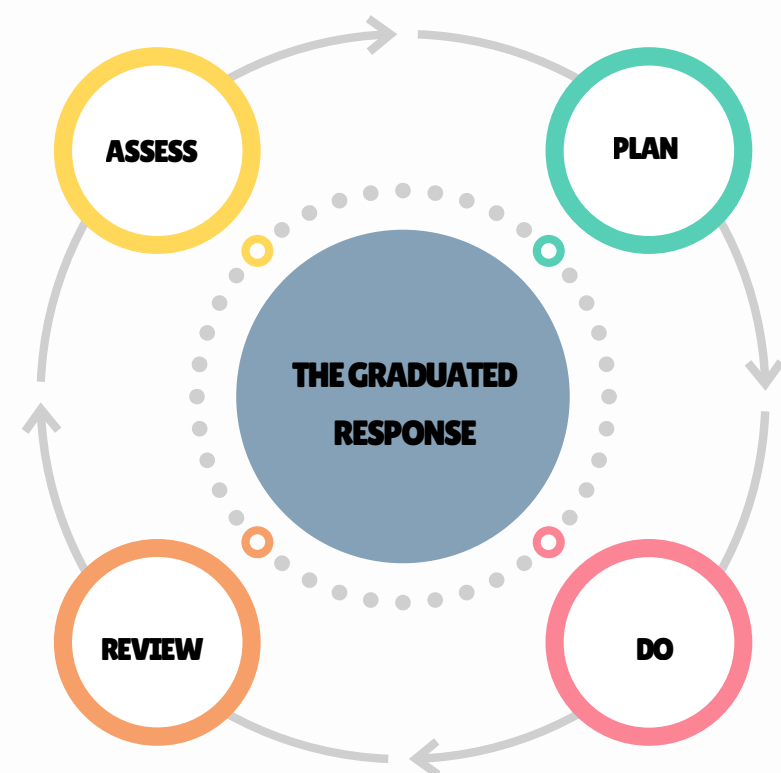
The student’s support is typically implemented by class leads and support staff and overseen by the tutor and SENCO. It’s important that adults tasked with implementing support have the time and understanding to deliver this support. The SENCO can advise on effective implementation, modelling strategies, and problem-solving as support will need to be monitored and adjusted. For students with high support needs a support plan will be in place, whereas a student passport is likely to be sufficient for those who only require in class strategies.

Support plans should:

- Consider the views of the young person (and parent/carer).
- (for some students) have specific, measurable, achievable, relevant, and time-bound (SMART) targets.
- Plan to be reviewed termly.
- Outline specific intervention approaches and key strategies which are evidence-based.
- Be delivered by practitioners with the right skills and knowledge.
- Identify if staff need any additional training and plan for this.

Review

Regular reviews of the plan in place is essential to assess its impact and make necessary adjustments. During the review, it's important to identify both the young person's progress and areas where further support is needed. Using data and observations will show you how far a young person has progressed towards the goals that you set following assessment and how far they have moved on from their baseline position. Review should be at least termly for students with a support plan but less regularly for those with a student passport.



At the review meeting key members of setting staff, the SENCO, the student and the student's parents/carers (if appropriate) should:

- Review the effectiveness of the support – high quality teaching strategies and specific interventions
- Review the impact of the support on the student's progress
- Evaluate the impact and quality of support
- Identify any changes to the outcomes
- Identify and agree any changes to the support and next steps, following a continuation of the ADPR cycle
- At this stage you may consider it necessary to put in a referral for additional support services to undertake more specialist assessment
- Consider if the student needs to remain on the SEND register

Universal, targeted and specialist provision

The SEND Code of Practice states that a graduated approach to meeting SEND should be used and that high quality teaching is the first step when a student is not making expected progress. All students will have their needs met through high-quality, inclusive teaching, with the majority only requiring this level of support. For those who require additional support in college, this should begin by establishing specific and functional self-help and independence skills, measurable by SMART targets.



Universal

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



Targeted

Some students 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, but is likely to take place outside of lesson time e.g., during tutor or break time or before/after the college day.



Specialist

A small minority of these students 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 by¹⁸an external professional.

Reasonable adjustments

Settings must make reasonable steps to ensure that children and young people with a disability are not disadvantaged compared to their peers. This means settings have a legal obligation under the Equality Act to support students who are disabled with reasonable adjustments, making sure they can benefit from what the setting offers in the same way as a student who isn't disabled. Reasonable adjustments differ from interventions for SEN which, instead of seeking to adapt the learning environment, are an adapted or additional teaching experience targeted to address a special educational need although there is likely to be overlap for many students. There are some adjustments which may not be considered to be reasonable, perhaps because they significantly change the learning environment, are too costly, would not create a 'substantial disadvantage' if not applied or in fact put a student at a disadvantage. In other instances if an adjustment would endanger the health and safety either of the disabled student or of other people it would not be considered reasonable. Some examples of reasonable adjustments and DfE guidance can be [found here](#) with more guidance available [here](#).

- A visually impaired student is seated to accommodate their field of vision
- Traffic light cards are available for a student to communicate that they need more time
- Assistive technology to support students with literacy and/or writing difficulties
- Reducing overstimulation in classrooms and around educational buildings
- Adapting snack/healthy eating policies for students with diabetes
- Letting a student go into the canteen before others students, or allowing them to use quieter corridors, because of sensory processing needs
- Providing ear defenders to a student who is sensitive to noise to use as appropriate
- Consequences are reasonably adjusted to ensure that students with SEND are not sanctioned for behaviours arising as a consequence entirely of their additional needs

Reasonable adjustments can help level the playing field for students in the classroom

Aim to anticipate and remove barriers during the planning phase to make lessons and environments accessible by default

AI to support inclusive teaching & SEND

Artificial Intelligence (AI) can be a valuable tool for supporting inclusive teaching and reducing workload. When used effectively, AI can help staff adapt resources, improve accessibility, develop personalised support strategies, and streamline administrative tasks. AI should be used to enhance professional judgement, not replace it, and all outputs should be reviewed for accuracy and appropriateness before use.

Communication & Literacy	Targets & Provision	Differentiation & Adaptive Teaching	Meetings & Administration
Adapt texts and learning materials to different reading abilities. Create social stories and communication scripts for specific situations. Generate word banks, glossaries and writing supports for classroom tasks. Simplify instructions, worksheets and assessment questions. Support communication with families through translation and plain English.	Turn broad concerns into clear and measurable SMART targets. Generate practical provision ideas and reasonable adjustments. Create TA briefing notes to support lesson preparation. Develop question prompts that encourage independence and thinking skills. Produce quick-reference guidance for staff supporting specific needs.	Adapt resources to meet a range of learning needs. Create differentiated questions with appropriate levels of challenge. Personalise learning materials around pupils' interests and strengths. Generate visual schedules, task breakdowns and support prompts. Break homework and independent tasks into manageable steps.	Summarise meeting notes into clear records and actions. Draft parent letters and communications in accessible language. Create pupil passports, one-page profiles and transition documents. Condense lengthy reports and EHCPs into staff-friendly summaries. Support reflection and problem-solving as a professional thinking partner.

Important Considerations

- ✓ **Review all AI-generated content for accuracy and suitability.**
- ✓ **Never enter identifiable pupil information into public AI tools.**
- ✓ **Follow school GDPR, safeguarding and data protection guidance.**
- ✓ **Use AI to support your professional judgement, not replace it.**

Use of support staff

The use of support staff (Learning Support Assistants, LSAs, learning mentors, progress coaches etc.) holds benefits for students when staff are well trained, and focus on developing the independent learning skills of the students they are working with.

Support needs to supplement teaching rather than substitute it to be effective. Support must not reduce the interactions students have with their subject lead who remains their key educator and ensure that they do not miss out on chunks of curriculum content and therefore learning loss.

“Targeted deployment, where teaching assistants (TAs) are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes (EEF)”.

BEST PRACTICE

- Instead of providing additional support in classes, deploy support staff strategically into study zones, learning resource centres, free periods etc. Much of the failure at post-16 happens because students do not know how to self-regulate or use non-contact hours effectively.
- Focus on metacognitive support whereby support staff are trained to coach executive functioning, not just course content. This could include supporting learners to break down projects for deadlines, teaching retrieval practice/revision strategies etc.
- When support staff do work inside classrooms, they should check understanding and set up a scaffold at the start of the task, only returning later to review progress.
- Deploy support staff to deliver highly structured, 20–30 minute small-group mastery sessions outside of regular lesson time, focusing exclusively on foundational gaps for English and Maths.
- Support students and parents/carers to understand the role of support staff so that there is a shared understanding by all.
- [Watch this short course](#) created by the EEF for more information or read their [guidance here](#)

Relational approaches

A relational approach is based on the premise that behaviour should be seen through the context of the experiences of the young person (Jones et al, 2024)

Relational approaches understand how trauma or adversity can impact children and young people. They understand how relationships are **the only way** of helping young people move on from difficulties caused in the context of damaging relationships. Relationships are used to support engagement, well-being and curiosity in young people as well as to connect with parents and carers. All settings are recommended to adopt a relational approach at the whole setting level.

Settings may be able to access training and support to work towards becoming relational and trauma informed. For more information about Nurture groups and nurturing interventions see [guidance from Cognus EPS here](#).

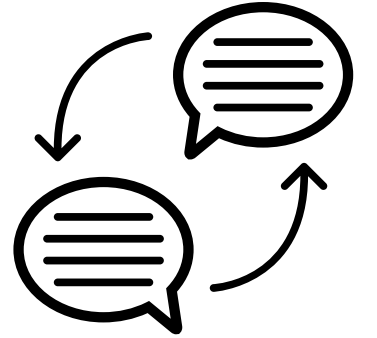
An embedded relational approach will lead to staff consistently trying to understand what lies beneath a surface behaviour, reminding students of boundaries when things don't go to plan and making sure there is time to repair relationships after something has gone wrong. Connection and positive relationships with families will also be prioritised.

Boundaries and structure are important for a sense of safety, predictability, and security – moving away from a behaviourist approach doesn't mean reducing expectations. In fact, rewards and consequences to certain behaviours should be explicit without the need to enforce punitive approaches that shame or isolate students. A relational approach moves from staff members being 'behaviour managers' to 'stress regulators'.



By ensuring adults attune to, understand, and respond helpfully to the diverse and evolving emotional needs of young people, this creates feelings of safety and sets the focus on holistically supporting young people to thrive (Cavanaugh 2016; Reynolds 2021).

Communication and interaction



Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding and using social rules of communication. These issues may also affect their reading, learning, socialising and making friends and behaviour and control of emotions (DfE).



You can find lots more information about communication and interaction strategies on the [Cognus Speech and Language Therapy website](#).

Some learners may be identified with developmental Language Disorder (DLD). DLD is a lifelong condition where young people have difficulties talking and/or understanding. It affects their language, social communication and academic learning. On average 2, in every classroom of 30 will have DLD.

Please note that the strategies listed in the following pages are to be used prior to referring for additional support. Strategies should be introduced by schools/ college and then support should gradually reduce in order to develop young people's independence.

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Oracy

Oracy is the skills of speaking and listening and involves how well someone can express themselves, listen and communicate with others. Oracy skills underpin successful engagement with learning across the curriculum in the same way that literacy skills do.

Oracy works towards developing more purposeful talk from learners which in turn promotes deeper thinking. There is also an equity factor in focusing on Oracy in light of what is known about the lower levels of language development seen in disadvantaged young people. For learners, being heard and engaging in learning in a way that is often more motivating than reading and writing is positive, as is the additional benefit that a focus on Oracy can have on development of social skills, sense of belonging and development of peer relationships.

See [Voice21](#) for more information

The Oracy Skills Framework (OSF) specifies the various skills young people need to develop to deal with a range of different talk situations.

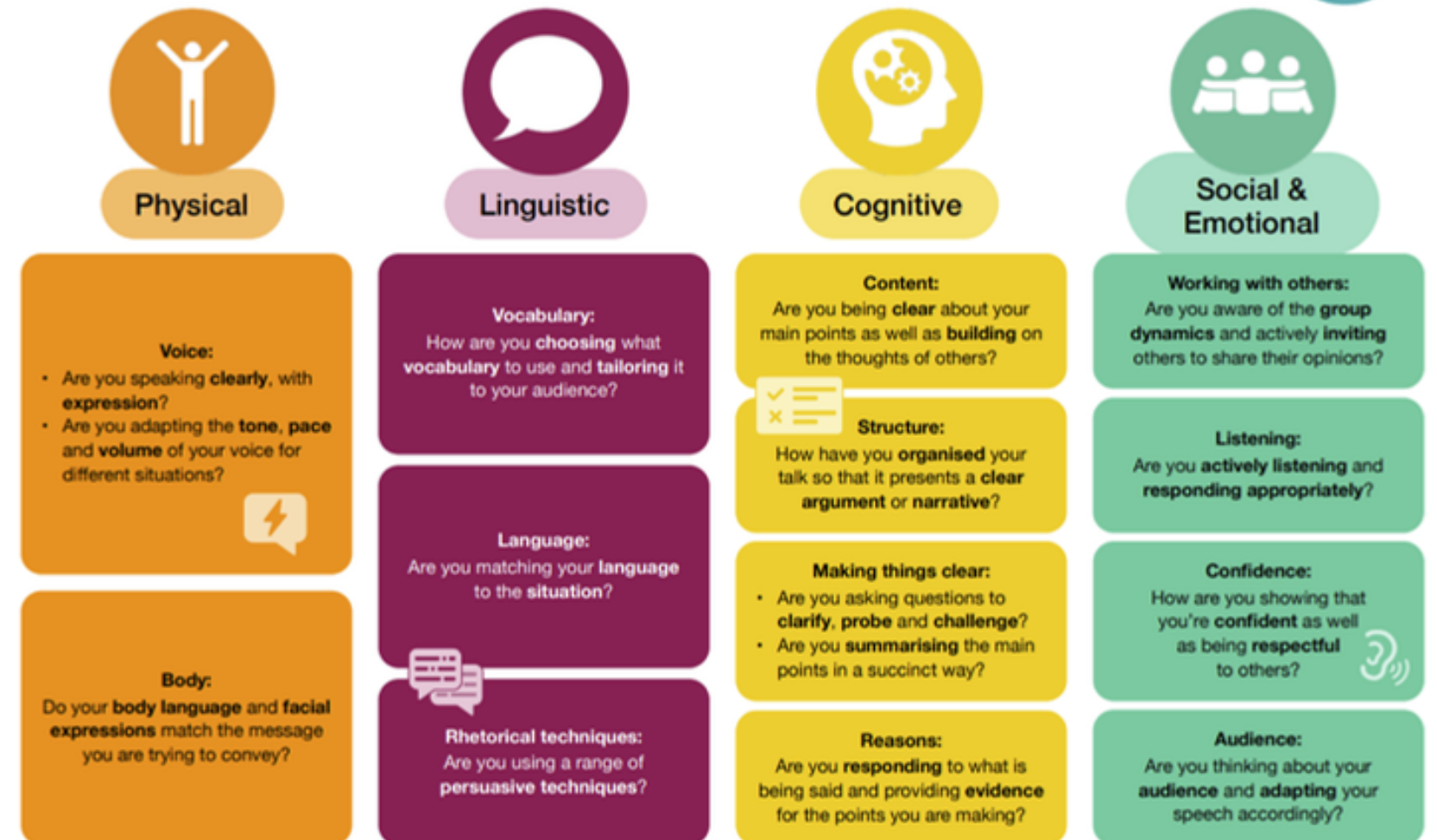
You can also refer to the Talk Matters toolkit or speak to your link SALT

Some ways of teaching Oracy skills in the classroom include:

- Explicitly teaching and defining key words and subject-specific vocabulary and having learners use them in their own words.
- Signalling key words and encouraging learners to use these in their verbal responses.
- Encouraging clarity so that messages are understood and appreciated.

The Oracy Framework

Here are some things to think about when you are using your oracy skills:



- Hosting regular debates and discussions in which key skills such as summarising, hypothesising, questioning etc. are taught, modelled and reinforced before and throughout tasks.
- Scaffolding talking in the same ways you might scaffold writing.
- Teaching language techniques and referring to them across all subjects.
- Modelling and discussing effective and non-effective speakers.
- Praise what is said, not just how it's said.

Nationally, around 1 in 5 children experience challenges with speech, language and communication. Early identification and support can make a lasting difference to children's learning, social relationships and emotional wellbeing.



Settings across Sutton now have free access to Verbo, an NHS-developed digital speech and language therapy toolkit. The rollout means education staff can access practical training, screening tools and intervention resources to support children's communication development at a universal and targeted level. This is at no cost to the school or setting. Please get in touch with our Verbo lead Emily Bristow should you need further information.

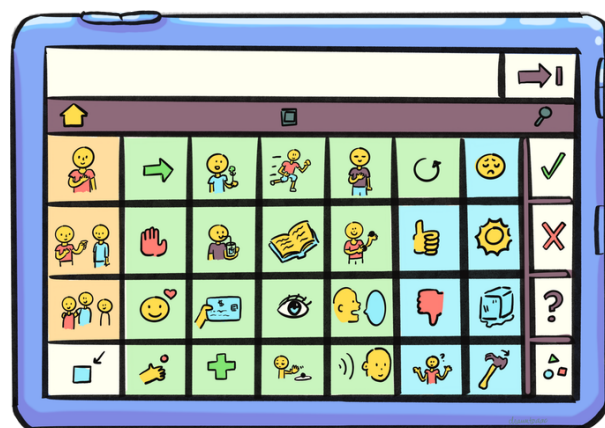
Verbo provides teachers, SENCOs, teaching assistants and other education staff with evidence-based tools they can use confidently in everyday practice. The platform includes:

- Staff training webinars
- Short intervention videos
- Structured screening tools to identify speech, language and communication needs
- Automatically generated personalised targets for individual pupils
- Learning environment checklists to support communication-friendly classrooms
- A growing collection of occupational therapy resources, including pre-writing and handwriting support

Children and young people do not log in directly. Instead, the toolkit supports staff to embed strategies that benefit whole classes as well as individual pupils.

Augmentative and Alternative Communication (AAC)

Universal uses of AAC



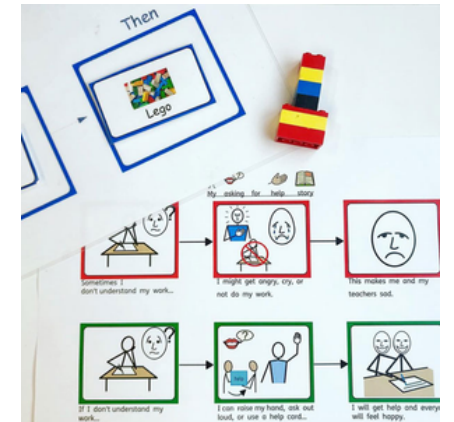
Universal AAC provision would generally be made available for pupils without the need for specialist assessment and can benefit those with or without SEND.

This could include:

- Visual timetables and schedules
- Written and visual instructions for assignments and coursework
- Accessible learning materials (clear layouts, headings, visuals)
- Captioned videos and recorded lectures
- Assistive technology available across the setting
- Visual supports for transitions, work placements, and enrichment activities
- Communication-friendly teaching approaches (processing time, opportunities to contribute in different ways)
- Multiple methods for participation (speaking, typing, polls, online discussion boards)
- Access to digital tools for typing, note-taking, and text-to-speech

Where a learner has been identified as needing the support of AAC it is important that this is made available to them throughout the day. AAC needs to be participative meaning that it helps someone take part in daily activities and interactions meaningfully.

Targeted uses of AAC



AAC may be targeted in its use or in its design and would include supports identified for pupils who require more than universal strategies to understand and make themselves understood.

This could include:

- Personal communication systems for curriculum access
- Subject-specific communication boards and vocabulary supports
- Speech-to-text and text-to-speech technology
- AAC support during work experience and supported internships
- Communication passports shared with staff and employers
- Supports for interviews, presentations, and self-advocacy
- Training in using AAC across different environments and communication partners
- Supported use of AAC apps during lessons



Engagement in learning

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



Young people who need support to	Strategies schools/ colleges can use to help (universal support)	Additional strategies schools/ colleges can use to help (targeted support)
Focus and maintain attention to tasks Identify and manage environmental distractions Refocus when they have lost attention Get ready for learning (calm and alert)	Use the names of young people to gain their attention and cue them into the task. Use visuals to support attention and listening, e.g., help board on the whiteboard, or by their desk, visual timers, visuals. Reduce distractions, and / or background noise (e.g., projectors, windows, class noise). Use multimodal activities e.g. hands-on experiences, videos, podcasts etc. Provide time frames for how long you are expecting young people to listen by providing clear start and end points to the task. Offer regular learning breaks and the opportunity for young people to take additional learning breaks as needed. Show awareness of the fact that different learners listen differently.	Place the learner in the most suitable area of the classroom. Use a checklist for individual lessons/ tasks which breaks down the content into smaller chunks.

Understanding language for learning

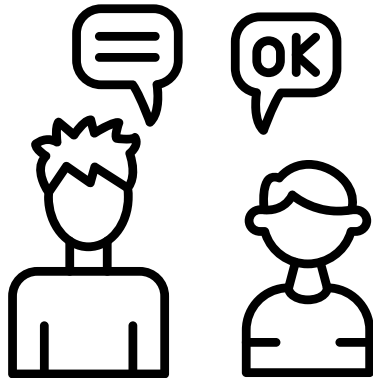
[See here for more information on the Cognus website](#)



Young people who need support to	Strategies schools/ colleges can use to help (universal support)	Additional strategies schools/ colleges can use to help (targeted support)
Get started on tasks independently* Understand key vocabulary and concepts* Understand and follow longer instructions* Follow discussions Ask for help when they haven't understood *written or spoken	Use of clear language with abstract or ambiguous words and phrases explicitly taught and discussed in context. Use of visuals to support teaching of vocabulary and new concepts with use of word maps. This could include graphic organisers, use of the Frayer model etc. Provide one instruction at a time. Break instructions down into smaller and more manageable chunks, repeat key points and encourage learners to note down key information Use visuals to support spoken instructions (e.g., help box on the board). Provide examples and demonstrations to support understanding of the task and expectations. Provide additional time to process information.	Additional vocabulary instruction in the classroom. Task list/visuals to accompany task instructions. Modelling of problem-solving/help-seeking support during classes. Provision of a key words/concepts list.

Using language for learning and to get on with others

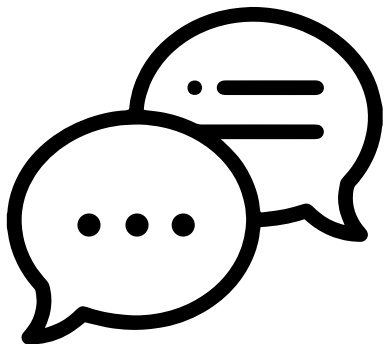
[See here for more information on the Cognus website](#)



Young people who need support to	Strategies schools/ colleges can use to help (universal support)	Additional strategies schools/ colleges can use to help (targeted support)
Get their message across Learn and use new vocabulary Use strategies to support word finding (tip of the tongue feeling) Express thoughts and ideas for learning Repair communication breakdown	Highlight key vocabulary across all subject areas, and ensure a lot of repetition of key words. Model and teach word-learning strategies, and encourage young people to ask about meanings of words that they aren't familiar with. Give time for the young person to formulate ideas and respond to questions. Model back correct sentence structure and grammar. Use visual support to help a young person structure sentences or narratives e.g. story boards. Provide exemplar answers and examples of key phrases to support a learner in formulating their response. Provide opportunities for structured talk, including through an Oracy approach or the use of dialogic teaching whereby teachers use strategies that enable students to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulacy.	Encourage young people to keep a glossary of new words. More opportunities to develop and rehearse ideas orally with an adult or peer. Explicit rehearsal of vocabulary as new words are introduced. Structured activities to 'explore' new words in a range of environments and to ensure that they are meaningful.

Fluency

See [here](#) for more information on the Cognus website or the [STAMMA](#) and [RCSLT](#) websites.



Children and young people who need support to	Strategies that may help (universal support)	Targeted support that may help
Speak in a slow and relaxed way Feel confident to communicate their ideas in the classroom in front of their peers Feel confident when presenting on something Explain what helps them to communicate effectively	Making sure that the young person feels listened to and not under pressure to speak “perfectly”. Focus on knowledge, contribution, professionalism and effort when praising their contributions. Model a slightly slower, calm speaking rate and use natural pauses. Try to avoid saying “slow down” or “take a breath”. Be mindful of the overall pace of talk in the room. When emotions are high (e.g. excitement), the classroom can feel busier and more chaotic, which can speed everyone up without realising. Avoid putting the child on the spot with direct questions (e.g. “What’s the answer?”). Give thinking time before expecting a response, or partner talk before whole class sharing. Respond to the message, not the stammer. It is about what they say, not how they say it. Wait for them to finish without interrupting or finishing their sentences; there is a risk we may not phrase things in the way they intended.	For students who find whole class speaking difficult, consider alternatives such as presenting to a small group and using visuals or props. Provide time for small group rehearsal before whole-class sharing. For group working allocate roles and monitor the peer dynamics.

Tools to support assessment and identification of need

Cognus Therapy Screeners – a screener and referral form for young person and young people with or without an EHCP for speech and language therapy and occupational therapy

Universally Speaking – booklets detailing the ages and stages of young person's communication development from birth to 18 years.

The Communication Trust – information about communication friendly environments, and suggested assessment and audit tools

School/ college staff to attend training courses provided locally e.g., ELKLAN, SEND Champion Training.

Before making a referral into the Speech and Language Therapy Service it is advised that you complete a screener to gain a sense of the level of the young person's needs and strategies or interventions which can be used first.



Useful resources

Cognus Therapies Graduated Response for more information about universal, targeted and specialist provisions

Cognus Therapies classroom support strategies

RCSLT Selective Mutism information

DLD Fact Sheet, Raising awareness of Developmental Language Disorder (DLD)

DLD and me A website for teenagers to learn about DLD

Autism and social communication



Autism is not a 'disorder' or a 'burden', it is simply a difference. Just like every other brain type, the autistic brain has its negatives and things that make life more difficult. But autistic brains also have many positives that others may never have the opportunity to experience. These may include having a logical brain with good attention to detail, the ability to focus deeply, strong memory skills and unique thought processes. Autistic people place less value on small talk and more on openness and honesty. Autistic people may also have lots of knowledge and skills in one specific area.

Autistic people have brains that process the world differently to non-autistic people, which impacts both positively and negatively on aspects of their thinking and learning; sensory processing; social relational experiences; and communicative style, abilities and preferences (Spectrum Gaming).

Autism is not one of the four main categories of need contained within the Code of Practice, however in light of the number of children and young people in Sutton with a diagnosis or presenting needs we have decided to dedicate a separate section in this guidance.

"An autistic person's experience of and ability to be successful in the world, is dependent on the compatibility between their individual profile and their physical/ social environment." – Dr Julia Leatherland

Autism + Environment = Outcome

Please note that the strategies listed in the following pages are to be used prior to referring for additional support. Strategies should be introduced by schools/ college and then support should gradually reduce in order to develop young people's independence.

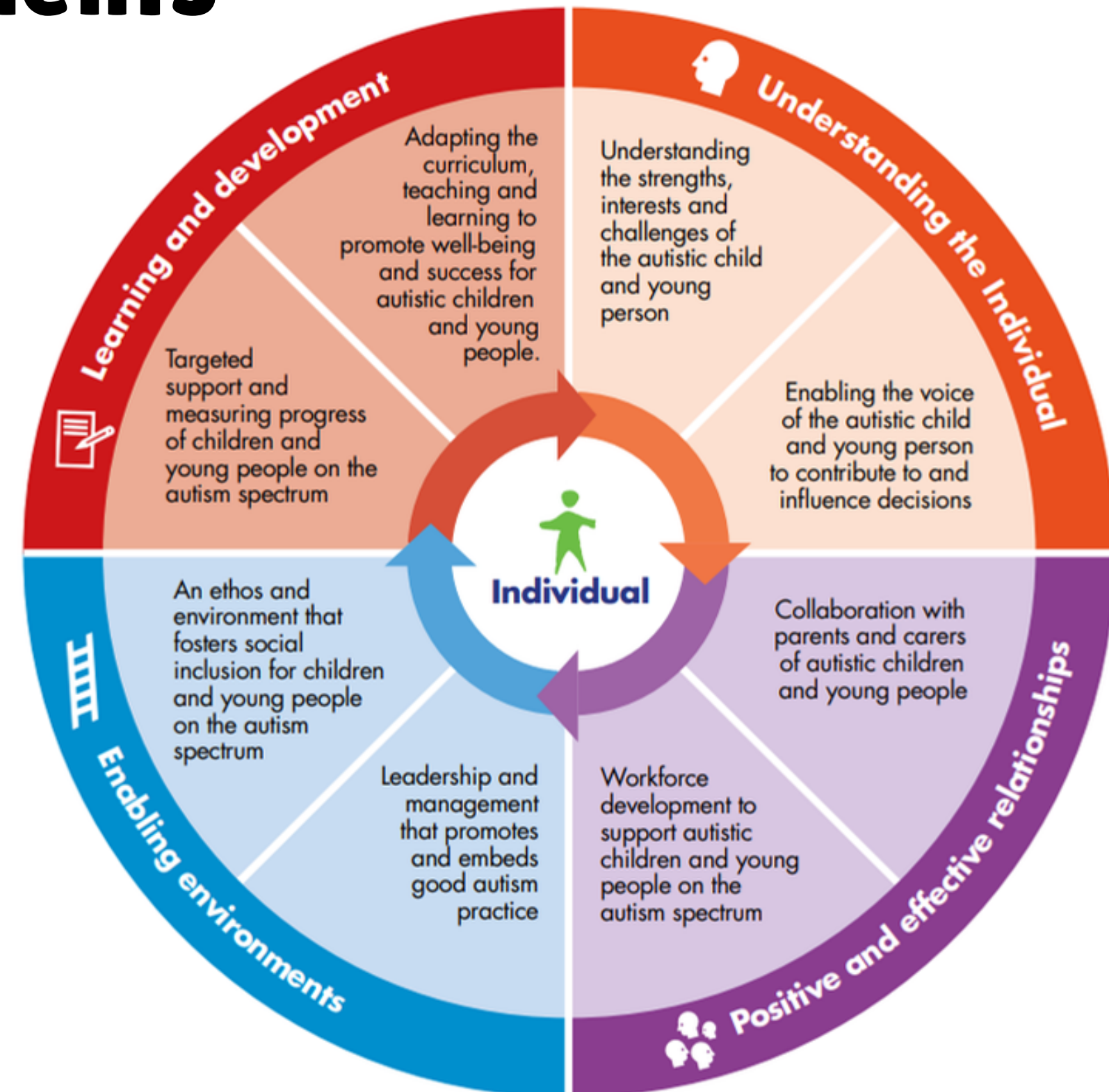
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Autism friendly environments

The majority of autistic students will attend a mainstream setting, it is therefore imperative that all schools and education settings have a good understanding of best practice related to supporting autistic students. A comprehensive report was commissioned by the [Autism Education Trust](#) in 2019 to provide guidelines for best practice for all age groups of learners with Autism and the following eight principles were derived from this.

For settings who wish to audit their current practice the [AET School Standards Framework](#) provide a range of statements and tasks related to each of the above eight principles to provide a holistic self-evaluation.



The SPELL framework

The NAS's SPELL framework offers a way of conceptualising key practical and ethical considerations for settings when considering how they can be 'Autism friendly'. The five principles are derived from research evidence and demonstrate how environmental changes and adaptations can be enabling, rather than disabling for both autistic young people and adults. The framework can be used for classroom planning and implemented alongside other specific interventions.

STRUCTURE

Make the world more predictable through structure, routine and accessibility.

Increase a student's understanding of the world around them and their ability to communicate their needs will reduce stress and anxiety.

POSITIVE

Utilise the strengths of a young person to build feelings of self-confidence and competence.

Set challenging yet realistic expectations across all areas and provide support to ensure that change and challenge are not avoided by autistic students.

Support behaviour through seeking to understand its function, use a consistent approach and teach positive alternatives.

EMPATHY

Respond with empathy and seek to understand autistic students in a holistic way.

Seek to truly understand a young person's everyday lived experience.

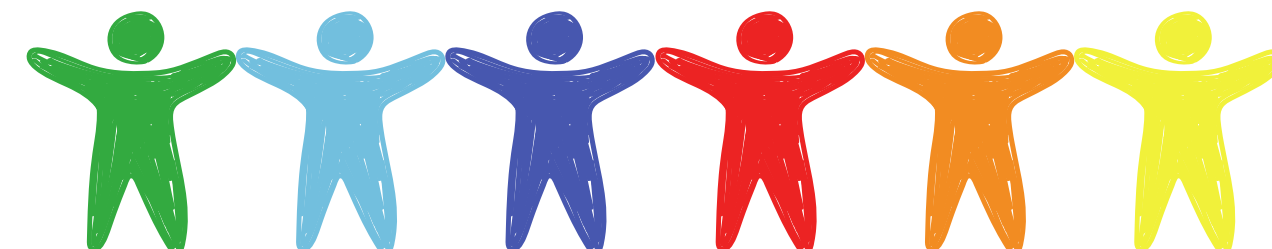
LOW AROUSAL

Reduce sources of stress and support students to tolerate low levels of stress.

Planned and sensitive exposure to stimuli is needed, alongside provision of low arousal environments for time when focus and concentration is required.

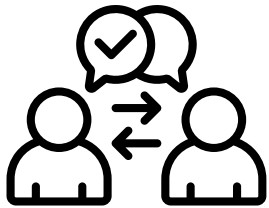
LINKS

Parents/carers and where possible the young person should be involved in all review and target setting processes.



Social interaction

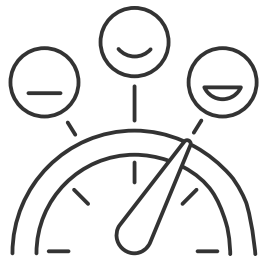
[See here for more information on the Cognus website](#)



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Feel comfortable and safe in their social environment Demonstrate awareness of social ‘rules’ and social problem solving Initiate interactions with peers and maintain conversation, on preferred and non-preferred topics Understand non-verbal communication, e.g. gesture Follow rules and instructions directed at the whole class Make and maintain peer relationships	Approaches to develop the mutual understanding, communication, and support between autistic young people their peers, and staff including neuroaffirming practice involving acceptance and flexibility in terms of how a young person communicates. Provide specific, positive, process praise, identifying social skills that a young person has demonstrated. Model how others may think and feel in both real life and hypothetical situations. Build in partner talk or paired/group activities during all lessons, with structures clearly explained at the outset. Make sure you’re face to face when communicating with a young person and use their name to gain their attention. Provide longer for a young person to respond and use less verbal language to increase their comprehension. Be really clear about the purpose of a task and how it fits into the larger programme of study. Making tasks and lessons more purposeful will support student engagement. Think carefully about student groupings in the classroom so that a young person doesn’t need to select their own group but is working alongside peers who will actively seek to include them. Prompts and encouragement to interact with others for young people who need a confident boost to do so.	Key worker/learning mentor support to support with social problem-solving and managing the demands of the social environment through problem-solving conversations. Collaborative group tasks during lessons scaffolded and facilitated so that young people know the role they will be taking and the ‘rules of interaction’. Support young people to recognise their strengths and interests and provide structured opportunities to engage with peers who have a shared interest. Intervention focused on understanding Autistic Identity with a member of pastoral staff. Neurodiversity student groups for building relationships and positive sense of self.

Emotional awareness and regulation

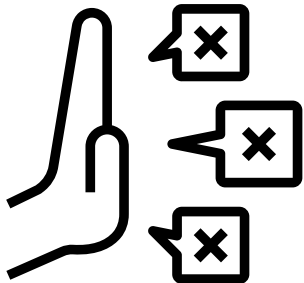
[See here for more information on the Cognus website](#)



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
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 young person is stressed or anxious. Reinforce an understanding of emotions, self-regulation strategies and normalisation of experiencing difficult emotions and help-seeking during whole school/college mental health and emotional wellbeing events. Have visuals around school/college to remind young people of emotional regulation strategies with signposting information around the college building. Provide clear instructions on where to go and who to talk to when students feel uncomfortable. 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.	Sessions with a well-being worker/someone in the pastoral team to support emotional understanding and regulation strategies. This might focus specifically on anxiety, stress or low mood. Provide a quiet space at break and lunchtimes for young people to use if they need a quieter space to reset. Have a safe space that young people can use if they are starting to feel overwhelmed accessed by showing a time card to their teacher.

Flexible thinking and managing change

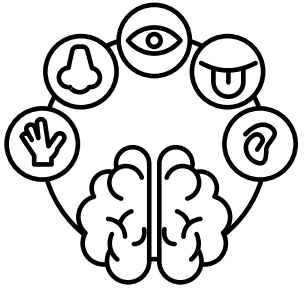
[See here for Cognus Extreme Demand Avoidance guidance](#)



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Manage transition points and regulate worries during the day Feel ok when something changes or happens which is unusual Follow rules or instructions which are not in line with their preferences Move on from things they are really interested in Problem solve with more abstract information Take part in low-pressured interactions, even with trusted adults	Provide written information about the rules and structures of the day during the induction period and when anything changes. Make sure there is explanation of non-literal language and class discussion to explore phrases and language. Providing greater structure for open ended/creative activities (e.g., choice from a range of options, more scaffolding for tasks which involve prediction etc.) Make sure a student knows what they are aiming for – show them a completed example, give them a clear structure for the work, how long? How many? How will I know I have finished? Building relationships so the young person feels a sense of safety and connection (reducing perceived threat and anxiety) through approach such as PACE and ‘Connect before Connect’). Neuro-affirming practice such as celebrating difference, ensure neurodivergent students are involved in student voice, planned down-time across the day, student passports to raise awareness and ensure consistency and reviewing policies to ensure they are neuroinclusive.	Advance warning of changes to the timetable or staff over email or via the tutor. Where advance warning is not possible provide 5 minutes at the start of the lesson for the student to self-regulate. Support the young person within a neuro-affirming intervention to understand their needs, how it impacts them, identify triggers for their anxieties and strategies to support them to feel increasingly calm and regulated across the day. Model how to the colour code resources and timetable to show different subjects. Transition information ahead of moves into a new year group, trips, or other activities which sit outside of usual routines.

Sensory processing

[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
Manage noisy and busy spaces in school/college Focus on important bits of information and filter out distracting information Be ready for learning and to self-regulate during learning Regulate their sensory processing systems Increase their tolerance of specific sensory information including noise, tactile, food textures, movement Engage in activities they might otherwise avoid because of sensory input	Reduce sensory information in the classroom environment e.g., reduce noise, dim lights, ensure wall displays are not overly distracting. Allow a student to make use of a toolbox of sensory objects and between lesson movement breaks that they can access independently throughout the day. Reasonable adjustments to reduce sensory information e.g., ear defenders/buds, adjustments to uniform, weighted tools, TheraBand's, fidget objects. Provide natural learning breaks in lessons. Allow students to use different entrances and to move through school/college before or after other students in between lessons and at the start/end of the day.	A time out card which a young person can make use of independently to take short breaks away from the learning. Discussions with a key worker/pastoral member of staff to develop the ability to recognise and indicate their need for a sensory break and to replace any harmful sensory behaviours with safer alternatives. Support from a trained practitioner to talk to the young person to understand their sensory differences and create a system together to support them in communicating how they are feeling and in choosing a range of self-regulating activities.

Support your young person to understand their regulation needs:

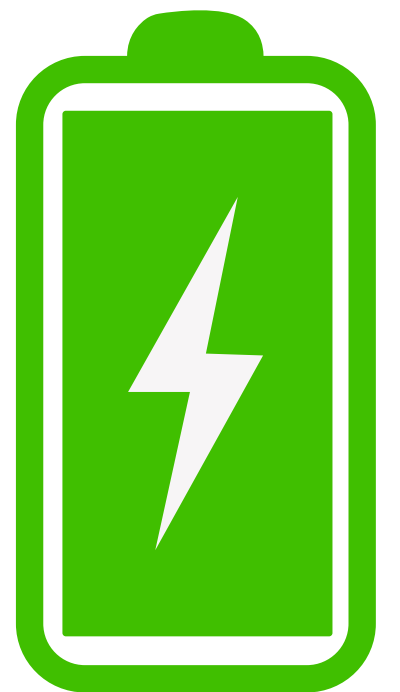
- Talk openly about difficult feelings and what seems to trigger these. Discuss together and practise coping and calming techniques e.g., box breathing when feeling worried about something, grounding activities when the sensory environment feels overwhelming.
- Have a plan for when situations become overwhelming e.g., using ear buds, identifying a signal that your young person can use to show they need some time out.
- Find sensory aids or activities that feel regulating for them and practise using these at home.
- Recognise behaviour as a form of communication and support worries by breaking situations down into smaller steps that feel manageable, building up to bigger things over time.
- Encourage them to read the stories of other young people with Autism to get ideas about strategies they could use. [See here](#) for some ideas and [here for information](#) for young people.

At home you can ...



Support your young person to find activities that develop their sense of self and positive identity:

- Identify activities in school/college and outside that they may enjoy and encourage them to have a go, even if they're not sure.
- Allow safe socialising through online platforms and recognise that this may feel more comfortable for them.
- Talk about energy levels and help your young person to identify what depletes their energy stores and what makes them feel invigorated. Help them to begin working out how to balance these.
- Support them to find spaces and places where they can make connections with people who have similar interests and/or other autistic people.





Tools to support assessment and identification of need

Cognus Autism Support Map which provides up to date information about local services

The Coventry Grid supports discrimination of difficulties pertaining to Autism and those related instead to attachment needs

The Camouflaging Autistic Traits Questionnaire (CAT-Q) is a self-report measure of social camouflaging behaviours

Useful resources

Autism Understood – A website about autism, for autistic young people

Autism Education Trust resources for school as well as students and families

Parent/Carer Workshops from Cognus Autism Service

Middletown Centre for Autism information about sensory processing

Family relationships and autism – a guide from the National Autistic Society

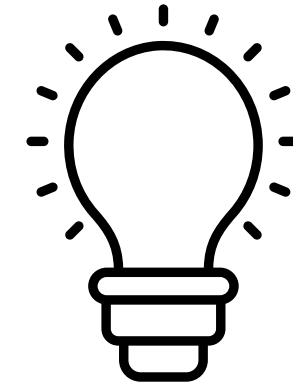
The National Autistic Society website

EPIC Strategy booklet for parents of neurodivergent young person

Tools such as TeachMateAI to write social stories

The Anxiety Workbook for Supporting Teens Who Learn Differently

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 ... Specific learning difficulties (SpLD), affect one or more specific aspects of learning (DfE, 2018).

Cognition and learning needs may encompass most of the curriculum ... or may only impact on specific areas such as reading, writing, spelling and mental calculations. Cognition and learning needs generally account for difficulties in curriculum-related areas such as reading, writing and spelling, numerosity, comprehension, processing difficulties such as sequencing, inference, coherence and elaboration, working memory, short term verbal memory, other types of executive function difficulties (Whole School SEND).

"The core skills of great teaching are the core skills of great SEND support. By focusing on universally effective instructional strategies, teachers can feel more confident and capable in meeting the needs of all students in their classroom" (Mccrea, Barker & Goodrich, 2025)



Please note that the strategies listed in the following pages are to be used prior to referring for additional support. Strategies should be introduced by schools/ college and then support should gradually reduce in order to develop young people's independence.

Cognition and learning – Contents

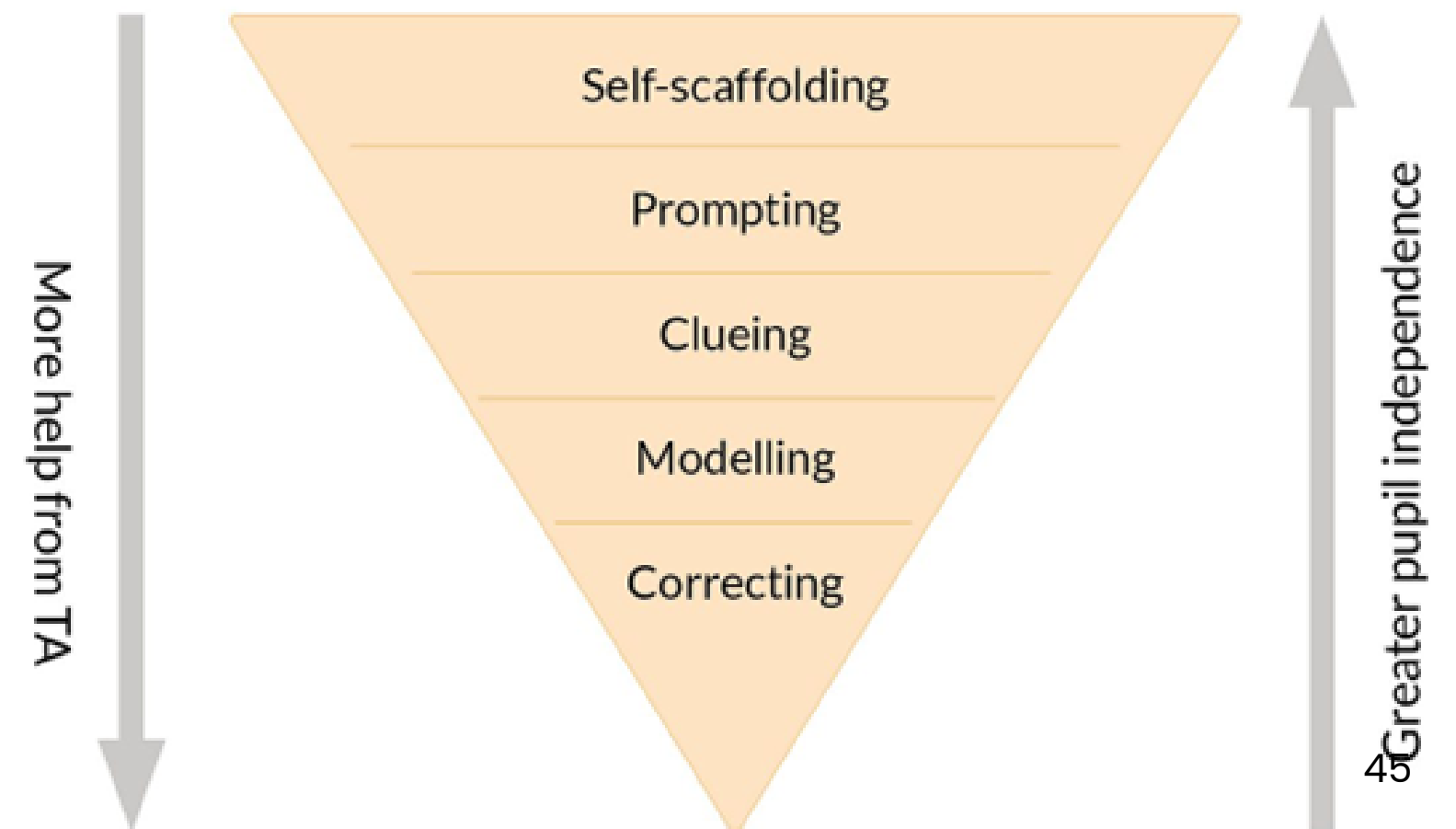
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Mediation and scaffolding

Mediation refers to the way in which an adult can work with a student to extend their learning potential by working with them within their zone of proximal development. The zone of proximal development is the gap between what a student can do independently and what they can potentially do with the help of a "more knowledgeable other". For effective learning to take place tasks need to be pitched at a level where the learner is close to developing the new skill or knowledge, but they need some assistance and encouragement, rather than at a level where they require direct support for each element of the task and work with no independence.

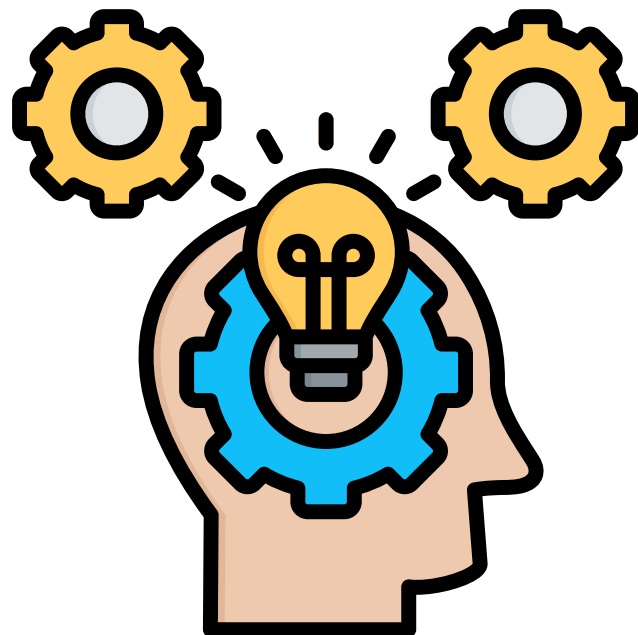
Scaffolding learning is a form of mediation, and the way in which scaffolding is approached can either increase or decrease the independent learning skills of a student and a variety of different skills can be mediated in the classroom by adults. Scaffolding is distinct from help. The most effective mediation focuses on enabling the student to more independently access the learning rather than focusing solely on task completion e.g., an adult supporting a young person to have a more successful conceptual understanding of key vocabulary through pre-teaching so the young person can then attempt the task without needing support. An adult supporting a young person to chunk the task so that they can then work through smaller steps of learning by themselves is another example

The EEF has produced a scaffolding framework highlighting the importance of giving the least amount of support first. The lowest level of scaffolding is self-scaffolding in which a student would make use of a strategy to support their learning entirely independently or following a quick reminder to use a self-scaffolding strategy, only if needed would an adult provide a scaffold following this to prompt, clue, model or correct when students demonstrate they are unable to proceed independently. For more examples of scaffolds see here or talk to your EP to organise whole school training.



Developing metacognition skills

Evidence shows that the biggest impact on student learning comes from focusing on feedback and meta-cognition. This involves supporting students to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning (EEF). Metacognition is the learner's ability to be aware of, reflect on, and direct their thinking, with self-regulated learners being able to apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review progress. Learn more [here](#) and [here](#).

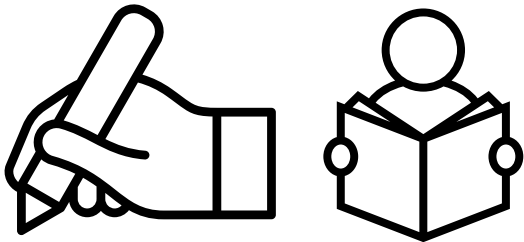


Some evidence-based ways of developing metacognition include:

- Teaching metacognitive strategies (planning, monitoring, evaluating) explicitly and referring back to skills and strategies during all lessons.
- Developing 'knowledge of self' that students have so that they have a good and balanced understanding of their abilities, how they learn and their emotional responses and how these can support or block their learning.
- Using questioning to support student independence in three stages. Planning (at the start of the task) focusing on activating prior learning, thinking about the resources required, thinking about what might be challenging. Monitoring (during the task) to encourage a student to think about whether they are on track, if they're still working in line with their original plan, what strategies they've previously used if they become stuck. Evaluating (after the task) to think about whether they met their goal, which strategies they used and which needed adaptation, as well as what they've learnt about themselves through the process of the task.
- A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection applied to different types of lessons across the curriculum.
- Teachers modelling metacognition through thinking aloud. For example, teachers might explain their thinking when planning an exam response or breaking down a mathematical problem, alongside promoting and planning for metacognitive talk related to lesson objectives. Another example could be a teacher modelling during a task through co-constructing a planning checklist and explain how this supports learning or verbalise self-questioning to evaluate progress.

Reading and writing

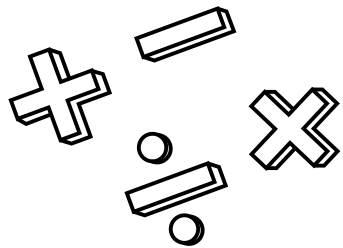
See [Cognus Literacy difficulties and dyslexia guidance here](#)



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Read extended texts confidently and comprehend unfamiliar words and phrases Independently read a passage and then talk about what they have read Produce written work that they and others can read back Share their ideas in a written format using full sentences and correct grammar Plan and monitor their performance during a written task Complete extended pieces of written work	Implement a '<u>disciplinary literacy</u>' approach in which there is explicit teaching and practise for subject specific literacy skills of speaking, reading and writing. Use repeated reading to support understanding as well as adapted texts and extra reading time. 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. Provide targeted vocabulary instruction in every subject (focused on <u>etymology</u> and <u>morphology</u>.) and teaching about how to spell them. Use of classroom learning aids including tech support such as a laptop for typing, speech to text software, speaking dictionaries, Grammarly.com, Gingerpage app, Docs, Clicker or low-tech approaches e.g., subject specific word mats, word lists coloured coded by category. For reading text to speech software, reading pens, immersive reader etc. Teach planning skills e.g., the components of an essay or longer written task, and how to review and monitor work through proof reading and editing. Model these before each task. Practise timed writing activities to prepare students for test conditions.	Additional English lessons for learners who have not achieved the required grades for GCSE English. Functional English skills built into the course curriculum. Additional oral rehearsal before writing in the classroom. Provide individual feedback regularly about how to improve writing in addition to whole class instruction and feedback. Additional modelling of the writing process to a small group in the classroom, focusing on planning, monitoring and evaluation. Learning mentor sessions to reflect on progress across the curriculum.

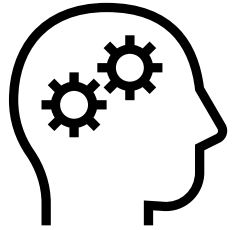
Maths

[See Cognus supporting Maths difficulties guidance here](#)



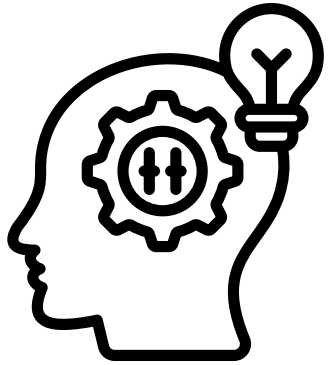
Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Complete maths reasoning questions and problem solve mathematically Develop understanding of more complex numerical concepts Develop an abstract understanding of concepts Independently identify the strategy needed to complete a maths question	Fluency tasks during lessons to increase fluency for core number skills. students encouraged to problem solve out loud and to record, in their own words, their definitions of methods and concepts. Building concrete understanding of different mathematical concepts before moving onto abstract number tasks through use of experiential and practical tasks to teach concepts at the initial stage of teaching. Address misconceptions as they arise during whole class teaching, following up with individual students to ascertain that this has been embedded. Teach and model problem solving strategies using worked examples, encouraging students to compare and contrast different strategies. Make clear the links between facts, procedures and concepts and provide examples and non-examples of concepts.	Additional Maths lessons for learners who have not achieved the required grades for GCSE Maths. A higher level of scaffolding for a small group of learners in the classroom. This would focus on decreasing the pace of learning, matching this to the rate of progress students are making, working towards mastery. Access to online resources or teaching programmes which can supplement teaching at home and can be individualised e.g., Hegarty Maths.

Executive functioning skills



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Learn new information and retain and recall knowledge over time Make links between different topics and concepts Organise and sequence their thinking independently Focus their attention to learning and switch attention between tasks Organise the materials they need and be prepared for each class	Build in retrieval practice including rehearsal of key information e.g., students begin with fluency work e.g., low stakes quizzes as starter tasks. Build in reviews of previously learnt knowledge and self-testing ensuring that students know the importance of these activities. Ensure students work independently on tasks to promote deep learning and retention of knowledge. Avoid over scaffolding or providing too much support too early in the learning process. Use of topic maps to link current learning to previous learning, looking to build incrementally on what a student already knows. Varied questioning techniques so that all young people can engage successfully in classroom learning. Key learning points reviewed at the end of each lesson with students encouraged to discuss or write their own summaries. Well managed peer support including learning partners and peer assessment. Allow extra 'thinking time' to respond to questions and to complete activities. Use of technology to support planning and organisation of learning and recoding of ideas e.g., reminders on phone/in planner for deadlines, timers, clocks and apps to support time management.	Targeted questioning to identify any misconceptions a student may have, followed by teaching that responds to this through addressing explicitly and re-teaching. Tick list of tasks for students to independently check of and equipment lists or visuals that show what equipment the young person needs. Have instructions and key information available so a young person can access these on a laptop. Shared support from an adult working with a smaller group to provide increased scaffolding. Adaptations to the timetable and/or adaptations to the curriculum requirements.

Metacognition and self-regulated learning



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Work independently and monitor their learning during tasks; completing tasks in the allotted time Understand their strengths and needs as a learner Be confident in knowing what they can do without support Know what to do when they encounter a problem or challenge Plan for the next steps in their education and/or employment	Explicitly teach and model generic study skills such as how to note take, how to plan, help-seeking, monitoring and evaluation strategies through think alouds and teachers describing their own thought processes. Ensure goals and expectations are clear for tasks e.g., strategies for success, a worked example. Teach and model ways of breaking tasks down e.g., chunking a task, creating a plan/timeline for a longer project. Regular opportunities for young people to explain their thinking to themselves and others and to reflect on their learning processes. Targeted questioning which encourages young people to think about what helps them learn and what in particular they are struggling with. Effective feedback focusing on effort and times when a young person has persevered and strategies that they have made use of which have been effective for them.	Learning mentor sessions focused on developing study skills including meta-cognitive skills. Check-ins with course tutor focused on supporting organisation, time management and readiness for learning. 1:1s with tutors to reflect on progress. A time out card which allows a young person to make use of independently to take short breaks away from the learning e.g., in the LRC. Supportive conversations, and prompts in the classroom, to help a student set goals for their learning, to monitor their progress towards these and then reflect on their performance afterwards.

Tools to support assessment and identification of need

A·LIST – Cognus training package to upskill support staff in delivering evidence literacy interventions

The Cognitive Ability Tests, Fourth Edition (CAT4) is an assessment of reasoning ability and likely academic potential

The Comprehensive Test of Phonological Processing (CTOPP-2) is a measure of reading, phonological skills and processing

The Test of Nonverbal Intelligence, Fourth Edition (TONI-4) is a measure of assessing nonverbal intelligence

Informal fluency assessment, assessing words read correctly per minute

The Detailed Assessment of Speed of Handwriting (DASH)

Working Memory Rating Scale (WMRS)

Useful resources

Interventions | National Literacy Trust

A·LIST – Cognus training package to upskill support staff in delivering evidence literacy interventions

Flex Toolkit for a range of working memory strategies

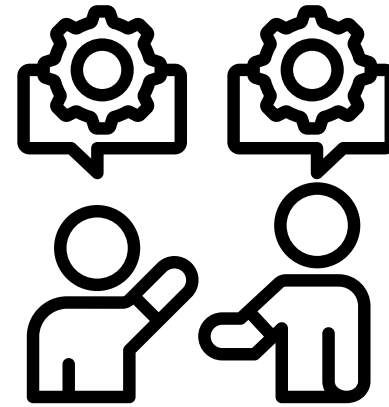
EPIC Strengths and Difficulties booklet for ADHD

What Works for students with Literacy Difficulties, 6th Edition

NASEN Assistive Technology miniguide



Social, Emotional and Mental Health



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained (DFE).

The SEN Code of Practice (2015) no longer includes 'behaviour' as part of this category of need. The reasoning is that a young person's behaviour is perceived as a communication about the young person's state of mind and may be caused by a variety of factors such as: anxiety, sensory overload, anger, including anger about pervasive life situations or undisclosed difficulties, response to trauma or attachment difficulties, frustration due to speech and communication difficulties, response to the wrong level of challenge in lessons, grief, overwhelm, physical pain or discomfort, such as hunger, underlying mental health problems, undisclosed physical, mental or sexual abuse (Whole School SEND).



Please note that the strategies listed in the following pages are to be used prior to referring for additional support. Strategies should be introduced by schools/ college and then support should gradually reduce in order to develop young people's independence.

Social, emotional and mental health – Contents

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Building regulation skills

Self-regulation is the ability to understand and manage your feelings and behaviours. A student with good self-regulation skills will be able to control their impulses, regulate their emotions and engage in a positive and reflective way with learning. Self-regulation skills often need to be explicitly taught and then experienced through co-regulation; an adult effectively regulating the student until they are able to do so independently, therefore a universal approach supplemented with targeted support for those who need it is most effective. According to the EEF sessions of up to 45 minutes twice weekly for a term are most effective in supporting social and emotional learning, with intervention more effective for secondary students with approaches that aim to develop metacognition or 'thinking' skills proving to be highly effective.

Teaching the language of emotions as well as effective calming techniques is key to developing self-regulation skills in students, followed by making time and space to discuss particular situations with a student to consider how they have applied a strategy and what they may need to do differently next time. For students with neurodiversity, more teaching, practice and reinforcement of regulation strategies is likely to be necessary.

Emotion Coaching is an approach used in many Sutton settings which focuses on developing self-regulation skills 'in the moment' through attunement and effective co-regulation delivered via a four step process, ask your link Educational Psychologist if you would like more information.



Image taken from [Astrea EPS](#)

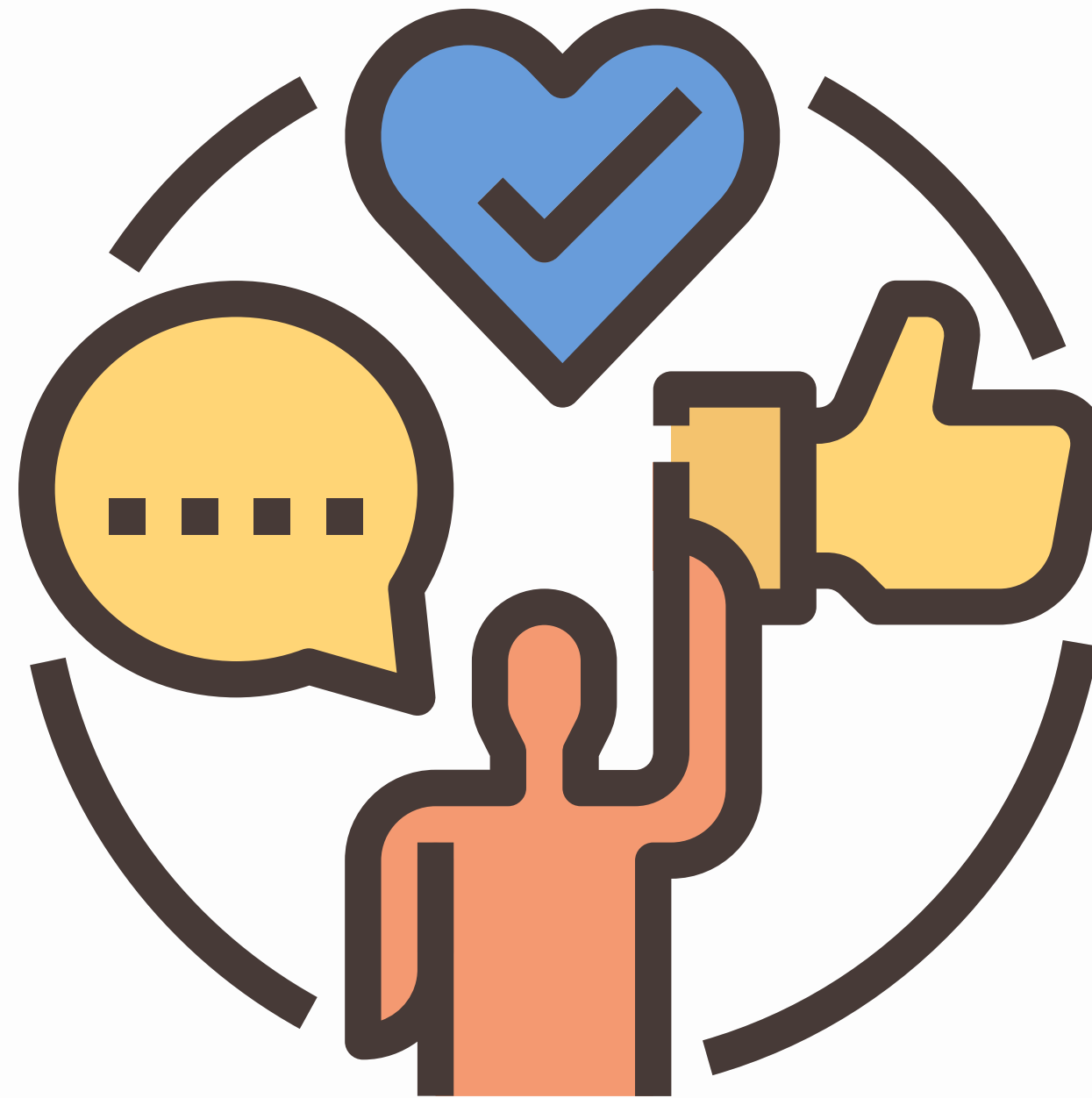


Promoting positive behaviour



Other useful approaches to implement:

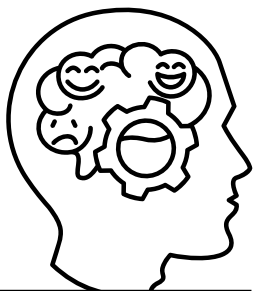
- Giving students time to regulate and giving adults time to regulate if they have been on the receiving end of aggressive behaviour.
- Focus on reflection before discussion of sanctions/boundaries/consequences until you are reflecting with a student in a calm way at a later stage.
- Think about who is best positioned to work on restore and repair work with a student. It may not be the adult who was present at the time, but instead a member of pastoral staff or key adult.
- Focus on a limited number of boundaries that are well understood and implemented in an entirely consistent manner by all adults in the school.



-
- Provide time for adults to debrief after something has happened. This time can be used to discuss antecedents and changes made to a student's support plan if required.
- Adapting behaviour expectations and policies may be a reasonable adjustment for students with SEND for example reducing the length of a sanction for a student with ADHD and ensuring that the sanction occurs closely in time to when the incident occurred.
- In line with DfE guidance settings should also anticipate likely triggers of misbehaviour and put in place support to prevent these from happening e.g., provide short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long.

Emotional awareness and regulation

[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
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 young person is stressed or anxious. Reinforce an understanding of emotions, self-regulation strategies and normalisation of experiencing difficult emotions and help-seeking during whole school/college mental health and emotional wellbeing events. Have visuals around school/college to remind young people of emotional regulation strategies with signposting information around the college building. Provide clear instructions on where to go and who to talk to when students feel uncomfortable. 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.	Sessions (group or individual) with a well-being worker/someone in the pastoral team to support emotional understanding and regulation strategies. This might focus specifically on anxiety, stress or low mood. Provide a quiet space at break and lunchtimes for young people to use if they need a quieter space to reset. Have a safe space that young people can use if they are starting to feel overwhelmed accessed by showing a time card to their teacher.



Emotional well-being

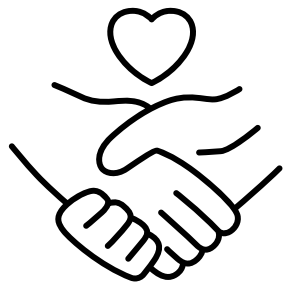
Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Regulate feelings of stress and worry which lead to avoidance and withdrawal Put situations into perspective and think logically about likely outcomes Implement coping and calming strategies when they feel stressed Feel happy and positive about their lives and notice when they have done well at something Not be overly self-critical Engage in healthy routines around eating and sleeping	Staff to model resilience, problem-solving and regulation strategies throughout the day e.g., using language to model thinking through a situation and rationalising it. Encouragement for young people to help-seeking early before feelings escalate through having information clearly available around college about sources of support and student advocates. Use of peers to support a young person who is more anxious during lessons e.g., partner talk, group work with a closer friend. Consider possible underlying issues which could be contributing to stress e.g., unidentified learning, social or communication needs. Postcards, emails or phone calls home to identify and praise successes. Encouragement for young people to help-seeking early before feelings escalate through having information clearly available around school about sources of support and student advocates.	A named mentor/pastoral tutor who can provide a safe space for the young person to speak to at points during the week (frequency would be dependent on capacity and demand). A time-limited arrangement by which a student's mentor/key worker can briefly meet them at the start of the day or for a check out at the end of the day. Recap of learning if the student has needed to take some time away from learning due to poor mental health. Counselling/pastoral sessions (group or individual) to increase a young person's understanding of language related to emotions, their triggers to experiencing a stress response, the feelings-body link and strategies to regulate. Group sessions focused on exam anxiety and management techniques. Have a safe space that young people can use if they are starting to feel overwhelmed and need to reset.

Difficulty attending college

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



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Struggle to attend or do not frequently attend 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	The use of a different, quieter entrance or route around the college for points of transition. This could also include leaving lessons slightly earlier/later to avoid crowds. Ensure that all staff are aware of the student’s difficulties so that they can welcome them in and celebrate attendance. Warning ahead of when the student is attending so that learning can be adapted accordingly. Ensuring that a young person is sat with peers who will support their learning and well-being, using peer support to facilitate transitions. Strategies and support to ensure the young person is able to positively interact with peers when they are in school/college focused on developing their sense of belonging Consider possible underlying issues which could be contributing to stress e.g., unidentified learning, sensory, social or communication needs. Give the young person 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 young person to process any change.	A time-limited arrangement by which a student’s key worker can meet them briefly at the start of the school day or as a check out at the end of the day. An agreed sign the young person can use if they need to use a quiet space or supports such as ear defenders or ear buds, they can make use of. Involvement of parent/carers to understand the young person’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 young person and identifying Red, Amber, Green times and agreeing a timetable of attendance which reduces the number of Reds for a temporary period (reviewed every two weeks). Connection made with young person 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 young person is most apprehensive about. Pastoral/counselling intervention to teach and practice coping and calming skills.



Peer interaction skills

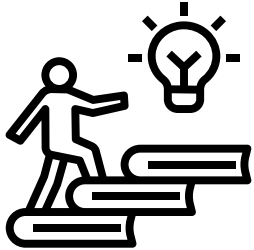
Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Make friends and maintain friendships Develop their social problem solving skills Make informed decisions about friendships Understand risks from peer influences Engage in conversation with peers	Think carefully about student groupings in the classroom so that a young person doesn't need to select their own group but is working alongside peers who will actively seek to include them. Use a peer buddy system to ensure a young person has peers to meet during break and lunch times. Prompts and encouragement to interact with others for young people who need a confident boost to do so. Activity schedules for unstructured free time. RSE sessions focused on noticing and responding to peer pressure which includes discussion amongst young people and information shared with parents/carers to promote at home. Explicit roles for students during group and collaborative working to ensure that students who struggle with social interaction know what they are expected to contribute. Restorative conversations to mediate the repair of relationships between students when these have broken down.	An ongoing social skills intervention or PSHE curriculum that focuses on social skills. Collaborative learning tasks. Support young people to recognise their strengths and interests and provide structured opportunities to engage with peers who have a shared interest. For example, a club or providing a designated time and space for such activities.

Adverse young personhood experiences



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Develop positive relationships with others because they have not made them feel safe in the past Feel settled as they have experienced a lot of inconsistency and instability Feel safe because they are wired to view the world around them as threatening Emotionally regulate Ask for help or seek support	Behaviour policy which prioritises relational approaches e.g., focus on implementing consistent and predictable routines and expectations, check-ins with young people to show you care, adopting the PACE approach (playfulness, acceptance, curiosity, empathy), positive noticing, and protected time to develop rapport. Staff to be aware of their own emotional responses and prioritise a calm state when supporting a dysregulated young person. Staff to attune, label and validate feelings across the day using approaches such as Emotion Coaching. Staff to de-escalate potential signs of emotional distress through connect before correct, wondering aloud, and providing coregulatory strategies. Staff to use restorative questions when resolving conflict/rupture and ensuring consequences are logical and natural where possible. Staff to be curious about the young person’s behaviour and seek to explore their lived experience which may be contributing to their current presentation. Be mindful of the shame and vulnerability associated with the presenting symptoms/behaviour.	Provision of an emotionally available adult in school/college who can provide regular check-ins and become a secure attachment figure within the setting. A key adult to co-regulate during times of stress.

Motivation for learning



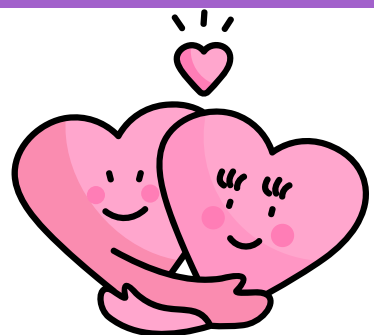
Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Be resilient when they are finding something difficult Work with independence and overcome feelings of learned helplessness Regulate and be ready for learning Feel a sense of belonging and connectedness to school/college Make changes to how they think about situations and respond	Provide specific praise focused on process and effort. Give take up time, clear choices and consistent routines and boundaries around learning. ‘Starter’ tasks which enable success before more challenging work is introduced. Agree on task expectations at the start of a task and review these at the end. Postcards, emails or phone calls home to identify and praise successes. Implementation of whole school/college practices which support a relational approach and attuned, empathic responses such as Emotion Coaching and restorative approaches. Adults to see themselves as stress regulators not behaviour managers. Aiming to be proactive and diverting a young person before their behaviour escalates or putting in a strategy to minimise the escalation.	Tasks set to a level that enables the student to experience regular success, making changes to groupings or the activity if the young person seems to be struggling. Flexibility in how they record their learning. Sessions with pastoral staff focusing on reminding a young person about how they should be behaving and strategies they could use to regulate. Reminders of rules, boundaries and social expectations reinforced with individual conversations. Time after something has happened in which the young person is supported to repair their relationships with students or staff. Check-ins/mentoring from key adults throughout the day. This could be a tutor/pastoral mentor etc. Learning mentor sessions to ensure the young person61 feels more prepared for lessons.



Supporting worries and anxieties

Feelings of worry are totally normal, and in some situations feeling a bit worried or anxious is actually helpful. However when children worry about lots of things or experience very intense worry about things they really don't need to worry about this can be problematic. Becoming more easily worried can be genetic in nature, but things that happen to the child can also play a part. Worries can develop for many different reasons, including life experiences, temperament, stressful events, and the ways children make sense of situations around them. Children often look to trusted adults for cues about how to respond when something feels difficult or uncertain. One of the most helpful things adults can do is model calm coping strategies and show that worries can be managed, even when situations feel challenging.

If you're an anxious parent, rather than try and hide this from child, share with them (not going into too much detail) some of the things you worry about but the ways that you manage these worries. Spend time problem-solving worries which could include trying to rationalise them as well as working on calming and grounding strategies your child could use if they start to feel worried. More useful resources: [YoungMinds](#)



Try to avoid reassuring your child that something won't happen because whilst reassurance can feel helpful in the moment, children often benefit most from support that helps them understand their worries and develop confidence in their ability to cope with uncertainty.



Supporting children to face worries gradually can help build confidence over time



Most worries can be overcome one step at a time and all worries can only be overcome by facing them head on. This means that even if your child is distressed by something it will be more helpful to try and break that down into a smaller, less worrisome event rather than to avoid it entirely. Avoiding things is a short-term quick fix but then only makes the worry bigger in the longer-term.

A five step plan, based on Cognitive Behavioural Therapy (CBT), which you could work on with your child at home would be as follows:

- **Step 1:** Learning to spot your child's anxious thoughts – what is the unhelpful way of thinking that is making them worry about a situation
- **Step 2:** Helping your child to evaluate the thought (is it helpful or not) and consider other points of view
- **Step 3:** Encourage independence and 'having a go', using strategies to manage anxious feelings at the same time
- **Step 4:** Developing a step by step plan with your child which breaks down the end goal into smaller steps which can be completed one at a time
- **Step 5:** Problem solving about how the plan went and what needs to be changed for next time

Tools to support assessment and identification of need

Strengths and Difficulties Questionnaire is a behavioural screening questionnaire for 2-17 years comprising student, teacher and parent versions

Spence Anxiety Scale – assessment of the six anxiety domains comprising

The Mood and Feelings Questionnaire (MFQ) is a widely used self-report measure for assessing depressive symptoms in children and young adults

Thrive Approach – web-based tool to assess and support emotional and social development

Resiliency Scales for young personren & Adolescents is a tool to profile personal strengths, as well as vulnerability in teens and young personren

Anna Freud 'Index of Instruments' features a range of different measures and questionnaires

The School Refusal Assessment Scale (SRAS-R) is a tool used to identify the reasons behind a young person's avoidance of school

The Revised young person Anxiety and Depression Scale (RCADS) is a 47-item, self-report questionnaire

The CORE-10 is a 10-item questionnaire to monitor mental health and well-being

The Extreme Demand Avoidance Questionnaire for Adults (EDA-QA) is a questionnaire that measures PDA traits

Useful resources

EEF | Personal Social and Emotional Development guidance

ABC Chart with guidance for monitoring and understanding escalations

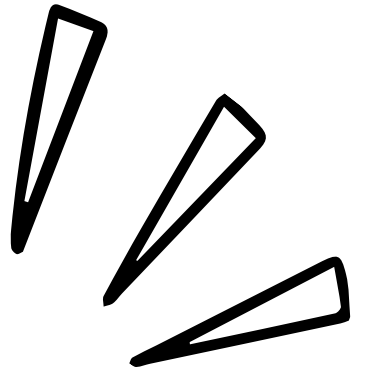
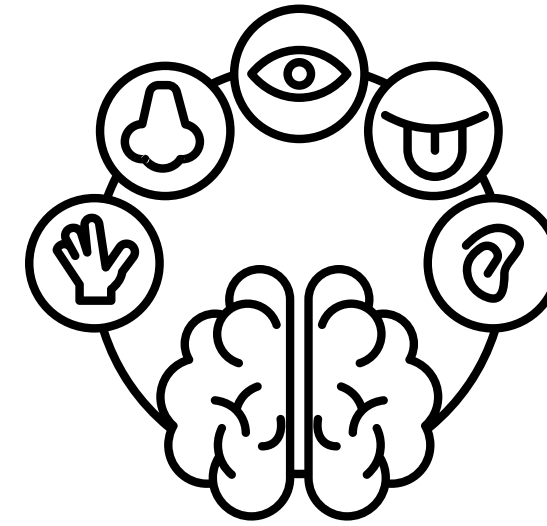
Sutton Education Wellbeing Service webinars for staff and parent/carers

Attachment, Regulation and Competency (ARC) framework and guidance

DfE Mental Health and Behaviour in Schools guidance

The School Wellbeing Cards reflect common risk and protective factors that underpin school connectedness, belonging and wellbeing





Children and young people may have a physical disability which affects their learning or access to learning. Some may also have issues with processing sensory information (such as sight, hearing sound, touch) ... '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 (DfE).

Physical and sensory needs cover a wide range of medical conditions. Some young people with physical disabilities may be very cognitively able so the levels of support must be tailored to a person-centred needs analysis of each young person's needs and preferences, taking into account the views of young people and their families (Whole School SEND)

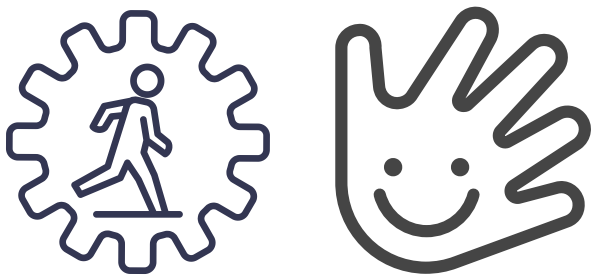


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Functional use of body for learning

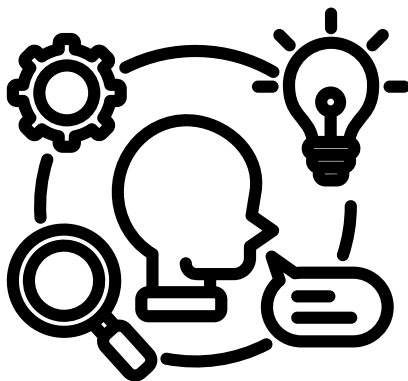
See here for more information on the Cognus website for [fine motor skills](#) and [gross motor skills](#)



Young people who need support to	Strategies schools/ colleges can use to help (universal support)	Additional strategies schools/ colleges can use to help (targeted support)
Be independent with self-care tasks Use hands together in a coordinated way to carry out everyday tasks Demonstrate adequate hand strength and grips for functional tasks Record their work Engage with structured physical activities, games or equipment Engage in gross motor activities alongside peers	Offer tools such as writing slopes or alternative seating options to support posture when handwriting. Offer short breaks during extended tasks to reduce fatigue and maintain focus. Encourage practical learning activities involving tool use or tech-free tasks that require hands working together. Encourage students to try different pens, pencils, and grips to find what works best for them—this can support comfort, legibility, and stamina. Accommodate left-handed writers to ensure left-handed students have suitable seating arrangements to avoid elbow clashes and paper placement and easy access to left-handed tools if needed. Differentiate physical and practical activities in skills based lessons to ensure accessibility for all. Ensuring the school/college environment and building are accessible to all students.	Learning breaks to reduce fatigue and extra time to complete tasks. Use of assistive technology to support a student in sharing their ideas e.g., a laptop, speech to text software. Training staff in moving and handling. Make specific adaptations to the environment in order to meet individual young people’s accessibility needs and ability to be independent from a physical perspective

Independence skills for learning

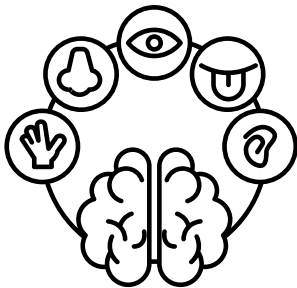
[See here for more information on the Cognus website](#)



Young people who need support to	Strategies schools/ colleges can use to help (universal support)	Additional strategies schools/ colleges can use to help (targeted support)
Be more independent with self-care activities home management skills and community skills Follow, sequence and manage the day/weekly routine Use every day tools and materials within functional activities independently Organise personal belongings required for learning activities Organise their communication access arrangements.	Visual schedules, task lists and electronic reminders to support routines in school/college. Support organisation of personal belongings required for activities in a safe way i.e. personal organisers, calendars, phone reminders or lists, a cooking timer, a perching stool. Tutor time used to facilitate discussions amongst learners about safety in the community and independent travel.	Curriculum based learning of life skills through work experience, supported internships, supported living, etc. e.g. King’s Trust. Referral to travel training providers. Gradually decreasing adult support in order to develop independence while keeping safe and progressing towards aspirations. Information given to the young person to support them in understanding and organising their communication access arrangements e.g., where and how to book an interpreter.

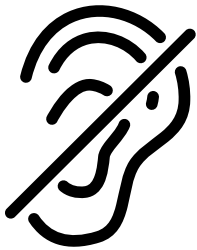
Regulation and engagement in learning

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



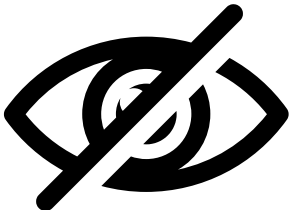
Young people who need support to	Strategies schools/ colleges can use to help (universal support)	Additional strategies schools/ colleges can use to help (targeted support)
Feel less or feel more sensory input in relation to what they see, hear, feel, smell, taste and how they perceive their body. Focus on important information and filter out distracting information Be ready for learning (calm and alert) and to self-regulate during learning Engage in activities they might otherwise avoid because of sensory overwhelm	Modify sensory information in the classroom environment e.g., think about what they see, hear, feel, smell, taste and how they perceive their body’s position in space. For example reduce/dim lights for a learner who needs less visual sensory input. Increase brightness of lights for a learner who needs more visual sensory input. Allow a learner to make use of a toolbox of sensory objects. Offer regular learning breaks.	Trial ways to support the young person to feel less or feel more sensory input and modify sensory input based on their needs. <u>See here for examples.</u> Support from a trained practitioner for the young person to understand their sensory differences and develop proactive use of self-regulation strategies in order to access learning. Allow learners to use different entrances and to move around school/college at quieter times. Offer the opportunity for young people to take additional learning breaks as needed.

Deafness



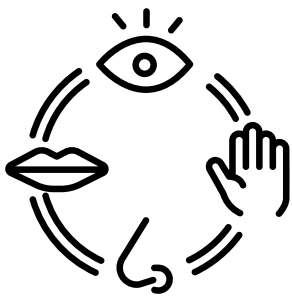
Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Develop expressive and receptive language skills Develop an alternative communication method Understand social cues, turn-taking, and reciprocal interaction skills	All staff and supply staff, visiting speakers, sports, drama groups etc. are informed of young person’s deafness/MSI needs at the planning stage of activities. Use of audiological equipment in the classroom. Modifying language and scaffolding of subject-specific vocabulary. Differentiation in terms of approach (i.e., multi-sensory, related to the young person’s everyday experience, ICT etc.) and pace (i.e., extra time for responses to questions, contributing to class discussions and activities). Cueing and reinforcing young people’s listening/attention Management of turn taking in classroom discussions, repetition of key points. Checking understanding and reinforcing by repetition, rephrasing, explanation/ demonstration Visual aids to support understanding including objects, pictures, gesture, signs, symbols, models, examples, ICT, demonstrations, use of subtitles or transcripts, visual/written instructions for homework etc. Physical environment: background noise is reduced, good room acoustics and seating plan is used to optimise listening and visual access to lip patterns.	Differentiation and adaptation to teaching materials and content in line with personalised educational advice supplied by HaVES team. Sufficient curriculum time allocated to classroom staff for adaptation to teaching and learning. Planning shared with HaVES team to enable resources to be obtained/ modified in time for the lesson, differentiation both in quantity and level of work, delivery method through ICT, sign, lip reading, modified worksheets, practical activities. Support for inclusion with extra-curricular activities, modified homework resources and newsletters. Training from the HaVES Team around assistive listening devices and other strategies for supporting students with deafness.

Vision impairment (VI)



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Enhance their touch sensitivity and discrimination Develop listening and sound localization skills Develop literacy skills Understand their body position and movement in space Interpret tone of voice, body language, and social cues. Move around with independence	All staff and supply staff, visiting speakers, sports, drama groups etc. are informed of young person's VI/MSI needs at the planning stage of activities. Careful consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, coloured paper, appropriate use of illustrations, clutter free diagrams, all modified resources onto A4 paper only. Access to 3D objects in teaching concepts includes all students and aids understanding of clear print or tactile images. Support for alternative ways of recording work. This may include provision of recommended specialist assistive technology such as iPad/ tablet/ laptop and specialist software. e.g., screen sharing packages. Provision of texts in electronic format ensures students can access them in their preferred format, including Braille. Provision of consumables, e.g., thicker, wider-lined specialist paper and exercise books, matt (not gloss) laminate. Appropriate black fibre-tipped pens/ soft 2B/4B pencils, exemption from learning a cursive script. Use of a writing slope and/or reading stand. Teacher verbalising work as they write on the board, recorded in black ink, plain font style on a white uncluttered background. Stating students' names before questions or instructions, to help link names to voices and anticipate questions. Seating at close proximity to interactive white board/learning facilitator/ point of learning. Adaptation of teaching and learning environment to take account of sources of light and sound, glare and reverberation, visual and auditory clutter and contrast. Keep a clear, tidy classroom with good organisation and labelling of resources. Visual fatigue rest breaks built into the day.	Adaptation of teaching materials, following advice from qualified teacher for vision impairment (QTVI), for the individual student. This may be in modified large print (MLP), audio, or other formats. Consideration of teaching of Braille and tactile skills to students who cannot easily access print larger than size 36/48 Regular liaison with QTVI to support student and school staff in learning assistive technology skills, including touch-typing and shortcut keystrokes, mirroring the interactive whiteboard, and accessing electronic texts via apps such as EasyReader or Libby. Support to develop the young person's personal understanding of their vision needs and develop their confidence and independence into adulthood. Focus on understanding their likely access needs in work and Higher/Further Education, sources of support, rights and responsibilities, with bespoke careers advice. Access to expert counselling and support for students whose vision may change. Intervention to consolidate social interaction skills, with explicit teaching of body position, facial expression, 'filler' sounds and phrases, and techniques for showing attention to the speaker, and extending⁷⁰ conversation.

Multi-sensory impairment (MSI)



Young people who need support to	Strategies that may help (universal support)	Examples of targeted support
Develop communication and interaction skills Understand the world around them and learn daily routines Make their choices and preferences known Move around with independence	All staff and supply staff, visiting speakers, sport, drama groups etc. are informed of young person's MSI visual and auditory needs at the planning stage of activities. A range of multi-sensory tasks, teaching styles and support for the alternative ways of recording work. Seating at close proximity to interactive white board/learning facilitator/ point of learning. Provision of recommended generic specialist assistive technology such as: iPad/ tablet/ laptop/ eReader/ scanner and specialist software. e.g., screen sharing packages and magnification. Clear classroom routines supported by cues, e.g., objects of reference, signs, symbols, gestures, signing to support language, photographs, visual timetables. Careful consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, appropriate use of illustrations, clutter free diagrams, all modified resources onto A4 paper only. Provision of consumables, e.g., specialist paper, matt laminates. Appropriate black fibre tipped pens/ dark leaded pencils, exemption from learning a cursive script. Use of a sloping desk or board. Teacher verbalising work on the board, recorded in black ink, plain font style on a white uncluttered background. Adaptation of teaching and learning environment to take account of sources of light and sound, glare and reverberation, visual and auditory clutter and contrast, as well as the subtleties of the tactile environment. Keep a clear, tidy classroom with good organisation and labelling of resources. Visual fatigue rest breaks built into the day.	Differentiation and adaptation to teaching materials and content in line with personalised educational advice supplied by HaVES team. Sufficient curriculum time allocated to classroom staff for adaptation to teaching and learning Planning shared with HaVES team to enable resources to be obtained/ modified in time for the lesson, differentiation both in quantity and level of work, delivery method through ICT, sign, lip reading, modified worksheets, practical activities. Support for inclusion with extra-curricular activities, modified homework resources and newsletters.

Physical disability



Young people who need support to	Strategies schools/ colleges can use to help (universal support)	Additional strategies schools/ colleges can use to help (targeted support)
Move independently and safely around the school/college environment Make use of equipment or have their own equipment provided Co-ordinate motor movements for learning tasks including PE Complete self-care tasks across their school day	Reasonable adjustments to the environment e.g., well-organised classrooms with clear pathways. Optimal seating position including correct size furniture and additional resources such as seating wedges and writing slopes, and positioning in relation to the teacher/teaching focus. Opportunities to be in different physical positions throughout the day embedded into the activities for all learners e.g. sitting and standing positions as appropriate. Adapting and modifying classroom tasks that require sustained and/or precise fine and/or gross motor skills e.g. rest breaks, preparatory movements activities. The use of assistive technology as well as low-tech aids or equipment. Alternative pens/pencils/mouse/equipment-grips and enlarged lined paper/frames. Handouts for content needing to be copied from the board. Careful consideration of timetabling and location of rooms considering distance and number of transitions across a school day and number of doorways/weight of doors required to open/transition through. Rest breaks or movement breaks built into the day , to take account of fatigue. Extra time built into/around activities that require more complex motor movements (i.e. dressing shoes/socks) Simple differentiation for P.E and all movement based learning, considering complexity of movements and use of equipment as appropriate. Visuals/prompts for organisation of belongings or sequences to support independence e.g. visuals for toileting sequence/washing hands, prompts for what tools are required for each activity/lesson. Allowing additional time required to process motor movements and organise body movements before providing next instruction.	Accessibility planning to include a Personal Emergency Evacuation Plan. Ongoing risk assessment as a team around the child without being risk adverse i.e. supporting risk taking safely. Reasonable adjustments to the environment and building adaptations including accessible toilets, height adjustable furniture, grab bars, door handles, lifts, etc. Some additional adult support for accessing and demonstrating learning within the classroom and PE activities. Adults modelling/breaking down motor movements required in more complex or less familiar tasks (i.e. PE, dressing, complex fine motor tasks). Monitoring to ensure safe movement in the classroom and around the school. Staff trained in manual handling and position changes, e.g., from chair to standing frame, etc. Following guidance from OT's, Physios regarding differentiation for P.E and all movement based learning, practical activities, use of equipment as appropriate. Following guidance from external professionals regarding any sensory impairment recommendations (i.e. visual impairment, hearing impairment etc)

Tools to support assessment and identification of need

Cognus HaVES Team – information about the team and how to access support

Specialist assessments for deaf children and young people, NDCS information

Cognus Therapy Screeners – a screener and referral form for young personen and young people with or without an EHCP for speech and language therapy and occupational therapy



Before making a referral into the Occupational Therapy Service it is advised that you complete a screener to gain a sense of the level of the young person's needs and strategies or interventions which can be used first.

Useful resources

Cognus Therapies Graduated Response for more information about universal, targeted and specialist provisions

Supporting students with medical conditions at school guidance

National Deaf young children's Society website which includes advice, support and access to resources

Guidance about backwards chaining

National Deaf young children's Society – resources and documents

'Here to learn' – videos by National Deaf young children's Society to support classroom and curriculum support

Royal National Institute of Blind People – teaching and learning guidance

National Sensory Impairment Partnership – resources and documents

PD Net: A network for those supporting learners with physical disability – resources and documents

BSL advice videos – Deaf Zone

British Sign Language resources and training

Let's Sign resources

NHS strategies and advice for hypermobility

Shine FAQs about physical disability and educational settings

Activity Alliance – inclusive activity training

Young Futures Hub by the Department for Work and Pensions

Students with medical needs NASEN mini7side

Other useful links

Sutton Local Offer – information for parents. This website will explain Sutton's local offer for young personen with SEND

Sutton Health and Care (Health Visitors, speech and language therapy, occupational therapy, dietetics, physiotherapy)

National Children's Bureau (NCB) – Inclusion focused research and guidance

The Sutton Trust-EEF Teaching and Learning Toolkit. An accessible summary of educational research which provides guidance for schools and settings on how to use their resources to improve the attainment of disadvantaged students

What Works in SEND – Database for effective practice, research and evaluation, evidence and implementation guidance

NASEN, Whole School SEND resources

NASEN, Whole School SEND teacher handbook

Whole School SEND Online SEND CPD Units Dashboard

EEF Teaching and Learning Toolkit

EEF guidance on the deployment of Teaching Assistants

Sutton's Local Offer – Preparing for Adulthood section for information on Inclusion such as leisure and things to do, national groups/opportunities, friends and relationships, looking after and/or owning a pet and further education: Preparing for Adulthood for Young People with SEND | Sutton Information Hub

The National Development Team for Inclusion has many resources available to support Independent Living: Preparing for Adulthood: Independent Living – NDTi

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