Hounslow's
Ordinarily Available Provision (OAP)
Guidance Documents

SEND

London Borough of Hounslow

Contents

Introduction

Hounslow is committed to making education for children and young people (CYP) with Special Educational Needs and/or Disabilities (SEND) more inclusive, which enables as many CYP with SEND as possible to continue their education alongside their peers in local mainstream schools, in line with their and their parents'/carers' wishes.

Parents, carers, and colleagues from various organisations, including: Hounslow & Richmond Community Healthcare (HRCH) NHS Trust; West London NHS Trust (CAMHS & Mental Health Support Teams (MHST)); School Governors; Primary and Secondary School Staff and Early Years Setting Staff, were invited to collaborate with colleagues from services across the Local Authority. The purpose was to share good practices and jointly create guidelines for "Ordinarily Available Provision" (OAP) in Hounslow's mainstream environments, in line with the feedback and voices of children and young people.

This refreshed, unified guidance will improve consistency of support across our settings and schools, and set out clear expectations for the types of support that should be ordinarily available in all our mainstream environments.

In addition to this revised OAP Guidance, schools can apply for further bespoke packages of support through the Mainstream Inclusion Partnership (MIP). We will also enhance 'Ordinarily Available Provision' in mainstream settings by delivering a high quality, relevant professional development offer that builds capacity and expertise in all our schools and settings for each area of need, for example, the current offer includes delivering the Autism Education Trust (AET) modules to all schools and settings.

The Graduated Response:

CYP can move up and down between SEN Support, Targeted Intervention & Universal Approaches.
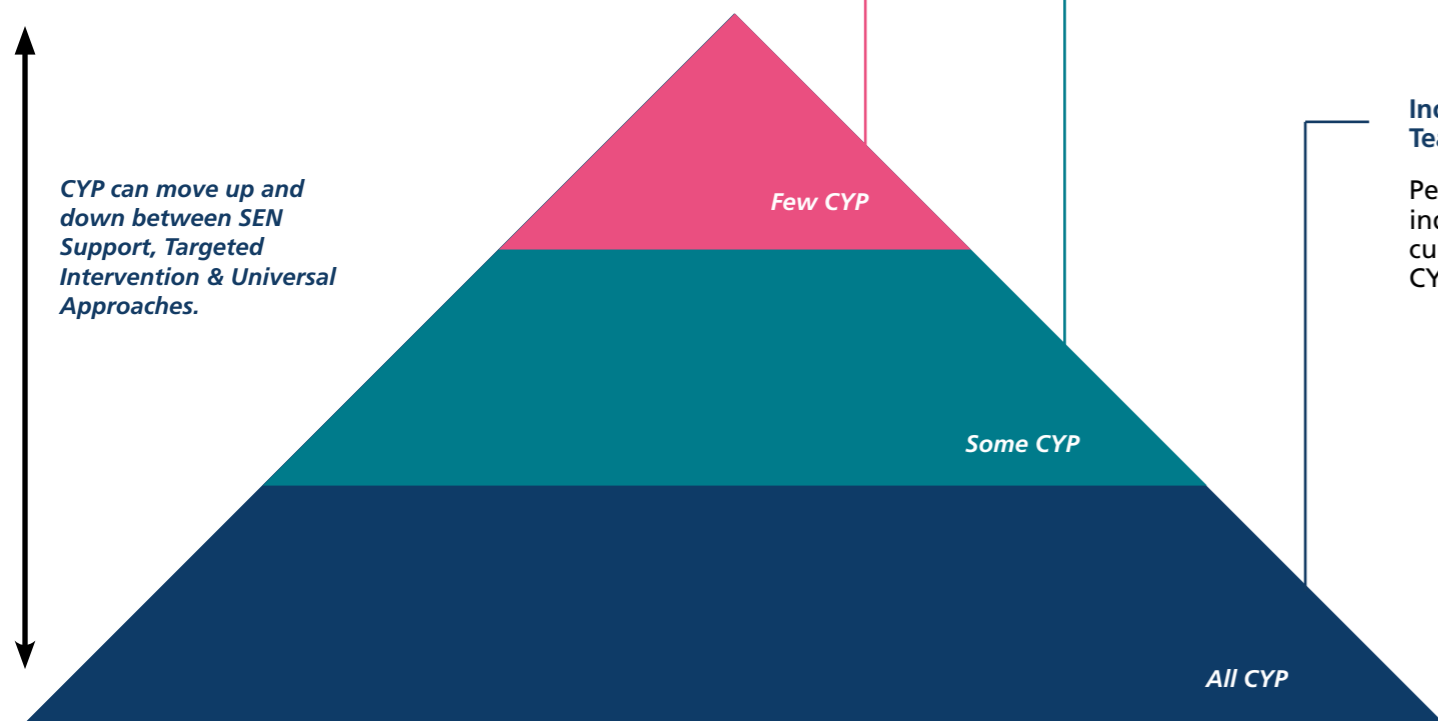
Specialist SEN Support to meet exceptional levels of need:

- Highly personalised support based on evidence of what works for the CYP
- Clear Impact of provision and support over time
- Person –centred meetings
- Costed Individual Provision Map

SEN Support: Assess-Plan-Do-Review

- Assessment of progress
- Development of an individualised plan in collaboration with the CYP and their parents/carers, to support meeting their identified needs
- Implement evidence-based support strategies
- Review progress and impact of strategies and amend as needed
- Seek support from peers, specialists and outside agencies

Inclusive Practice through High Quality Inclusive Teaching

Personalised and adapted teaching, to meet the individual needs of all CYP, within a setting's culture of high expectations and aspirations for all CYP.

Few CYP

Some CYP

All CYP

SEND Funding for Schools via the Mainstream Inclusion Partnership (MIP)

The Mainstream Inclusion Partnership (MIP) is a new approach for the London Borough of Hounslow to meeting exceptional needs of Children & Young People (CYP) within our mainstream schools. Since April 2023, all mainstream schools in Hounslow have become partners in the MIP. Mainstream schools work together in geographical groups (clusters), aligned to our Family Hubs. Each cluster of schools meets monthly to explore and agree how best to provide additional support to meet the needs of CYP.

This collaborative approach between the Local Authority and mainstream schools, ensures needs are identified early and support is put in place sooner for CYP. This model in Hounslow is in keeping with the government's thinking, as set out in the 'SEND and alternative provision improvement plan: Right Support, Right Place, Right Time.'

Schools within each cluster collaborate to identify and agree the best ways to support and meet needs as they are identified. The MIP aims to ensure that children and young people have their needs identified earlier to enable support to be put in place sooner. The MIP provides schools with greater flexibility to design and put in place bespoke packages of support for either individual CYP or groups of CYP. Schools also benefit from working with other schools to ensure the sharing of good practice.

Decisions regarding distribution of MIP funding, are made collaboratively by the geographical groups of schools during monthly meetings. Parent/Carers are involved in the process prior to meetings taking place. The MIP is not a pathway to an EHCP and should not be viewed or presented as such. It does not seek to replace the statutory process. When it is felt the support of an EHCP is the most effective way to meet the needs of a child, one can and should be explored following the usual process.

Mainstream Inclusion Partnership

Early Years SEND Inclusion Funding (SEN IF)

The SEN Inclusion Fund is funding available to early years providers to support children with special educational needs and/or disability (SEND). The funding is for use in the setting that the child attends and will be given to the provider to be used to support the needs of individual children with SEN.

Eligibility

- All 9 months to 4- years olds identified with a level of SEND
- Attending an early years setting in the London Borough of Hounslow that provides government funded places
- Presenting with additional needs in the moderate to profound delay range

How funding will be allocated

SEN Inclusion Fund will be allocated as a top up grant on a case-by-case basis in the form of termly lump sum payments to the setting based on a level of need banding system. The top up rate will be allocated up to a maximum of 570 hours per year / 15 hours per week (term time only) in line with government entitlement funds. The top up grant for children with additional needs eligible for the 30 hours of entitlement will be considered on a case-by-case assessment.

How the funding can be used

The funding is to support the inclusion of a child with SEND, promote early intervention and improve outcomes for the child.
Examples of how early years providers can use the SEN Inclusion Fund include:

- Building capacity within the setting with additional staffing to support specific interventions/strategies for the child with SEND
- Specialist or one-off training to upskill whole team or staff member(s) linked to individual child's needs
- Purchase of resources/equipment to support specific interventions/strategies.

Our commitment to neuro-affirmative approaches and language

Autism and the Neuro-affirmative approach

- The term neurodiversity is used to describe neurological diversity, meaning all brains are diverse, different and unique. We are guided by a neurodiversity affirmative framework, which emphasises a move away from the medical model towards the social model, which sees Autism as difference not deficit. 'Being Autistic is a different, valid, neurotype with a distinct developmental trajectory. It is a different way of experiencing the world, not a disorder.' (BPS, 2024)
- Within our work with neurodivergent children and young people (CYP) we promote the use of identity first language, unless otherwise stated by the individual.
- Reports and written documents about a CYP should be strengths based and non-judgemental.
- Support should not focus on changing the person's neurology or autistic ways of being, but rather support should be person-led, supporting change to the physical and social environment to meet their needs. Barriers to inclusion should be the dominant problem for wider participation.
- Autistic ways of being and neurodivergent traits should be validated, and a positive Autistic self-identity cultivated.
- Autism spectrum is non-linear and there are many ways of being autistic – there is no such thing as a 'typical autistic person'.
- You are either autistic or not autistic, we are not all a little bit autistic.

Neurodivergent
Describes a person whose neurocognitive functioning is different from the predominant neurotype, this includes autistic people

Neurodiversity
This refers to the complexity of all human brains - we are all neurodiverse but we are not all neurodivergent

Predominant neurotype (PNT) Describes a person whose neurocognitive functioning conforms to the non-autistic predominant neurotype

When describing autism:

- Autistic person NOT person with autism – identity first language unless another preference stated
- Is autistic NOT has autism
- Autism NOT ASD/ASC/Aspergers
- Autism Spectrum Disorder (ASD) is still used as a diagnostic term, therefore can be used when quoting medical diagnosis only
- Difference NOT disorder/deficit
- Traits/characteristics NOT symptoms/ impairments
- Co-occurring NOT co-morbid conditions (away from the medical model)
- Do not use terms such as high/low functioning or mild/severe needs – instead acknowledge and highlight the persons strengths and needs, which can vary due to internal and external factors, such as time, environment, how they feel etc
- Masking (suppressing aspects of oneself in order to appear 'normal' and fit in)
- Do not use the term 'triad of impairments', instead describe the individual's areas of strength and need
- Presence of autistic traits or signs of autism NOT concerns/red flags

When describing communication:

- Non-speaking NOT non-verbal – (non-verbal can imply there is no verbal understanding).
- Pre-verbal – a child in the early years who has not yet developed speech/ verbal language.
- Speech and language differences NOT speech and language difficulties.
- Double empathy/ different communication style NOT lacks theory of mind.
- Communication differences NOT Social impairments / Lacks Social Skills.

When describing behaviour:

- Distressed behaviour/ behaviours indicative of distress/ actions and reactions indicative of distress NOT challenging behaviour / behaviours that challenge.
- Energetic NOT hyperactive/restless.
- Do not use terms like 'kicking off', 'lost it'.
- Aim to understand the reason for the distressed behaviour – sensory, anxiety, change in routine etc.

When describing sensory differences:

- Stimming NOT self-stimulating behaviours.
- Shows a preference for NOT has difficulty with (e.g. shows a preference for averting eye gaze not difficulty with eye contact).
- Talk about enabling environments - adjusting the environment to ensure that everyone has equal access to the same opportunities and that they are not disadvantaged in any way. 'Enabling environment' over 'autism friendly environment' as it is important for schools to be enabling and not just friendly places (from the AET).
- Use terms such as dysregulated, over / under stimulated, sensory overwhelm.

When describing learning:

- Likes predictability and structure NOT rigid/ lacks flexibility
- Hyperfocused NOT difficulty switching tasks
- Shows a preference for activities that align with their special interests
- Attention to detail NOT lacks central coherence
- Monotropic attention style (the tendency for their interests to pull them in very strongly, and direct their attention, leaving fewer resources for other processes)
- Autistic inertia (having difficulty starting tasks, executing plans, and stopping or changing activities when they are started)
- Autistic developmental trajectory NOT developmental delay/ developmental difficulties

Inclusive Practice

All of our settings and schools will:	This will look like:
Understand the individual child or young person and their profile of needs.	• One page profiles/Pupil Passports/Personalised Learning Plans are co-produced and outline the strengths and needs of all CYP with SEND. This is used for all adults to understand how best to support the CYP's participation and learning. • Gathering information regarding SEND needs, at the earliest opportunity during the admission process. • Clear records of all assessments. • Transition meetings are well-planned to ensure smooth transitions from year groups and across phases of education. • Include the CYP in all decisions that impact on their lives. • To meet the CYP's needs, adults work with them and get to know them first.
Support the development of communication and language.	• Using clear and specific language. • Using visuals, e.g. timers, subtitles, timetables, choice boards, objects of reference. • Using gestures, facial expression and body language to support understanding and use of language. • Provide opportunities for children to communicate, when they are not yet able to do this through speech, e.g. using visuals, communication books/boards/cards. • Adults model good use of language. • Using a stage not age approach. • A language-rich environment is evident, which support CYP's communication and language development. • Speech and language needs are fully supported through a language rich environment.

All of our settings and schools will:	This will look like:
Support the personal, social and emotional development of all CYP.	• Building positive and effective partnerships with parents. • Adults build rapport with all children and young people. • Staff consider if there are unmet sensory needs for all CYP • All settings and schools having a named Mental Health Lead. • All CYP being able to self-advocate. • Staff trained in self-regulation/co-regulation strategies and Trauma-Informed approaches, such as PACE (Dr Dan Hughes). • Role models representing SEND in displays and resources (e.g. books with Autistic/blind/deaf characters), highlighting disability events, e.g. Paralympics. • A culture where wellbeing check-ins happen frequently across the day, e.g. registration/form times, circle times, beginning of lessons (e.g. meet and great). • Ensuring social opportunities and groups are available to support inclusion, through activities/clubs based on shared interests. • The settings takes a neuro-affirmative approach, whereby the team around the CYP considers how the systems and environment around the neurodivergent CYP can change to meet their needs, rather than the other way around. • Promote the use of identity-first language (autistic person, blind person, deaf person) unless another preference stated by the CYP. • Pastoral and Mental Health support plans are in place for CYP.

All of our settings and schools will:	This will look like:

Provide high quality and adapted teaching.	• All settings have a culture of high expectations and aspirations for all CYP with SEND.
	• Resources are readily available to support learning.
	• Staff are trained and able to simplify / adapt language to the CYP's level of understanding.
	• An aspirational, broad and balanced curriculum is in place for all.
	• Supporting CYP to 'keep up' with their learning by helping them to learn what they need to learn, when they need to learn it.
	• SEND is a focus throughout a School's Development Plan.
	• The setting has strong values and a highly inclusive ethos which is at the heart of everything it does.
	• There is a whole setting culture of high expectations and best practice in teaching, learning and behaviour to improve outcomes for all learners.
	• Differentiation & personalised learning is used to ensure the development of literacy, numeracy, expressive language and communication skills and to minimise behaviour and emotional difficulties.
	• Staff are aware of the stages of scaffolding, they consider the steps towards independence, appropriate to the CYP learning needs and to the progress they are making. Scaffolding may include:
	  • A visual scaffold, e.g. a task planner.
	  • A verbal scaffold, e.g. a teacher correcting a misconception at a pupil's desk.
	  • A written scaffold, e.g. a writing frame.

All of our settings and schools will:	This will look like:

Foster independence, to prepare children and young people for adulthood from the earliest point.	• Being ambitious for the outcomes for all CYP with additional needs.
	• Outcomes focused on:
	  • Employment
	  • Independent living
	  • Health
	  • Community participation
	• Taking a strengths-based approach, i.e. with the CYP at the centre, identifying their strengths, skills, interests and character, as well as identifying who and what support they have available.
	• Developing independence, e.g. gradually reducing support over time, and working with adults who can identify when to support or intervene and when to step back.
	• Developing independence with toileting, feeding, dressing and self-care, are part of the CYP's curriculum, using visuals/task analysis/backward chaining to teach independence with these.
	• Having a culture of mistakes being part of the learning process, "It's ok to make mistakes".
	• Use of visuals as one key strategy to developing independence.
	• Explicitly teaching problem-solving as a life skill.
	• Invite ex-students to come back and share their experiences from University, College and their Workplaces.
	• Teaching CYP to take care of their specialist equipment from the earliest opportunity.
	• Have access to Augmentative and Alternative Communication, so that the CYP can communicate and to make choices.
	• Teach and encourage self-advocacy, e.g. CYP speaking up for themselves and their rights; Communicating their thoughts, needs, and preferences; Saying no to things they don't want; Making decisions about what they do want; Asking for help when needed.
	• Respond to distressed behaviour with curiosity and an approach focused on de-escalation and co-regulation: "I wonder…", "I imagine…", "I notice…", "I empathise…", leading to self-regulation.

All of our settings and schools will:	This will look like:
Have a clear plan of Continuing Professional Development, for staff at all levels, in relation to meeting the needs of CYP with SEND, building capacity and expertise.	• Having a planned programme of ongoing CPD in relation to SEND for the whole setting, individual teams and departments. • Having adults as 'champions' for each of the areas of special educational need. • Using expertise and training offered by specialist teams and therapists. • All adults understand the impact on the wider family of having a CYP with SEND. • Effective continued professional development (CPD) enables staff to improve their practice and take responsibility for removing barriers to participation and learning. • There are opportunities for sharing of good practice and peer observations. • Opportunities within the induction process for all staff to receive training in relation to meeting the needs of CYP with SEND. • Staff training audits are used to identify training needs for individuals, teams and whole setting. • Focus on training to develop an inclusive culture as a setting. • Following up after training to ensure positive impact on inclusion for all CYP with SEND. • All settings and schools participate in the CPD offered to all staff, at no charge by Hounslow LA, e.g. Autism Education Trust (AET), Elklan etc.
Work collaboratively with relevant outside agencies and specialists.	• Settings seek external advice and put in place the recommendations in a timely manner. • Staff working directly with the CYP (not just the SENCo or Senior Leadership) are involved in collaborative working with outside agencies and specialists. • All settings being familiar with the 'team around the child' and regularly communicate with any other professionals involved with each CYP. • The 'team around the child' has frequent opportunities for coproduction of targets and to discuss progress and next steps. • Up to date contact details are available for all professionals involved. • Close liaison with carers/parents including clear expectations across home and settings e.g. to ensure the use and care of specialist equipment between environments. • Transitions between year groups and settings are well planned for. • All adults are working collaboratively to meet the CYP's needs, regardless of whether the CYP has a diagnosis or not. • Schools and settings use the MIP meetings and SENCo Forums to share good practice and offer peer support.

All of our settings and schools will:	This will look like:
Work in partnership with the CYP, their parents and carers, to ensure that all outcomes and any decisions are made in collaboration.	• Include the CYP in all decisions that impact on their lives, so that no decisions about them are made without their voice. • One-page profiles/Pupil Passports/Personalised Learning Plans outlining the strengths and needs of all CYP with SEND. • Person-centred approach, where the views of the CYP are considered and acted on. • Targets and strategies are written in a child-friendly way and are easily understood by everyone. • Staff develop trusted relationships with parents and carers at the earliest opportunity and are responsive to any concerns raised. • Parents and carers are involved in all action planning, setting of outcomes and progress reviews, which will occur at least 3 times/ year. • Clear channels of communication with regular parent/carer contact via meetings, phone calls, email or communication books. • Gather the views of the CYP and their parents/carers using their preferred method of communication. • Parents/carers are fully informed and involved in decisions about support and provision.

All of our settings and schools will:	This will look like:
Make reasonable adjustments in line with the Equality Act	• The setting is accessible to all. • The CYP voice is captured and informs any physical and/or sensory adjustments to the environment. • All onsite and offsite activities are planned for, to ensure accessibility for all. • Adjustments to uniform expectations, to meet sensory and physical needs. • Being flexible with timetables, availability of key staff/times/rooms where specialists can meet with the CYP. . This should also include the capacity for individualised interventions as advised by specialists e.g. regular short sessions for pre/post teaching/daily equipment checks etc. • Being flexible in applying behaviour policies, understanding that distressed behaviour is often a response to an unmet need. • Creating sensory- and physical- friendly environments, e.g. carpeted areas, blinds, wall coverings. • Promoting the use of specialist equipment across the curriculum, e.g. Alternative communication systems; PD, hearing and vision equipment. • Adults are aware of the contents and duties outlined within the Equality Act. • Settings make reasonable adjustments to the learning environment e.g. appropriate seating; individual workstation; use of timers; visual timetables; transition arrangements; sensory circuits; safe space; computer resources; alternative means of communication. • Provision is made so that CYP develop independence with toileting, feeding, dressing and self-care.

All of our settings and schools will:	This will look like:
Promote emotional health and wellbeing, where senior leaders set a culture that values all CYP, allows them to feel a sense of belonging and makes it possible for CYP to talk about problems in a non-stigmatising way.	• Settings have a culture of dignity, respect, and compassion for all CYP. • There is a named Mental Health Lead. • All staff are aware of the vulnerability of pupils with social, emotional and mental health needs, to stress and anxiety. • Staff are trained in co-regulation, restorative and de-escalation approaches. • CYP feel a sense of belonging. • A supportive setting and classroom climate and ethos which builds a sense of connectedness, focus and purpose. • A relationships policy in place of a behaviour policy, informed by attachment theory and understanding of childhood trauma. • Promote the use of identity-first language (autistic person, blind person, deaf person) unless another preference stated by the CYP. • A culture and ethos of collaborative working between staff, parents/carers and the CYP. • Awareness days and weeks are actively promoted. • The setting actively supports regulation strategies (Sensory Circuits and Brain Breaks) for all CYP, i.e. CYP's body and brain are ready to pay attention, engage and learn. • The culture within the setting is one in which adults model language and behaviour that promotes regulation. • Leaders monitor behaviour through an effective policy which is restorative in nature and reflects the needs of all CYPs. Staff have the skills and are aware of strategies that allow them to be responsive to the needs of all CYPs. • In the setting, positive mental health is viewed as the responsibility of all members of staff. Staff model emotional literacy and this is incorporated within a CYP's behaviour management strategy. • Any patterns of non-attendance are identified, and interventions are put in place at the earliest opportunity.

All of our settings and schools will:	This will look like:
Regularly review and monitor the effectiveness of the support in place and monitor the CYP's progress, including adaptations to assessment arrangements.	• Regular cycles of A-P-D-R recorded through individual plans and targets. • Adaptations to assessment arrangements, e.g. rest breaks, reader/scribe/laptop, extra time and ensure they are in place and applied for in good time. • Assessment arrangements being embedded within the CYP's 'normal' way of working. • Clear, adapted assessment procedures to enable access to all assessments. • Using appropriate assessments and identify the measures of progress that are valuable to all stakeholders. Provide clear communication to parents/carers of steps of progress. • Incorporating bilingualism. • Matching subject knowledge with staff specialism. • Regular feedback being obtained from the CYP. • Small steps of progress are measured, reported and celebrated, e.g. not just recorded as 'below'.

Communication and Interaction needs

Code of Practice:

Within the code of practice, Communication and Interaction is defined as follows:

Paragraph 6.28:

'Children and young people with speech, language and communication needs (SLCN) 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 they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives'

Paragraph 6.29:

'Children and young people with…Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others'

General Principles for inclusive practice:

- All behaviour is communication – staff in all settings and schools are committed to working out the unmet need that leads to distressed behaviour.

- Every child should be enabled to have the resources and be taught the skills they need to communicate with others.

- Consistency amongst parents/carers and staff supporting CYP is crucial.

CYP Voices:

"If we're doing a big write I get distracted really easily. Less noise helps. If I wear ear defenders it reduces the noise level in the room and makes me feel calmer and I can focus more."

"Pictures help me focus on what I'm doing because they are easier than reading"

"Having calming space around me"

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Differences in Receptive (understanding of) and Expressive (using) Language	• Reduce the language load, by using clear and specific language and allow time for processing and responding. • Use visual cues, e.g. timers, words and pictures, to support all verbal language and communication. • Have access to Augmentative and Alternative Communication, e.g. visual prompt cards to support understanding of instructions; Choice boards; Communication boards to support communicating requests for preferred items or activities. • Settings identify learners with speech, language and communication (SLCN) needs, use an appropriate screening tool to inform and plan next steps, strategies and interventions to help CYP overcome these barriers. • Speech and language needs are fully supported through a language rich environment. • Awareness amongst staff that CYP expressive language may not match their receptive (understanding of) language. • Use pre-teaching , scaffolds and over learning opportunities.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP

Differences with social understanding and communication, which may include:
 	
• **Initiating and responding to contact from other pupils.**
• **Understanding social space (e.g. stand and sit too closely to others).**
• **Dealing with unfamiliar social situations.**
• **Forming and developing friendships.**
• **Working and learning in a group.**
• **Engaging in small-talk and chat.**
• **Being able to engage in joint and shared attention with others.**
• **Communicating their own needs or feelings.**
• **Understanding and using facial expressions, body language (such as pointing), and tone of voice.**
• **Understanding the actions and interventions of other pupils.**
• **Perceiving, understanding, and interpreting social behaviour, rules, and conventions.**
• **Understanding what other people might be thinking and feeling**
	• Adults adapt their communication and language:
	  • Give clear and precise instructions;
	  • Use concrete language, e.g. 'put the book on my desk' paired with a pointing gesture;
	  • Use positive and directive language, e.g. 'put your feet on the floor' rather than 'stop kicking;
	  • Give the CYP time to process information; Avoid idioms, or if you use them, explain them.
	• Adults support social understanding, e.g. work with CYP to identify social activities related to their interests so they meet others with shared interests; Be clear about rules to help the pupil work out what others expect of them.
	• Help the pupil to recognise and understand emotions in themselves and others.
	• Settings deliver programmes of support to develop social communication skills, e.g. small groups; negotiation; clubs around the CYP's interests/interest-based clubs.
	• Settings make reasonable adjustments to the learning environment e.g. appropriate seating and 'talk partners'.
	• Adults understand the theory of 'Double Empathy' (Dr Damian Milton), i.e. 'when people with very different experiences of the world interact with one another, they will struggle to empathise with each other'.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Differences with flexibility, information processing and understanding, which may look like: • **Difficulty shifting attention – to stop what they are doing and attend to something else.** • **Difficulty being motivated by topics that aren't part of their own hobbies/interests.** • **Using their hobbies/interests as a safe topic to talk about because they find it difficult to know how to talk about other subjects.**	• Support macro and micro transitions, e.g. explain and show the CYP what will happen; Use visual supports (Now/Next, visual timetable, Social Story) to support understanding. • Have consistent routines and structure in place, e.g. letting CYP know what the day/week looks like. • Use visual cues e.g. timers, words and pictures, to support all verbal language and communication. • Let CYP know what 'good' looks like. • Embed 'Sensory Circuits' within the daily routine (morning and afternoon) and ensure the CYP has access to frequent 'Brain Breaks' throughout the day to support regulation. • Teach the concept of 'surprises' to prepare the CYP for unexpected changes.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP

Differences with sensory processing and integration	• Reduce sensory overload, e.g. Organise the classroom to minimise sensory experiences that may be distracting or uncomfortable; Use clear labels and visuals around the room; Create a safe place or quiet area (or designate somewhere CYP can go).
	• Always consider the environment e.g. noise, smells, proximity to others. Think about how the environment could impact CYP who are sensitive to sight, sound, smell, taste and touch.
	• Adjust activities to reduce sensory overload in the following ways:
	  • Allow the CYP to access group times such as carpet-time or assembly for a shorter period;
	  • Visual cues such as timers;
	  • Stagger the start/end of the day;
	  • Allow CYP to leave class early to avoid crowds and 'hustle and bustle';
	  • Allow CYP to stand at the front or the back of the line so they don't have to worry as much about unanticipated touch.
	• Embed Sensory Circuits within the daily routine (morning and afternoon) and ensure the CYP has access to frequent Brain Breaks throughout the day to support regulation.
	• Ensure resources used to support sensory processing are readily available, e.g. wobble cushion, chew, ear defenders.
	• Sensory profile is developed for the CYP's 8 senses (sight, sound, smell, taste and touch, plus Proprioceptive Sense (Muscle/Joint Sense), Vestibular Sense (Movement/Balance Sense) and Interoceptive Sense (Internal Body Sense)) to understand if the CYP has an over-responsive under-responsive or sensory seeking profile. The learning environment can then be adjusted and strategies implemented to ensure sensory regulation.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP

Distressed behaviour communicating an unmet need	• Approach distressed behaviour from a perspective of finding out what the unmet need is:
	  • I don't understand what I need to do
	  • I cannot express my needs. You are not hearing what I am trying to tell you.
	  • I don't like this.
	  • I can't do this. I might fail.
	  • I am experiencing sensory overload. I need a break.
	  • I am scared about a change in routine. I don't know what is going to happen next.
	  • I am upset by something that has just happened or is just about to happen.
	• Respond to distressed behaviour with curiosity and an approach focused on de-escalation and co-regulation: "I wonder…", "I imagine…", "I notice…", "I empathise…".
	• Adults are committed to building secure relationships with students – rapport is key to building connections.
	• CYP can identify their 'Emotionally Available Adults' across the setting who are available to support.
	• Identify triggers, so that proactive and preventative strategies can be put into place.

Resources, Advice, further support

- Autism Education Trust Training ('Making Sense of Autism' and 'Good Autism Practice' Modules are delivered at no charge to all settings and schools)
- Autism Education Trust resources Autism Education Trust
- Autism Level UP! Autism Level UP!
- Leeds Language Screener Leeds Community Healthcare NHS Trust - Speech and Language Therapy Toolkit
- Royal College of Speech and Language Therapists: guidance and resources to support professionals with their practice Guidance | RCSLT
- A guide to neurodiversity in the early years | Anna Freud
- Learning About Neurodiversity at School (LEANS): A free programme for mainstream primary schools to introduce pupils aged 8-11 years to the concept of neurodiversity, and how it impacts our experiences at school Learning About Neurodiversity at School (LEANS) | Salvesen Mindroom Research Centre (ed. ac.uk)
- Whole school SEND Whole School SEND Home Page | Whole School SEND
- SLCF is a free online professional development tool which sets out the key skills and knowledge needed by the children and young people's workforce to support the speech, language and communication development of all children and young people. SLCF - The Communication Trust (slcframework.org.uk)
- Word Aware - a structured whole school approach to promote the vocabulary development of all children. Word Aware – Thinking Talking
- Visual Way to Teach Spoken and Written Grammar SHAPE CODING™ System – A Visual Way to Teach Spoken and Written Grammar
- The Double Empathy problem - The double empathy problem (autism.org.uk)
- The Balanced System: a whole system strategic approach to supporting children and people with a whole range of needs, that has primarily come out of work in the area of speech, language and communication What is it : The Balanced System

Cognition and Learning needs

Code of Practice:

Within the code of practice, cognition and learning is defined as follows:

Paragraph 6.30:

'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, including moderate learning difficulties (MLD), severe learning difficulties (SLD),where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'

Paragraph 6.31

'Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

General Principles for inclusive practice:

- Give the CYP time to process information.
- Provide regular opportunities for over-learning.
- Use clear and specific language
- Use visual cues e.g. timers, words and pictures, to support all verbal language, including timetables.
- Ensure that the CYP has easy access to resources, e.g. word banks on their desk.
- Provide well-managed peer support, e.g. learning partners.
- Provide flexible groupings so that the CYP can learn from their peers across the ability range.
- Focus on a 'keep up' model, e.g. providing pre-teaching, and when needed, evidence-based 'catch up' programmes should be available.
- Setting-wide understanding of Cognitive Load Theory and how to avoid cognitive overload, EEF blog: Cognitive clutter and better understanding barriers | EEF (educationendowmentfoundation.org.uk)

CYP Voices:

"Hearing other people's ideas to help me with what to do"

"If I don't understand, I look at the wall, because it will remind me to use RUCSAC and tell me the other methods of how you do it so I can pick one. Like if you don't know if you should do bus stop or column method"

"Knowing what is expected and what a good one looks like"

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Maintaining attention and concentration to task	- Reasonable adjustments made to activities, lessons and timetables. - Ensure visual strategies available, e.g. timetables to provide clear structure to the day; timers; now-next boards. - Embed Sensory Circuits within the daily routine (morning and afternoon) and ensure the CYP has access to frequent Brain Breaks throughout the day to support regulation – CYP's body and brain are ready to attend, engage and learn. - Reduce sensory overload, e.g. Organise the classroom to minimise sensory experiences that may be distracting or uncomfortable; Use clear labels and visuals around the room; Create a safe place or quiet area (or designate somewhere they can go); Uncluttered environment, including worksheets; Seating plan that provides seating in the least distracting place in the classroom. - Remove any unnecessary copying. - Ensure resources used to support sensory processing are readily available and easily accessible, e.g. wobble cushion, chew, ear defenders, standing desks, workstations.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Difficulties with retention and ability to transfer skills and knowledge.	• Pre-teaching key vocabulary and concepts. • Support the CYP to remember key prior learning through retrieval, e.g. low stake quizzes to practice recall. • Use repetition and over-learning to reinforce long-term memory, focusing on understanding. • Modify the language demands of the tasks and be aware of overload of working memory. • Ensure visual strategies available, e.g. timetables to provide clear structure to the day; timers; now-next boards. • Support the CYP to recognise their own memory strengths and needs and teach strategies to support memory, e.g. note taking, mind mapping. • Use of knowledge organisers to highlight key facts, information and vocabulary and reduce cognitive load, so they can focus on applying the knowledge with the support of the knowledge organiser.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP

Processing new information.	• Setting-wide understanding of Cognitive Load Theory and how to avoid cognitive overload, EEF blog: Cognitive clutter and better understanding barriers…	EEF (educationendowmentfoundation.org.uk)
		  • Support the CYP to remember key prior learning through retrieval.
		  • Support the CYP to understand explanations and new content, by presenting new information in chunks.
		  • Support the CYP to fully access the task being given by reducing unnecessary distractions on resources, e.g., images that do not serve a clear learning purpose; and considering how we place information and tasks on a page e.g. placing a question near to where the information can be accessed.
		• Give the CYP time to process information.
		• Link new learning to prior learning.
		• Focus on a 'keep up' model, e.g. providing pre-teaching, and when needed, evidence-based 'catch up' programmes should be available.
		• Use of knowledge organisers to highlight key facts, information and vocabulary and reduce cognitive load, so they can focus on applying the knowledge with the support of the knowledge organiser.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP

Retrieval of information.	• Setting-wide understanding of Cognitive Load Theory and how to avoid cognitive overload, EEF blog: Cognitive clutter and better understanding barriers… | EEF (educationendowmentfoundation.org.uk)
	    • Support the CYP to remember key prior learning through retrieval.
	    • Support the CYP to understand explanations and new content, by presenting new information in chunks.
	    • Support the CYP to fully access the task being given by reducing unnecessary distractions on resources, e.g., images that do not serve a clear learning purpose; and considering how we place information and tasks on a page e.g. placing a question near to where the information can be accessed.
	• Give the CYP time to process information.
	• Staff have clear planning, clear objectives and clear questioning.
	• Highlighting key words.
	• Provide alternatives to white backgrounds for paper, computer and visual aids such as whiteboards, e.g. in line with a dyslexic CYP's colour preferences.
	• Use of Chrome books / laptops.
	• Pre-teach new concepts and vocabulary.
	• Assessment arrangements being embedded within the CYP's 'normal' way of working.
	• Use of knowledge organisers to highlight key facts, information and vocabulary and reduce cognitive load, so they can focus on applying the knowledge with the support of the knowledge organiser.

Resources, Advice, further support

- Autism Education Trust resources Autism Education Trust
- Autism Level UP! Autism Level UP!
- Leeds Language Screener Leeds Community Healthcare NHS Trust - Speech and Language Therapy Toolkit
- Education Endowment Foundation | EEF
- Whole School SEND Home Page | Whole School SEND
- 'Five-a-day' evidence-informed approaches to support all pupils, including those with SEND EEF blog: Scaffolding – more than just a worksheet | EEF (educationendowmentfoundation.org.uk)
- Dyslexia Style Guide 2023 (bdadyslexia.org.uk)
- Working memory - CAER Working Memory Guidance
- 'Supporting CYP with dyslexia and literacy difficulties in Hounslow schools' document on the Local Offer Page

Social, Emotional and Mental Health needs

Code of Practice:

Within the code of practice, Social, Emotional and Mental Health is defined as follows:

Paragraph 6.32:

'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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

Paragraph 6.33:

'Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link'

General Principles for inclusive practice:

- Distressed behaviour is how individuals communicate how they feel
- Anxiety may be secondary to any of the other areas of Special Educational Needs identified
- The whole setting or school culture and ethos will be warm and accepting, reflected in: setting/school and class vision statements; staff meetings and training; and day-to-day interactions between staff and CYP Home : Mentally Healthy Schools
- There is collaborative working observed between staff and CYP.
- There is promotion of a culture of collective responsibility for everyone's emotional wellbeing.
- Leadership and management:
  - support and champion efforts to promote emotional health and wellbeing
  - Has a committed senior management team that sets a culture within the setting that values all CYP; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way
  - Has a lead professional for mental health
  - Plays a role in supporting CYP to be resilient and mentally healthy
  - Develops a supportive setting and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotions, respect, warmth, relationships and communication
  - Promotes the health and wellbeing of all CYP In the setting

- The setting has staff trained as Emotional Literacy Support Assistants (ELSAs) and/or in Drawing and Talking (attachment-based therapeutic intervention)

CYP Voices:

"When I'm angry, it helps if somebody is with me."

"If I am worried, I can put a note in the worry box or tell a trusted adult, that's an adult in school or in my family."

"If you are upset, you can go in a quiet corner and take a minute and breathe in and out."

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP

Distressed behaviour communicating an unmet need	• Adults are committed to building secure relationships with students – rapport is key to building connections.
	• Respond to distressed behaviour with curiosity and an approach focused on de-escalation and co-regulation: "I wonder…", "I imagine…", "I notice…", "I empathise…".
	• Approach distressed behaviour from a perspective of finding out what the unmet need is:
	  • I don't understand what I need to do
	  • I cannot express my needs. You are not hearing what I am trying to tell you.
	  • I don't like this.
	  • I can't do this. I might fail.
	  • I am experiencing sensory overload. I need a break.
	  • I am scared about a change in routine. I don't know what is going to happen next.
	  • I am upset by something that has just happened or is just about to happen.
	• CYP can identify their 'Emotionally Available Adults' across the setting who are available to support.
	• Identify triggers, so that proactive strategies can be put into place.
	• Using the 'Iceberg Approach', settings will look beyond what the behaviour is, i.e. be curious to discover what the unmet need is rather than a focus on what the behaviour 'looks like'.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Maintaining attention and concentration to task	• Ensure a clear visual structure to the day and use of visuals to breakdown tasks and clarify expectations. • Present clear and reasonable expectations of the CYP regarding expected behaviour with a clear and consistent approach that is understood by, and agreed with, the CYP. • Embed Sensory Circuits within the daily routine (morning and afternoon) and ensure the CYP has access to frequent Brain Breaks throughout the day to support regulation – CYP's body and brain are ready to attend, engage and learn. • Allow access to resources that support the CYP's attention and concentration, e.g. fiddle toys, doodle books, mindfulness colouring. • Ensure resources used to support sensory processing are readily available and easily accessible, e.g. wobble cushion, chew, ear defenders, standing desks, workstations.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Attachment needs	• Ensure staff have had attachment-based training; use attachment-informed strategies and attachment-aware language within class and across the setting. • Adults have a good understanding of the impact of relational trauma and losses on CYP. • Nurture groups available to support personal, social and emotional development • CYP can identify their 'Emotionally Available Adults' across the setting who are available to support. • Adults are mindful about the language being used around CYP. • Adults understand distressed behaviour in the context of trauma and attachment. • Adults are committed to building secure relationships with students – rapport is key to building connections. • Staff know the developmental age of the CYP in their setting, adapting emotional and social tasks and expectations accordingly. • Create a balance between nurturing support and gentle challenge for CYP. • A relationships policy in place of a behaviour policy, informed by attachment- and trauma-informed approaches.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP

SEMH needs inhibit making and maintenance of friendships and healthy relationships	• Nurture groups available to support personal, social and emotional development
	• Restorative approaches are in place, setting-wide, to support CYP when relationships breakdown. Questions you can ask:
	  • What happened?
	  • What were you thinking/ feeling?
	  • What do you think/ feel now?
	  • Who has been affected and how?
	  • What needs to happen to put this right?
	  • What would you do differently next time?
	• Adults model how to build and maintain relationships.
	• A robust PSHE curriculum that supports the development of friendships.
	• Staff trained in co-regulation strategies and Trauma-Informed approaches, such as PACE (Dr Dan Hughes).

BELONGING

INCLUSION

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
SEMH needs inhibit participation in/response to education	• Staff are committed to building secure relationships with students – rapport is key to building connections and increasing learning, participation and co-operation. • CYP can identify their 'Emotionally Available Adults' across the setting who are available to support. • Staff seek support from other services and professionals with expertise in supporting CYP Mental Health. • Settings taking a neuroaffirmative approach, whereby the team around the CYP consider how the systems and environment around the neurodivergent CYP can change to meet their needs, rather than the other way around. • The setting takes a strengths-based approach, i.e. with the CYP at the centre, identifying their strengths, skills, interests and character, as well as identifying who and what support they have available. • Include the CYP in all decisions that impact on their lives, "Nothing about me, without me". • Staff proactively implement timely modifications, adaptations and support.
Periods of disruption to social and emotional wellbeing, resulting in an impact on learning.	• Familiar & consistent adult support available, to reduce anxiety, co-regulate and support CYP to manage emotional responses. • Provide opportunities to reflect on emotional states and develop strategies with the CYP to support co-regulation leading to self-regulation. • Provide support for 'catch up' sessions for any learning missed. • Staff understand the emotional need before responding to the behaviour, e.g. flexibility with homework, uniform, lateness.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Patterns of emotionally-based school non-attendance (EBSNA)	• Staff are committed to building secure relationships with students – rapport is key to building connections. • Collaboration with CYP, parents/carers. • See Hounslow EP advice and guidance – Emotionally-Based School Non-Attendance: Good practice guidance for primary and secondary schools. • Support macro and micro transitions by explaining and showing the CYP what will happen; Use visual supports (Now/Next, visual timetable, Social Story) to support understanding. • Include the CYP in all decisions that impact on their lives, "Nothing about me, without me". • Support for the wider family via family hubs.
Other special educational needs	• Consider other areas of special educational needs which might be impacting on social, emotional and mental health needs • Early identification of other underlying needs, such as Speech, Language and Communication needs or Cognition and Learning needs.

Resources, Advice, further support

- Autistic and OK [Autistic and OK | Ambitious about Autism](#)
- Autism Education Trust resources [Autism Education Trust](#)
- Autism Level UP! [Autism Level UP!](#)
- Leeds Language Screener [Leeds Community Healthcare NHS Trust - Speech and Language Therapy Toolkit](#)
- [A guide to neurodiversity in the early years | Anna Freud](#)
- Learning About Neurodiversity at School (LEANS): A free programme for mainstream primary schools to introduce pupils aged 8-11 years to the concept of neurodiversity, and how it impacts our experiences at school [Learning About Neurodiversity at School (LEANS) | Salvesen Mindroom Research Centre (ed. ac.uk)](#)
- Trauma Informed Schools: [our mission (traumainformedschools.co.uk)](#)
- Thrive Approach: [Support for mental health and wellbeing in schools](#)
- Young Minds [YoungMinds - Mental Health Charity For Children And Young People](#)
- Whole School SEND [Whole School SEND Home Page | Whole School SEND](#)
- EBSNA [Hounslow Local Offer](#)
- ELSA ELSA Network – [Emotional Literacy Support Assistants](#)

Sensory and/ or Physical needs

Code of Practice:

Within the code of practice, sensory and/or physical needs are defined as follows:

Paragraph 6.34

'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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).'

Paragraph 6.35

'Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'

General Principles for inclusive practice:

- Every setting should have policies for Medical Needs, Intimate Care, Fair Access and an Accessibility Plan (separate to the SEND policy) which names the key people responsible for implementation.

- Reasonable adjustments to key policies are made according to CYP's needs e.g. attendance, behaviour, uniform, punctuality.

- CYP and parents are actively engaged in decision making and planning of their support with a flexible approach to timetabling to ensure fair access.

- All staff (including supply and new staff) are informed about the needs of CYP with physical and medical needs and are supplied with an up-to-date Care Plan with due regard to GDPR.

CYP Voices:

"It's really useful leaving lessons 5mins early to beat the rush – I'm less stressed."

"I like hearing from my friends when I'm in hospital and my teacher sends me work so I understand better when I get back to school."

"Typing actually helps me a lot in lessons, as my hands don't get tired from handwriting, and I can get all my work recorded in time."

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Access to setting or school environment	• Careful consideration is given to the position of a CYP with physical disabilities in the classroom to allow for maximum independence of movement/access to resources and equipment, including outdoor areas. • Adaptations to lunchtime arrangements where required e.g. early entrance to canteen, additional time to eat, adapted cutlery and trays. • Access to lift pass, leave early pass, lunch pass; ground floor only classrooms (if necessary) • Manual Handling Training is made available for school staff (contact Hounslow's PD Team). • Staff are familiar with and have regard for the Equality Act, making appropriate adaptations to lessons and the learning environment. • Careful planning of school trips, especially residential, to ensure CYP can be included in activities as far as is reasonably practicable.
Fostering independence	• Focus on steps towards independence at all opportunities, e.g. managing own personal care, managing own medication, fostering independence in moving around the setting or school. • CYP are taught to be confident to self-advocate. • Adaptations are made to ensure maximum opportunities for independence.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Access to learning	• Alternative ways of recording are used across the curriculum including the daily use of laptop/tablets where handwriting for recording is not the focus of the task. • Adapted equipment to access curriculum e.g. cutlery, crockery, scissors, softballs or short handled racquets, writing slopes. • Consider appropriate timings for therapy programmes to be delivered to minimise disruption to curriculum for CYP. This avoids CYP missing learning and feeling isolated from peers. • Adapted curriculum offered, e.g. PE curriculum, with rest breaks where needed. • Adaptive equipment for lessons, e.g. tin openers, cutlery for Food Tech.
Attending medical appointments	• Support to catch up with missed lessons and learning due to attending medical appointments. • Access to learning or homework that will be or has been missed. • Phased return to school following medical procedures that require this. • Flexibility applied to attendance targets.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Support with personal care	• Reasonable adjustments are made for CYP who have delay in toilet training, have life-long incontinence or temporary medical needs causing difficulty. • Staff who provide intimate care are trained in personal care (e.g. health and safety training in moving and handling) according to the needs of the CYP in line with safeguarding (working in pairs) and maintaining personal dignity and privacy. • Access to a toilet pass, accessible toilet and additional time to meet personal care needs.
Adjustments and flexibility to policies, e.g. uniform	• Reasonable adjustments are made to uniform (allowing elasticated waist items, trainers instead of shoes, Velcro if not able to fasten buttons). • Reasonable adjustments are made so that CYP has access to lockers/trays/storage area rather than carrying heavy bags around school site. • Additional time is given if changing for sport. • Separate changing area if required. • Reduced timetables where required to manage fatigue, pain and lack of sleep.

Resources, Advice, further support

- HRCH Occupational Therapy Resource page Occupational therapy - Children (Hounslow) :: Hounslow & Richmond Community Healthcare (hrch.nhs.uk)
- Handwriting programmes Handwriting Without Tears 2025 | Learning Without Tears (lwtears.com)
- Examples of adapted PE curriculum: Inclusive PE Training Portal Inclusive PE activity cards (activityalliance.org.uk)
- Physical Disability Network (PDNET)
- Hounslow's Sensory and Physical SEN Team page on our Local Offer: Hounslow Local Offer
- Manual Handling Training: Contact: enquiries.senss@hounslow.gov.uk or Advisory PD Teacher

Activities:
- Feltham Bees & other short breaks activities
- All Ability Cycling All-Ability Cycling - London Borough of Hounslow
- Whizzkids
- Accessible Games New Age Sports & Kurling | Indoor Games That Are Accessible For All
- Boccia England

Charity links including:
- Action Cerebral Palsy (actioncp.org)
- Young Lives vs Cancer
- Duchenne UK
- Changing Faces | Visible Difference & Disfigurement Charity
- JIA-at-NRAS | Supporting children and families affected by juvenile arthritis

Deafness and Hearing Loss

General Principles for inclusive practice:

It is important that everyone in the school community understands deafness/hearing loss so that staff can ensure that these CYP are maximising their learning opportunities within the learning environment. The term deafness is used to describe sensori-neural, conductive or a mixed hearing loss. This can be a mild, moderate, severe, or profound level of deafness in one or both ears. Deafness is not a learning disability and deaf pupils have the potential to attain and achieve the same as any other pupils, given the right support and access to the curriculum. Deafness may impact on a CYP attention & listening, language development, self-esteem and social & emotional wellbeing.

CYP who have a hearing loss receive the necessary support and interventions from a Qualified Teacher of the Deaf (QToD)

- All teachers should undergo specialist training in understanding the impact of hearing loss on CYP, enabling them to provide the appropriate supports and strategies which will allow the student to reach their potential in the mainstream setting.
- Training must be provided by a QToD. Hounslow Sensory and Physical SEN Team provides a holistic package of support which includes comprehensive training delivered by qualified staff, ongoing support and direct service to CYP and their families.
- Where possible actively facilitate face to face access to other deaf pupils/role models and integrate deafness/hearing loss into a positive self-image.

Contact **enquiries.senss@hounslow.gov.uk** for more information on training or to speak to professional in the Deaf and Hearing Support Team

CYP Voices:

"I like it when the teacher shows pictures it help me to understand the new word better."

"I like it when the teacher stays at the front of the class, when they turn their back on me I can't understand what they are saying."

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Access to learning	• Preferential seating which ensures the deaf learner is close to the source of the sound as well as access to face/lip patterns of the speaker. • Understanding that hearing technology does not restore normal hearing and that the technology only works effectively from 1.1.5 metres. • Use handouts and visual aids whenever possible, as visual skills are often a strength. • Have deaf child sitting next to a peer with best levels of literacy and numeracy and curriculum – being able to have peers as models. • Subtitles should be made available when any videos are being used to support learning. Links sent home at the end of the day. • Teachers to deliver important information from the front of class and avoid walking around. • Pre- and Post-teaching opportunities. • Embed Sensory Circuits within the daily routine (morning and afternoon) and ensure the CYP has access to frequent Brain Breaks throughout the day to support regulation – CYP's body and brain are ready to attend, engage and learn. • Ensure staff knowledge of audiology equipment, e.g. batteries for equipment, how to use assistive listening devices effectively. • Use visual cues e.g. timers, words and pictures, to support all verbal language. • Embed SHARP for deaf awareness in all lessons: Speak clearly at a normal pace; Have you put subtitles on; Adapt teaching if necessary; Repeat all contributions; Pick me, I have ideas too.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Supporting communication in the classroom	• Facing the student when speaking to them. • Speaking clearly and at a steady pace. • Locating the speaker during class discussion (point to whoever is talking/state their name). • Repeating back comments made by students in the class. • Encouraging students to ask for repetition or clarification, as necessary. • Using visual supports (e.g. objects, symbols, pictures, photos, diagrams, natural gesture, signing, written words). • Having a balance between listening periods and individual or small group activities. • Outlining the main topic at the beginning of a lesson and summarising the main points at the end. • Ensuring that video clips are subtitled. • Providing vocabulary support (pre-teaching topic words, providing definitions for complex words during the class). • Speaking directly to the student even if an interpreter, Communication Support Worker or Teacher of the Deaf is present
Access to group learning opportunities	• Ensure only one person is talking at one time. • Ensure the deaf child can see the faces of everyone in the group – circular seating arrangement if possible. • A deaf child may need a quieter space to work with a peer or group of peers. • Appropriate technology is in place and always used.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Access to wider setting, school or community environment	• Ensure that you face and are close to the CYP, so that they can lipread. (assemblies) • Ensure that all staff are aware that the CYP has a hearing loss. • Have visual support, such as a whiteboard or notepad to write instructions. • Ensure equal access to clubs, and extra-curricular activities, including access to a Deaf club where CYP can meet other deaf CYP.
Personal, social, emotional development	• Encouraging open conversations about deafness. • Reading books about children who are deaf. • Ensuring language used is always positive (i.e. deafness as opposed to hearing impairment). • Raising deaf awareness (through assemblies and class discussions) • NDCS Healthy minds NDCS: All courses • Opportunities to meet with other deaf CYP both in school (where possible) and in social events such as clubs, community groups etc. (contact Hounslow's Teachers of Deaf Children and Young people)
Access to assessments	• Access arrangements for all assessments will be part of the 'normal' way of working for the CYP Access arrangements for your child's examinations	Documents and resources (ndcs.org.uk)

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Access to an acoustically and visually friendly classroom environment	• Ensuring hearing aids are worn consistently. • Ensuring that the classroom is adapted to maximise listening access (e.g. consistent use of hearing equipment and radio aids if issued, background noise is reduced, the child is seated close to the main speaker). • Keeping background noise to a minimum (turning off electrical equipment that is not being used, putting rubber stoppers on the bottom of chairs/table legs, closing doors). • Reducing reverberation by using materials which absorb sound waves (e.g. using fabric in classroom wall and table displays, having as many carpeted areas as possible). • Ensuring the child is seated closest to the main sound source • Using visual supports (as mentioned above). • Having good lighting to make it easier to pick up on visual cues. • Avoiding standing in front of a window or light source as this will cast shadow on your face and make it more difficult to pick up on visual cues. • Being mindful that it can be more difficult to lip read someone if their mouth is covered or if they have a beard/ moustache

Resources, Advice, further support

Local Advice:

- Hounslow Sensory and Physical SEN Team page on our Local Offer: Hounslow Local Offer
- Hounslow Deaf and Hearing Support Team: Hounslow Local Offer
- Paediatric Audiology Services (0 – 18 years) If you are concerned about a child's hearing, speak to the school SENCo. The SENCo can advise parents/carers. A referral to audiology can be made by the child's GP Audiology - West London NHS Trust

National advice and resources:

- National Deaf Children's Society Helpline (NDCS) (0 – 25 years) Helpline provides free independent information, advice and guidance on a range of topics relating to childhood deafness. National Deaf Children's Society (ndcs.org.uk)
- Books in age category: Books with deaf characters | Reviews (ndcs.org.uk)
- Apps and websites useful deaf children and young people | Reviews (ndcs.org.uk)
- Apps and Websites in age category: Documents and resources | National Deaf Children's Society (ndcs. org.uk)
- Basic Signing skills British Sign Language - Online resources, games, & course. (british-sign.co.uk)
- Deaf-friendly environmental checklist Deaf-friendly communication tips | National Deaf Children's Society (ndcs.org.uk)
- Word Aware - a structured whole school approach to promote the vocabulary development of all children. Word Aware – Thinking Talking
- BSL advice videos - Deaf Zone | Childline

Vision Impairment

General Principles for inclusive practice:

It is important that everyone in the school community understands vision impairments and the impact that these have on learning so that staff can ensure that CYP with vision impairments are maximising their learning opportunities within the learning environment. Young children with early onset severe vision impairment can experience delayed motor, language, emotional, social and cognitive development, with lifelong consequences. School-age CYP with vision impairment may also experience lower levels of educational achievement.

Vision impairment is the term used to describe a loss of sight that cannot be corrected using glasses or contact lenses. There are two main categories of vision impairment for which a CYP may be registered with a Certificate of Vision Impairment (CVI):

- Registered sight impaired (SI), which means the level of sight impairment is moderate
- Registered severely sight impaired (SSI), which means a severe sight impairment where activities that rely on eyesight become impossible

CYP with visual impairments will experience varying degrees of sight loss; the majority will have some sight. These impairments may be caused by conditions, such as amblyopia (also known as 'lazy eye'), strabismus (crossed eyes), brain or eye injuries, or a birth defect.

CYP with a visual impairment receive the necessary support and interventions from a Qualified Teacher of the Visually Impaired (QTVI).

• Access to Habilitation Specialist is available under direction of QTVI.
 • All teachers should undergo specialist training in understanding the impact of vision loss on CYP, enabling them to provide the appropriate support and strategies which will allow the student to reach their potential in the mainstream setting.
• Training must be provided by a QTVI. Hounslow Sensory and Physical SEN Team provides a holistic package of support which includes comprehensive training delivered by qualified staff, ongoing support and direct service to CYP and their families

Contact enquiries.senss@hounslow.gov.uk for more information on training or to speak to professional in the Vision Impairment Support Team

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Access to learning	- Use Positive Eye – Vision Friendly free resources and practical tips: SEND Educational Resources and activities from Positive Eye - Use concrete material and hands-on experience whenever possible - Use enlarged print on A4 /modified large print worksheets; bold lined exercise books; bold handwriting pens: can be ordered through The Partially Sighted Society | Helping People with a Visual Impairment (partsight.org.uk) - Encourage the CYP to use assistive technology/visual aids/resources that have been prescribed (e.g. laptop, iPad, glasses, magnifiers, large-print books. - Declutter PowerPoints and worksheets, and use minimum font size 14 - Mark work with a darker colour than green. - Seat the CYP appropriately in the classroom (e.g. in the middle towards the front). - Use high contrast equipment, e.g. footballs with black and luminous orange; coloured bibs during team sports.
Mobility and independence	- Emphasise Habilitation targets to increase safety and independence. Many CYP will benefit from individual Habilitation/mobility lessons e.g. independent travel, route learning, road safety skills, practice with public transport – contact Hounslow's QTVI for information. - Objects of reference used to support independence with transitions around the setting or school. - Contrast on stairs to support independence during transitions.

Barrier/Need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYP
Access to classroom environment	• Consistent classroom layout to promote independence, e.g. when finding equipment needed for lessons. • Clutter free classroom layout to reduce trip hazards.
Personal, social, emotional development	• Opportunities to meet with other CYP with vision impairment, both in school (where possible) and in social events such as clubs, community groups etc. (contact Hounslow's QTVIs). • Arrange for other CYP to act as buddies and use peer tutoring. Peer-groups should be encouraged to include and support the CYP. • Self-advocacy – talk about how we can support better. • Peer awareness activities, include vision impairment during assemblies/circle times/form times. • Support CYP to engage in community events, e.g. Nystagmus Awareness day.
Access to assessments	• Access arrangements for all assessments will be part of the 'normal' way of working for the CYP. • Ensure correct papers ordered. • RNIB advice: Access to exams and tests	RNIB

Resources, Advice, further support

- Hounslow's Sensory and Physical SEN Team page on our Local Offer: Hounslow Local Offer
- RNIB - Royal National Institute of Blind People
- Blind in Business Getting blind and partially sighted people into work
- Nystagmus Awareness events: Nystagmus Awareness Day – Nystagmus Network
- Support for CYP with Vision Impairment: LOOK – Supporting Visually Impaired Young People to Thrive (look-uk.org)
- Classroom resources: The Partially Sighted Society | Helping People with a Visual Impairment (partsight.org.uk)
- Positive Eye – free resources and practical tips: SEND Educational Resources and activities from Positive Eye
- Access to exams and tests, advise from RNIB: Access to exams and tests | RNIB