



Ordinarily Available Provision

Provision that you can expect to be made available for all children and young people with special educational needs and / or disabilities.

Information for professionals and parent and carers

Expectations of all settings and strategies

Ordinarily available provision

What on earth is 'ordinarily available provision'? What does it mean?

The term 'ordinarily available provision' comes from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their agreed funding and resource arrangements. To help schools and settings to understand the types of everyday support and adaptations that can be made as part of normal teaching practice or through this 'ordinarily available provision' an 'Ordinarily Available Inclusive Practice' guide has been produced.

Section One:

Provision for all students at La Passerelle regardless of need

This section outlines the expectations on all schools within La Passerelle and links to the Children and Families Act 2014, Equality Act 2010, Education Act 2011 and SEND Code of Practice, according to the needs of the child / young person. Broadly speaking, much of this section will be an integral part of the school's provision for all children. They outline some of the practices and adaptations that are part and parcel of quality first-teaching.

The provision and strategies outlined in this section may be required for children and young people with SEND and / or disabilities but will undoubtedly be of benefit to many of the learners in the setting. It is important that the guidance in this document is used to support the relationship between learners, parents, and schools, enabling a coproduced approach from the very beginning.

Expectations of all settings and strategies

Assessment	<p>A minimum termly cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.</p>	<p>Children & young people's strengths and barriers in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning. For example, SEND Support Plan.</p> <p>Staff are aware of pupil's starting points so that expected progress can be measured across each key stage.</p> <p>Recording of the Assess, Plan, Do Review.</p> <p>Assessment is used to inform planning and interventions, and review progress within interventions. Consideration is given for individual pupil's development trends. Interventions and strategies are used to demonstrate holistic progress.</p>
	<p>Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy</p>	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners including talking to parents and other professionals.</p> <p>Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets, both non- academic and academic.</p> <p>The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners. This is referred to as a tiered Graduated Approach.</p>

Expectations of all settings and strategies

	<p>Expertise is in place to manage reasonable examination arrangements (access arrangements) for all formal and informal national assessments including public examinations</p>	<p>Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the learner's normal way of working.</p> <p>Please refer to the relevant exam board guidelines/JCQ guidance and relevant professional advice. Arrangements could include:</p> <ul style="list-style-type: none"> • Rest breaks • Extra time <p>Adapted resources (e.g. enlarged text and braille, laptop, or scribe) are used in class and assessments.</p>
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Pastoral	<p>The setting recognises, and responds to, the need for pastoral support for learners with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.</p>	<p>There is a calm and purposeful environment for learning where pupils feel they belong, and their contributions are valued.</p> <p>Pupils can identify an agreed safe space allocated to them.</p> <p>Language used in the classroom demonstrates unconditional positive regard for learners.</p> <p>Whole school approach is used to develop emotional literacy, wellbeing and resilience and promote positive attitudes to learners with SEND.</p> <p>Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.</p>
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Expectations of all settings and strategies

	<p>Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.</p>	<p>Named adults and Learning support Assistants act as a stable point of reference when required.</p> <p>Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society.</p> <p>Pupil Voice is encouraged and acted on.</p> <p>Good relationships are encouraged and built.</p>
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<p>The physical and sensory environment</p>	<p>The physical environment is adapted to meet the needs of learners.</p>	<p>The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the school's website and 'reasonable adjustments' are made according to individual needs.</p> <p>The furniture is the appropriate size/ height for the learners.</p> <p>Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. 'Reasonable adjustments' are made.</p> <p>The views of learners, parents and carers are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.</p> <p>Risk assessments for the child or young person need to be completed</p>
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Expectations of all settings and strategies

	<p>Practitioners are aware of sensory needs and issues that may impact on learners.</p>	<p>Staff are aware of smells and noise in the room and any individuals who may be impacted by these. E.g. classroom next to the canteen or music in a room. Adjustments to the acoustical environment such as soft furnishings and high ceilings can help with this.</p> <p>Learners' sensory needs are known and used to plan seating arrangements and movement breaks.</p> <p>Left and right-handed pupils can use equipment comfortably.</p> <p>Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position.</p> <p>Displays are meaningful and appropriate for all learners. Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.</p>
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Expectations of all settings and strategies

Partnership with learners and parents / carers	<p>The setting works in partnership with parents, carers, and learners in decision- making.</p>	<p>Parents and carers are aware of the range of communication channels available for sharing information about their child and their concerns will be recorded.</p> <p>Parents are aware of SEND status of their child, including when they are placed on the school's SEND register and the support and individually tailored interventions in place (where applicable). They are involved in setting and reviewing targets for their child.</p> <p>Formal and informal events take place to seek views in relation to SEND provision in the school e.g. pupils and parent surveys, coffee mornings, parent meetings.</p> <p>Postal Mail / text / phone call / email to support communication directly with parents/carers in addition to communication given via learners.</p> <p>The SEND information report is co-produced with parents and carers.</p>
	<p>An effective partnership with learners and parents is evident through their participation in assessment and review processes.</p>	<p>Parents and carers are signposted to: Children, Young People, Education and Skills This is referenced on the school's website.</p> <p>Parents and carers can also be signposted to the SEND Department. Education@gov.je</p>

Expectations of all settings and strategies

Transition and Transfer	<p>Support is in place for routine and life transitions when required.</p>	<p>Transitions include:</p> <ul style="list-style-type: none"> • Moving around the setting • Preparing for weekends and the start of holidays and beginning of term • Moving from lesson to lesson • Changing from structured to unstructured times • Moving from break to lesson times • Moving from one activity to the next within a lesson • Changes of staff – permanent and temporary • Special events: visitors, visits, and celebrations • Life events: birth of a sibling, change in parenting arrangements e.g. change in parents' relationship status, loss and bereavement or contact visits. • Puberty <p>Staff are aware of those who will need additional support for all or most transitions, and plan for these transitions. This includes learners who:</p> <ul style="list-style-type: none"> • Have insecure attachment, including but not limited to Child Looked After, Child in Need, Child Protection, adopted children and pupils from armed forces families. • Have social communication difficulty including ASD. • Suffered trauma, loss, or bereavement. • Are anxious. <p>Support may include:</p> <ul style="list-style-type: none"> • Safe space available within the classroom or an identified area of the school for time out. • Visual Timetables are used, events are removed or ticked off when finished. • Students are pre-warned of any changes and prior to transition. • Timers are used to show pupils how long they have to
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Expectations of all settings and strategies

		<p>work for/ how long they have to finish.</p> <ul style="list-style-type: none"> • Opportunities for periods of respite using withdrawal. This might include self-directed / individual time -out/smaller groups. • Plans are made for unstructured times: safe spaces are available; these are structured alternatives such as games club and use of the library or music room for vulnerable pupils.
	<p>Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including entry and exit</p>	<p>Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond.</p> <p>This information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required.</p> <p>Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/ classroom with a familiar trusted adult and creating social stories.</p>

Section Two:

Specialist Provision for La Passerelle

La Passerelle is a designated Social, Emotional and Mental Health Difficulties (SEMH) provision. As such, the provision below is in addition to the expectations of Section one.

Approaches and Strategies

Staff have assessed students SEMH needs to help them understand the barriers to learning that learners face. Learning needs are also reviewed using the school's own screening or assessment tools or external advice to ensure that any SEMH needs or behaviour difficulties are not caused by an unmet need or communication difficulty. We:

- Have class sizes of 10 or less pupils with one teacher and one LSA (a maximum ratio of 5 pupils:1adult)
- Use of whole school approaches to promote wellbeing and resilience
- Understand that behaviour is a form of communication for our pupils.

Expectations of all settings and strategies

- A behaviour policy underpinned by a clear ethos and values of reflections and restoration.
- Use of Restorative Approaches to build, maintain and repair relationships.
- Anti – bullying work
- Identification of (up to three) trusted adults to build positive and trusting relationships
- Use of social stories
- Small group or 1:1 work with a learning support assistant as directed by teacher.
- Support available for staff working with pupils with SEMH via group or individual supervision or debrief sessions.
- Use of distraction techniques and giving responsibility
- Explicitly teaching de- escalation and self – management strategies
- Use of PSHE, restorative circle tie and curriculum approaches to explicitly teach rules and routines, build self-esteem, and develop social and emotional skills to all learners.
- Developing attachment aware strategies
- Use of Trauma Informed practices when working with children with ACE's
- Actively demonstrating and using The Iceberg Model within daily planning and practise

Identified barrier and / or need	Provision and / or strategies: approaches, adjustments and specific interventions expected to be made as a whole school approach according to the ages and stages of the learners
Difficulties participating and presenting as withdrawn or isolated	<ul style="list-style-type: none"> • Assessment through teaching e.g. is there areas of the curriculum they find easier to manage than others? • Supportive toolbox to develop confidence. • Small group working e.g. friendship or social skills, nurture groups. • Play-based activities • Establish interests. • Building relationships • Buddying/ peer mentoring • Giving responsibility for looking after someone else • Whole school approach to support strategies- consistency • Structure should be clear and explicit – what are the expectations?
Displaying challenging behaviour e.g. refusal to follow instructions, aggression, damage to property	<ul style="list-style-type: none"> • A consistent message but flexible approach • Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning.

Expectations of all settings and strategies

	<ul style="list-style-type: none"> • Understand the basis for the behaviour e.g. what is the context / history. • Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the pupil? What is the pupil trying to tell us? • Helping the pupil to substitute other, more acceptable behaviours • Use of choices to allow the pupil some control with the same result e.g. when you are ready, we can talk now or in a moment. • Teach the pupil other ways to get their needs met e.g. develop social skills, strategies to manage anger. • Develop readiness to learn. • Consideration of the timetable and transitions • Professional meetings to unpick behaviour. • Risk assessments • Communication with home/family close working partnership • Regular review of support plan – e.g. SEN support/ IEP / IBP
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<p>Behaviours may reflect:</p> <ul style="list-style-type: none"> • Anxiety / depression • Self-harming • Substance misuse • Eating disorders 	<ul style="list-style-type: none"> • Unpicking the behaviours: negative and positive behaviours, be professionally curious – what lies behind them? • Multi – professional approach using therapist and school counsellor as well as external agencies. • Identifying what is not right through respective engagement with the pupil. • Looking at historical timeline and reported behaviour incident logs when changes were observed. • Family Partnership work, liaison, and collaborative work with the home to understand a wider picture – consideration of parental sensitivities and triggers. • Build rapport with trusted adults. • Whole school approach
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Expectations of all settings and strategies

Identified barrier and / or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by each setting according to the ages and stages of the learners
Physical symptoms that are medically unexplained e.g. soiling, stomach pains	<ul style="list-style-type: none"> • Keep a log and analyse pattern or trends to identify triggers. • Liaison with parents, school nurse and relevant health professionals
Attention difficulties	<ul style="list-style-type: none"> • Understanding the reasons, is there a pattern? • Allowing plenty of time for movement or frequent small concentration periods • Have a clear structure to the day. • Have clear expectations regarding behaviours and a clear and consistent response to behaviours. • Being aware of times of the day that may be more difficult. • Consideration of discipline procedures / behaviour policies and any reasonable adjustments that need to be made in line with equalities legislation.
<p>Attachment difficulties (including Attachment Disorder)</p> <p><i>N.B. any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis</i></p>	<ul style="list-style-type: none"> • Liaise with parents and carers for shared understanding. • A good transition when the child starts school and between each year group / stage / school – checking the history. • Supportive structured school curriculum • Staff to all be trained and aware of any child with attachment difficulties and how to respond to them. • Consideration of discipline procedures / behaviour policies • Consideration of family context and the range of children that may have attachment difficulties e.g. adopted, forced children, previously CIN, LAC • Liaison with the Inclusion Department and SEND services for training and advice.
Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects	<ul style="list-style-type: none"> • Differentiated use of voice, gesture, and body language • Focus on reducing anxiety and thereby behaviours.

Expectations of all settings and strategies

	<ul style="list-style-type: none"> • Flexible and creative use of rewards and consequences e.g. 'catch them being good.' • Positive reinforcement of expectations through verbal scripts and visual prompts • Time out/quiet area in the setting
Difficulty in making and maintaining healthy relationships	<ul style="list-style-type: none"> • Small group/nurture group activities to support personal social and emotional development. • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Restorative approaches

Identified barrier and / or need	Provision and / or strategies: approaches, adjustments and specific interventions expected to be made by the settings according to the ages and stages of the learners such as:
Difficulties following and accepting adult direction	<ul style="list-style-type: none"> • Look for patterns and triggers to identify what may be causing behaviours. • Positive scripts - positive language to re-direct, reinforce expectations e.g. use of others as role models. • Calming scripts to de-escalate, including for example, use of sand for 'thinking time • Limited choices to engage and motivate. • Flexible and creative use of personalised, appropriate rewards • Visual timetable and use of visual cues e.g. sand timers to support sharing
Presenting as significantly unhappy or stressed	<ul style="list-style-type: none"> • Key worker and adults to check in at the start and end of the day. • Safe place/quiet area in the setting • Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting. • Use of social stories to identify triggers and means of overcoming them. • Build rapport and trust in a reliable adult.

Expectations of all settings and strategies

Patterns of non- attendance	<ul style="list-style-type: none"> • Feedback is used to collaborate and plan with parent /carer and child / young person, to ensure consistency and communication between the home and setting. • Identify any learning needs. • Monitoring the patterns to identify underlying reasons for attendance and subsequently according to circumstance
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Additional resources and advice available once strategies have been implemented and reviewed

- Use of Early Help Assessment
- Consultation with the MASH (Multi Agency Safeguarding Hub)
- Educational Psychologist
- Professional consultation with CAMHS - Single Point of Access (SPA)
- Schools Nursing
- Advice from Virtual School / EWO attendance team when considering the use of reduced Timetables and virtual school or SEND team for LAC.

Other Networks:

- Youth Service
- Occupational Therapy
- ADHD Support
- Learning Support Assistant – Level 7 (targeted support)
- Nurture
- Strengths & Difficulties questionnaires
- Mental health practitioners

Many learners at La Passerelle will have secondary or tertiary needs and diagnosis when they enrol. These needs are met by:

Expectations of all settings and strategies

	<p>Limited attention span compared to developmentally appropriate milestones.</p>	<ul style="list-style-type: none"> • Regular, short breaks including use of Movement Breaks • Differentiation • Chunking, breaking tasks down • Visual Timetables and other visual support to help explain activities. • Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task) • Named instructions. • Asking the child to repeat back what activity they are going to do. • Use of timers, so they know they only must focus for a comfortable amount of time. • Individualised Timetables, work structures and work boxes
	<p>Difficulties with learning: e.g. despite appropriate differentiation interventions, making inadequate progress over time across the curriculum and working below age related expectations.</p>	<ul style="list-style-type: none"> • Assessment through teaching to identify the areas of need in consultation with the learner. • Clear and simple instructions, breaking down longer instructions and giving one at a time. • Visual Timetable • Visual cues and prompts • Give time before response is needed. • Pre-teaching – e.g. provision of a LSA to help prepare the learner for the new topic. • Shared next steps – so they know what to expect. • Differentiated resources where possible - teach the curriculum appropriate to the child, not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context within their own peer group/classroom) • Pre teaching and overlearning, support from parents

Expectations of all settings and strategies

	<p>Specific learning difficulties (SpLD) affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment.</p>	<ul style="list-style-type: none"> • Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate. • Metacognition approaches – learning to learn e.g. by trying to understand the learner's difficulty and asking them what helps. • A neuro-diversity approach to celebrate the strengths of each learner. • Recognising and celebrating success in other areas of their life • Use of evidence-informed approaches to address the difficulty • Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaption, technology
	<p><i>(N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia, or dyspraxia. Any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis)</i></p>	<ul style="list-style-type: none"> • Staff will have been informed which strategies or approaches to use in line with advice from assessments or consultation. • Evidence-based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy. • Alternative strategies for reading and recording. • Visual aids to reduce memory load. • Consideration of adjustments for assessments and exams

Expectations of all settings and strategies

	<p>Generalised learning difficulties.</p> <p>May have difficulties in understanding concepts.</p> <p>May have memory, attention or processing difficulties May have difficulties across the curriculum but with some areas of strength.</p> <p>Children with an uneven profile of skills and attainment</p>	<ul style="list-style-type: none"> • Adjustment, modification, and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum. • Planned multi -sensory teaching that take account of different learning styles. • Support to manage self-esteem – celebration of strengths, reinforcement of success. • Flexible grouping which enables the child to work with good role models that focuses on functional skills and area of need. • Advice and support from the British Dyslexia Association including whole school checklist.
	<p>Additional resources & advice available once strategies have been implemented & reviewed.</p>	<ul style="list-style-type: none"> • Advice or support • Training • Evidence-based literacy and numeracy interventions • Group consultation, with parents, professionals, and school. • Guidance on supporting children and young people with reading difficulties. • Speech and Language Therapy • Educational Psychologist • Specialist Teacher

Expectations of all settings and strategies

	<p>Limited attention span compared to developmentally appropriate milestones.</p>	<ul style="list-style-type: none"> • Regular, short breaks including use of Movement Breaks • Differentiation • Chunking, breaking tasks down • Visual Timetables and other visual support to help explain activities. • Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task) • Named instructions. • Asking the child to repeat back what activity they are going to do. • Use of timers, so they know they only must focus for a comfortable amount of time. • Individualised Timetables, work structures and work boxes
	<p>Difficulties with learning: e.g. despite appropriate differentiation interventions, making inadequate progress over time across the curriculum and working below age related expectations.</p>	<ul style="list-style-type: none"> • Assessment through teaching to identify the areas of need in consultation with the learner. • Clear and simple instructions, breaking down longer instructions and giving one at a time. • Visual Timetable • Visual cues and prompts • Give time before response is needed. • Pre-teaching – e.g. provision of a LSA to help prepare the learner for the new topic. • Shared next steps – so they know what to expect. • Differentiated resources where possible - teach the curriculum appropriate to the child, not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context within their own peer group/classroom) • Pre teaching and overlearning, support from parents

Expectations of all settings and strategies

	Specific learning difficulties (SpLD) affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment.	<ul style="list-style-type: none"> • Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate. • Metacognition approaches – learning to learn e.g. by trying to understand the learner's difficulty and asking them what helps. • A neuro-diversity approach to celebrate the strengths of each learner. • Recognising and celebrating success in other areas of their life • Use of evidence-informed approaches to address the difficulty • Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaption, technology
	Difficulties saying what they want and being understood.	<ul style="list-style-type: none"> • Model language (especially new vocabulary) • Small group or individual language sessions • Allow time for process and response. • Introduce a variety of ways through, e.g. rhymes, songs, poems, drama. • All attempts to speak / communicate are supported. • Provide additional methods of communication, whiteboards, note pads, Makaton. • Reduce the pressure to speak and provide alternative means of contributions e.g. laptop, whiteboard

Expectations of all settings and strategies

	<p>Difficulties understanding what is being said to them.</p>	<ul style="list-style-type: none"> • Consider how much information a child can manage when giving instructions. • Tailor delivery style according to the learners needs (language modification) • Ask child to repeat instructions to clarify their understanding. • Provide visual prompts, including key vocabulary. • Extra time to process what has been said. • Think about the environment and limit distractions. • Check child is fully engaged before talking to them. Use their name first before giving an instruction. • Pre-teach topic vocabular. • Instructions should be given in order of completion. • Access to exam modifications
	<p>Child / Young person does not understand or use social rules of communication.</p>	<p>Modelling / role play e.g. do not stand on your mobile phone – what is that saying?</p> <ul style="list-style-type: none"> • Small group sessions • Social stories and comic strip conversations • Prompts – symbols and signing systems. • Now (you are doing this) and Next (you are going to be doing that) boards.

Expectations of all settings and strategies

	Difficulties with language Difficulties with communication	<ul style="list-style-type: none"> • Use child's name first to draw their attention followed by key word instructions, e.g. Freddie, stop. • Simple instructions • Use positive language, telling them what you want to do. • Using literal language (avoid sarcasm and figures of speech) • Be aware of body language and non-verbal communication from yourself. • Awareness of appropriate tone of voice (calm, not loud) • Awareness of rate of speech (slow down) • Awareness of appropriate environment (noise, room, temperature, lighting, room layout) • Awareness of use of language-rich environment (some students need this kept simple).
	Difficulties with social imagination	<ul style="list-style-type: none"> • Role play and drama, use of props • Modelling • Story telling / videos. • Photos to talk through what is happening. • Story planners • Writing frames • Sentence starters • Direct teaching to understand and infer emotions and themes in narrative. • Social mapping, e.g. understanding consequences. • Peer support sharing experiences • Mind mapping and helping them to make links between their learning.

Expectations of all settings and strategies

	Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> • Small group / 1:1 tasks and activities to cover turn taking and other social skills developing relationships. • Clear communication of expectations • Develop group work skills by targeted teaching to address specific skills, e.g. turn taking. • Understand how to initiate, repair and maintain relationships. • Opportunities for supported play with peers • Modelling successful play and social interactions • How to respond to conflict in relationships and resolve difficult situations. • Support to understand social relationships (social mapping) • Understanding emotions of child and peers • Good peer role models • Clear boundaries – circle of friends
	Sensory and physical needs relating to communication and interaction.	<ul style="list-style-type: none"> • Staff are aware that for some pupils, a sensory or physical disability could impact on their learning language and social interaction. • Staff understand the importance of teaching students' self-regulation strategies so that they can successfully manage their sensory needs. • Support or nurture groups. • Implement the strategies and programs on the advice of relevant professionals. • Support for social interactions during unstructured time

Expectations of all settings and strategies

	<p>Generalised learning difficulties.</p> <p>May have difficulties in understanding concepts. May have memory, attention, or processing difficulties.</p> <p>May have difficulties across the curriculum but with some areas of strength.</p> <p>Children with an uneven profile of skills and attainment</p>	<ul style="list-style-type: none"> • Adjustment, modification, and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum. • Planned multi-sensory teaching that takes account of different learning styles. • Support to manage self-esteem – celebration of strengths, reinforcement of success. • Flexible grouping which enables the child to work with good role models that focuses on functional skills and area of need. • Advice and support from the British Dyslexia Association including whole school checklist.
	<p>Additional resources & advice available once strategies have been implemented & reviewed.</p> <p>.</p>	<ul style="list-style-type: none"> • Advice or support • Training • Evidence-based literacy and numeracy interventions • Group consultation, with parents, professionals, and school. • Guidance on supporting children and young people with reading difficulties. • Speech and Language Therapy • Educational Psychologist • Specialist Teacher

Expectations of all settings and strategies

	Hearing impairment	<ul style="list-style-type: none"> • Seated near front of class with clear view of teacher's face and any visual materials used. • Instructions delivered clearly. • Check content has been understood. • Repeat / rephrase pertinent comments made by other pupils. • Visual reinforcement (pictures and handouts) • Visual timetable and visual cues (e.g. sand timers) • Be aware that during PE it will be more difficult to follow instructions and make adjustments to deliver instructions. • Carpet and soft furnishings reduce excess noise. • Seat away from sources of noise, e.g. window, corridor, heaters etc. • Appropriate safety evacuation measures put into place.
	Sensitivity to sensory stimuli	<ul style="list-style-type: none"> • Sensory breaks • Flexibility with clothing • Consideration to the environment, e.g. noise, room temperature, visual Stimuli proximity • Flexible approach to transitions e.g. between lessons and to and from school • Access to safe, reduced stimuli locations
	Physical sensitivity including hyper and hypo responses and possible sensory processing difficulties.	<p>In addition to the sensory provision in section one:</p> <ul style="list-style-type: none"> • Sensory reduction planning • Staff training through CPD • Individual workstations • Build resilience using timers

Expectations of all settings and strategies

	Physical outbursts causing harm to others and / or to property	<ul style="list-style-type: none"> • A consistent approach to managing the individuals with “reasonable adjustments” made. • Understanding the frequency and location of triggers • Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work / don’t work and relaying this information to staff. • Preventative strategies in place • Safe area / reflection area • Appropriate de-escalation strategies in place • Risk management plans. • Re-integration plans • A clear plan of action, agreed with parents with regard to physical intervention.
	Physical outbursts causing harm to others and / or to property.	<ul style="list-style-type: none"> • Staff will have been informed which strategies or approaches to use in line with advice from assessments or consultation. • Evidence-based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy. • Alternative strategies for reading and recording. • Visual aids to reduce memory load. • Consideration of adjustments for assessments and exams.

Approaches and Strategies

Children’s views are integral in all discussions and planning and should be at the heart of the process. To do this:

- All staff value, listen to and help children and young people to share their views.
- Use developmentally appropriate strategies to gather pupils’ voices.
- Consider what behaviour is communicating and possible implications for learning.
- Offer a range of diverse ways for pupils to share worries with adults in school.
- Observe a child’s preference to supplement the pupil voice.
- Ask questions such as “What does a good day look like?” “What does a bad day look like?”
- Ask what they find helpful / unhelpful in terms of support.

Expectations of all settings and strategies

- Consider SEMH issues.
- Regardless of need, include students in the student council and other such roles in the school.
- Consider relationship between learning needs and behaviour.
- Highlight through pupil surveys, areas of need, from individuals to whole school. These are then reviewed and acted upon.
- Tailor programmes of support to interests and aspirations
- Support and intervene areas to develop including interests and needs.
- Use person centred approaches in school.
- Use Blue Wow books where pieces of work are selected that students are proud of to share with both school and home. This can also include staff observations comments.
- Assessments to inform the next step.
- Complete the Risk Assessment and Behaviour Plan to build a full picture of the child / young person and develop clear and useful strategies on how to deal with their needs.

Understanding of needs

- School staff talk with families about the child or young person's developmental history.
- When a diagnosis is received, staff discuss with parents how they would prefer the information to be shared with the child / young person, peers, and the wider community. This will differ for each family.
- Parents knowledge and understanding is valued and considered when making sense of and addressing needs.
- Private assessments are asked to be shared with school.
- Key family members have an active role in discussions with professionals and in designing learning programmes so that home and school are working together.

Engaging families through whole school approach

- Parent or carer involvement and engagement is valued at the whole school level and reinforced by all staff. Parent views will form part of the Risk Assessment and Behaviour Plan.
- School feels like a welcoming environment for parents (or other key family members) where everybody is working together with equal value to support children.

Schools can offer parent-parent support groups or coffee mornings with the Mental Health team.

Expectations of all settings and strategies

Glossary:

Term	Definition
ACE's	Adverse Childhood Experiences
ASD	Autism spectrum disorder
CAMHs	The one point of access for professionals in Jersey making a referral for Child and Adolescent Mental Health Services
CIN	Child in Need
CLA	Children and young people who are in the residential care of the Minister
CPD	Continuing professional development
CYPES	Children Young People Education and Skills
ELSA	Emotional Literacy Support Assistants
Graduated approach	The use of the Assess, Plan, Do, Review cycle to effectively meet the needs of the child or young person through reviewing and refining actions
JCQ	Joint Council for Qualifications
MASH	Multi – agency Safeguarding hub
PECS	Picture exchange communication system
SALT	Speech and language therapy
SEMH	Social, emotional, and mental health needs
SpLD	Specific learning difficulty
LSA	Learning Support Assistant