

Ordinarily Available Inclusive Provision (OAIP)

Provision available for Children and Young People with
Special Educational Needs and/or Disabilities (SEND) in
Cheshire West and Chester: A Graduated Approach

September 2026

Printable version

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Why has this Guidance been written?

This guidance is here to share practical ideas and resources that schools can use in ways that work best for them. We know every school and every child is different, so not everything suggested will fit every situation. It is hoped that the suggestions below can help schools, parents and carers find the right support and strategies early on, so each child's individual needs can be met as effectively as possible.

This guidance describes a range of support strategies and activities that are available for Children and Young people (CYP) without the need for a formal diagnosis or specialist support. It describes what is available as part of good practice in schools and from services in the council, Health Service and community. Throughout this guidance the term 'child' or 'children' are used when referring to Children and Young People, sometimes shortened to CYP. CYP are also referred to as 'Learners'.

The overall aim of this guidance is to support inclusion: we support CYP wherever they are on their developmental journey, including those who may have additional needs.

What is Ordinarily Available Inclusive Provision (OAIP)?

OIAP refers to the support and strategies that are available for CYP in the local area.

The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are ordinarily available in their mainstream school or settings. This is known as Ordinarily Available Provision (OAP). In Cheshire West and Chester, we call this Ordinarily Available Inclusive Provision or OAIP.

The first step to supporting all CYP to succeed is ensuring they have access to high-quality teaching. This is sometimes known as Quality First Teaching. Quality First Teaching (QFT) is beneficial for all pupils, not just those who may have additional learning needs.

More information can be found by following these links:

<https://support-for-early-career-teachers.education.gov.uk/teach-first/year-1-how-can-you-support-all-pupils-to-succeed/summer-week-3-ect-theory/>.

<https://www.livewell.cheshirewestandchester.gov.uk/Information/Quality-First-Teaching>

The ‘SEND Code of Practice: 0 to 25 Years’ (2015), links high-quality teaching with Ordinarily Available Inclusive Provision:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support....’ SEND Code of Practice 6.15

Please note that the SEND Code of Practice and the 4 areas of special educational need described within it are due for review by the Government as part of the SEND Reforms (announced in February 2026). When new legislation is passed, this guidance will be reviewed accordingly.

Who is this Guidance For?

This guidance describes what is available for CYP aged 5-18 (or 25 years with SEND). ‘Schools’ refers to all educational settings.

This guidance will inform schools, colleges, professionals, parents and carers about support a CYP may access to remove any barriers to progress at both universal and targeted levels (OAIP).

Please note that this guidance is *not* designed as a checklist or auditing tool. We hope that it is a comprehensive, but not exhaustive list of supportive strategies and resources that can helpfully signpost adults so that CYP’s individual needs can be met as early as is possible.

Inclusive Practice

Cheshire West and Chester have an Inclusion Matters Strategy that can be found here:



Inclusion Matters
Strateg 2023-2027 -

The Equality Act (2010) describes how all CYP should have an equal opportunity to succeed in education, regardless of their background, academic ability, and cognitive level. Being inclusive means valuing diversity and individual difference, whilst modelling and promoting inclusive practice in both teaching methods and educational activities.

We have duties under the Equality Act towards individual CYP who experience disability and must make reasonable adjustments to prevent such CYP being put at a disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations (See Section 6.9 Code of Practice, page 175).



Reasonable_Adjust
ments_A4_infograph

‘Adaptive teaching’ is a person centred approach which refers to strategies used by adults to continually assess the needs of individual learners. Adults adapt their teaching to ensure that **all** CYP enjoy access to a full and varied curriculum. Staff select a range of appropriately adapted resources to support CYP and to remove any barriers to their learning. Adults model the use of support resources to enable a CYP to understand how and when to use them. Adults aim to support CYP to make progress and ultimately to achieve independence through this supported learning approach.

Within our community there are CYP with different learning styles, family backgrounds, physical abilities etc. In addition to these differences, there will be many CYP who may need some temporary additional support e.g. following an illness or accident, a family crisis, or personal issues e.g. bullying. There will also be CYP experiencing significant and long-term differences e.g. autistic CYP, those who have sensory differences, a learning disability, or speech and language needs. Support should be accessible to both CYP and family with reference to The Commitment:



The SEND
Commitment_.pdf

Further details on page 12 below

What does Inclusive Quality First Teaching Look Like in a Classroom?

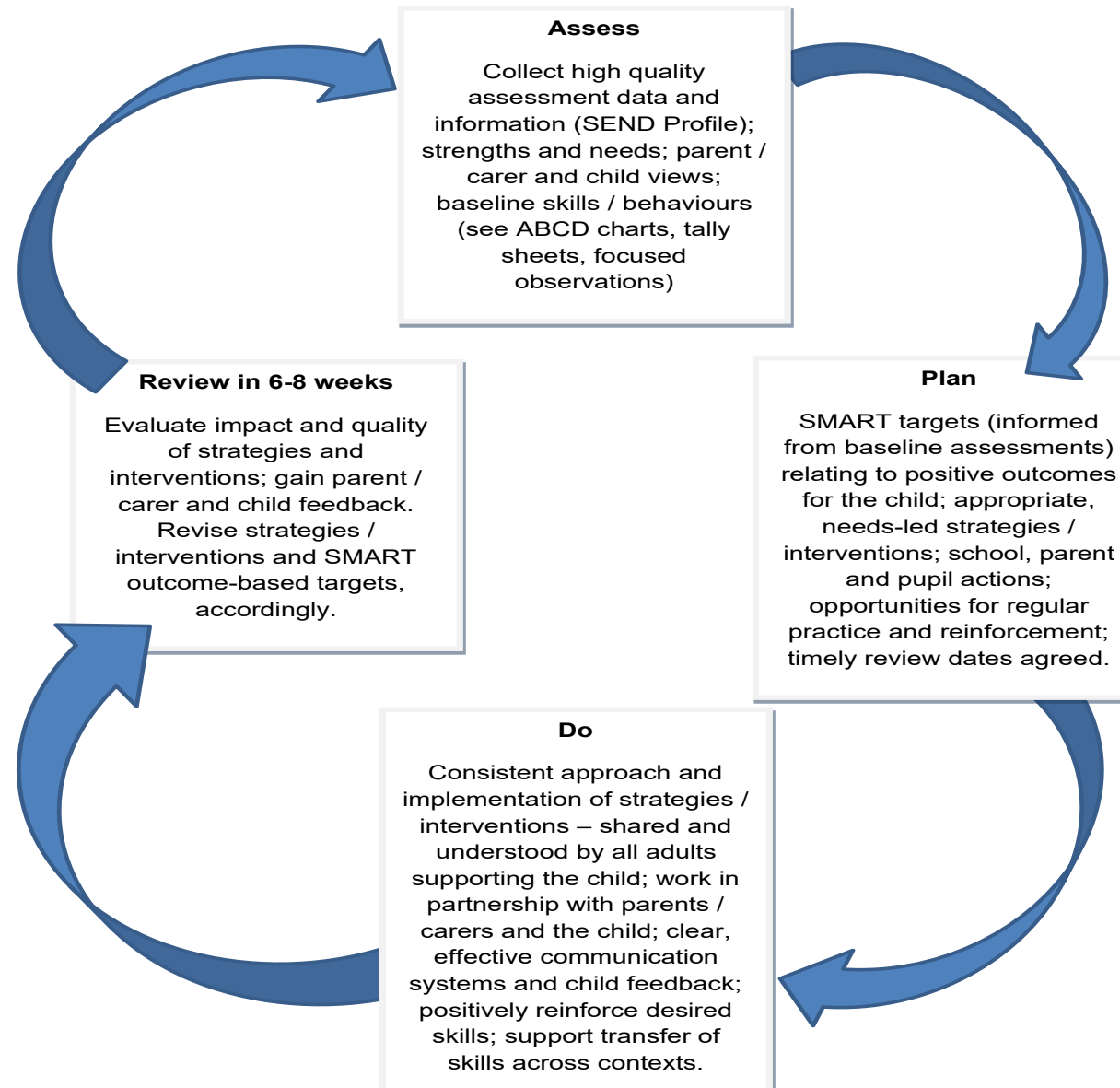
QFT is practice that is inclusive, personalised and responsive to all learners, as such:

- The classroom is well organised and labelled with words, symbols and pictures which support a range of pupils
- Teaching and learning are planned using adaptive teaching which involves differentiation to support CYP
- The lesson structure makes explicit links to prior learning and focuses on learning outcomes
- Instructions are shared in manageable chunks and supported with visual cues
- Understanding of instructions is checked by asking CYP to explain that they have to do
- The Assess-Plan-Do-Review cycle is fundamental to teaching and learning.
- Language used is matched to the needs of learners, incorporating the use of non-verbal communication to support understanding.
- Understanding of learning is communicated and evaluated in a variety of different ways
- CYP are given opportunities to work flexibly, including in pairs, in small groups, in attainment groups and in mixed ability groups
- Lessons use a variety of skills, for example speaking and listening, writing, problem solving, creative activities, undertaking research, reading and performing
- Adults question, model, explain and support appropriately. Learning tasks are structured to promote independence as far as is possible
- As a guiding principle, adults use a balance of five positive comments to one negative in order to promote positive self esteem
- Memory skills are supported using explicit demonstration, modelling and direct teaching of techniques. Opportunities are created to practice the application of these strategies in context
- Modelling and worked examples are used (e.g. 'what a good one looks like').

What is the Graduated Approach?

As set out in the Code of Practice (2014; Section 6). The Graduated Approach is the system that schools and settings use to assess need and then provide support. The system follows four stages, often referred to as a cycle: Assess, Plan, Do and Review (APDR). A diagram to helpfully illustrate this process is provided on the next page.

Assess, Plan, Do, Review



Paragraph 6.44 of The SEN Code of Practice states that regular reviews are good practice:

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

School staff and parents/carers should work together in planning which strategies can support as part of a graduated approach to meet a particular CYP's needs. If a CYP makes progress, they are likely have identified the correct intervention for that CYP, if they don't there is a need to rethink. For this to be effective, reviews must take place regularly. For more information on the 'graduated approach' please refer to the SEND Code of Practice and also the Nasen SEN Support and Graduated Response document- Teacher handbook

<https://www.wholeschoolsend.org.uk/teacher-handbook>

Children and Young People may have short- or longer-term needs. The APDR cycle is not usually a single process - rather a continuous cycle of APDR as a CYP's needs develop and change. It is vital that CYP and their parents/ carers are involved at all stages of the graduated approach so that their voices are heard and so they can take part in decision making.

Partnership with Children and Young People and their Parents/Carers

The best support happens when families and professionals work together as equal partners. The SEND Code of Practice Section 1.1 to 1.3 states:

“Local authorities, education, health and social care partners should work together and in partnership with children, young people and parents to ensure that support is well coordinated and planned around their needs”

Partnership is described as follows in the SEND Code of Practice:

“Local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child’s parents*
- the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions*
- the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood” (COP paragraph 1.1 page 19)*

Every decision should focus on what helps the child or young person feel safe, happy, and able to learn. Getting help should be clear and straightforward, with joined-up support that makes sense. Locally a group have met to further agree the CW&C SEND Commitment:



The SEND Commitment is all about setting the right tone for how we work together in the SEND system. It's a set of promises which have been created with families, professionals, and young people to make sure everyone feels included, respected, and focused on making things better. The working group consists of different partners who are currently working towards ensuring the Commitment supported by an outcomes framework to measure impact.

The Commitment is underpinned by the Cheshire and Merseyside Parent Carer Forum Cluster Group SEND Coproduction Charter and the Local Voices Framework (LVF): Co-production Definition and Principles . The group have agreed that the Commitments below must underpin all interactions across the SEND system.

Putting Children First- Every decision and action will focus on what's best for the child or young person. Their voice is always considered first. Everything we do is centred on what is best for the child or young person, working diligently to ensure their voice is heard, valued, and taken seriously.

Clear and Honest Communication- Everyone involved will share information in a way that is easy to understand, truthful, and shared at the right time. No jargon, no surprises.

Listening and Caring- We will really listen to each other and show we care. Building relationships is our priority.

Trust and Accountability- We build trust by keeping our word, treating each other with respect, and owning what we say and do.

Fair and Open Services- Services you need will be welcoming and easy to access, regardless of your background or circumstances. Let's challenge barriers together.

Working Together - Families and young people will be invited to coproduce the services they use. Their experiences and ideas matter.

Easy-to-Use Systems -A shared commitment to making our systems straightforward and easy for everyone to understand and use – families, professionals, and young people alike



Staff skills and training

Schools can access both national and local training. We understand that as part of SEND Reform proposals the Government will be offering mandatory SEND Training to all Teaching Staff with effect from September 2026.

Details of local training are on eCWIP ([eCWIP for Education - Cheshire West Industry Professionals](#)) or <https://westcheshirechildrenstrust.co.uk/our-way-of-working/>

See also further suggestions within each area of need below.

Transition and transfer

Change can be a difficult experience for many of our CYP with SEND, especially if they have needs or past experiences that might affect their capacity to understand and make sense of new routines, manage uncertainty or deal with loss of something or someone. We need to anticipate the needs of CYP and provide appropriate preparation and guidance, ensuring that they are not expected to navigate these transitions alone.

Routine and life transitions can include:

- Moving from one activity to the next within a lesson.
- Changing from structured to unstructured times and vice versa.
- Moving around the setting.
- Moving from lesson to lesson.
- Preparing for weekends and the start of holidays and beginnings of term.
- Changes of staff – both permanent and temporary.
- Special events: visitors, visits, celebrations.
- Moving from one school to another.
- Life events: birth of a sibling, loss and bereavement, puberty, change in parenting arrangements (e.g. change in parents' relationship status or contact visits).

Supportive strategies can be found below across all 4 sections of need.

Role of the Special Educational Needs Co-Ordinator (SENCO)

The SENCO has a critical role to play in ensuring that CYP with SEND within a School or College receive the support they need. The most recent Code of Practice update (2024) states the SENCO must be a qualified teacher, and a newly appointed SENCO must achieve a national award as a requirement of the role.

The Code Of Practice states that a SENCO has *‘an important role to play with the headteacher and governing body in determining the strategic development of SEN policy and provision and will be most effective if they are part of the school leadership team’*. Their responsibilities include:

- Overseeing the day-to-day operation of the school’s SEND policy.
- Supporting the identification of CYP with SEND.
- Co-ordinating provision for CYP with SEND.
- Liaising with parents of CYP with SEND.
- Liaising with other providers and outside agencies.
- Ensuring that the school keeps the records of all CYP with SEND up to date.

It is therefore expected that the SENCO is either a part of the Senior Leadership Team or that they regularly liaise with it.

Is all of this Ordinarily Available?

This document describes three levels of OAIP for children and young people across our local area.

1. Universal Offer: refers to the support that is available in all settings for all CYP.
2. Extended Universal Offer: includes support that is available in some settings but not all. Within the Social, Emotional and Mental Health section below for example, there are some provisions listed that are not available in all schools either because the resource is limited, is a temporary project or pilot, or because it is not suitable for the age range. These provisions can be found in the box clearly titled: OAIP for some learners in some schools, depending on their locality or the CYP’s age.

3. Targeted Provision describes additional, personalised support that is put in place when a CYP's needs go beyond what can be met through the universal offer.

Ordinarily available provision and support in four broad areas of need, based on the 2014 Code of Practice ie:

- Cognition and Learning needs
- Communication and Interaction needs
- Social, Emotional and Mental Health needs.
- Sensory, Physical or Medical needs

It is recognised that the needs of one CYP seldom fall into one discrete category and several areas may need support. Provision to support needs in one area may also have an impact on other areas. **These areas may be subject to change following the conclusion of the SEND Reforms Consultation*

Each of the 4 sections will be divided into two broad parts which describe OAIP at both *Universal* and *Targeted* support levels.

Ordinarily Available Provision in Cheshire West and Chester when supporting CYP with Cognition and Learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, 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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.” (SEND Code of Practice, 2015, p.97-98.)

OlAP for all / Universal

General learning needs, including literacy and numeracy needs

OlAP for all / Universal

General learning needs, including literacy and numeracy needs

Advice for a range of needs available:

- [Teacher Handbook: SEND | Whole School SEND](#)
- [CALL Scotland](#)

- Explore the reasons behind attention, focus, and processing challenges, which can stem from ADHD, trauma, anxiety, autism, and other factors.
- Make reasonable adjustments to activities, lessons and timetables so that they are delivered flexibly.
- Support and accept a learner's movement needs, such as the need for some learners to 'fidget', move and stand.
- Ensure other talents are nurtured, as this is where the learner will find the motivation, confidence and resilience to attempt tasks they find harder and could be where they find future success. Consider the best time for interventions, e.g. don't take time from creative/sporting lessons if these are subjects they enjoy/are good at. Perhaps avoid using the same time each week, so they aren't always missing the same lesson.
- Consider the use of:
 - Timers
 - Visual timetables
 - Now and next boards
 - Access to quiet space/movement breaks, active learning, taking into account the sensory needs of the learner
 - Seating in the least distracting place in the classroom for the individual and reduce/limit other environmental distractions
 - Write a plan with simple stages before any work is started
 - Focus the learner's attention on relevant aspects of the task, e.g. highlighting key words, colour coding
 - Removing any unnecessary writing tasks, such as writing the learning objective, title or full date. Minimise 'copying' and, if it is required, provide prompts on the learner's table (rather than on the board/wall).
 - Uncluttered environment including worksheets

OIAP for all / Universal General learning needs, including literacy and numeracy needs	○ Short / chunked tasks and instructions and teach how to chunk information ○ Clear expectations ○ Encouraging learners to be self-aware of what helps and hinders their attention and focus on teaching self-regulation ○ Multisensory practice ○ Technology to support learning – alternative ways of recording (e.g. on laptops, with pens, talking tins) and/or accessing written materials (e.g. reading pen, audio books, text to speech, subtitles on videos/live-streaming) but consider impact on self-esteem and practical use within a classroom setting ○ Printing on non-white paper and use of coloured paper in exercise books. Colour wash on the whiteboard to minimise contrast and visual stress. Avoid using black pen on white background. ● Allow a learner time to process information and respond ● Alternative ways to demonstrate understanding, e.g. diagrams, mind maps, use of voice recorders, role play, low stake quizzes, multiple choice questions ● Use partner talk time to help learners process and gather their thoughts before sharing with the group ● Concrete materials (e.g. magnetic letters, mini whiteboards) – bear in mind that some learners may need reduced access to resources to avoid overload ● Clear classroom routines and consider the use of visual timetables, visual cues or task reward cards ● Allow and/or plan rest and movement breaks ● A range of opportunities for oracy work and teach specific vocabulary (e.g. for specific subject/topic) ● Revisit any gaps in knowledge ● Make cross curricular links ● Use of models/images/visuals ● Review lesson parts ● Share good examples visually ● ‘I do, we do, you do’ modelling / What A Good One Looks Like (WAGOLL) ● High quality training provided to appropriate staff ● Encourage positive school culture about reading, spelling and mathematics in all subjects ● Revision lessons
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	• Parent workshops on how they can help support their child
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OAIP for some CYP - Targeted	
Literacy difficulties	Schools should follow the latest guidance from the DfE and other national bodies. These currently include: • The Reading Framework – DfE, July 2023: The reading framework • Brooks’s What Works for Literacy Difficulties? • Ofsted’s Research review series: English - GOV.UK • The Fischer Family Trust: FFT provides education data, school literacy programmes and research - FFT • Improving Literacy in Secondary Schools: Guidance Report – Education Endowment Foundation, July 2018: Improving Literacy in Secondary Schools EEF • Provide high quality training to all staff which details strategies for teaching literacy to a range of learners, including effective use of intervention strategies where difficulties are highlighted • Incorporate short daily practice sessions to support retention of learning • Teach one skill at a time and identify effective methods which are suited to the individual • Ensure differentiated /adaptive learning tasks that are based on evidenced effective practice • Ensure that planned learning and support provided by teaching assistants is evaluated for impact, with work and progress monitored and reviewed by the class/subject teacher • Use Precision Teaching approaches to boost sight vocabulary and/or spelling of high frequency words

OAIP for some CYP - Targeted

Literacy difficulties

- Deliver evidence-based interventions regularly and consistently in the manner in which they were intended. Monitor and adapt intervention based on assessment where necessary
- Use Multisensory approaches
- Consider and offer technology-based literacy support where appropriate, e.g. Talking Tins/Buttons, spellcheckers
- Seek support from specialist agencies and teachers where relevant
- Model and promote 'talk to write' approaches, whereby learners talk through planned responses before writing
- Oral practice, e.g. rehearsing sentences, holding a sentence, dictation
- Visual materials to support learners, e.g. spelling journals, sound/word mats, word banks, visual sequence strip to support the 'Think it, say it, write it, check it' process for writing
- Use of white boards, e.g. for drawing crocodiles
- Use of coloured overlays or reading rulers
- Use scaffolds for writing, such as sentence starters/stems, word banks, graphic organisers, pictures, labels, images, writing frames, story boards or story maps
- Number the lines in longer texts, so learners can find the relevant part more easily
- Pre Teaching subject vocabulary/subject reading to help the learner better cue in to lesson. Vocabulary sheets for topics
- Ensure Reading for a purpose, e.g. recipes/menus/maps
- Visual association links – teaching vocabulary
- Colourful semantics
- Spelling support strategies, e.g. use of mnemonics, using a 'spelling voice' (e.g. saying Wednesday as "Wednes-day")
- Reduce the number of spellings to learn – better to learn five properly than attempt ten which won't go into the long-term memory and could result in loss of confidence and motivation

OAIP for some CYP - Targeted

Literacy difficulties

- Reading/Spelling computer programs and games for extra practise, e.g. Spelling Shed (<https://www.spellingshed.com/en-gb/>). Trugs offer card games and apps: [Read Successfully - Trugs | Educational Reading Games - Read successfully](#)
- Teach editing skills and encourage reading over what has been written to ensure basics have been included
- Reading opportunities, e.g. paired, shared, individual, guided, reading for pleasure, reading across the curriculum, listening to stories, shared opportunities to read own favourite book, adults modelling reading, love of reading culture. Schools should have a range of fiction and non-fiction books appropriate to the chronological and reading ages of their learners
- Keep a personalised 'bank' of sight words that a learner is working on close to hand, so that these can be reviewed throughout the day (for example while waiting to go to assembly) – share these words with parents so that they can practise at home too
- Access to age-appropriate quality texts and, if needed, 'low reading age / high interest age' books, e.g. Barrington Stoke range: [Barrington Stoke Books Collection | Dyslexia Friendly Books – Collins](#)
- Access to appropriate reading areas in school
- Access to audio books and eReaders
- Supporting writing through the use of IT, e.g. Clicker (<https://cricksoft.com/clicker/>)
- Less is more approach – e.g. writing a few good quality sentences is better than a page of poor writing that's hard to follow; reduce content; build writing stamina over time
- Developing reading fluency - frequent, regular reading practice is essential for learners who are finding it hard to make the transition from 'sounding out and blending' to reading fluently. Within individual or small group reading sessions:
 - Provide 'expert modelling' of fluent reading
 - Model and practise text marking to support prosody
 - Incorporate choral reading and echo reading to provide opportunities for children and young people to hear themselves reading fluently. Video clips to support staff in teaching fluency can be found on the Research Schools Network website: [Literacy | Research Schools Network](#)

OAIP for some CYP - Targeted

Literacy difficulties

Intervention programmes – most schools have invested in one or more published programmes such as the ones below. CWAC does not endorse any particular programme, schools will choose ones which are appropriate to their setting and the needs of their learners.

- Pathways to Read (Years 1-6) - [Pathways to Read - Primary School Reading Programme - The Literacy Company](#)
- Accelerated Reader (Primary and High) - [Accelerated Reader | Renaissance Learning](#)
- IDL Literacy (Primary and High) - [Literacy Software \(UK\): Comprehensive Learning Excellence](#)
- Nessy (Primary) - [Literacy support for dyslexia that follows the Science of Reading | Nessy](#)
- Catch Up (Primary and High) - [Catch Up](#)
- Beat Dyslexia (Primary and High) – set of books from LDA.
- Hornet Literacy Primer (ages 5-adult) / The Word Wasp (ages 7-adult) - [Literacy Books | The Word Wasp | Hornet Literacy Primer](#)
- Toe by Toe (any age) - [Toe By Toe - A highly structured phonics-based reading manual](#)
- The Hickey Multisensory Language Course – book published by Wiley.
- Literacy Counts (EYFS & Primary) - [Literacy Counts](#)
- Fresh Start (aged 9-13+) - [Fresh Start - Ruth Miskin Literacy](#)
- Sumdog Spelling (primary): [Games-based Spelling Practice on Sumdog](#)

In EYFS and KS1:

- Phonics scheme – guidance on choosing a scheme is provided by the DfE: [Choosing a phonics teaching programme - GOV.UK](#)
- Pre-teach sounds before the lesson they will be used in; then post-teach to recap in smaller groups or 1:1 if needed.
- Remember that learners don't always show linear progression in their skills, e.g. their knowledge of phonics can be across phases or they might know/use higher phase phonics but not ones from earlier phases.

Primary schools:

OAIP for some CYP - Targeted

Literacy difficulties	• DfE's 'The Writing Framework' (July 2025) is available here: The writing framework • Working walls, visual supports, resources such as book linked to scheme, word banks • Clear progression of SPAG and provide opportunities to revisit earlier stages • Targeted flashcards • Access to 'low reading age / high interest age' books, e.g. the catch-up books from: Catch-up readers – Phonic Books UK High schools: • Access to dyslexia-friendly versions of classic texts if available, e.g. those from Barrington Stoke: Barrington Stoke Books Collection Dyslexia Friendly Books – Collins
Handwriting – also see the 'Sensory, Physical and Medical Needs'	• Handwriting policy – include having high expectations of handwriting, displays of handwriting throughout school. Very careful consideration should be given to the use of things such as 'pen licences' (that can be impossible for some learners to achieve and could therefore be discriminatory). • DfE's 'The Writing Framework' (July 2025) is available here: The writing framework Whilst aimed at primary schools, the handwriting section would also be useful for secondary schools. • Guidance and information is available from the National Handwriting Association: https://nha-handwriting.org.uk/ • Assessment – for example: ○ DASH (DASH-2 - Detailed Assessment of Speed of Handwriting, Second Edition Pearson Clinical Assessment UK) ○ Non-standardised assessment screening tool, plus advice and resources, available here: Writing - Children's Integrated Therapies ○ Free screener for whole class use: Free Handwriting Proficiency Screener Learning Without Tears® ○ Exact has handwriting and typing assessments for aged 11+ and can be used when considering exam arrangements: Exact - GL Assessment

OAIP for some CYP - Targeted

Handwriting – also see the ‘Sensory, Physical and Medical Needs’

- Ensure proper position for table work (feet flat on the floor, shoulders relaxed, and forearms supported on the desk) and chair and table are the correct size for them. A visual sequence strip can provide a simple reminder of good posture for handwriting. The National Handwriting Association’s ‘Good Practice for Handwriting’ contains further guidance – link above.
- Short daily sessions of handwriting practice.
- Make available a variety of pens, pencils and grips, and help the learner to trial these to see which they prefer. Some children work better with roller pens, pens with indents for fingers and others with fountain pens. May need to trial specialist products, e.g. PenAgain or Twist ‘n Write pencils (both available from a range of suppliers)
- Tripod grip:
 - Show correct position.
 - Put a coloured dot on where their thumb should be.
 - Use a shaped grip or specialist pen/pencil (e.g. PenAgain or Twist ‘n Write pencils)
 - Writing on a chalkboard using very small pieces of chalk.
 - Shorten crayons and pencils to 3cms.
 - Use pompom – hold it in palm to prevent palmar grasp.
- Try a light-up pen (e.g. [Base Senso blue-turquoise M Rollerball \(refillable\) | buy on schneiderpen.com](#)) or a 2H pencil if the writer is applying excessive pressure when writing.
- Try a weighted pen or pencil or a B/2B pencil if the writer doesn’t press hard enough when writing.
- Provide books or paper with handwriting guidelines. Use a highlighter to support the writer to generalise this to writing on standard lined paper. A bubble handwriting template can also help with letter size and spacing: [What is the Bubble Writing – Handwriting scaffold?](#) Try laminated sheets for those who don’t like the ‘feel’ of paper.
- Use handwriting apps and a stylus to practise letter formation: [Apps and Tips for Teaching or Helping with Handwriting](#)
- Support the writer to leave spaces between words:
 - Check that they understand that sentences are made up of words.

OAIP for some CYP - Targeted

Handwriting – also see the ‘Sensory, Physical and Medical Needs’	○ Practise clapping the words in a sentence. ○ Build sentences with word cards, with a space between each. ○ Provide a physical prompt, e.g. a lolly stick or a coffee stirrer. ○ Self-check – encourage the writer to check each sentence, ticking correctly sized finger spaces. ● Use a writing slope – putting a non-slip mat on it will help stop paper and books from sliding down. ● Try different options for writing activities, e.g. clipboard on lap, standing desk. ● Teach touch typing – there are several free and paid for online programmes available, such as: ○ BBC Dance Mat: Learn to touch type for beginners: https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr ○ Doorway: Doorway Online - a free and highly accessible typing educational activities. ○ Touch Typing: learn to type and improve your typing: https://www.doorwayonline.org.uk/typing/ ○ How to Type: Learn to type and improve your typing: https://www.how-to-type.com ○ Typing Club: Learn Touch Typing Free - TypingClub ○ Typing Test: TypingTest.com - Complete a Typing Test in 60 Seconds! ○ Free Typing Game: Free typing games, typing lessons and typing tests. FreeTypingGame.net ○ Nessy Fingers: Nessy Fingers Touch Typing Nessy ● Targeted interventions, such as: ○ Write From The Start: LDA Write From The Start Books - Pack of 3 ACMT01082 LDA Resources ○ Letter Join’s KS2 recovery programme: Letter-join whole school handwriting scheme ○ Speed Up – KS2 and above: LDA Speed Up! Activity Programme ACMT10918 LDA Resources ○ Penpals for Handwriting - Penpals for Handwriting Cambridge University Press & Assessment ● Fine motor skills and posture support – please refer to the ‘Sensory, Physical and Medical’ section. ● Dough Disco - Dough Disco™ - Spread the happiness ● EYFS: Finger Gym and Funky Fingers activities encourage the development of fine motor and language skills that are essential for handwriting. ● Consider using alternative forms of recording when it is important that a pupil shows their learning.
Numeracy difficulties	Schools should follow the latest guidance from the DfE and other national bodies.

OAIP for some CYP - Targeted

Numeracy difficulties	These currently include: • Teaching mathematics in primary schools - GOV.UK • Teaching mathematics at key stage 3 - GOV.UK • Early years and Key Stage 1: Improving Mathematics in the Early Years and Key Stage 1 EEF • Key Stages 2 and 3 - Improving Mathematics in Key Stages 2 and 3 EEF • Overlearning of concepts in different settings • Carefully select and use concrete resources / manipulatives to develop understanding of number, e.g. number lines, 100 squares, calculators, Numicon, base 10 materials • Recognise the need to provide and / or accept different strategies to solve numerical problems • Ensure models of working out are visible and clear • Focus on basic number skills which are regularly re-visited in an age-appropriate format appropriate to the learner. Check for non-linear progression, i.e. learners who can do some higher level skills that mask their difficulties with basic bonds etc. • Make learning relevant to the learner, grounding concepts in everyday experiences • Ensure targeted use of online games / activities where evidence and observation demonstrate positive impact • Be aware of the language and/or working memory demands of tasks and adapt as appropriate • Pre-teach specific maths vocabulary and concept • Mastery approach – information available from The National Centre for Excellence in the Teaching of Maths: Mastery Explained NCETM • Precision teaching – especially useful for developing number bonds • ‘Wave 3 Materials’ aimed at KS2: STEM • Further assessment of numeracy difficulties using, for example, The Dyscalculia Screener (Dyscalculia Screener and Dyscalculia Guidance - GL Assessment), the Dyscalculia Checklist (The dyscalculia checklist — Steve Chinn), Dynamo Maths (Dynamo Maths – Dynamo Maths) or the IDL Numeracy Screener (Measure Math Ability: Numeracy Screener Test & Assessment (UK)).
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OAIP for some CYP - Targeted

Numeracy difficulties	Intervention programmes – most schools have invested in one or more published programmes such as the ones below: CWAC does not endorse any particular programme, schools will choose ones which are appropriate to their setting and the needs of their learners. • IDL Numeracy (Key Stages 1 and 2): Numeracy Software Program (UK): Boost KS1 & KS2 Learning • White Rose Maths: Maths & Science resources CPD courses White Rose Education • Power of 2: Power of 2 Book - proven maths support program 123 Learning • Sparx Maths (ages 11-16): Sparx Maths - Home • Sumdog (ages 5-14): Sumdog Maths • Times Tables Rock Stars: Home - Times Tables Rock Stars • Numbots: NumBots Motivational maths practice for schools and families. • Magma Maths: Magma Maths - The maths platform to advance pupil learning • Mathletics: Mathletics United Kingdom Empowering Maths Learning Online • Nrich (free): Home NRICH • Dynamo Maths: Dynamo Maths – Dynamo Maths • Number Stacks: Number Stacks • First for Maths: Home - First4Maths Academy
Executive Functions, including working memory- defined on right	Executive Function – this is an umbrella term used to describe a range of components, which are considered to be higher-level cognitive processes that often interact with lower-level cognitive processes, and work in a goal-directed way to allow us to adapt to novel situations or circumstances (Fry, Langley & Shelton, 2019). The terms used for different executive functions vary somewhat in the relevant research, but often involve skills in: • Working memory • Metacognition – which includes initiating, planning, organising, task-monitoring • Attention/inhibition

OAIP for some CYP - Targeted

Executive Functions, including working memory- defined on right

- Cognitive flexibility/shifting – skills to move freely between activities or aspects of a problem
- Inhibition – skills to inhibit, resist or not act on impulse; cognitive and emotional control

EEF guidance on cognitive science is available here: [Cognitive science approaches in the classroom | EEF](#)

- Bear in mind variability in executive functioning because of the interplay with sensory and physical factors (e.g. harder to maintain attention when we're tired, learners who need emotional co-regulation to help them switch between tasks/activities). This is often seen in learners being able to do something one minute/day and not the next
- Identify working memory demands – assess the demands that different tasks place on pupils' working memory and recognise when a child is experiencing memory overloads
- Adapt teaching to reduce demands – modify lesson structure and content accordingly
- Provide memory aids and encourage meta-cognition – help children to evaluate which aids work best for them and encourage them to get into the habit of using these independently, e.g. Talking Tins/Buttons, record visually or verbally using iPads, task ladders/lists, concept maps, visual timetables, small whiteboards and pens available for notes/spellings/record ideas etc.
- Trial the use of fidget items as an aid to listening
- Some learners show improved recall if doing something physical, e.g. jumping up and down whilst reciting times tables
- Ask learners to repeat back what has been said or is expected
- Provide opportunities for retrieval practice – multiple opportunities for cognitive retrieval over varying amounts of time to improve short to long term memory
- In collaboration with a learner and their parents/carers, develop strategies to manage anxieties/fears/worries which might be having an impact on memory and retention
- Support learners to be aware of their own memory strengths and needs, and teach strategies to support memory

OAIP for some CYP - Targeted

Executive Functions, including working memory- defined on right

- Implement a structured approach to the teaching of fluent handwriting, finding the right age and stage to introduce ICT as a method of recording
- Consider a wider range of methods for recording responses or sharing understanding, such as drawing, mind-mapping, use of apps, voice and video recordings as appropriate
- Present information tasks in a variety of formats, e.g. verbal, written, visual
- Observe and respond to how a learner gathers visual, auditory, kinaesthetic and spatial information
- Carefully plan visual modelling and verbal explanation of the task
- Communicate with all key adults a learner's needs and preference to maintain consistency and therefore avoid cognitive overload
- Promote recognition and acceptance of any 'spiky profiles' and variations between expressive and receptive language and build on strengths
- Rosenshine's principles: [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](#)
- Visual Dual coding
- Teach task lists/Now and Next
- Pre-teach concepts
- Allow more time, e.g. to process or respond
- Overlearning/recovery, e.g. songs/rhymes/mantras/actions
- Use Mind Maps and working walls – resources and displays to support independence that learners are supported to use and choose resources that support their own learning. This provides opportunities for metacognitive development. Teacher to give routine feedback and modelling of metacognitive strategies.
- "Key facts for this lesson" desk cards
- Knowledge organisers
- Sensitive and informed use of group and partner work
- Mnemonics

OAIP for some CYP - Targeted

Executive Functions, including working memory- defined on right

- Repeat key information regularly throughout the lesson and regularly check understanding – ask them to explain to another child/you. Key facts should be revisited at least 5 times during the lesson and briefly the next day, week and month.
- Scaffolding, e.g. use of acronyms to remember procedures
- Games, e.g. Kim's Game for memory, Dobble or Snap for response inhibition/thinking before responding, Duo/Perudo (Liar's Dice) for overlearning number, Rummikub, Kahoot quizzes
- Develop automaticity to reduce cognitive load, e.g. use Precision Teaching to develop sight vocabulary so don't have to decode or multiplication facts so don't need to go through the whole times table; timed activities

There is some debate around the effectiveness of 'memory training' programmes, especially their impact on general memory ability outside of the activities within the programmes. Some schools rate them highly however and programmes they recommended include:

- [Working memory programme | National Deaf Children's Society](#)
- [Cogmed](#)
- Memory Fix: [Memory Fix Games & Activity Kit | Intervention & Assessment | TTS](#)
- MeeMo: [Meemo: The Whole-Class Working Memory Training Programme | Elklan Training Ltd](#)

Appendix:

Some resources that may be helpful to support cognition and learning:



Visual Timetable
Info.pdf



C.Objects+sounds
+smells OR HOW TC



Traffic Lights Use
.pdf



My Task
Organiser.pdf



My Task Organiser
with numbers witho



3.Now and
Next-How to Use (1)

Ordinarily Available Provision in Cheshire West and Chester when supporting Communication and Interaction

It is good practice for all adults working with a child or young person to ensure that any planned support strategies or interventions take into account the voice of the CYP and that their views, wishes and feelings are considered and acknowledged. This is especially relevant when supporting a child/young person's communication and interaction.

The advice and recommendations here are intended to be applicable to all learners whether primary or secondary school age. The underlying principles of communication-friendly practice apply to learners of all ages. Where available, links and resource suggestions have been provided separately for primary and secondary learners.

	OAIP for all learners: Universal
Whole school approaches Teaching is delivered with the use of language in either a verbal or written form, so it is essential that education staff are aware of the speech and language	• Speaking and listening is taught as part of the whole curriculum. • Staff have an awareness of each learner's communication abilities to enable the effective delivery of support and/or scaffold where required. • Staff understand that the profile for every child or young person is different and their needs may change over time. • Staff create a communication-friendly environment which might include clear spoken modelling of the type of language they would want to hear; supporting students to ask key questions to facilitate thinking and learning; extending and expanding on what students say and introducing and explaining new words for learning and specific subject area ○ For guidance on how to create a communication-friendly environment in your classroom please click the links below ○ Primary age ○ Creating a communication supportive environment: Primary - Speech and Language UK: Changing young lives ○ Secondary age ○ https://www.swindon.gov.uk/download/downloads/id/9864/tips_for_a_communication_supportive_secondary_school.pdf

	OAIP for all learners: Universal
skills of their pupils. It is estimated that approximately 3% of all pupils in England have speech, language and communication needs (SLCN) as their primary need and nearly a quarter of pupils with either an EHCP or receiving SEN Support have SLCN. This will impact on their ability to learn, but often these children remain unidentified and unsupported	Whole school approaches Clear and consistent routines and rules are used and displayed visually to help learners know what to expect and when. For practical advice and examples see below: Visual supports - Speech and Language UK: Changing young lives The learning space has access to quieter areas and background noise is managed appropriately. Areas to consider: • Sound levels and background noise in the classroom and its effect on concentration and listening skills for learners • Strategies to reduce echo by using soft materials in the classroom, especially in reading or group work areas e.g. carpets, beanbags, fabric wall-hangings. • As far as is possible, creation of quiet zones or calm corners for low volume work, e.g. use of bookshelves, folding screens or mobile whiteboards. • Establishment and teaching about noise levels expectations using visual supports and verbal strategies e.g. a noise level chart, use of visual timers / traffic lights, practising voice control routines during transitions or group work. Consider whether further barriers to learning are present for an individual learner with regard to attention, listening and concentration see Cognition and Learning section above For information on sensory audits see SPOTSS :: Mid Cheshire Hospitals NHS Foundation Trust

	OAIP for all learners: Universal
Data from RCSLT report 2019 policy-sen-statistics-july-2019.pdf	Whole school approaches
Learners are supported to understand what is said (comprehension) within the school environment	Staff to use and adapt key strategies to support learners' understanding of language to include all learners in the school environment: • Provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced • Consider where learners are sitting in the classroom and check hearing and vision has been tested if suspect there is a difficulty • Limit potential distractions • Allow time for the learner to process, absorb information and respond (up to 10 second rule) • Use a learner's name if addressing remark to them specifically first to engage their attention before talking to and giving an instruction • Speak a little more slowly than usual, use pauses • Use everyday visual supports to support spoken language such as gesture, photographs, text and symbols - demonstrate and emphasise key words – 'show as well as tell' • Pre-teach key vocabulary for new topics as part of whole class instruction • Identify and explain technical language and any idioms or colloquialisms when you use them • Keep sentences short and simple for key instructions and information • Break instructions down into manageable chunks and state in order to be done. • Avoid instructions as questions e.g. <i>Kate, would you like to open your book?</i>. Instead <i>Kate, please open your book</i> • Check understanding by observing learner actions and responses; clarify by adapting language

	OAIP for all learners: Universal
Learners are supported to understand what is said (comprehension) within the school environment	• Follow up using targeted questioning to confirm, consolidate, and deepen understanding • Encourage and support learners to say when they don't understand and/or ask for help (comprehension monitoring) - this can also be done discreetly such as using cards or wristbands (i.e. encourage a 'speak-out' culture) • For older learners, teach and encourage self-support strategies to help them to remember and follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist) All staff to be aware of the expected language milestones for learners and how to use this to inform practice. Ages and stages - Speech and Language UK: Changing young lives
Learners are supported to communicate their wants, needs, thoughts and feelings (expressive language).	• Respond and indicate that you value all communication attempts (e.g. accept gesture, visuals, written text or speech in line with the learner's communication preference and skills) • Recognise the range of reasons for communication such as requesting, sharing, commenting or refusing. • Provide opportunities for multimodal communication (e.g. use of gesture, visuals - including drawing, writing, speech) throughout the school day in a range of lessons, including opportunities for conversation around books and other narrative forms (e.g. film/video) Staff to use and adapt key strategies to support children's expression of language and clarity of speech to include all learners in the school environment: Language: • Model language positively through reflecting back correct grammar/vocabulary rather than correcting it. ○ Teach and model the use of standard English [DfE Guidance, 2025] • Repeat and expand what children say to model more sophisticated language. This aims to support the development and breadth of language used. • Scaffold and model language to help learners develop the skills needed to articulate their views. • Choose texts to support the development of language and vocabulary.

	OAIP for all learners: Universal
Learners are supported to communicate their wants, needs, thoughts and feelings (expressive language).	• Teach how to structure and narrate imaginative and creative ideas verbally and/or visually to support transfer into written text. This could include use of story boards, mind maps and narrative prompts (who, what, when, where, why). • Create lessons where learners initiate most of the ‘talking’ to develop their ability to communicate Speech: • Secure understanding of listening skills, oral blending, rhyme and alliteration by using phonological awareness activities (see your school’s phonics programme for ideas/activities) • Model speech pronunciation positively through reflecting back correct pronunciation/speech sounds rather than correcting it.
Learners are supported to build social communication skills	• Teach how to interact and respond in a variety of social situations e.g. ○ Teach how to use formal and informal language in a variety of social situations and offer opportunities to practise their use ○ Model use of appropriate social phrases in context ○ Adults to use active listening cues (non-verbal communication e.g. nodding, looking, facial expressions and verbal fillers e.g mmm, uh-huh, yes, I see, I understand) to help the child maintain the conversation. ○ Adults let the child know if they haven’t understood and ask for more information about a topic. ○ Encourage topic maintenance through reminding the child of the subject and direct the child back to topic where necessary. ○ Develop the child’s active listening skills through use of visual supports to promote sharing attention and taking part (e.g. cue cards for ‘listening, sitting, waiting’, timers, visual timetables, objects/pictures to focus attention during stories/listening games, ‘show me’ visuals so learners can respond by pointing rather than speaking, visual props such as a ‘talking stick’ to show whose turn it is to respond) • Create a space where learners can play and interact together to build relationships and communication skills

	OAIP for all learners: Universal
Learners are supported to build social communication skills	• Use visual supports to reinforce simple rules • Make all staff in school aware of social communication differences and promote a Neurodiversity Affirming Approach - access Whole School training about Autism and/or neurodivergence – available via Autism Service - Specialist School Support (Education) Live Well Cheshire West

In addition to the above, some learners may require support at the targeted level as described below.

Learners 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 the different aspects of speech, language or social communication at different times of their lives.

	OAP for some learners: Targeted
Targeted approaches for School – continue universal strategies	There are some established programmes that you can use to screen and support learners who are struggling to understand language compared with other learners of a similar age. • The Nuffield Early Language Intervention (4-5 years) Available from https://www.teachneli.org/

	OAP for some learners: Targeted
When learners need further support to understand what is said (comprehension) within the school environment Targeted approaches for School – continue universal strategies	• The Wellcomm Speech and Language Toolkit (6 months to 6 years; 6-11 years) Available from https://www.gl-assessment.co.uk/assessments/products/wellcomm/ • Talk Boost (KS1 and KS2) Speech and Language UK (Available from https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseriesand-schools/talk-boost/) For secondary age learners, information on what ‘typical’ language skills look like specific to ages 11-14, 14-17 and 18+ can be found at Ages and stages - Speech and Language UK: Changing young lives Speech and Language UK also have a paid-for resource for secondary age learners as part of their Progression Tools resources Progression Tools from The Communication Trust for Secondary Years Set – Speech and Language UK Shop Work using the ‘Blanks’ levels of verbal reasoning model. A clear description of how to work with Blanks levels can be found here: Blank’s levels of questioning See also Central Cheshire Integrated Care Partnership CYP SALT Service School Age Pathway for more information: I am a professional who works with school-aged children :: Mid Cheshire Hospitals NHS Foundation Trust
When learners need further support to communicate their wants, needs, thoughts and feelings (expressive language).	Observe and use the learner’s preferred way to communicate, which may include one or more of: spoken language, pictures/symbols, signs or gestures and body language (multi-modal communication). For younger children, supporting attention and listening will help their early spoken language development. Ensure all expressive language (speech, picture pointing, signs, gesture) is acknowledged and valued. A learner’s spoken language and use of sounds in words will be supported by developing sound awareness in words (phonological awareness) such as identifying rhyme, clapping syllables in word and identifying the initial and final sounds in words.

	OAP for some learners: Targeted
When learners need further support to communicate their wants, needs, thoughts and feelings (expressive language).	Ensure all universal strategies are being utilised. In addition: • Use Now and Next frameworks to support attention and listening skills. • Consider how many information carrying words a learner can manage when giving instructions and adjust accordingly • Pre-teach topic vocabulary in small groups using multisensory learning techniques (for example using the Pre-Teaching Vocabulary method available at NAPLIC Pip St John's SLCN resources including Pre-Teaching Vocabulary (PTV) - NAPLIC) • Offer the learner the opportunity to practice and rehearse spoken language in either small groups or one-to-one activities. • Track progression of speech, language and communication skills using tools, for example, B Squared or Speech and Language UK Progression tools. • A free progress checker for early years and primary age learners is available at Child's Progress checker - Speech & Language UK. See also Central Cheshire Integrated Care Partnership Children and Young People SALT Service School Age Pathway for more information: I am a professional who works with school-aged children :: Mid Cheshire Hospitals NHS Foundation Trust
When learners need further support to build social communication skills	• Use group work flexibly to encourage and promote social interaction and independence by providing opportunities to develop social skills (the ability to listen, speak, negotiate, take turns and share), for example: paired work, small groups, large groups. Consider use of ELSA programme or equivalent • Build self-advocacy skills such as, requesting an item or activity, communicating a need, requesting help, making a choice, problem solving, expressing opinions and boundaries, asserting themselves. • Explain your process aloud and narrate what you're thinking to support learners to understand your perspective. • Use comic strip conversations (see book: Comic Strip Conversations. Carol Gray, 1994). A short summary can be found here What are Comic Strip Conversations? • Encourage learners to make sensible suggestions and guesses using what they can see and hear in a situation.

	OAP for some learners: Targeted
When learners need further support to build social communication skills	• Use social stories particularly to support children in preparing for changes (ensure implementation is neurodiversity affirming and not designed to direct child into following neurotypical norms of social behaviour (Carol Gray – Carol Gray – Social Stories). • Be explicit in labelling and describing emotions and behaviours and link them to different scenarios - Language for Behaviour and Emotions – Thinking Talking Social Thinking Connects Academic Learning to Social Learning - both free and paid-for resources • Access Whole School training about Autism and/or neurodivergence – available via Autism Service - Specialist School Support (Education) Live Well Cheshire West
For learners who use languages other than English (LOTE)	As advised by the DfE, speaking a language(s) other than English (LOTE) in a predominantly English-speaking setting is not a special educational need. Speaking a language other than English benefits a child or young person by strengthening cognitive skills such as problem-solving, creativity, and executive functioning, thanks to the mental flexibility developed through managing more than one linguistic system. Children who join a setting with a home language other than English do need some support to help them acquire English, but they do not need referral to specialist services for support unless they have clear difficulties across all the languages they use. If the child or young person's difficulty is only in English, the following approaches may be helpful: • Meet regularly with parents • Use interpreters • Use picture cues and signs/ labels available free from The Bell Foundation website in CYP's language- The Bell Foundation - Changing lives and overcoming exclusion through language education • Implement the advice for classroom support for learners speaking languages other than English from these practical guides from The Bell Foundation - Classroom-Support-Strategies-Working-with-EAL-Learners-in-Primary-Settings.pdf - Classroom-Support-Strategies-Working-with-EAL-Learners-in-Secondary-Settings.pdf

	OAP for some learners: Targeted
For learners who use languages other than English (LOTE)	See also Central Cheshire Integrated Care Partnership CYP SALT Service advice on LOTE for parents EAL Parent Advice strategies.pdf HOME_LANGUAGE_leaflet.pdf

When to access specialist support for communication and interaction needs

See link below for guidance on when and how to refer to the CCICP Children and Young People Speech and Language Therapy Service

[I am a professional who works with school-aged children :: Mid Cheshire Hospitals NHS Foundation Trust](#)

It is important and necessary to discuss any referral to the CCICP Children and Young People Speech and Language Therapy Service for assessment and possible individualised support with parents before schools refer. The referral form has some specific questions for parents about their level of concern and the impact of any speech, language or communication difficulty on their child/young person and asks you to confirm that they have consented to the referral and understand why it is being made. The SALT website has an area with information for parents on different areas of speech, language and communication that you can use to support your discussions with them.

[How to help your child's speech and language development](#)

Appendix 1: Resources for parents and carers supporting their children with communication and interaction

Information for parents and carers on different areas of speech, language and communication from CCICP Children and Young People Speech and Language Therapy Service website can be found here

[How to help your child's speech and language development](#)

(See also Appendix 3 – Useful Websites)

Appendix 2: Recommended resources for use in schools with children with speech, language and communication needs

Core providers of resources that can be used to support Ordinarily Available Inclusive Provision

There are several quality providers of resources to support children and young people with speech, language and communication needs and most commercially published resources have been produced specifically so that they can be used by education professionals and parents together. A Speech and Language Therapist working with a child or young person as part of a programme of individualised support may also recommend some of the third-party resources below.

Elklan resources

Elklan offer a range of resources (and training) designed for use by education staff, parents and therapists. The CCICP Children and Young People Speech and Language Therapy Service is unable to share these copyrighted resources electronically either in whole or in part with partners. We strongly recommend that schools purchase their own frequently used Elklan resources – these are a one-time only purchase and means that the purchaser has that copy in perpetuity.

Details can be found here: [Elklan Training Limited](#)

Frequently recommended Elklan resources

Language	Language Builders for 3-5s Language Builders for 5-11s Language Builders for 11-16s Language Builders for post-16s Language Builders for Autistic Children and Young People
Communication	Communication Builders for Complex Needs

Twinkl has a wide range of speech, language and communication resources developed by speech and language therapists which SALTs in the CCICP Children and Young People SALT Service may direct school staff to or use in our clinic and school-based sessions to support care plan activities. Copyright restrictions limit our ability to share these electronically with partners and so schools may want to consider their own subscription to support access. (Twinkl offers some free resources that can be accessed via a temporary subscription)

Details can be found here: [Primary Resources - KS2, KS1, Early Years \(EYFS\) KS3, KS4, Twinkl](#)

Speechmark Publications have a wide range of speech, language and communication workbooks designed for use by school staff, therapists and parents. These resources are also available electronically to purchasers of the printed manuals. The CCICP Children and Young People Speech and Language Therapy Service is unable to share these copyrighted resources electronically either in whole or in part with partners. We suggest that schools purchase their own frequently used Speechmark resources – these are a one-time only purchase and means that the purchaser has that copy in perpetuity.

Details can be found here: [Routledge & CRC Press Speechmark](#)

Frequently recommended Speechmark resources

Language	WordAware – Teaching Vocabulary Across the Day Across the Curriculum (primary school age) Vocabulary Enrichment Intervention Programme – Enriching the Learning of Vocabulary in Children (secondary school age) Language for Behaviour and Emotions
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Black Sheep Press publish an extensive range of illustrated resources created and designed by Speech and Language Therapists for use with children experiencing speech, language or communication difficulties. These resources are available electronically and the publisher offers a number of subscription options for schools. The CCICP Children and Young People Speech and Language Therapy Service is unable to share these copyrighted resources electronically either in whole or in part with partners. We can share some limited extracts (known as Snippets) electronically as part of our license agreement as demonstration copies. We suggest that schools purchase their own frequently used Black Sheep Press resources – these are a one-time only purchase and means that the purchaser has that copy in perpetuity.

Details can be found here: [BSP, speech & language resources for schools, therapists & parents](#) and [A Guide to Using Black Sheep Press Resources - Black Sheep Press](#)

Frequently recommended Black Sheep Press resources

Language	LANGUAGE B10 BUNDLE LIP8-3 - Why.....because WIP7-3 - 4-Part Sequences (Colour) LIP1-3 - Verbs (Colour) LIP3-3 - Pronouns (Colour) LIP2-2 - Prepositions WIP1-3 - 3-Part Sequences (Colour) WIP6-3 - 2-Part Sequences (Colour) LIP6 - Irregular Plurals LIP13 - Conjunctions, and, but, so LIP16 - Pronouns: His, her, their, our LIP17 - Conjunctions, because, is as LIP12-2 - Action Words (Colour)
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	CIP2-2 - Before / After CIP5-2 - First / Next/ Last (Colour) LIP5-2 - Regular Past LIP4-2 - Regular Plurals (Colour) LIP14 - Conjunctions, until, after, while LIP9-2 - Irregular Past, ew endings (Colour) LIP15 - Personal pronouns: I & me (Colour) WIP4-2 - Auditory Memory CIP11-2 - Same/Different (Colour) LIP10-2 - Irregular Past, ought endings (Colour)
Pragmatics (social use of language and verbal reasoning skills)	LS1-3 – Barrier Concepts LS2 – Barrier Worksheets Prag2-2 – Which Ones Go Together Prag7-2 – Mr Good Guess Prag5-2 – Think about it 2nd edition Prag1-2 - Emotions and Facial Expressions TA1-2 – TalkingAbout – School TA2-3 – TalkingAbout – Friends TA3-2 – TalkingAbout – Secondary School Prag6 – Practical Pragmatics
Narrative	WIG4-3 - Narrative Pack WIG5-2 - Story Starters
Speech Sounds/Phonological Awareness	PA1 - Syllables PA2 - Phonological Awareness pack Phonological Worksheets – a range are available for specific sounds to help children develop an awareness of the target sound. Phonological process packs – these help children to understand the errors they are making and practice correcting them

	PIP1-2 – Fronting/backing, gliding PIP 2-2 – Stopping PIP3-2 – Consonant deletion PIP4-2 Cluster reduction, s blends PIP5-2 – Cluster reduction – l & r blends Consonant Worksheets – a range are available for specific speech sounds at the beginning/middle/end of words for singleton consonants and clusters. These are helpful when the child can make the target speech sound to practice putting it into words
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Appendix 3: Useful websites when supporting children's communication and interaction

General advice on supporting speech and language

<https://speechandlanguage.org.uk/>

<https://www.afasic.org.uk/>

<https://www.naplic.org.uk/>

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkitfor-send/sept-2024/0.-ce-toolkit-for-send-updatedseptember-2024-full.pdf>

[NAPLIC | Pip St John's SLCN resources including Pre-Teaching Vocabulary \(PTV\) - NAPLIC](#)

[Vocabulary in secondary schools | National Literacy Trust](#)

Developmental Language Disorder (DLD)

<https://www.youtube.com/user/RALLIcampaign>

<https://www.youtube.com/watch?v=3-UizDvINv8>

<https://radld.org/dld-education-strategies/>

<https://speechandlanguage.org.uk/educators-andprofessionals/dld-educational-support/>

<https://www.naplic.org.uk/dld-resources-for-schools-andfamilies>

Non/minimally Speaking Children and Young People

[Guide for SENCos to support non speaking children.pdf](#)

[Communication4All](#)

<https://www.makaton.org>

[Talking Mats | Improving communication, improving lives](#)

Stammering

<https://stamma.org/>

<https://michaelpalincentreforstammering.org/>

Selective Mutism

<https://www.selectivemutism.org.uk/>

Social Communication

[Social Thinking Connects Academic Learning to Social Learning](#)

Autism

<https://www.autismeducationtrust.org.uk/>

<https://www.autism.org.uk/>

<https://www.open.edu/openlearn/science-mathstechnology/understanding-autism/content-sectionoverview?active-tab=content-tab>

[Level 2 Certificate in Understanding Autism | The Skills Network](#)

<https://www.futurelearn.com/courses/autism-education>

<https://www.beyondautism.org.uk/courses/anintroduction-to-autism-a-course-for-parents-families-andcarers/>

[Autism at the Heart](#)

[Cheshire Autism Practical Support | Cheshire](#)

Ordinarily Available Provision in Cheshire West and Chester when supporting CYP with Social, Emotional and/or Mental Health needs:

Children and young people may experience a range of social, emotional and mental health needs which show themselves in different ways. For example, children may find it difficult to manage their emotions, they may become withdrawn or isolated, or present specific social emotional behaviours which impact upon teaching and learning. These differences can be experienced in the short or longer term.

A CYP's behaviour may reflect an underlying or unmet need. Such needs may be associated with a child's:

- emotional or social development,
- mental health,
- learning,
- communication,
- attention / impulsivity levels or
- sensory processing skills.
- Environmental factors, including developmental trauma / Adverse Childhood Experiences (ACEs) or domestic circumstances may also be contribute to a CYP's presenting needs.

Schools have clear processes in place to effectively identify CYP's social, emotional and mental health needs, with high quality provision and robust review processes to ensure that each child's needs are being met effectively. Where there are concerns about a CYP's needs, different assessment methods, depending on the CYP needs, should take place to determine all factors which may be contributing to the child's underlying needs.

It is unhelpful to think that children do well if they want; instead, we must recognise that 'children do well if they can'¹. (Green, 2005)

¹ Greene. R. W (2005) *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children*. New York: Harper Collins.

Behaviour is best understood as a form of communication. It is important to consider a child's environment and what purpose their behaviour might be communicating when making sense of the behaviour. An understanding of behaviour as communication helps us to think about what the CYP might need and therefore how best to support them.

Purposes of behaviour may include:

- Seeking social interaction/affirmation (from adults or peers).
- Expressing emotion/anxiety or reducing stress.
- Avoidance (e.g. of places, activities, people etc.).
- Trying to gain some sense of control in their life (e.g. to feel safe and secure).
- Increasing or reducing stimulation (e.g. a sensory need).

Informed by high quality observations and assessments over time, and in partnership with parents / carers, we need to identify what strategies and adjustments might support the CYP to develop specific skills.

The agreed action plan should be shared with all key adults working with the CYP to ensure consistency. The action Plan should have SMART targets which are regularly reviewed. (See page 8 for the Assess, Plan, Do, Review cycle).

The guiding principles are:

- all behaviours are viewed as **meaningful communication**, not deficits.
- Support must be **trauma-informed**: and emotional safety and co-regulation prioritised.
- Support must be **personalised, strengths-based, and responsive**.
- The process of agreeing support must be **collaborative**: families, CYP and staff voices guide next steps.
- Strategies must promote self-awareness, emotional literacy and - where appropriate - autonomy.

This section provides more detailed information about support that may be available for CYP with social, emotional and mental health needs as described in the Code of Practice (2014). This is not an exhaustive list and, if required, examples from the workshops are available in the appendices as further guidance. Please note that examples are given to support the reader- not all Schools offer each example.

	OAP For all Learners - Universal
Whole School Approaches	As per principles described above. A culture that values and supports the learning and wellbeing of all learners and adults and demonstrates an inclusive ethos. Quality First Teaching (page 6) is used together with Pastoral Support from all staff and key adults in the school/setting. There is clear communication between all partners who are supporting the CYP. Adapted teaching is used, i.e. the graduated approach (page 7) - activities are chosen to meet the CYP's stage of development (see NASEN publications) Home page Nasen. There is ongoing monitoring of progress using assessments related to the curriculum. There are whole school strategies to promote positive mental health and well-being, social emotional development, healthy relationships and communities, using the Personal, Social & Health Education (PSHE) Curriculum as a foundation. Schools have Senior Mental Health Leads who support staff CYP and parents and drive culture and strategic direction. Staff work from a Trauma informed perspective, understanding that behaviour is communication. : Our Way of Working - Search. Trauma Informed Ways of Working: West Cheshire County Council Use Only (beaconhouse.org.uk) There is a Relationship/Behaviour Policy shared with CYP, Parents/Carers and Staff. Positive, specific, meaningful praise is used effectively and regularly to reinforce expectations. 'Culture and celebration Assemblies' are held, emphasising Inclusion and reinforced throughout lessons. Staff plan to develop pupils' thinking and reflection skills through varied approaches, programmes and strategies across the curriculum.

	OAP For all Learners - Universal
Whole School Approaches	There are Antibullying policies agreed with CYP and programmes to prevent and tackle bullying through enhancing social-emotional skills. There are Peer-to-Peer support programmes, e.g. Peer Mentoring. There are Home-School liaison protocols, including Parental Information sessions and positive, strengths-based, balanced communications with home and home visits when required. Parents can communicate with school in timely way- channels are clear. There are regular Staff briefings so that all know how to support CYP with additional needs and are aware of specific plans for some CYP. Training is available for all staff about support for emotion regulation and de-escalation strategies, e.g. Emotion Coaching - https://www.youtube.com/watch?v=7KJa32r07xk Emotion Coaching - United Kingdom Pupil parliament/School Councillors/Young Leadership are available with representatives who have SEND to ensure pupil voice across all classes. Further examples discussed as the various workshops are listed here for information:  Appendix 1 Further Examples of Whole :

	OAP For all Learners - Universal
Reasonable Adjustments	Reasonable adjustments are used proactively not just to help the CYP cope with discomfort, but to help them to regulate. For example: • Sensory supports provide comfort to facilitate equitable access to help CYP thrive in the classroom, rather than to mask their discomfort. • Staff recognise stimming as a valid form of self regulation and do not therefore seek to suppress stims, unless they are unsafe. Person-centred approaches are used to evaluate and inform planning of support. Tools which capture the voice of the CYP are used to ensure that effective support is put into place, e.g. One Page Profiles/ Pupil Passports: http://www.helensandersonassociates.com/ Relational Support Plans or Emotional Regulation Plans are used when required to develop a trusted relationship with a trusted adult/s. Plans are consistently followed by all staff to support effective regulation and de-escalation. Quick guide to developing relational practice and policy - Support for schools and settings (devon.gov.uk) There are identified 'safe bases/ spaces' for emotional regulation or sensory and movement breaks which CYP may access as needed (e.g. 'Regulation Station', Rest Easy Room, quiet area). These spaces provide the right environment depending upon the CYP's needs- the CYP and the parents/carers work with the school staff to create an appropriate place GEMS workstation (lancashire.gov.uk) The Teacch Approach (youtube.com) Staff use ABCD Charts and structured observations to consider possible triggers and interventions to inform support. See document in Appendix 2 called '<i>Measuring outcomes by measuring skills/behaviours</i>' for additional information.

	OAP For all Learners - Universal
Reasonable Adjustments	Exam/Assessment Access arrangements for the CYP are continuously considered throughout CYP's education. The setting uses visuals to support understanding, including timetables or Now & Next boards 'A Team approach' – the use of any additional adults is planned to maximise impact on learning, whilst promoting independence as often and as far as is possible. There are programmes that teach emotional literacy to develop specific emotional and social skills, such as: self-awareness and self-esteem, identification and regulation of emotions, empathy and perspective taking and social skills. See Appendices for information on setting up a social skills group. Also: https://www.youngminds.org.uk/professional/resources/building-positive-mental-health/ Further examples of Whole School Approach to Reasonable Adjustments include  Appendix Examples of WSA's.pdf
Sensory Support	The temperature and lighting are comfortable for all. Consideration is given to balance between displays, furniture and space to move, which avoids unnecessary distractions. Noise levels are conducive to learning. The learning environment is calm, uncluttered and conducive to sustaining attention. Staff understand that CYP's sensory needs can fluctuate. Staff have training in teaching:

	OAP For all Learners - Universal
Sensory Support	• Communication skills. • CYP with sensory needs. • Regulation of behaviour. In class strategies are used when required e.g. seat-based tools, sensory top up activities and sensory circuits. When appropriate, whole class sensory and/or movement breaks are used to help with focus and attention. Sensory checklists and sensory ladders are used to identify under-/over-stimulation and strategies to support learning: Community Services (CCICP) :: Mid Cheshire Hospitals NHS Foundation Trust
Physical environment See also Classroom environment document in appendices	Displays are used to support learning and reaffirm key messages. Visual prompts are used to support the teaching of routines Good listening rules are displayed, taught modelled and referred to- and preferably designed by CYP themselves- to illustrate that active learning looks different for different people. Group work is well planned to support social interaction and independence from adults There are Lunchtime clubs and opportunities for activities during unstructured times. Adults provide a supportive role with students at lunchtime There is active meaningful use of assistive technology and ICT to support learning eg laptop, tablets. As far as is possible, CYP can access the technology that best supports them for the task set. Buddy Systems are set up

	OAP For all Learners - Universal
Physical environment	Calm Spaces are available for example- snugs, sensory tools, adapted zones throughout school. The spaces are available by choice rather than for exclusion. Helpful Resource: Create an emotionally literate / nurturing classroom (see Guidance for Schools in Multiagency Map, 2020) Guidance for the Multiagency Map: to support the Emotional Health and Wellbeing of Children and Young People Examples of OAP for all learners when considering the Physical Environment:  Appendix 3 Examples of OAP for
Support for Transitions within the school day	Staff are available in key points at key times to support transitions and as a point of contact and support for CYP, e.g. at drop-offs, bus bays, meet and greet, break times. Staff signal change in advance to prepare the CYP of transition points: e.g. use of countdown reminders and/or timers. Safe spaces are available within the classroom or an identified area of the setting when needed.
Transition from one school to another Please see CW&C Transition policy on Live Well	Information about the CYP strengths, needs and interests, strategies and approaches to support are shared prior to the move to support a successful transition to another setting. This information is available for the CYP's parents and carers, other colleagues within the setting and receiving settings as required. Helpful examples for Primary to High School transition include: • Promote a sense of belonging to the new school by becoming familiar with the environment and encouraging attendance at social and extra-curricular activities. • Standards and expectations of the new school are communicated to CYP at their level of understanding.

	OAP For all Learners - Universal
Transition from one school to another	• Provide detail about the transition and what will happen afterwards. • Key staff from High School visit Primary Schools. • Nominated days at receiving Primary or High School for additional visits as required. • Specific events at High School to welcome CYP with SEND, in order to reduce their worries. • High School set up buddy systems to support orientation in the first weeks of the new term. • Home-School partnership and communication. • High school co-ordinate the receipt of information and share across all relevant departments in the school- One Page Profiles are helpful for all- including supply teachers.
Support for Attendance	When attendance difficulties are identified as markers of distress, the priority is to help build connections that help CYP go into school happily and safely. Each school has a named designated point of contact regarding Attendance. Introduction to Supporting pupils with Emotionally Based School None Attendance (EBSN) : 30min recorded training for all school-based staff about how to identify and support CYP with EBSN - on Live well https://padlet.com/LiveWellCheshireWest/ESBN This also includes a section for parents and carers and further material will be added when available. Staff may have further accessed local EBSN Training via eCWIP or nationally available EBSA Horizon's Training Practical Online CPD Training Courses for Teachers and School Staff

	OAP available for some learners in some schools, dependent on locality or child's age
Some areas of Chester	Platform for Life www.platformforlife.org.uk
Primary Age Children with sensory processing differences	Access to Sensory Processing Occupational Therapy Support Service (SPOTSS) advice at early help stage, and training, resources and advice line. Sensory Processing Occupational Therapy Support Service (SPOTSS) :: Mid Cheshire Hospitals NHS Foundation Trust
High Schools	Starting Well School Health offer drop-ins
Various schools and settings:	ELSA support from those Teaching Assistants who have attended the 6-day training and receive half-termly supervision with a Child & Educational Psychologist to plan 6–8 week programmes of support. Information about this or an alternative will be available on the School's website. Trained Mental Health First Aiders (MHFA). Support from Mental Health Support Teams (MHSTs) in certain schools and colleges, including SEND Coffee Mornings for parents, direct work with CYP with low level mental health needs, referral to Child and Young people Mental Health Service (CYPHMs) if further support required.

	Any Parent/ Carer can self refer from the My Mind Link- My Mind :: Cheshire and Wirral Partnership NHS Foundation Trust  MHST SCHOOLS.xlsx
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OAP for some learners- Targeted Support

Observation and assessment are used to further identify needs and helpful support strategies. For example, consider use of ABCD charts to identify possible triggers and plan accordingly (see Appendices). The Boxall Profile or Strengths and Difficulties Questionnaire (SDQ) might also be helpful.

For CYP who may appear to others as withdrawn or isolated from others	Actively gather the CYP voice to identify needs and supports. Assessment through observation and teaching – are there parts of the routine or curriculum that the learner finds easier than others? Why? What is helpful? Support from trusted Adult to facilitate daily ‘meet and greet’ to support regulation and preparation for learning. Record and build on the CYP’S interests as far as is possible. Ensure regular opportunities for success. Use small group work as appropriate to promote friendships and belonging. Use of ‘backward chaining’ as appropriate – e.g. the CYP joins assemblies from the end, gradually increasing the time included there.
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OAP for some learners- Targeted Support For CYP who may appear to others as withdrawn or isolated from others	Use of buddying approaches, so that the CYP experiences support from and to another peer. Consideration of ‘push and pull’ factors in early identification of Emotionally Based School Non-Attendance. https://padlet.com/LiveWellCheshireWest/ESBN
For CYP who appear unhappy to others	Actively gather the CYP voice to identify needs and supports with parents and carers to ensure consistent support. Ask about their interests and use these as far as is possible to promote positive engagement. For none speaking CYP, ABCD charts will be especially important. Use other resources to identify triggers – e.g. comic strips conversations. Social stories can be used to identify alternatives choices of behaviour/action. http://www.boingboing.org.uk/Social stories and comic strip conversations PACE. Support from a trusted Adult to facilitate daily ‘meet and greet’ to support regulation and preparation for learning. Provide opportunities to communicate their emotional state, e.g. using ELSA or equivalent. Offer ‘time out’ spaces. The CYP can access Nurture Group and planned Nurture Intervention (see Nurture Intervention: Guidance for Primary and Secondary Schools- in appendices).

OAP for some learners- Targeted Support For CYP who experience differences in making and maintaining friendships with others	Actively gather the CYP voice to identify needs and supports. Support the CYP to label their emotions, e.g. using Emotion Coaching techniques. Support from trusted adults to facilitate daily ‘meet and greet’ to support regulation and preparation for events that day- what might help? Structured alternatives are available for unstructured times, e.g. games club, use of library for CYP. Introduce strategies that support interactions with peers eg Circle of Friends Access to 6/8 week programmes, such as with an Emotional Literacy Support Assistant (ELSA) or an alternative intervention, such as sessions with Learning Mentor/Nurture Practitioner as required with Assess- Plan-Do-Review. Use of small group activities to support social and emotional development. Social stories and comic strip conversations Modelling of appropriate communication, e.g. facial expressions, body language etc. SEAL resources helpful. Use of restorative practices if relationships break down.

OAP for some learners- Targeted Support	Actively gathering the CYP voice to identify needs and supports. Effective communication with parents and carers to support pastoral plans.
For CYP who experience differences with emotional regulation:	Support from a trusted Adult to facilitate daily ‘meet and greet’ to support regulation and preparation for learning . Observation – what is the behaviour communicating? Is there unmet need? Use of ABCD charts –.  Measuring Outcomes by Measu
For CYP who experience differences with emotional regulation:	Anticipating possible triggers and using distractions when appropriate. Agree which strategies help a CYP to regulate and offer these. Consistent access to quiet areas / safe places/ spaces for regulation or Time Out Card to access a quieter area and Time In with a trusted adult when needed. Support using Emotion Coaching for CYP who experience dysregulation– consistent use of scripts: all staff to use the same words or interventions. Offer CYP a way to leave the situation with dignity. E.g Do you want to move to the timeout area? The CYP can access Nurture Group and planned Nurture Intervention (see Nurture Intervention: Guidance for Primary and Secondary Schools- in appendices). Useful resources suggested during the Workshops as OAIP for some Learners who find it difficult to regulate their emotions included

	 Appendix 5 Resources Suggeste
OAP for some learners- Targeted Support For CYP whose behaviours communicate differences, distress, frustration or unmet need	Actively gathering the CYP voice so that their voice is heard and is used to plan support. Liaison with parents and carers. Assessment through observation and teaching – are there parts of the routine or curriculum that the learner finds easier? Consider what the purpose of the behaviour is – look for patterns and triggers using the ABCD chart  Measuring Outcomes by Measu

OAP for some learners- Targeted Support	Support from staff trained and/or supervised to use the Emotionally Based School Non-attendance Good Practice Guidance for Schools – framework and resources (EBSN), including Wellbeing, Attendance and Support Plan. https://padlet.com/LiveWellCheshireWest/ESBN Support from staff trained and supervised in key skills when supporting CYP with EBSN for key workers.
For CYP who may experience attachment difficulties	Actively gather the CYP voice to identify needs and supports. Liaise with parents and carers about supportive strategies. Support from a trusted Adult to facilitate daily ‘meet and greet’ to support regulation and preparation for learning and any changes to routine. Identify trusted adults who can provide a secure base in case of absence. Liaise with previous schools and settings about what strategies the CYP has found supportive previously. Raise awareness among staff that CYP with attachment difficulties may respond differently to behaviour strategies. Use trauma informed approaches when offering support. Foster a nurture ethos. https://westcheshirechildrenstrust.co.uk/our-way-of-working/ Be aware that some CYP require subtle support and plan accordingly.
For CYP who experience high levels of worry or	Actively gather the CYP voice to identify needs and supports A daily connection such as ‘Meet and Greet’ each morning to talk through the day and any changes that might occur.

need additional emotional safety	Acknowledge and normalise concerns as far as is possible.
OAP for some learners- Targeted Support	Provide regular mentor support. Social stories and comic strip conversations Keep a log and analyse patterns or trends to identify possible triggers. Pre-teach new vocabulary that they might come across in lessons planned in the near future. Support access to low arousal spaces as required.
For CYP who experience high levels of worry or need additional emotional safety	Provide time out cards or ways of the CYP to let staff know when they feel overwhelmed. Personalised visual timetables to support predictability of routines, for example, 'Now and Next' Schedules Offer praise and encourage positive self-referent remarks as far as is possible.
CYP who may show attention needing behaviours	Reduce worries as far as is possible (as above). Use of positive reinforcement of expectations using visual prompts as far as is possible. Access to 'time in' ie the opposite of 'time out', keeping the child connected to supportive adults rather than removing them. Use of Relational Plans rather than punitive as far as is possible.
CYP with Sensory differences	Check whether they can hear, see and understand as might be expected. If there are concerns, Parents can take CYP to GP to request an audiology or ophthalmology assessment.

Please see section on Sensory, Medical and Physical Needs in this guidance for more detail. OAP for some learners- Targeted Support CYP with Sensory differences Please see section on Sensory, Medical and Physical Needs in this guidance for more detail.	Note that access to the Councils Specialist Hearing and Vision Impaired Teaching Services is only possible following a referral through audiology/ ophthalmology. Please see section on Sensory, Medical and Physical Needs in this guidance. Support from trusted Adults to facilitate daily ‘meet and greet’ to support regulation and preparation for learning. Tools can help identify differences: Sensory Screening Tool (affectautism.com) https://www.mcht.nhs.uk/our-services/community-services-ccicp/sensory-processing-occupational-therapy-support-service-spotss Provide sensory breaks – sensory circuits for identified group, sensory loop or walk in school. Please see section on Sensory, Medical and Physical Needs in this guidance. Provide access to quiet works spaces with minimal distraction and effective lighting. Have Sensory Boxes available. Consider noise, temperature, visual stimuli – use an audit tool (as above) to help. Develop a one-page profile that describes how best to support a CYP with sensory differences, so that all staff, including supply, know. Not all CYP with Sensory differences are autistic. There is further information available about support for sensory differences in the Autistic Children section below.
CYP who experience differences in their	Actively seek the child’s view. Ask the CYP about when they find concentration easier and harder to achieve – plan accordingly. Use the CYP’s interests to motivate as far as is possible

attention, focus or executive functioning ie planning and organising and remembering in order to complete a task OAP for some learners- Targeted Support	Offer regular short breaks. Consider the busyness of their immediate environment – are any distractions able to be moved? Differentiate learning tasks to ensure some success. Use backward chaining: • Break down the task into smaller steps, with adult support for each except the last step. • Once the last step is learned, focus on the one previous etc. Teach the CYP how to ‘chunk’ tasks. Ask the CYP to repeat back instructions to check their understanding. Where possible, teach the CYP to write their own ‘to do’ lists to promote independence.
CYP who may require support for transitions in school	A key person who has the capacity to notice changes in a CYP’s emotional state and provide a supportive space to understand and value their concerns. ‘Meet and Greet’ – focus time with trusted adult. Early start and/or leave times to avoid busyness and help transition. Use of transition objects when required.

OAP for some learners- Targeted Support CYP who may require support for transition to a new school CYP who may require support for transition to a new school	Use of One-Page Profiles written with the child to inform all staff of SEND and supportive interventions. Additional visits to the new school with familiar adults and/or peers who are also transitioning there. These should include opportunities to meet with key staff and navigate to key places in the school. Creating Social Stories: Social stories and comic strip conversations The CW&C Autism Service has excellent information to support enhanced transition to High School. The Information, Advice and Support Service (IASS) have useful guidance and questions for parents/carers to ask: Information Advice and Support Service (IASS) Live Well Cheshire West
For CYP who may experience crisis	Child & Young Peoples Mental Health Service (CYPMHS) Crisis line 0800 145 6485 Is Available 24 hours a day 7 days a week: assessment in a crisis or acute mental health episode. School health can offer direct work with children or families.

OTHER COUNCIL & HEALTH SERVICES that offer OAIP to some CYP

Access to Education:	Support from CW&C Education Access Team to fulfil Council's statutory and strategic responsibilities to provide education for vulnerable CYP of compulsory school age by providing educational provision and delivering service for pupils who: - Have been permanently excluded from school. - Cannot access school due to medical conditions. - Are admitted to school under the 'In-Year Fair Access' protocol. - Are at risk of being excluded.
Autistic CYP:	CW&C Autism Service: Specialist Teachers provide: • Training – including Making Sense of Autism (AET), Behaviour Management, Managing Attendance, Quality First Teaching, and Transition to High School (including conference). • Off-site consultations around individual pupils (anonymously) re: social communication difficulties, anxiety, dysregulation and social interaction.
Autistic CYP:	• 2 active cases per school is part of the referral process age 4 to 16 and to 18 if in mainstream maintained school. Please note that CYP do not need to have an autism diagnosis for staff to access this support and advice. Helpful signposting for parents/ carers include: Autism Practical Support (APS) info@cheshireautism.org.uk, or phone: 0344 850 8607 www.autism.org.uk/autism-services-directory/c/cheshire-autism-practicalsupport-chaps CWAC Autism Service Family Support Padlet
CYP who experience hearing and/ or visual impairment	Please refer to Sensory, Physical and Medical section of this guidance.

CYP who experience criminal exploitation, knife crime, exclusion	Support from Queensberry AP High Schools only and need to meet threshold in tool www.queensberryap.com
CYP Electively Home Educated (EHE)	CW&C has an Electively Home Educated (EHE) Advisor: • As far as is possible, EHE advisor supports meetings about CYP before they register as EHE. • Once registered, Advisor ensures all EHE CYP receive suitable and efficient education and supports any plans in place, e.g. CIN/TAF/CP. • Advisor also provides advice and guidance to parents/carers in relation to EHE.
Children Missing Education (CME)	CW&C has a CME Pupil Tracking Officer, who: • Provides advice and support related to de-registration of a CYP from school and updates council systems when a CYP leaves so that, as far as is possible, their destination is known. • Supports Common Transfer File (CTF) process as required.
Early Help and Prevention	Council service provides Family Support Workers (FSW) in home and community for those who meet criteria.
Support available from Health:	See also Sensory, Physical and Medical section of this guidance There are a range of Services to support CYP Mental Health listed here on the Council's Live Well Website: Search results Live Well Cheshire West Starting Well School Nurse – support re. health concerns, medication, sleep. School health can offer direct work with children or families.

Support available from Health:	Direct consultation with a mental health professional. Go to mymind.com to book. My Mind :: Cheshire and Wirral Partnership NHS Foundation Trust Children and Young People's Mental Health ie CYPMH (previously CAMHS)– referral form required; CYP and parents can self-refer; very soon this will be available online. CYPMHS Crisis line 0800 145 6485 24 hours a day 7 days a week. Assessment in a crisis or acute mental health episode Access to specific services, e.g. Eating Disorder services, following Health Service triage. LD CAMHS Offer special schools consultation and direct work. SALT Triage helpline every Tuesday afternoon on CCIP website. Children and Young People Speech and Language Therapy Service :: Mid Cheshire Hospitals NHS Foundation Trust If CYP is registered with a GP in Central Cheshire, Crewe, Nantwich, or Vale Royal, please use the below contact numbers: General enquiries: 01270 826312 Appointments: 01270 278310 If CYP is registered with a GP in Cheshire West, please use the below contact number: All enquiries: 01270 692109
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Support for Parents and Carers:	Information, Advice and Support Service (IASS) for parents and carers of CYP aged 0-25 years with SEND. Confidential service provides impartial advice and information so that parents and carers can make informed decisions. Telephone: 0300 123 7001 To access the service a parent/carer must feel their CYP has a special educational need or disability. They do not need a professional to agree or to have any kind of Education, Health and Care Plan or diagnosis. Professionals cannot refer. Parent Carer Forum (PCF). https://www.pcfcheshirewest.org/ Autism Practical Support (APS) (previously CHAPS) www.autism.org.uk/autism-services-directory/c/cheshire-autism-practicalsupport-chaps can email : info@cheshireautism.org.uk, or phone: 0344 850 8607 CWAC Autism Service Family Support Padlet Sleep Action: Sleep Support - Sleep Action Koala Sleep support & Koala managing behaviour sessions for parents. Some schools run 123 Magic Parent courses Early Help Navigators – support at universal level to families and young people (aged 0 to 18 or 25 with SEND), support for Mental Health, Domestic Abuse and parenting SEND. short-term support (for up to 12 weeks) for families that would benefit www.livewell.cheshirewestandchester.gov.uk or telephone 0151 556 8378
Children Social Care:	Children’s Social Care – not accessible to all as needs to be an identified safeguarding concern which requires statutory assessment. IART can be accessed to seek advice and support including signposting to relevant services Such as APS, IASS, YPS, CWP etc.

	Early Help and Prevention (EHP) can initiate Team Around The Family (TAF) meetings for CYP experiencing SEMH, supporting and advocating for parents and carers including attending meetings. Following assessment, EHP can also offer : • family help and signposting to commissioned services, • one-to-one support for parents and young people. • Work with young people for example Future Proof , Acorns and Jigsaw • ‘Keeping your child in mind’ assessments of young people and families. • Family intervention workers (FIW) Early Help and Prevention Service Cheshire West and Chester Council
Support for Specific Groups Support for Specific Groups	The Child & Educational Psychology Service provide advice and training about CYP’s learning, social, emotional, behavioural and developmental needs. They provide this advice to school staff, parents and other professionals. For several years this has been based around statutory Education, Health and Care Needs Assessments given the relatively higher number of these. The CEPS currently offer training via eCWIP and direct support around children in care via Virtual School. Child and Educational Psychology Service Live Well Cheshire West Some schools have Trauma Informed Leads trained at Chester University (TILS) . Young Carers support. https://www.cheshireyoungcarers.org Bereavement Support. Winston’s Wish provide support for all schools, children and families Winston’s Wish – Bereavement Support for Children Also locally from Hospice of Good Shepherd – but only available in some areas APS support for CYP www.autism.org.uk/autism-services-directory/c/autism-practicalsupport-aps Post Adoption support: alison.lshmail@cheshirewestandchester.gov.uk

Young Peoples Service	Cheshire West and Chester Young People's Service for: • 16- to 18-year-olds. • 16- to 25-year-olds with an EHCP. • For those aged 15 to 18 at risk of Not in Education, Employment or Training (NEET). Young People's Service, Cheshire West and Chester Council Live Well Cheshire West
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Appendix : Social, Emotional and Mental Health

Useful resources suggested as OIAP for all Learners in the Provider's Workshops in 2024 & 5 included:



Appendix 2 Useful
resources suggested



Appendices.pdf

Documents to support SENDCOS when working with CYP experiencing SEMH needs:

Advice for Class Teachers about Nurturing Classrooms



Final Nurture
Guidance Document



The-EEF-Toolkit-an
d-Nurture-Groups.p

Advice about setting up Social Skills training Groups:



Setting up a Social
Skills Training Group

Advice about measuring progress over time: (ABCD charts etc)



Measuring
Outcomes by Measu

Supporting Children in Care and Adopted



Children in Care
and Children Adopt

Additional Resources and apps that may assist:



Resources and
Sources of Informati

Ordinarily Available Provision in Cheshire West and Chester when supporting CYP with Sensory, Physical Or medical needs :

This section details the Ordinarily Available Inclusive Provision (OAIP) for Learners within Cheshire West and Chester who have Sensory and/or Physical and/or Medical needs. Please note that within this document, 'Sensory' refers to visual impairment (VI), deaf/ hearing loss or a multisensory impairment (MSI) as well as sensory processing.

Please note, in relation to VI, HI and MSI referral pathways: Some Learners require provision because they have a disability which prevents them from making use of the educational facilities provided to all. Learners with a visual impairment (VI), deaf/ hearing loss or a multisensory impairment (MSI) can access support from the Council's Specialist Services – i.e. the Vision Impaired Service (VI Service) and/ or Deaf and Hearing Support Service (DHS Service). Advice from these Services should be followed as agreed for that specific Learner. The majority of these Learners do not have an Education, Health and Care Plan. Whilst an Education, Health and Care Plan is not required to access this support, these services *do* require a referral from Health: Audiology or Ophthalmology. When the referral is received by the VI service/ DHS service, these Services will contact the School.

Please note that Occupational Therapy (OT) and Physiotherapy across the Cheshire West and Chester Council (CW&C) area is not provided through a single NHS trust, instead:

- CCICP (Central Cheshire Integrated Care Partnership, part of Mid Cheshire Hospitals NHS Foundation Trust) Occupational Therapy and Physiotherapy is commissioned for children with a GP in the Northwich and Winsford areas of CW&C, as well as some areas of Cheshire East. <https://www.mcht.nhs.uk/our-services/community-services-ccicp/paediatric-physiotherapy-and-occupational-therapy-services>
- Countess of Chester NHS Hospital, NHS Foundation Trust (CoCH) are commissioned to provide Occupational Therapy and Physiotherapy for children with a GP in the Chester and Ellesmere Port area, including Neston, Malpas and Bunbury. We may also see those children and young people under the care of an acute Paediatrician at the Countess of Chester.
<https://www.livewell.cheshirewestandchester.gov.uk/Services/3244>
<https://www.livewell.cheshirewestandchester.gov.uk/Services/153>
- For Children with a GP in Frodsham and Helsby, Occupational Therapy and Physiotherapy is provided by North Cheshire and Merseyside NHS Trust, care of Halton Child Development Centre.

SPOTSS (Sensory Support Occupational Therapy Support Service) is provided by CCICP (Central Cheshire Integrated Care Partnership) with part funding from CW&C and is commissioned for children with a home address within CW&C or Cheshire East. In CW&C, SPOTSS is commissioned to take referrals for children in mainstream primary schools who are autistic or suspected to be autistic (and on the diagnostic pathway) and require additional support to the universal strategies. More information on universal strategies and compiling a sensory support plan for schools, is available through SPOTSS training. Secondary and Special schools can access SPOTSS universal offer. For more information please email ccicp.sensoryotadmin@mcht.nhs.uk or the webpage <https://www.mcht.nhs.uk/our-services/community-services-ccicp/sensory-processing-occupational-therapy-support-service-spotss>

	OAIP for all Learners- Universal support
Whole school approaches	A positive and trusting relationship between Learner, parents/ carers and school/ setting staff is key. All adults in the school are aware of a Learner's sensory or physical disability and its implications for teaching and learning. All adults are aware that for some Learners, their sensory or physical disability could affect their language and social development. All adults encourage the use of recommended physical aids. Seating arrangements are considered for optimal benefit. CCICP Paediatric Occupational Therapy (OT) Universal advice is available on the CCICP Paediatric OT website. This includes universal advice, for example, on Fine and Gross Motor Skills, Posture and Positioning for Handwriting, Handwriting and Scissor skills. https://www.mcht.nhs.uk/our-services/community-services-ccicp/paediatric-physiotherapy-and-occupational-therapy-services

	OAIP for all Learners- Universal support
Whole school approaches	CCICP also offer an adviceline/email (details on webpage) and a link person for settings, to support with universal advice and signposting. Settings can contact the CCICP Occupational Therapy Service if they don't already have, but would like, link person support. Countess of Chester Hospital Trust (COCH) Universal resources are also available on the Live Well website. https://www.livewell.cheshirewestandchester.gov.uk/Services/3244 https://www.livewell.cheshirewestandchester.gov.uk/Services/153 SPOTSS resources are also available online including a one page profile for sensory needs 'Sensory Portrait' and forms to use for environmental surveys. https://www.mcht.nhs.uk/our-services/community-services-ccicp/sensory-processing-occupational-therapy-support-service-spotss SPOTSS have an information line which is bookable through Eventbrite (details on webpage)
The physical environment is adapted to meet the needs of Learners	Learners' views are routinely sought and are used to inform any planning for physical adaptations that they may require. The physical aspects of the building and individual learning spaces are accessible. The accessibility plan is on the school's website and outlines proactive planning to further improve accessibility. Reasonable adjustments are made according to individual needs. Classrooms are well-organised. Environments are communication-friendly to include opportunities for everyone to talk, listen, understand and take part, to support learning and social and emotional development.

	OAIP for all Learners- Universal support
The physical environment is adapted to meet the needs of Learners	Specific curriculum adaptations are made if required, e.g. poor acoustics in a hall. The furniture is the appropriate size/height/type for all Learners. Advice on posture and positioning is available on the CCICP Paediatric OT Website Learners have access to suitable equipment, for example left and right-handed scissors, pencil grips, writing slopes etc. Further advice is available on https://www.mcht.nhs.uk/our-services/community-services-ccicp/paediatric-physiotherapy-and-occupational-therapy-services Personal care facilities/resources ensure dignity, privacy, and safety for all Learners. Extra-curricular activities and educational visits are planned to fully include all Learners in line with the Equality Act (2010). Advice is sought from Paediatric Physiotherapists and Occupational Therapists if appropriate for those children under their care. Signage around the setting is clear and communicated with an accessible approach, e.g. symbols, pictures, tactile/braille labels as advised, or bilingual if appropriate. School provides support for Learners who need this to navigate the school environment e.g. using lifts etc. Schools/ settings consider the impact of noise and busy social areas, e.g. staggered lunches to reduce noise in canteens or staggered class departures to reduce congestion in corridors. Risk assessments and risk-management plans are in place when required.

	OAIP for all Learners- Universal support
Practitioners are aware of sensory needs and issues that may impact on Learners.	Learners' sensory needs are considered, and they are consulted about their preferences. Adaptations as required to the environment to create a calm learning environment, e.g. noise levels, room temperature, proximity to other areas, smells, reduced visual clutter/glare, clear labels and contrast between furnishings or signage. Adults should speak clearly, naturally and at a normal pace. Adults should avoid shouting as this distorts lip pattern. Check the Learner has understood any instructions given. Encourage good listening behaviours, sitting still and facing forward. In group and class discussions, encourage that one person speaks at a time. Efforts are made to reduce noise; carpeting, soft furnishing, rubber feet/tennis balls on the bottom of table legs and chair legs, closed doors to the corridor, line toy boxes with soft wipeable fabric, turn off extraneous noise, including fans/ projectors not being used, and background music that is not being actively listened to for a purpose.

	OAIP for all Learners- Universal support
Practitioners are aware of sensory needs and issues that may impact on Learners.	Staff are aware of lighting in the room, e.g. use of natural light, glare from the board, where staff stand in relation to the light e.g. shadow on mouth for lip-reading. They consider reduction of glare and ensure areas are appropriately illuminated. Staff ensure good quality print and photocopying is used to ensure clear visual information. They avoid use of glossy paper. Staff consider the visual environment to reduce sensory overload. Learners who are prescribed glasses and/or hearing aids are encouraged to use these aids to support access to school life. Staff use pale backgrounds and accessible font styles on the whiteboard, avoiding italics or ornate scripts and capitals for whole text. There is flexibility within the uniform policy linked to need as per reasonable adjustments.

	OAIP for some Learners depending on locality
	CCICP Occupational Therapy have an adviceline/email, and a link person offer, whereby the team can support settings by offering universal advice and signposting. This is not currently available within Countess of Chester Hospitals Trust.

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	OAP for some Learners- Targeted support
Deaf/ hearing loss	Learner views should be sought. Any necessary hearing amplification or adjustments to the acoustic environment and classroom are in place.
Deaf/ hearing loss	All adults should follow advice of Specialist Teacher of Deaf children and young people (StoD). Attend any available/ appropriate training. Classroom seating for Learners with visual/hearing loss is considered: horse-shoe shaped seating arrangement is ideal for focus, visibility of each other, facial expressions and lip patterns to support with listening and attention. Instructions should be clear and backed up by visuals as far as is possible. Use real objects to support concept development as far as possible. Seat the Learner away from noise as far as is possible, e.g. fan, window or corridor. Minimise background noise – close windows and doors, increased use of items that absorb sound – carpets, cushions, wall displays etc Pre teaching and post teaching of vocabulary may be required as per advice of StoD. Ensure that Learners can access what is said by other Learners- repetition if required. It helps to have a clear view of other children to be able to follow their contributions.

	OAP for some Learners- Targeted support
Deaf/ hearing loss	Be aware that during physical activity it might be more difficult to follow instructions- consider acoustics of different places such as hall, gym, swimming pool. Seek additional advice regarding swimming and school trips, including residential is available from the StoD – this should be done in advance of the event. Learners should sit near to the teacher with a clear view of their face. Provide additional time to complete tasks as required. Consider use of subtitles/ live captioning. Any equipment used by the Learner (Hearing aids, cochlear implants, bone conduction hearing devices) should be checked as advised by the StoD. Additional equipment may be provided by the DHS Service e.g. personal assistive listening device.
Visual Impairment	Learner views should be sought. All adults should follow advice of Specialist Teacher of the Visually Impaired (STVI). Attendance at training provided by VI team Use visual friendly environments following environmental audit suggested by STVI or habilitation specialist. Consider Teaching touch typing as a way to improve recording.

	OAP for some Learners- Targeted support
Visual Impairment	Use magnification and accessibility features as advised. Large print resources provided for the Learner as advised Print outs of PowerPoint/online resources to be given to Learners Provide additional time to complete tasks as required. Adapt PE activities as advised. If advised, use language to describe visual information beyond Learner visual reach. Pre teaching and post teaching of vocabulary may be required as per advice of STVI. Use ICT, e.g. iPad connected to White Board. Use of Reading apps. RNIB Bookshare- a free service providing accessible books and educational materials for learners with print disabilities, including those who are blind, partially sighted, or have dyslexia. Home – RNIB Bookshare Dolphin EasyReader is an assistive reading app that makes books, newspapers, and other printed content accessible for people with visual impairments, dyslexia, or other print disabilities EasyReader App Dolphin Computer Access

	OAP for some Learners- Targeted support
	For Learners supported by the Service, follow VI team advice for school trips/ residentials
Physical disability	Learner views should be sought. All Adults follow advice provided by Occupational Therapists or Physiotherapists. All adults who may be involved with helping to move or handle Learners should have Manual Handling Training, provided by the employer. Appropriate adults should know how to operate any additional equipment recommended safely. Adapted equipment should be available as required and advised, for example, adapted cutlery, scissors, or handwriting equipment. Such equipment should be made available by the setting. Physical disability Specialist seating is sometimes required to ensure optimal posture and positioning for learning. Occupational Therapists can assess. Occupational Therapy advice on specialist seating requirements are followed. If advised to, schools to ensure standing frame is available and therapists will provide advice on use. Where appropriate therapists will complete visits and provide recommendation to support transition between settings. Visits may also be appropriate when a Learner transitions between primary classrooms/year groups. All adults should follow advice and recommendations. Reasonable adjustments should be made accordingly and within appropriate time frames.
	Learner views should be sought.

	OAP for some Learners- Targeted support
Severe and complex medical needs including life threatening diagnosis or condition	Reasonable adjustments should be made in line with the Equality Act 2010. Support equipment is available, e.g. lockable cabinets, first aid, fridges, mobile apps. Adults should be trained if medication is required. Adults should liaise with specialist Health and Social Care staff. Consider risk assessment. Regular contact should be maintained when the Learner is out of school to maintain a feeling of belonging with peers and community.
Sensory Processing differences	Learner 's views should be sought. We all have sensory preferences and sensitivities. For most individuals, these do not require additional support and should be recognised as part of a learner's individuality. Intervention must be considered when a child's sensory profile has a significant impact on their everyday life CCICP Resources & SPOTSS updates are available from the SPOTSS webpage –https://www.mcht.nhs.uk/our-services/community-services-ccicp/sensory-processing-occupational-therapy-support-service-spotss Those supporting children should be familiar with the Cheshire West and Chester “Ready to Learn” This link (https://www.livewell.cheshirewestandchester.gov.uk/Information/Details/5582?categoryId=5518) will cover topics inclusive of, but not limited to: • An introduction to sensory processing • How to promote a sensory inclusive school

	OAP for some Learners- Targeted support
Sensory Processing differences	• How to identify children with sensory processing differences • What can you do to help • Consider the Learner's arousal/regulation level to see if they're ready to learn. • Consider creating a Sensory Portrait – a one-page profile available from SPOTSS webpage, to help determine a Learner's sensory comforts and discomforts and strategies. • Offer resistance-based activities (push, pull, lift, stretch) before learning to support regulation. • Use a "Sensory Sandwich": regulating activity → learning → regulating activity. This is different to a sensory circuit/movement break as the learning activity is supported by ensuring the child is regulated before and afterwards. • Allow a small "mini" regulation tool during learning (e.g., fidget toys, breathing exercise, stretch, 20 seconds looking out the window) if it supports engagement. • Sensory based activities that support a Learners regulation <u>must not</u> be used as rewards. Adults working with children should be aware that anxiety can impact on sensory processing and vice versa (see Social Emotional and Mental Health section) Consider reasons for observed behaviour – is it after break, only in one lesson, more so when the child has not slept. This will help with identifying relevant strategies. If a child is anxious, they may show more sensory seeking or avoiding behaviour so the anxiety/SEMH needs must be supported. Environment <u>Physical environment</u> – aspects covered in other sections <u>Social environment</u>

	OAP for some Learners- Targeted support
Sensory Processing differences	• Trust, emotional safety and consistency is crucial to support a child who requires additional support in the classroom with significant sensory sensitivities that impact on anxiety and vice versa • Provide supportive, familiar people who can help regulate arousal through co-regulation and attunement. • Reduce as far as is possible, unfamiliar or non-trusted individuals who might be perceived as a threat and unpredictable, increasing arousal. • The other person's own arousal state influences how well they can support the child (e.g., a calm adult can regulate more effectively than an agitated one). • Rising arousal in the supporting adult can hinder the child's ability to regulate in the moment. • Provide as far as is possible, familiarity and predictability to help regulate arousal and reduce stress. • Staff supporting Learners to be aware that past experiences shape current arousal responses, including sensory triggers such as smells and non-sensory triggers such as specific words or phrases linked to comfort or distress. • Staff supporting learners to be aware that previous experiences of co-regulation influence how ready a child or young person is to regulate with a particular adult, depending on whether past support felt effective or absent. • All to be aware that the wellbeing and support network of the adults acting as co-regulators matter, as adults need their own emotional support to effectively help the child regulate. <u>A learner who is a restrictive Eater</u> • Recommended website with free webinar for parents - https://sosapproachtofeeding.com/ • SPOTSS offers Steps to Eating online workshops for parents and teachers, for children in primary school who are autistic, or suspected to be autistic and eating approx. 10 – 20 foods. Please refer using the standard SPOTSS referral form with some additional information on sensory needs (eg sensory portrait) and the child's safe/preferred foods. A full sensory support plan is not required. <u>Learners who are bothered by touch</u> • Learner able to wear clothes with manageable textures. If required cut labels out of clothes and provide seamless clothing

	OAP for some Learners- Targeted support
Sensory Processing differences	• Wipes/gloves or similar available nearby when using messy play so the Learner has a tool to be able to clean hands quickly. • Allow Learner to sit at back of a group of Learners so less likely to be touched by others • Teach the Learner to rub/massage/gently squeeze the spot that has been touched to override the perceived negative touch. <u>Learners who are bothered by noise (as above and):</u> • Provide easy access to preferred ear devices (ear defenders, headphones, Loop Ear Plugs, calmer kids by Flare Audio)– to use when needed, not all the time. Eg do not use when all is quiet walking into assembly but might need them during singing, clapping, cheering. NB Using too much can lead to habituation. Ensure manufacturers guidelines are followed, in particular for in-ear devices such as Loop Ear Plugs. • Consider locations of noisy sessions e.g. can hall with larger space be used instead of classroom. • Pre-warn Learner, when possible of expected noise e.g., fire alarm practice, playing musical instruments, pantomime <u>Learners who seek noise</u> • Staff look for any patterns in the behaviour and understand that seeking noise is likely to be a way for a child to make their environment more predictable — it could be a sign of stress or helping them focus by overriding other external noise, or it could be a habit or fun. <u>Learners who are bothered by visual stimuli</u> • Staff accept that the Learner might not be looking at them, but is listening • Staff reduce visual distractions in Learner’s usual line of sight e.g. less clutter/displays behind where teacher usually teaches • Staff reduce light patterns as far as is possible and consider types of lighting in the room <u>Learners who seek movement</u>

	OAP for some Learners- Targeted support
Sensory Processing differences	• Provide fidget objects – this are individual to the learner and school. If learner is often seeking heavy work/is heavy handed, easily frustrated then something more resistive may be better eg squeeze ball. If learner is more of a fidget with anything available then something that has more options for variety eg magnetic rings, blue tac, lanyard, doodle book might be better. • Provide movement breaks focusing on principles of sensory circuits – option for fast/less predictable movement followed by slower/more resistive and linear movement. • Provide quick breaks in class – stretch, chair push ups, muscle tensing, YouTube movement videos (eg Go Noodle, Generation Healthy, Body Coach – Activate with Joe series for kids, DJ Raphi) <u>Learners who seeks chewing</u> • Staff look for patterns to consider occurrence and address any worries linked to frequency of chewing. Chewing can be seeking heavy muscle work (proprioception) for regulating, can be developmental or a habit. • Provide chew toys in discussion with parents and child. If chewing sleeve of uniform could add another section of sleeve from an old jumper etc over the top to protect actual uniform • Provide in class movement breaks. <u>Transitions within school</u> • Provide option to leave class a little early or later if bothered by busy spaces to avoid busy corridors (reasonable adjustment) • Agree flexible start times and early time with option for activities that are important to the Learner e.g., helping others, time for a quiet game or time on trim trail. • Discuss possible use of an alternative entrance and/or if a key person can be made available to greet Learner. • Provide heavy work activities as part of transition e.g., stomp down the corridor, take a bag/message etc to another teacher, animal walks, helping put out tables for lunch • Provide visual timetable – consider how specific it needs to be and where it is located. • Pre warn learner of any changes made to environments (physical/social) • Where toileting needs are a concern, consider how to include a toileting opportunity for the Learner before they leave the school at the end of their school day.

Glossary

ACE	Adverse Childhood Experiences
ASC	Autism Spectrum Condition
CBT	Cognitive Behavioural Therapy
CEP	Child & Educational Psychologist
COP	The SEND Code of Practice (2014/5 & 2024)
CYP	Child or Young Person (or Children and Young People)
EBSN	Emotionally Based School Non Attendance
ELSA	Emotional Literacy Support Assistant
EY ELSA	Early Years Emotional Literacy Support Assistant
HI	Hearing Impairment
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
PD	Physical Disabilities
PMLD	Profound and Multiple Learning Difficulties
QFT	Quality First Teaching
SALT	Speech and Language Therapist
SDQ	Strengths and Difficulties Questionnaire
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties

SpLD	Specific Learning Difficulty (Difficulties)
VI	Visual Impairment

Thankyou!

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