

## ORDINARILY AVAILABLE PROVISION FOR SEMH

- Alternative lunch or break arrangements with access to adult support where necessary.
- Assemblies on social, emotional, and mental health topics e.g., bullying, worrying, exam stress, and bereavement.
- In-class movement break, for example giving a student a job to do.
- Strong sense of routine in classrooms, to enable students to have a greater sense of belonging and calmness in school.
- Welcome students at the door.
- A quieter space in a classroom with minimal sensory stressors.
- Use of 5-point emotions cards or equivalent.
- Use of appropriate praise – notice and refer to the behaviour you want to see.
- Clear classroom displays including a visual breakdown of how the lesson is likely to progress.
- Noise level indicators shared and used.
- Clear goals, expectations and timescales are shared with the class and adjusted for individuals as needed.
- School staff should ensure that they provide children and young people with effective feedback regularly focusing both on the student's effort level as well as their performance.
- Ear defenders, fidgets, wedges, and writing slopes available to students who need them.
- Now / next used with the whole class.
- Groupings or classroom dynamics – school staff should consider how they group students with SEMH needs within the class.
- Seating plans reflect the children's and young people's needs and views. This should include considering where they sit in class, with whom they sit and how close they sit to the teacher, teacher assistant, resources. It may be appropriate to have a specific assembly seating plan which could include differentiated expectations and seating arrangements.
- Check in 10.
- Students who are avoiding learning tasks (either by refusing to work, asking to leave the classroom, passively ignoring instructions, or copying others) may initially be considered to have SEMH needs. It is important that adults supporting these students also consider their learning (literacy and numeracy skills) and their listening and metacognitive skills. Adaptations in these areas may have an impact on the student's emotional and mental health needs.

## ORDINARILY AVAILABLE PROVISION FOR COGNITION AND LEARNING

- Repetition and over-learning of new key words and concepts.
- Pre-teaching - last 5 minutes of a lesson used to introduce a key concept that will arise in the next, giving processing time.
- Opportunities to read and speak to an adult regularly in different lessons within the curriculum
- Allow processing time during Q&A. Put a question on the board, read it out, say you will be taking hands up in a few moments.
- All instructions should be clear and simple. Break down longer instructions into smaller steps.
- Worksheet design - ensure images are not distracting, that text is clear and visible presented on coloured paper as appropriate.
- Fonts and font size should be easy to read such as using Arial, Verdana, Tahoma, Century Gothic, Trebuchet, Calibri font sizes no less than 12.
- Where possible, provide copies of any reading rather than expect students to read from the board.
- Utilise iPads so texts can be enlarged as required.
- Use iPad accessibility resources to enlarge text, colour overlays, voice over etc.
- Display key vocabulary in class, with supporting visuals where appropriate.
- Use visuals including timetables cues and prompts alongside text to support understanding and word recognition (such as drawer labels, visual timetables, and instructions).
- A 'reading window' may help support reading. A reading window is a guide so only one line of text is displayed. This helps the child focus on one line and supports their tracking, this could be a piece of card with a slit only big enough to read one line of text through.
- Reducing the contrast between writing and the background it is on can make reading more comfortable for some students.
- Provide opportunities for alternative forms of recording which enable the student to demonstrate knowledge without the requirement for an extended written response.
- Support students to understand how they can help themselves if they do not know how to do something, so they feel empowered as learners. Explicitly teach skills such as how to use a dictionary, accessibility features on iPads and Google.
- Use resources to support memory, for example, number bond strips, multiplication tables, and number operation cards; knowledge organisers shared prior to unit and adapted and ensure the student knows how to access these resources and have them readily available.
- Always start with concrete or practical examples before moving on to pictorial and then abstract instruction.
- Give concrete resources and manipulatives to support learning (Numicon, counters, magnetic numbers). Ensure manipulatives are purposefully and appropriate and relate to the task.
- Relate learning to the student's interest to encourage motivation to learn.
- Provide specific meaningful praise and feedback. Feedback can relate both to attitude and skill.
- When giving verbal feedback, allow processing time then, check back to ensure the student understood the next steps.
- Ensure pupils are accessing appropriate tests at their developmental level.
- Students who are avoiding learning tasks (either by refusing to work, asking to leave the classroom, passively ignoring instructions, or copying others) may initially be considered to have Cognition and Learning needs. It is important that adults supporting these students also consider their learning (literacy and numeracy skills) and their listening and metacognitive skills. Adaptations in these areas may have an impact on the student's cognition and learning needs.

## ORDINARILY AVAILABLE PROVISION FOR COMMUNICATION AND INTERACTION

- Provide social stories for all change.
- When using cold calling, warn C&I pupils of the question they will be asked, and give the option of responding to you direct.
- Ensure clear line of sight to the board / screen.
- Reduce classroom stimulus.
- Avoid literal language, such as 'it's raining cats and dogs.'
- Get to know whether praise is calming or triggering to the student and adjust feedback accordingly.
- When a lesson contains several parts, provide a list of activities on the board, and rub them out as they are completed.
- Do not insist on eye contact.
- Use student's name first to gain attention, or before giving an instruction.
- Structured opportunities for peer interactions.
- Use a calm voice, avoid speaking too loudly.
- Use consistent scripts and key vocabulary across all staff.
- Repeat what the child has said, modelling the correct word order or grammar.
- Avoid using idioms, metaphors, and sarcasm without explanation.
- Tell the child what to do, rather than what not to do, i.e., 'Walk' rather than 'Stop running'.
- Simplify language in the correct order, e.g., shoes, coat, bag.
- Check for understanding and repeat instructions if necessary.
- Provide processing time.
- Ask questions at the right level.
- Use of behaviour analysis tools such as Anxiety Mapping to identify triggers.
- Individual planning, such as Predict and Prevent Plan or Risk Reduction Plan.
- Provide structure and prewarn planned changes, i.e., 'First and then' boards, Social Stories, Visual timetables, Task Plans.
- Support for an unexpected change by acknowledging it, then providing reassurance.
- Verbal or visual warning ahead of transitions and activities ending, i.e., sand timer.
- Use of motivators and interests to engage student in learning.
- Movement and Sensory breaks built into daily routines.
- Use of sensory regulators as a calming strategy, such as individual student calm boxes.
- Reduce demands and reduce staff language, increase the use of visuals to support understanding.
- Use of emotions fans, symbols, keyrings, and pictures. Ensure staff consistency of approach if these are being used.
- Ensure use of language and visuals is consistent between school and home.
- Use limited choice strategies within activities, to give the student some control over how to complete a task.
- Utilise iPad accessibility resources (Speech & Hearing).
- Students who are avoiding learning tasks (either by refusing to work, asking to leave the classroom, passively ignoring instructions, or copying others) may initially be considered to have Communication and Interaction needs. It is important that adults supporting these students also consider their learning (literacy and numeracy skills) and their listening and metacognitive skills. Adaptations in these areas may have an impact on the student's Communication and Interaction needs.

## **ORDINARILY AVAILABLE PROVISION FOR SENSORY AND/ OR PHYSICAL NEEDS**

- Enable access to IT equipment including computers, tablets, and ensure pupils can use the accessibility features on iPads
- Ensure there is space to move around with a walker or in a wheelchair-arrange the room to make access easier.
- Consider the physical school environment. Is their locker/peg accessible and inclusive?
- Keep a tidy, clutter free room to help students with visual and physical difficulties.
- For students with visual difficulties use contrast for example on the screen, placing resources on a contrasting background.
- Favourable seating arrangements are identified.
- Allow opportunities of rest throughout the day by building in calmer activities within lessons.
- Place resources onto tables carefully to ensure they do not slip off.
- Ensure you have access to individual student's accessible resources as outlined on the school's provision map.
- Recording usual way of working (on provision map), evidenced in APDR. Making applications for exam access arrangements as required.
- Ensure lesson activities are accessible to students with PD / sensory needs with an awareness that their sensory or physical disability could impact on their language and social interaction
- Consider body language including facial expressions, practitioner positioning at student's level, eye contact, face to face.
- Gain the student's attention prior to giving an instruction and ensure that all children/young people have understood all instructions.
- Use visuals (objects or reference, photographs of objects of reference and signs and symbols) together with speech to support the student.
- Know the student's Personalised Emergency Evacuation Plan (PEEP) in the event of an emergency.
- Reduce background noise for Deaf students.
- Reduce visual stimuli for students with VI.
- Use blinds to reduce glare on the board or screen.
- Avoid standing in front of a window while you are talking.
- Ensure students are using their accessibility resources including glasses, hearing aids, etc. If you need to prompt them, do so quietly. If the resource is broken or unavailable, adjust the lesson accordingly.
- Flexibility of approach is demonstrated by making reasonable adjustments to activities, lessons (including PE), timetables and their delivery, as necessary.
- Ensure fair access to school clubs, trips and visits (including swimming) with forward planning and risk assessments, including consideration for transport and personnel to ensure all extra-curriculum opportunities can be made accessible for PD and sensory pupils.
- Accessibility plan with anticipatory consideration plans guiding.
- Use closed captions when watching video clip resources. If the clip does not have closed captions, find, and use a different version.
- Close home/setting/parent carer links/relationship (not just IT based) so that staff are aware of changes in home circumstances and environmental factors that might impact on progress. Also to ensure that information is shared appropriately.
- The view of the child/young person around how they feel has been sought in a child friendly way to ensure the physical school environment, communication and curriculum is accessible.
- Ensure that you make eye contact and speak to the student not to the translating adult for Deaf students.
- Utilise iPad Accessibility resources to support learners (Physical and Motor)



- Ensure assessment / tests are sent to the VI team 3 weeks in advance for adapting.

## SLCN GUIDE

YOU SHOULD	YOU SHOULD AVOID
If you have a TA with you, ask them to draw simple illustrations to help with new words. You could also ask a student to help with this.	Introducing too many new words in a single lesson.
Pre-teach the key words for the next lesson at the end of the last.	Background noise and distractions when you are practicing new words.
Do simple repetition of new words – item, item, item, you do it, then as individuals. Use clapping for syllables.	Interrupting the student when they are speaking to you, even if you think you know what they are trying to say.
Remember <u>how</u> and <u>why</u> questions are harder for students to answer – model examples on the board.	Using non-literal language like ‘it’s raining cats and dogs.’ If you use it, explain it.
Model the correct language when a student speaks incorrectly – e.g.: toilet I go / ‘I need to go to the toilet.’ Bag please / ‘please can I go and get my bag’- repeat back in the first person.	Correcting grammar – instead simply model the sentence the way it should be said.
Always use a child’s name when you are speaking directly to them and wait for eye contact before you speak.	Ignoring an individual comms plan – make sure it is out on the desk. Pause and check it if you need to. This models to students that it is a worthwhile document.
Keep instructions short. Back them up with visual instructions and / or a list.	Rush an explanation. Take your time. Speak slowly.
Use real-life items wherever possible. If you are teaching money, use coins, for example.	Change the order of tasks mid-way through a lesson, without pausing and re-sharing expectations.
Give opportunities for students to speak to you. Plan it into your lessons.	Let them give up trying to tell you something. Tell them you don’t mind how long it takes.
Ensure all resources have visual elements to them. E.g., if you are teaching about a microscope, put a picture or video up, or show them one.	Rush a student onto the next task – allow them to consolidate what they are doing.
Use now and next boards in your planning and teaching.	Leave up an old now and next.



<p>Check understanding with an open-ended question - 'you tell me what you need to do first.'</p>	<p>Support your verbal instructions with a written prompt / tick list.</p>
<p>If you only understand some of what a child says, repeat back the section you understand, and ask them to fill in the gaps. Repeat this until you have understood everything.</p>	<p>Avoid the temptation to try and finish sentences for them.</p>