

SEN Support

This section of the SEND Handbook is designed to provide guidelines to educational schools/settings on the graduated approach to Special Educational Needs and Disability and in particular the assess-plan-do-review process as outlined in the SEND Code of Practice.

These guidelines aim to:

- promote partnership working between the local authority and educational settings in identifying and meeting children/young people's special educational needs and disabilities;
- describe the provision that mainstream educational settings are expected to make at SEN Support for different areas of need;
- provide a basis for consistency and equity in terms of both provision and decision making across schools;
- provide a basis of consistency and equity in decision making for the funding of special educational needs by ensuring that a robust assess-plan-do-review process has been followed;
- develop a more robust system of identifying children/young people with special educational needs which is clearly linked to progress and outcomes;
- provide links to resources and on-line training that staff working with children with various needs can access to further develop their knowledge and skills;

This SEN Support section of the SEND handbook is process led, and it is assumed that it will be adopted with reference to the SEN Code of Practice. This documentation emphasises the need for an ongoing cyclical process involving children and young people and their parents. The guidelines and expectations outlined in this section build on the Quality First Teaching expectations in the previous section and are based on:

- Assessment
- Reflective and planned action
- Review and adaptation
- This SEN Support guidance sets out expectations in each of the following areas of need:
 - Cognition and Learning
 - Speech and Language and Communication Needs
 - Social Communication Needs/Autistic Spectrum Disorder
 - Social, Emotional and Mental Health Difficulties
 - Visual Impairment
 - Hearing Impairment
 - Physical Difficulties

There are 2 'waves' of the assess-plan-do-review process in some areas. Where this is the case it is expected that wave 2 will build on quality first teaching and wave 3 will build on wave 2, becoming increasingly specific and detailed. As such where a setting are working at wave 3 of the cognition and learning assess-plan-do-review process it is assumed that the quality first teaching and wave 2 approaches will continue to be in place, with wave 3 approaches building on these foundations.

*Throughout this document the term 'teacher' can mean teacher or key worker.

Speech, Language and Communication Needs Wave 2

Assess

- Ensure Quality First Teaching is in place.
- Liaise with class teacher to outline and clarify area of concern e.g., attention and listening, understanding, expressive language, vocabulary or speech sounds.
- If social communication concerns exist in isolation please refer to the social communication graduated approach.
- Complete classroom audit tool from the Communication Trust (Appendix 1).
- SENCO and key staff to meet and discuss concerns with the child or young person and their family.
- Trial top tips for the area with most concern (Appendix 2).
- Detail the impact of the SLCN on accessing the curriculum and social relationships.
- Assess staff knowledge and skills to help plan and deliver specific interventions for targeted pupils and identify training needs.
- Complete pupil voice with child discussing strategies used where appropriate and any ideas of 'what would help me'.

- Use EHA framework to plan next steps.
- Review outcomes of the classroom audit tool and associated resources.
- Plan and refresh staff training and development needs including access to recommended online training packages (Appendix 4).
- Plan for a friendship support group / buddy system in school to help develop social interaction and communication skills.
- Plan to implement small group teaching targeting language skills (Appendix 3).
- Identification of SMART outcomes, share with child or young person (if appropriate) and their family.
- Consider whether any further assessments are needed.
- Consider whether visuals are needed to support understanding.
- Ensure the classroom environment provides an inclusive and supportive ethos for children with SLCN.

Plan

SEN Support (provided via schools own resources)

Review

- Liaise closely with the family and external agencies to review the strategies and support implemented
- Review the impact of SLCN interventions and consider next steps.
- Identify and celebrate any progress made by the child since the development of this plan.
- Review, update and manage language and vocabulary needs and support with visual resources within the classroom /lesson.
- Review, update and manage academic progress focusing on the curriculum and social relationships
- Consider any other interventions, approaches and resources that the child may benefit from access to
- Consider whether there are any emerging emotional health and wellbeing needs linked to the child's SLCN.
- Pupil passport and EHA updated.
- Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a referral to an appropriate agency / begin EHCP evidence gathering.

- Ensure QFT is in place.
- Implement advice or programme devised by SALT/EP/Ladywood Outreach.
- Ensure that teacher planning links intervention/any SALT programmes with learning in class to ensure continuity, overlearning and the application of skills/knowledge.
- Create a multisensory environment that promotes language learning, verbal information should be supported with visual examples and learning by doing.
- Accept all methods of communication; words, gestures, signs, symbols, written word (Total Communication).
- Access appropriate training for staff.
- Implement the outcomes of the classroom audit tool and associated resources.
- Create a visual approach to teaching and learning new concepts and ideas.
- Consider creating a pupil passport detailing strengths and needs so all staff are aware of the support that needs to be in place.

Do

Speech, Language and Communication Needs – Wave 3

Assess

- Analysis of internal data over time / before and after intervention and impact of interventions.
- Complete a detailed and targeted observation using standardised tools, e.g., Wellcomm, Communication Trust Progression Tools, & Talkboost etc (Appendix 1).
- Consider the need for a more detailed assessment of speech, language and communication needs by an external support service e.g. SALT/EP/Ladywood Outreach etc.
- Ensure that there are no underlying difficulties impacting on the child's SLCN e.g. more generalised learning difficulties/hearing difficulties etc.
- Ensure that parent/carer and child views are gathered re what works well and areas of concern.
- Assessment/observation of classroom learning environment and SLCN demands.
- Trial top tips for all areas of concern (Appendix 2) .
- Identify training needs of staff (Appendix 3).
- Review and re-assess actions on EHA action plan

- Plan and refresh staff training and development needs including access to recommended online training.
- Plan for any further assessments required.
- Plan for interventions including staffing, resources and adapting the environment.
- Plan for a friendship support group / buddy system in school to help develop social interaction and communication.
- Plan for child or young person to access an appropriate communication environment, consider a quiet, low stimulus area for new skill teaching.
- Plan to implement 1:1 opportunities to complete Speech and Language Therapist designed activities.
- Plan how to teach the child by reducing any barriers presented by their SLCN e.g. the impact of speech sound difficulties on reading acquisition etc.
- Plan and agree the outcomes to be worked towards with the family and child/young person.
- Plan for pre and post teaching of key vocabulary/language concepts to enhance lesson access

Plan

SEN Support (provided via schools own resources)

Review

- Liaise closely with the family and external agencies to review the strategies and support implemented.
- Review the impact of SLCN interventions and consider next steps.
- Consider any coexisting needs and barriers to the success of interventions – liaise with external agencies for support.
- Identify any ongoing, or new and emerging, needs.
- Review, update and manage academic progress focusing on the curriculum and social relationships.
- Quality Assurance of intervention/SALT programme/ curriculum delivery by school staff alongside outside agency if appropriate.
- Update communication passport if needed.
- Update the EHA.
- Plan next steps with the child/young person, parents (step down, further Assess, Plan, Do, Review cycle, request for EHCNA).

- Implement updated advice or programme devised by SALT/EP/Ladywood Outreach.
- Increase exposure to all methods of communication; words, gestures, signs, symbols, written word (Total Communication).
- Develop an individual and personalised communication passport (Appendix 5).
- Implement any pre and post teaching needed.
- Ensure that the language used in the classroom is appropriately modified and that visual and experiential supports are provided where needed.
- Use well planned group work flexibly to promote independence and reduce dependence on a named adult
- Implement any agreed teaching approaches to reduce the impact of SLCN on learning e.g. whole word/language based approaches in addition to phonics to support literacy acquisition.
- Access to appropriate training for staff working with the child/young person.
- Regular liaison between class teacher, SENCO and parent.

Do

Relevant resources and links and on-line training

Appendix 1

Wellcomm:

<https://www.boltonstartwell.org.uk/downloads/file/200/cldt-wellcomm-flyer-2019-2020>

Talkboost (select the correct paper based tracker per age group):

<https://ican.org.uk/training-licensing/i-cans-trackers/>

Communication trust checklist:

https://www.thecommunicationtrust.org.uk/media/643573/communication_friendly_environments_checklist_june_2018.pdf

Appendix 2

Top tips:

Area	Top Tips
Attention and Listening	<ul style="list-style-type: none">• Attention and listening skills can be best supported in a quiet environment with minimal distractions such as noise and movement.• To get the child/young person's attention say their name before giving them an instruction.• Make sure the child/young person's basic needs are met so they are ready to attend and engage in an activity – e.g. do they need to wear glasses, is the room an appropriate temperature, is there sufficient light in the room, is the child hungry/thirsty, etc.• Know the child/young person's level of understanding so that you can appropriately support their attention and listening skills – e.g. do they need visual supports such as a 'Now and Next' or 'Task plan', make sure to give the child sufficient processing time.• Use positive praise and acknowledge the child/young person's good attention and listening –e.g. 'good listening Jamie!' Visual strategies can also be used to encourage good attention and listening – e.g. a reward chart where the child gets a tick for good listening and then receives a reward at the end of an activity.
Receptive Language	<ul style="list-style-type: none">• Sit opposite the child/young person, make sure you are face-to-face, and engage in eye contact with the child/young person before giving an instruction.• Use total communication strategies to further support a child/young person's understanding of verbal language – e.g. use gestures, facial expressions, body language, pictures, etc.• Reduce your rate of speech to allow time for the child/young person to process what is being said. Simplify the words you use. Emphasise key words when giving instructions by changing your intonation – e.g. 'a put your books on the shelf'.• Try to get the child/young person to explain the meaning of new concept or word to check their understanding.• Encourage the child/young person to let you know when they do not understand what has been said to them.• If a child/young person is struggling to understand and answer an open question (e.g. 'What would you like for lunch?') try giving them a forced alternative (e.g. 'would you like a sandwich or a jacket potato?')• Check a child/young person's understanding if using non-literal language/idioms/sarcasm – e.g. 'I'm pulling your leg'. You may need to explain the literal meaning if they do not understand.

Appendix 2 contd.

Top Tips

Area	Top Tips
Expressive Language & Vocabulary	<p>Expressive Language</p> <ul style="list-style-type: none">• When asking the child/young person a question, give them a sufficient amount of time to think before you expect an answer.• Create opportunities for the child/young person to communicate and interact with others – e.g. use open ended rather than closed questions. For example, 'What do you like to do at home?' rather than 'do you like to read books?' Open questions provide opportunities for more language whereas closed questions only require a 'yes' or 'no' answer.• If a child/young person makes a grammatical error in their spoken language, try to not correct them directly. Instead, model back what they say correctly. For example, if the young person said, 'When I played football, I runned up and down the field' you could reply, 'oh, when you played football, you <i>ran</i> up and down the field'. <p>Vocabulary</p> <ul style="list-style-type: none">• If a child/young person is struggling to name a word, support them by asking them questions such as, 'what does it look like?' 'where would you find it?' 'what do you do with it?' etc.• Pre-teach the child/young person topic vocabulary using objects, pictures, symbols and gestures. Look at linking new words to words they understand and use. Use clues like prefixes and suffixes to help infer the meaning of new words for example healthy versus unhealthy or compound nouns like carwash.• Make use of word maps and mind maps to develop a child/young person's understanding of vocabulary. A mind map explores a topic – e.g. 'Egyptians'. A word map explores specific vocabulary – e.g. 'Pyramid'.
Speech Sounds	<ul style="list-style-type: none">• Listen to the child/young person's message rather than how it was said. For example, if you observe the child/young person make any speech errors in their spoken language, do not comment on this and continue to acknowledge what they were communicating to you.• Do not correct any speech sounds errors you hear the child/young person make. Provide a good speech model to the child/young person so they can hear you produce the correct speech sounds. When providing a speech model to the child/young person make sure you are face to face with them.• If you struggle to understand what the child/young person has said, do not pretend that you have understood them. Instead, 'blame your ears' – e.g. 'my ears aren't working very well today, could you show me what you are talking about?' or 'Can you draw what you are talking about?' etc. You could also ask the child closed questions ('yes'/'no' questions) – e.g. 'is this about school?' etc.• Accept any of the child/young person's attempts to communicate whether this be verbal or non-verbal.

- Set the context of the conversation for example start a conversation about a book that you have shared, shared joint experiences.

Appendix 3 - Resources

Blacksheep press narrative groups –

<https://www.blacksheepress.co.uk/product-category/education/narrative-approach-to-learning-language/>

Time to talk

Blank levels

Language for thinking

Pre and post teaching of vocabulary

Vocabulary Enrichment programme

Word Aware

Colourful Semantics

Appendix 4 – Training

Focus of training	Link
General SLCN training	https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/
General SLCN training	https://www.trueeducationpartnerships.com/schools/best-free-teacher-cpd-resources/ https://ican.org.uk/i-cans-talking-point/cpd-short-course/
General SLCN training	http://vle.pupilschoolsupport.org/login/index.php
General SLCN training	http://www.advanced-training.org.uk/
Various SLCN training	www.everyonecommunicates.org
Developing vocabulary	https://www.babcockldp.co.uk/latest-news/how-to-teach-vocabulary
Early Years language development	https://www.futurelearn.com/courses/english-in-early-childhood

Teaching English language skills to speakers of other languages

<https://www.futurelearn.com/courses/tesol-strategies>