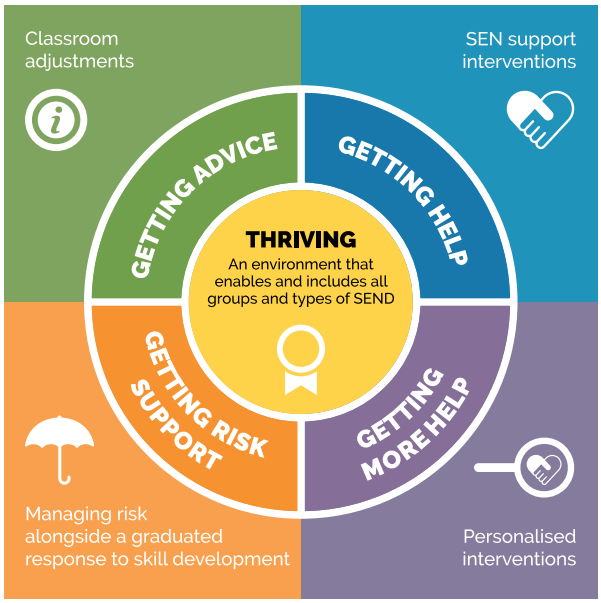
Tameside Metropolitan Borough

SEND Children Thrive Matching Provision to Need

School Age



The THRIVE conceptual framework was developed by a collaboration of authors from the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust

Tameside Metropolitan Borough

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Welcome!

This resource was developed by the Educational Psychology Service in consultation with schools, settings and services. It has been a pleasure to hear about all the amazing work that happens across our network of schools and settings. The resource aims to provide a tool to support excellent practice across Special Educational Needs and Disability (SEND) provision in educational settings and promote positive outcomes for children and young people identified as having additional needs. This tool is reflective of the LAs Matching Provision to Need and embodies 2014 reforms*, as it is collaborative, puts children and families at the centre, is transparent and it has a focus on outcomes.

We aspired to develop a resource that raised the standards of education and support for SEND children/young people through the sharing of best practice and known evidence-based interventions. The Special Educational Needs and Disability Co-ordinators (SENDCo) of the local areas have contributed with the ways of working that are effective in their schools and settings (practice-based evidence). They have been generous with their ideas and challenged thinking with regards to the high standards they promote and expect for their SEND families.

The THRIVE model has been used because the language is positive and appropriate for families who may want to explore the resource and it brings together the SEND and Mental Health in Education agendas**. We have also developed a one page print out for parents, which can be used to help them explore collaboratively with school staff where their child may sit along the SEND process at different time points.

In the past parents have told us that they have most difficulties with the SEND processes at the early stages of identification of needs and that practice is inconsistent between schools. The aspiration is that children, schools and families can feel confident that needs can be met in all of our schools and educational settings, at all levels of need.

We know our talented and committed SENDCo workforce are keen to ensure that parents feel supported throughout the whole SEND process; that parents and their children are guided to take an active role in decision making from very early on in the process. The best SENDCos are able to do this through high quality chairing of support meetings and through creative ways of ensuring children make a meaningful contribution to their planning.

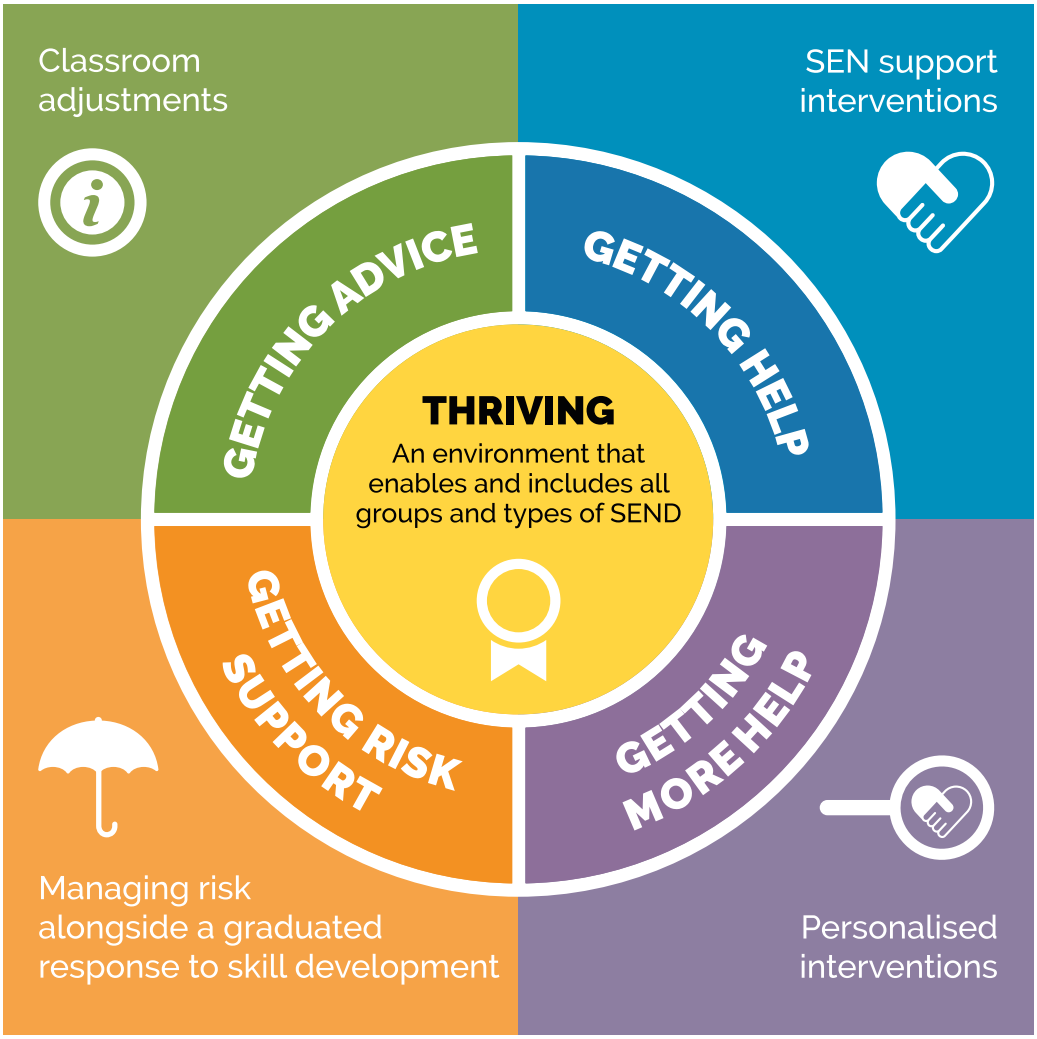
It is our hope that through this collaborative work SENDCos will be empowered to advocate for SEND children from classroom practice to points of provision and to help the wider workforce understand that support needs to be targeted, evidence-based and focussed. Together we can ensure that SEND children THRIVE!

Claire Jackson, Executive Principal Educational Psychologist

**Children and Families Act 2014*
***Department of Health; Department of Education; Transforming Children and Young Peoples Mental Health: A Green Paper (December 2017) / Special Educational Need and Disability Code of Practice (0-25) 2014*

Thrive Framework and CoP

This resource is aligned to both the SEND Code of Practice and THRIVE Framework, the model for reform to improve services for children and young people's mental health. The aim is to align the processes and use the positive messages from the THRIVE Framework that complement the changes we want to see for SEND children.



How to use this resource

The resource is separated in to three parts; 'Best Practice Walkthrough', 'Main THRIVE Tool' and 'Getting Risk Support'.

'Best Practice Walkthrough' gives an overview of Special Educational Needs (SEN) and the graduated response. It also provides guidance documents for parents.

The 'Main THRIVE Tool' is organised by type of need and key stage. The sections cover:

- Getting Advice (Adjustments in the Classroom)
- Getting Help (Targeted Interventions)
- Getting More Help (Specialist Interventions)

Strategies are suggestions and not a tick list and it should be the case that some children just need the first section and others need the first two and others need all three.

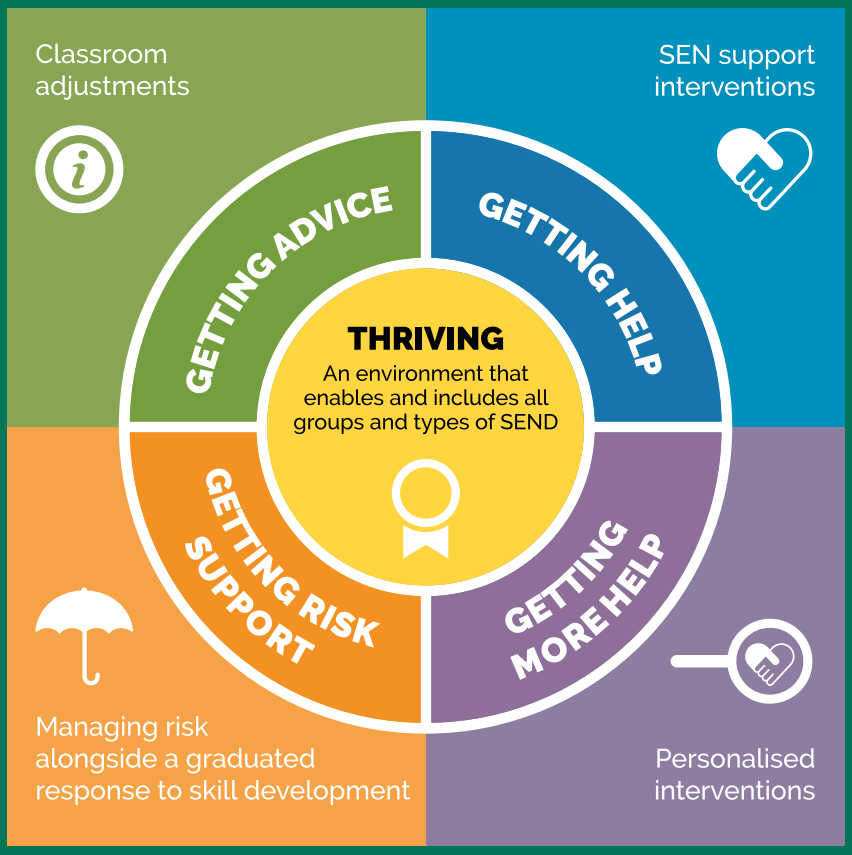
Hyperlinks have been included within the document to make it easy to locate information about suggested approaches and interventions. A glossary is included at the end of each key stage, detailing information and costings for each intervention in response to consultation with schools and settings.

The THRIVE model has an additional section about 'Getting Risk Support' and we have included a corresponding section to support schools and settings to manage risk in relation to SEND. It is acknowledged that this is a standalone section that may be used at any point by staff to support with planning around children presenting with risk alongside the graduated response above. It is in no way a replacement for advice from local safeguarding boards or children mental health pathways.

Tameside Metropolitan Borough

SEND Children Thrive
Matching Provision to Need

Best Practice Walkthrough School Age



THRIVING!

Whole School Approaches

School communities that are THRIVING for all staff and children and young people (CYP) tend to be more effective at meeting SEND needs. In the context of a school with Quality First teaching and a broad, balanced and stimulating curriculum offer, the Matching Provision to Need approach will work best.

In schools where SEND is a key focus for the Senior Leadership Team when analysing attendance and exclusions data, this analysis effectively informs developments in the school in relation to SEND. The most experienced Special Educational Needs and Disability Co-ordinators (SENDCo) have a good overview of the skill sets of teaching and support staff in relation to SEND. They will ensure there is access to training for all staff on SEND and vulnerable groups on a needs led basis. This will lead to class teachers having ownership of the progress of all CYP within their classes.

All CYP will thrive in schools and settings that are nurturing and inclusive; that have good systems for supporting individuals and monitoring issues pertinent to groups, for example, use of pupil council systems and regular opportunities for feedback from CYP, staff and pupils. Inclusive and differentiated behaviour policies embed reasonable adjustments into the school or setting's response to behaviour. Examples include:

Behaviour Regulation Policy.pdf

There are many programmes and accreditations that can support schools to embed inclusive practice at whole school level including:

Emotionally Friendly Schools
www.emotionallyfriendly.co.uk
Dyslexia Friendly Schools
www.bdadyslexia.org.uk
Inclusion Charter Marks
http://iqmaward.com/

SENDCo comment:

Skills audits that come with these whole school approaches help to understand the strengths of the workforce and identify gaps in knowledge to inform the staff training offer

Emotionally Friendly Schools Champion

Understanding Local Need

The spirit of the changes to SEND legislation in 2014 encourages professionals to identify how they are part of a wider system and that collaboration with partners is a key duty. It's important that SENDCo's and school leaders are activity engaged in the local vision and priorities for SEND children and families. They will have a good understanding of their school's data and how that compares to local and national trends. Schools that work in collaboration with the LA on identifying and addressing strategic issues will drive standards across the network of SEND professionals and ultimately have positive outcomes for the SEND population. You can find the current strategic priorities on the Local Offer. Tameside appreciates the time commitment SENDCos and head teachers give to decision making panels. The feedback we get from participants is that it is mutually beneficial. Get involved!

School SEND Data Profile

Our SENDCo practitioners have a good grasp of the legal duties and entitlements of SEND CYP. They should have an overarching understanding of budgets for SEND CYP. We are working together to enable SENDCos to collate and analyse their SEND data and share their findings with services in order to maximise the impact of resources. SENDCos need to be able to be creative when planning group support to ensure CYP access timely and appropriate intervention to address their areas of need.

SEND Data Profile.pdf

SENDCo comment:

Data informs Continuing Professional Development (CPD) requirements of all school staff. Pupil progress meetings include a focus on children with SEND. Where progress is a concern, action is taken to ensure all staff have an understanding of the difficulties children may be experiencing and to empower them to try out new strategies through in-house or external CPD which focuses on the needs of children they are teaching.

We also ensure Teaching Assistants (TA's) are involved in all whole school CPD and they attend all multi-agency and review meetings for the children they support. Outside agency and in-house training is also used to support TAs to provide the best provision possible for children they are supporting.

SENDCo and Deputy Headteacher

SENDCo as Advocate

Just as a subject lead in a school will champion the importance and quality of the teaching of their subject the SENDCo maintains an overview of the quality of the teaching of SEND CYP. The SENDCo can do this through their SEND and inclusion polices. SENDCo's tell us that they feel they need a good knowledge of legal frameworks around exclusion to inform senior leadership regarding decisions around exclusion. Headteachers have a lot to think about and they expect their SENDCo to be advocating for the rights of SEND children across all aspects of school life.

SENDCo comment:

Sadly, SEND children at risk of exclusion has been a really big issue for the last few years at our school. Advocating for SEND CYP was about staff buy in to understanding their needs and about how 'education' isn't just about academic but about children learning and developing in all and every aspect of life.

Thinking about the advocating for SEND CYP of different presentations with staff is a process. From the closest staff supporting them, widening that further and gradually and then whole staff discussions and dedicated time in staff meetings. After any big 'incidents' there were smaller briefings and opportunities for staff to be open and ask direct questions.

Experienced SENDCo

The Statutory Exclusions Guidance (2017) states that:

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/ maternity; or gender reassignment. ***For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.***

Experienced SENDCo's will support and challenge teachers about the adjustments they are making for CYP with SEND who have behaviours that challenge.

Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

Behaviour policy will be reviewed by the SENDCo to ensure that practice doesn't discriminate against any particular type of need.

Our SENDCos and data tell us that often a child is excluded prior to the identification of SEND.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Educational Psychologist comment:

In our profession we are trained to understand behaviour as a form of communication. I have attended many exclusions appeals as a SEND expert where the school have failed to complete early assessment and identification of need and the child's SEND has become apparent post exclusion.

Experienced Educational Psychologist

Collaboration with Parents

The more experienced SENDCos are also ensuring that SEND families are well informed about provision and approaches used in school. Through robust communication systems that provide regular sharing of information between home and school/setting. They are also gathering the views of SEND families about what they would find helpful more broadly and feeding families' views into the wider planning of support across the school. For example, through the use of questionnaires and multi-agency coffee mornings alongside sharing information about other SEND support services. They are able to support parents to understand the whole of the SEND pathway and where their CYP's need are currently met on the continuum.

Guide to SEND Support.pdf

Guide to EPS.pdf

SEND CYP's voices are also regularly and authentically gathered and used to inform development work and practice across the school.

Parents of SEND children are used as experts to inform the package and approaches to support their child.

Advice to SENDCo comment from parent:

"Realise that the parents are experts and be open to suggestions of new ways of doing things that have been successful elsewhere"

Special Needs Jungle

What is a Special Educational Need?

In Tameside we advocate for a broad definition of Special Educational Needs and Disability (SEND). If a child or young person needs adjustments to be made in order to be included or make progress, then consideration should be given to them having a Special Educational Need. We also recognise the benefits of identifying SEND early and how being responsive to individual needs early can have positive impacts on children and young people's outcomes in the longer term.

The Special Educational Needs and Disability (SEND) Code of Practice (Department for Education [DfE] & Department of Health [DoH], 2015) sets out guidance and expectations in relation to identifying, assessing and providing for children and young people (CYP) with special educational needs. It tells us in relation to identification:

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision, namely provision that is different from or additional to that normally available.

A CYP has a learning difficulty or disability if he or she:

- *'has a significantly greater difficulty in learning than the majority of others of the same age'; or*
- *'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.*

(SEND Code of Practice, 2015, pg. 15).

The Code of Practice (2015) and Children and Families Act (2014) make it clear that settings have to meet the needs of all CYP with SEND, including those who do not have an Education, Health and Care Plan (EHCP). All schools are required to use their SEN Notional Funding as part of a graduated response to meeting CYP's needs.

Identification of SEND

Most schools choose to hold a SEND register to support them with the identification of need. The school are asked to categorise the nature of the CYP SEND through the census data. It is therefore important that this identification of need is based on careful assessment over time and the primary need categorised accurately. Many Special Educational Needs and Disability Co-ordinators (SENDCo) embark on a cycle of plan-do-review in order to explore the nature of the CYP's SEND prior to recording the primary need in order to ensure an accurate classification is recorded. This data should then inform local strategic developments and commissions. The data is often included in the school's SEND information report for parents on the school website.

Identification of Need.pdf

Case Study - Categorisation.pdf

Graduated Response

The graduated response encourages teachers to revisit, refine and revise decisions and actions that have been made, in order to grow their understanding of their pupil's needs and provision. The SEND Code of Practice (DfE, 2015,pg. 100) encourages us to provide the right support at the right time. It is graduated in that for some CYP they will require small adjustments within the classroom to be successful, whereas for others they will require a highly personalised timetable of support and intervention in order to make progress and be included. The code highlights;

- Where a CYP is identified as having SEND, the setting should take action to remove barriers to learning and put effective special educational provision in place.
- Once a CYP is identified as having SEND their family must be informed. The setting must work with parents/carers, listening to their views and involving them in any decision making and planning.
- The provision in place must be reviewed termly and involve the CYP and their family.

There are a wide range of teams available across Tameside who can support settings to meet the needs of CYP with a wide range of SEND. These include Primary Inclusion Team (PIT), Learning Support Service (LSS), Autism, Communication, Education (ACE), LSS – Sensory Support and Springwood Outreach.

It may be decided that specialist advice from professionals is required to meet the needs of CYP, for example Speech and Language Therapy (SALT); Young person and Adolescent Mental Health Services Health Young Minds (HYM), Educational Psychology Service (EPS), Occupational Therapy (OT) and/or Physiotherapy.

Further information about these teams and how to access them is available on the Local Offer page for Tameside. Any recommendations provided by professionals should be clearly incorporated and referenced in planning for the CYP.

This **SEND support** should take the form of Assess-Plan-Do-Review Cycles, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP's needs, alongside what support the CYP requires to make good progress and secure good outcomes (SEND Code of Practice, 2015, pg. 100, 6.44). The Assess-Plan-Do-Review Cycle is the foundation of the graduated response and key to meeting the needs of all CYP identified as having any form of SEND.

Reflective Practice and SEND

The best teachers reflect on their teaching style and approach and revise their approach based on what works well for them and the CYP they work with. This is a crucial aspect of working with our SEND population as they are all individuals; what works for one CYP may not work for another even with a similar SEND profile or diagnosis. Staff with good self-awareness and a willingness to adjust to the CYP they engage with, experience the greatest success within the classroom and with SEND support.

'Reflective Practice is learning through and from experience towards gaining new insights of self and practice.' (Finlay, 2008)

Reflective Practice is to critically evaluate experience from both the past and present and to use that information to inform and plan teaching and learning.

Reflective Practice is:
about learning from others;
a shared activity;
about improving your objectivity; and
a key factor in improving learner experience.

Reflective Practice supports good teaching and support for SEND pupils: Reflective Practice supports identification of and provision for SEND pupils and fits well with the Assess-Plan-Do-Review Cycle.

The Assess-Plan-Do-Review Cycle

'Where a pupil is identified as having SEND, early years' settings, schools and colleges should take action to remove barriers to learning and put effective special educational provision in place' (DfE, SEND Code of Practice, p.100). The SEND Code of Practice promotes the use of the 'Assess-Plan-Do-Review' Cycle to support this process. This works by revisiting, refining and revising our understanding of a pupil's needs and what works to support them.

This means that the understanding of the CYP's needs should become clearer over time. This does not mean starting again; current understanding and approaches should clearly be informed by what has gone before. In SEND there has been a culture of each new teacher or practitioner working with the CYP wanting to formulate their own overview of need, which is likely to be frustrating for the parents and CYP who experience a disconnect across the system. A good SENDCo will try to understand differences of opinion or experiences and make sense of them to inform the CYP's needs and provision.

Parent comment:

"We want to know that when our children go to school, … they are taken care of, looked after, kept safe - but we also want to know that they can do everything that they could possibly do to reach their full potential, whatever that potential may ultimately be. That they are thought of not as a burden, but our children are thought of as an asset."

Carrie Grant, TV Presenter & parent

Our experienced SENDCos have created one-page versions of the Assess-Plan-Do-Review Cycle to support parental understanding.

Parent Explanation.pdf

ASSESS-PLAN-DO-REVIEW Cycle

Assess

Clear and comprehensive assessment of the pupil's needs by key educational professionals, Special Educational Needs Coordinator (SENDCo), parents/ carer and CYP, based on a combination of:

- Discussions to gather the views and aspirations of the CYP and their family.
- Universal and targeted in-house assessments and observations carried out by a range of school staff.
- CYP's current attainment and progress.
- CYP's previous attainment and progress.
- Tracking of data and comparisons with national data.
- Any relevant assessment information provided by external agencies e.g. Health, Educational Psychology (EP), and Social Care.

Plan

Following the assessment phase, key educational professionals, SENDCo, parent/carer and pupil, meet and agree a plan of action. This plan should be outcome focussed (e.g. improve, develop, and achieve) and should include:

1. SMART (specific, measurable, achievable, relevant, time-based) targets.
2. Details of the adjustments, equipment, support, and interventions that need to be put into place to fulfil the plan.
3. Details of who will be running the programme and when.
4. Details of success criteria, including how progress will be measured, when and by whom.
5. A date for review, typically 6-8 weeks.

The plan should be recorded and circulated to all relevant parties before it begins. Any training needs should be identified and addressed prior to the start of the 'do' phase.

Do

In this phase the plan is put into action.
The SEND Code of Practice makes it clear that it is the responsibility of class/subject teachers to implement the plan on a day-to-day basis. This should be supported by the SENDCo. The 'do' phase should involve teachers:

- Delivering 'Quality First Teaching' to all pupils.
- Implementing any adjustments, specific strategies, interventions, or approaches to teaching that have been identified as teacher-led within the 'plan' phase.
- Managing any teaching assistants (TAs) who are supporting pupils with SEND within the class.
- Continually assessing and monitoring the CYP's progress and making any necessary adjustments.
- Communicating with TAs and any other teachers providing interventions to pupils and making plans for them to generalise their skills within lessons.
- Communicating how things are going with the pupil, their family and the SENCo.

Robust information should be gathered during this phase so that the following can be discussed at review:

- How the intervention/adjustment has been implemented e.g. whether there have been any absences or delays.

Review

Following the plan phase, key educational professionals, SENDCo, parent/ carer should meet to review the plan. The review should include:

- Evidence of the impact of the plan, both in terms of the desired outcomes and the success criteria.
- Everyone's views on progress and impact, including the pupil themselves.
- A plan for next steps. Does there need to be another cycle of 'assess-plan-do-review' or can the CYP's needs now be met through 'Quality First Teaching'? Does a referral need to be made to another service?
- A written record.

If it is agreed that the CYP would benefit from further support, then a second round of 'assess-plan-do-review' should begin.

Learn

At the end of each cycle there should be an explicit pause built into the process within which, professionals, the family and the pupil reflect on what has been learnt (e.g. regarding their learning preferences, motivation, approach, strategies that support and those which do not). This learning should be explicitly incorporated into any subsequent cycles of 'assess-plan-do-review' and into all 'Quality First Teaching' that the pupil receives.
In this way there should be a clear thread linking subsequent plans and approaches.

Gathering and Responding to CYP Views

SEND CYP have the same rights as non-disabled children and young people to participate in decisions and issues that affect them. The importance of the participation of SEND CYP is reflected in both the UN Convention on the Rights of the Child and in duties placed on the local authorities to support and involve CYP in decision-making. Sadly, research suggests that despite this SEND children in practice remain inactive in decisions about their education and future.

Why gather the views of CYP with SEND?

Research suggests that listening to the views of CYP with SEND is beneficial for several reasons. There are clear advantages including increased motivation, independence, perception of personal control and progress. Todd (2003) notes that if CYP are part of decision-making processes they can provide appropriate information about their skills and abilities and offer their views about possible interventions; enhancing the likelihood of successful outcomes.

The SEND Code of Practice makes it very clear that throughout the process of assessment the CYP's views should be sought. Every cycle is an opportunity to enable the CYP to be involved in decision making. It is important to have regard to the views, wishes and feelings of the CYP and for these views to be clearly incorporated into Assess-Plan-Do-Review Cycles.

'Planning should start with the individual and local authorities must have regard to the views, wishes and feelings of the child, child's parent or young person, their aspirations, the outcomes they wish to seek and the support they need to achieve them.' (SEND Code of Practice, 2015, pg. 147).

Throughout the assessment/planning process staff should:
- Focus on the CYP as an individual.
- Enable CYP to express their views wishes and feelings.
- Enable CYP to be part of the process.
- Ensure what is being discussed is easy for CYP to understand.
- Highlight the CYP's strengths and capabilities.
- Elicit what they have done, what they are interested in and what outcomes they are seeking in the future.

Using a person-centred approach, involving CYP and their families, is key.

1. Things to consider

- The developmental stage of the CYP;
- How they like to communicate and their level of understanding (e.g. are they able to share their views verbally or would they be best supported with a visual activity, such as picture sorting, or multiple-choice questions?
- Whom they like to communicate with – is there a member of staff whom they feel most comfortable being honest with? Are parents/carers better placed to gather views at home?

2. What views to gather?

- Likes and dislikes (What subjects do they like / like less? What do they like to play with?)
- What support they value (What helps them in school? What helps them less?)
- Who supports them in school (Who can they go to in school that can help them? Who helps them feel safe or manage their feelings, who helps with their learning?)
- Long-term goals and aspirations (What would they like to be better at? What job would they like when they are older? What college courses / qualifications might they like to do?)

3. How can we do it?

A variety of methods can be used to gather CYP's views. Some CYP will be happy to talk and complete questionnaires whereas others will need the practitioner to be more creative (e.g. CYP with speech and language difficulties or CYP with profound and multiple learning difficulties). All pupils should be encouraged to give a view, to gain a realistic view of how they perceive their school experiences. This will then help highlight actions that will support adaptations to Quality First Teaching and other more targeted interventions.

For CYP who may not communicate verbally or prefer using visual supports try non-verbal methods e.g.

- taking photos of all of their favourite parts of the classroom;
- card sorts to pick favourite subject / least favourite;
- line up photos or pictures in order from favourite to least favourite;
- projective techniques in which they might select a picture that shows how they feel e.g. the Blob School resources

For CYP who are able to communicate verbally, use verbal or written methods (adults could scribe / pupil could use speech to text / they could write their own views if they wish). For example (templates included in the Appendix):

- Three wishes – if you could have three wishes about school, what would they be?
- Perfect week – describe your perfect week in detail;
- Good day/bad day – describe what happens on a good day (from the moment you get up)
- Relationship circle (who is important in your life?)
- Decision making profile

Older CYP can contribute to planning in well structured meetings. Here are two ways of sharing views and representing planning of actions jointly with CYP in a visual and inclusive way:

- MAP – a visual way of planning for CYP with SEND.
- Planning Alterative Tomorrows with Hope (PATH) – a visual tool for longer term planning as a group.

The importance of enabling CYP to have a voice in decisions regarding their life and learning is central to SEND policy. Pupil participation should be encouraged in all decision-making processes including setting individual targets, support plans and contributing to assessments and reviews. Schools and settings need to promote a culture of ensuring pupil voice across a range of issues and CYP need to be taught and supported to contribute appropriately and effectively. It's up to the adults to ensure CYP see the impact of their contribution, as many CYP become frustrated when their voice appears to be ignored.

4.Pupil views within Annual Reviews

Annual Reviews can be an intimidating experience for some CYP as they are sometimes asked to express their views in a room full of adults. It can be helpful to ensure that the CYP's views are gathered well in advance of the meeting, perhaps over several weeks. The CYP may prefer to be supported by a key adult or trusted member of staff, in articulating their ideas. The CYP may also wish to be supported by their key adult in the review meeting, for moral support. Alternatively, the CYP may wish to prepare a video or PowerPoint to share their views, or to ask a trusted adult to share their views on their behalf without the need to attend the review meeting in person.

It may be helpful following the Annual Review for the CYP to talk through the meeting with a supportive adult to answer queries or highlight the actions of the review and the next steps.

Young person comment

"I have never been to an Annual Review…. People think I am stupid and they are probably right…I would like to be a writer in the future but everyone keeps talking about me doing courses in hair and beauty… I really want to go to university but I don't know if I can."

Year 10, Secondary Student

Education, Health and Care Plans (EHCP)

Schools and settings have a duty to meet the needs of all their learners and to follow a graduated response to identification and meeting Special Educational Needs. For a small number of low incidence-high need CYP the school may need further guidance and resource from the local authority in order to meet their specific individual needs. In these cases, the school have a duty of care to apply for an Education, Health, Care (EHC) assessment and the local authority has a duty to respond within legal timeframes. The Education Health and Care Plan (EHCP) is a legal document which sets out a description of a CYP's special educational, health and care needs and what provision (what will be done) to meet their needs to enable the CYP to make progress. It is crucial that the family and CYP are fully informed of the Education, Health, Care needs assessment process and supported through it. Parents routinely report that they feel set up for a battle and that they have multiple professionals and panels contradicting each other, which causes understandable frustration. It is the duty of all SEND professionals to have a robust and working knowledge of processes locally and nationally so that parents can be supported through the process amicably.

There are a number of resources available to explain an EHCP to CYP.

Guide for CYP.pdf

Who requires an Education Health and Care Plan?

Generally, only a very small number of CYP with complex and severe needs, who require very high levels of individualised support, are issued with an EHCP. All schools and settings have a budget that is available to support CYP with SEND. Most CYP will access help in their educational placement through the level known as school SEN Support or as we describe it within the Main THRIVE tool 'Getting Help' and 'Getting More Help'.

Where provision cannot reasonably be provided through services and resources that are normally available, it may be necessary to request an EHC assessment. Schools and settings typically request EHC assessments, but parents and professionals can do too. Young people aged 16 and over have the right to request an EHC assessment independently. Schools, colleges and other bodies can also request assessments but they can only do this with the knowledge and agreement of the young person and/or person with parental responsibility. The CYP has to have a special educational need that is severe and/or complex and which has persisted in spite of the school following the graduated response; including taking all expected steps and using the highest level of its resources to identify, assess and meet the need. The Local Authority (LA) SEND panel also considers whether or not the difficulties are having an effect on the CYP's emotional wellbeing.

The Local Offer in Tameside will enable families and practitioners to find out what is available locally and further afield and should help everyone to make the most of many services and opportunities that are available, without the need to have an EHCP.

The EHC Assessment Process

The Referral

This is the first part of the process in making a request for an EHC assessment and is a key document that the local authority will consider when making decisions. It is important for the referral to identify outcomes for the CYP and any reports should highlight these outcomes.

The decision to draw up an EHCP will depend on the severity of a CYP's needs and if any resources are identified that need adding to those already available.

The referral should be accompanied by evidence of provision made for an individual CYP from the SEN Notional Funding over three school terms (including the previous, current and next planned school term). This must take the form of a costed provision map completed on the referral template (please only provide the individual CYP's provision map rather than the whole school provision map). If a CYP has support in small groups, please ensure that you divide the cost between the number of CYP accessing the group.

The **My Hopes and Aspirations for Tameside** documents completed by parents and CYP should be included. It should be evident that the school have been working on the aspirations highlighted by parents and CYP.

Settings should make every effort to identify strengths in all areas as well as difficulties. It is also helpful to detail what has worked in the last two/three cycles of Assess-Plan-Do-Review and what additionality is needed to maintain or enhance the CYP's rate of progress.

The Timescales

Time line	Action
Week 0	Request for assessment is made to the local authority by a school, setting, individual with parental responsibility or other professional e.g. Health and Social Care.
Week 0-6	The LA has 6 weeks to make a decision as to whether an assessment should commence. If the LA decide not to proceed with an assessment, schools and parents/carers will be notified in writing with information about the LA decision and parents/carers right to appeal. A follow-up meeting to support schools and parents/carers with next steps following a 'no to assess' decision is available upon request.
Week 6	If yes to assess the EHC assessment starts. The LA must gather advice and information as to: (1) the CYP's needs; (2) the provision needed to support those needs; (3) the outcomes that would be expected to result from the provision being put in place. The LA must seek: (a) advice and information from the child's parents/carers or the young person; (b) educational advice and information from the head teacher or principal of the nursery, school, post-16 or other institution that the child or young person is attending (or other appropriate person where this is not available); (c) medical advice and information from a health care professional identified by the responsible commissioning body; (d) psychological advice and information – from an Educational Psychologist; (e) advice and information in relation to social care; (f) advice and information from any other person the local authority thinks is appropriate; (g) where the CYP is in or beyond Year 9, advice and information in relation to provision to assist the CYP in preparation for adulthood and independent living; (h) advice and information from any person the child's parents/carers and/or young person reasonably requests that the LA seek advice from. The SEND Code of Practice states that the advice should be clear, accessible and specific (pg. 157, 9.51). There is only one exception to seeking new advice which is where it is agreed, in relation to a particular advice, that existing information and advice is "sufficient" for the purposes of the assessment. The judgement that an individual report is sufficient must be made by all of the following: (1) the LA; (2) the original author of that report, and; (3) the parents/carers or young person. If any one of the above disagrees or is no longer available, then the LA must seek new advice. A LA must not make a "blanket" decision that all existing information and advice is sufficient for a CYP, but must look at each piece of advice and request consent from the author and the parents/carers or young person. The SEND Code of Practice (pg. 155, 9.47) advises that parents/carers and young people should be supported to make an informed decision.

The Timescales

Time line	Action
Week 14	A draft EHCP needs to have been produced and sent to the parents/carers or young person by this time. At the same time, the LA must advise the parents/ carers or CYP where they can find information about the schools and colleges that are available for the CYP to attend. The parents/carers or CYP then has at least 15 calendar days after receipt of the draft plan in which to: 1. make representations to the LA about the contents of the draft EHC plan; 2. ask for a meeting with an LA officer to discuss the draft EHC plan; 3. tell the LA the type of school/college (mainstream or special) and the actual school/college they would like named in the final EHC plan.
Week 16	If the LA decides not to issue an EHC plan, having carried out the EHC needs assessment they must so notify the parent/young person by this date. The parent/young person will have a right of appeal to the Special Educational Needs and Disability Tribunal against the decision to refuse to issue a plan. Where an LA has issued an EHC Plan, the LA must consult with the school/ college the parents/carers or CYP has requested. School or college should respond to the LA within 15 days (SEND Code paragraph pg. 173, 9.83).
Week 20	Final EHC plan issued by the LA. This must be sent to the parent/carer or the CYP; the governing body, proprietor or principal of any school, other institution or provider named in the EHC Plan and the responsible commissioning body.

Annual Reviews of Education, Health and Care Plans

Overview

The Annual Review is the statutory process by which a CYP's progress against the outcomes set out in the EHC Plan are reviewed in order to ensure that the provision and targets are up to date and relevant. The review also helps to consider whether the EHC Plan is still necessary to support the CYP's needs in the future, and to plan the outcomes for the coming year, setting new outcomes if necessary.

Statutory requirements

- An Annual Review must be undertaken in partnership with the CYP and their parent, or the young person (if over 16), and must take account of their views, wishes and feelings, including their right to request a Personal Budget.
- A Personal Budget is the amount of money identified by the LA to deliver aspects of provision set out in an EHC Plan where the parent or young person (over 16 years of age) is involved in securing that provision. The funds may be held and managed either by the LA, school or college; the family; a third-party arrangement; or a combination of the aforementioned.
- The Annual Review process must be completed on or before the anniversary of when the EHC Plan was first issued or the anniversary of the last review.
- In the Early Years an EHC Plan should be reviewed every 6 months up to the child's 5th birthday (SEND Code of Practice, pg. 198, 9.178)

The Annual Review meeting

Before the meeting

- The host (usually the SENDCo in the educational setting) will contact relevant professionals to gather up-to-date reports and must contact the parent and CYP to invite them to contribute their views, wishes and feelings.
- The host must send an invitation to attendees at least 2 weeks prior to the meeting date and circulate copies of the gathered reports and views.
- The host should arrange a suitable meeting place, where confidential conversations can be held without disruption.

During the meeting

- The aim of the process is to review the CYP's progress towards achieving outcomes and must cover the following:
    - Are the outcomes and objectives still appropriate? Agree new outcomes or short-term objectives if required.
    - Is the educational provision (including any health and social care provision) and the arrangements for delivering still appropriate?

- Have the aspirations of the CYP changed? From Year 9 onwards, Annual Reviews must include an explicit focus on the CYP's aspirations for the future in relation to preparing for adulthood outcomes (paid employment, good health, independent living and community inclusion/participation).
- Is a Personal Budget required?

Following the meeting

- The host must prepare a report including any recommendations for amendments to the EHC Plan, documenting differences of opinion if necessary, rather than a general consensus. This must be circulated to those invited and the LA within 2 weeks of the meeting.
- The LA will consider the review documentation and decide whether the EHC Plan should either remain unchanged; be amended or be ceased. The LA must inform the parent or young person of this decision within 4 weeks from the review date and should be no later than the anniversary of either when the EHC Plan was first issued or the previous Annual Review.

Special review meetings

- The Year 5 Annual Review helps to inform decisions about the transfer from primary to high school and is an opportunity to make clear recommendations about the type of provision a CYP needs on transition to high school. The Year 6 review is then an opportunity to make sure these arrangements are working or consider alternative / additional planning.
- The Year 11 and Year 13 Annual Reviews will be held shortly before a young person leaves school. There will need to be a focus on the support needed by the young person in preparing for adulthood considering paid employment, independent living, good health and community inclusion/participation.
- In some cases it may be appropriate to call an Annual Review ahead of the usual timeframe. This would typically be when there has been a significant change in circumstances, where a significant change is anticipated, or where it is felt that the support outlined in the EHC Plan may no longer be needed.

Best practice tips/ things to consider

- Ensure adequate time for planning, organising and completing relevant paperwork following the Annual Review. Invite all relevant professionals who have had recent involvement (last 12 months); it may be helpful to think ahead about these arrangements at the start of the year (e.g. during planning meetings with outside agencies).
- Ensure the communication needs and accessibility of information (e.g. written text) has been considered for all participants. Ensure an interpreter is provided if required (using a professional service rather than a family member or family friend) and consider the use of visuals or other alternative communication methods where appropriate.

- Ensure all attendees are able to contribute to relevant parts of the review. At the start of the meeting it can be helpful to clarify that it is a group process and all attendees are bringing their own skills and expertise to draw upon in the meeting. Using a visual methods (e.g. MAP or PATH) as described in 'Gathering and responding to children's views' above can help make the process collaborative.
- It can be helpful to spend time with CYP or parents ahead of the Annual Review to explain the process and ensure that all reports and information have been shared in a way that is accessible. If there have been any particular difficulties or issues, it is important that parents/carers are made aware of these concerns outside of and in advance of the Annual Review, and for this information to not be shared for the first time within the context of a multi-agency meeting.
- Have relevant paperwork and reports from the last 12 months available, this can help to clarify a timeline of events if necessary (e.g. appointments attended) and plans for future involvement (e.g. if a re-referral is required after a missed appointment).
- Celebrate positives and successes e.g. sharing examples of the CYP's work or extra-curricular achievements.
- Ensure attendees are familiar with the outcomes and objectives and how the educational setting has worked with the CYP and their family to make progress towards outcomes.
- The Annual Review is the opportunity to revisit, refine and revise the outcomes and provision within the EHCP to ensure it is effective in supporting the CYP to meet their potential. This should include a detailed discussion about how the provision detailed in the plan has been implemented and the impact it has had in meeting the outcomes and objectives. If something is not working or no progress has been made, it is important to explore the reasons why (e.g. are there barriers to provision being successfully implemented? Is a different approach or type of support needed?) Having these discussions during a multi-agency meeting leads to a collaborative approach to planning provision that draws on the expertise within the room so as to improve the support plan for the coming year.

SENDCo/ Practitioner Wellbeing

The role of the SENDCo has continued to expand with each revision to the Code of Practice. The role is diverse and interesting, but the pace of change has accentuated SENDCo turnover. SENDCos' roles can be emotional laborious as they are in a position where they are supporting the wellbeing of others; children, families, teachers and teaching assistants. It is, therefore, essential that they get the support they need to fulfil their vital role for SEND CYP. Research (Lewis, 2017) suggest that SENDCOs' resilience is protected by access to social support from other SENDCos, having a position in school that enables systemic change (SLT or clear links to), access to training and learning opportunities, and by individual coping strategies with workload and emotionally charged situations.

Research has shown that peer networks can offer valuable support and development opportunities for SENDCos and school staff (Hayes and Stringer, 2016). Cluster meetings between schools are often a helpful way to share ideas, training costs and generate solutions to commonly occurring challenges. Similarly, finding time to meet as a staff team can be powerful. School staff who engaged in group problem solving sessions reported they were: 'productive', 'structured' and 'supportive'. All respondents (10 staff) reported an impact on their understanding of SEN, and 90-80% of respondents reported the groups helped them learn new strategies, try new things in the classroom and feel more confident about SEN. 70% reported the groups helped them feel less stressed (Lyons, 2019).

The Educational Psychology Service can facilitate group problem solving sessions and offer supervision to other professionals such as school staff, which can provide a safe space to reflect on your role, concerns and coping; ask your Educational Psychology service for more details.

Using the Following Sections

We hope this overview has given you a good understanding of the best SEND practices within schools. The remainder of this document will support you to meet need within your school across the Getting Advice, Getting Help, Getting More Help (Main Thrive Tool) and Getting Risk Support sections of the Thrive Framework.

References

Finlay, L. (2008). Reflecting on 'Reflective practice'. Practice-based Professional Learning Paper 52, The Open University.

Hayes, M. and Stringer, P. (2016) Introducing Farouk's process consultation group approach in Irish primary schools. Educational Psychology in Practice, 32 (2), 145-162.

Lewis, T, F. (2017). Special Educational Need Coordinator (SENDCO) wellbeing: a mixed methods exploration of workplace demands and effective coping actions. University of Birmingham.

Lyons, R. (2019). Reducing Exclusions in Salford: Identifying and Supporting Special Educational Needs (SEN), Summary Report (Part Three). Salford: Salford City Council.

Todd, L. (2003). Enabling pupil participation. Special Children. April/May, 22-25.

Appendix 1: Guidance documents for parents

Overview of SEND Support

Guidance to SEND Support.pdf

What to do if you think your child has Special Educational Needs

EHCP Helpsheet 1.pdf

What is an EHCP Needs Assessment?

EHCP Helpsheet 2.pdf

How do I make a parental request for statutory assessment of SEN?

EHCP Helpsheet 3.pdf

What is an Education Health and Care Plan (EHCP)?

EHCP Helpsheet 4.pdf

What is an Annual Review?

EHCP Helpsheet 5.pdf

Timescales/EHCP Pathway

EHC plan assessment pathway.pdf

Guidance on Salford Educational Psychology Service

EP Coffee Morning.pdf

Appendix 2: Examples of tools to gain pupil views

My Three wishes

My Three Wishes.pdf

Perfect Week

Perfect Week.pdf

Relationship Circle

Relationship Circle.pdf

Decision Making Profile

Decision Making Profile.pdf

Good and Bad Days

Good and Bad Days.pdf

How to share your views for your annual review

How to share your views for your annual review.pdf

Appendix 3: EHCP Request and Annual Review paperwork

1. Referral statutory assessment - template.pdf

0. All about me - hopes and aspirations template.pdf

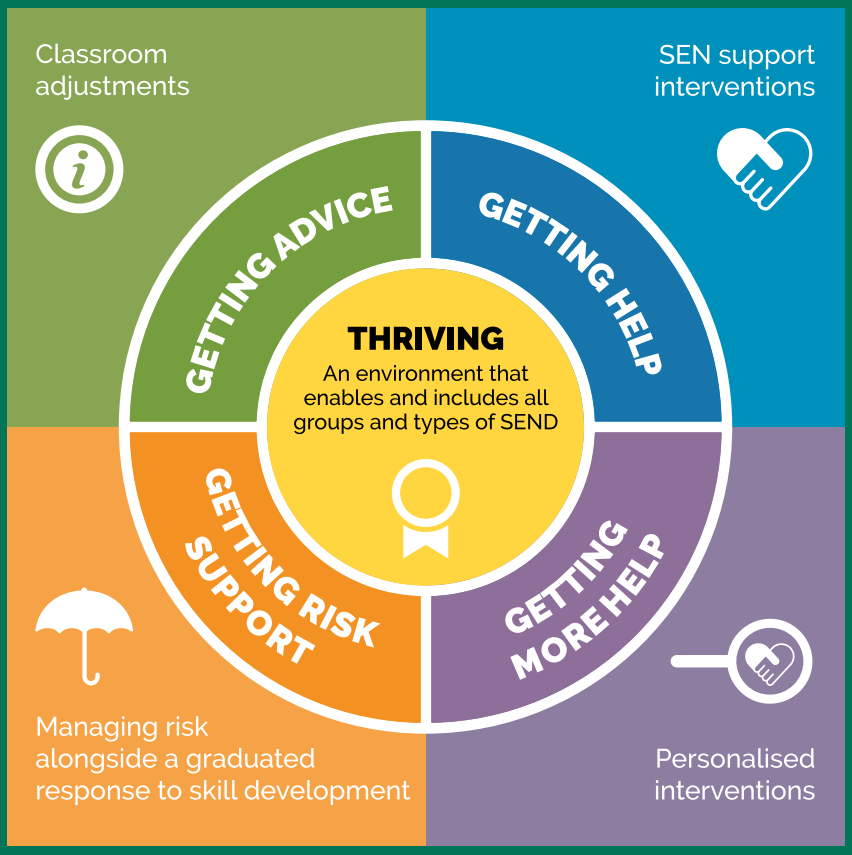
9a. Local guidance for reviewing of an EHCP.pdf

9. Review of an EHCP - template.pdf

Tameside Metropolitan Borough

SEND Children Thrive
Matching Provision to Need

Main Thrive Tool Key Stage 1



SOCIAL, EMOTIONAL, MENTAL HEALTH

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Use effective assessment tools to identify an overall profile of emotional wellbeing at the whole school and classroom level, for example, from those that have been identified as effective measures for schools to use from the Education Endowment Foundation. Arrange relevant training for school staff from external support services where needed, including attachment/ trauma, resilience and whole staff Mental Health training, e.g. Emotionally Friendly Schools. Consider preferred learning style (e.g. visual, kinaesthetic) and motivational levers (e.g. link learning task to interests, offer a break following task completion) for children when differentiating. Consider environmental factors such as classroom organisation, seating and group dynamics. Put in place clear boundaries and routines, supported by visuals, e.g. visual timetables, now and next boards and visual classroom rules.	Consider the use of effective assessment tools to measure and demonstrate the impact of an intervention or programme over time. Tools will be dependent on the intervention used/ goal to be achieved – see sections below for specific examples. Obtain and record child's views through pupil voice activities, e.g. Blob Tree. Obtain and record parental information and views. These can include questionnaires, parents' evenings, assemblies and social media forums. Consider the following whole-class/ group-level emotional well-being interventions: • FRIENDS Programme. • Nurture groups. • S.S. GRIN. Consider the use of accredited school-based counselling providers. https://www.gov.uk/government/publications/counselling-in-schools Consider the use of Primary Inclusion Team capacity building interventions (buy in) based around the themes of Anger, Anxiety, Self-Esteem, Social Skills and Early Play.	Use appropriate assessments to identify difficulties early, establish a greater understanding of the child's needs and inform appropriate referral to other services. Set realistic targets and review termly in collaboration with the Special Educational Needs and Disability Coordinator (SENDCo), teaching staff and the child/parents/carers where appropriate. For example, use Individual Education Plans (IEPs), child profiles, behaviour support plans. Consider risk and protective factors to provide a profile of the child, e.g. BOING BOING. Implement appropriate interventions for children with specific individual needs, e.g. anxiety-based difficulties and attachment difficulties (examples are provided under specific needs below).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Implement a transparent system of expectations (flexibly applied dependent on need, e.g. reasonable adjustments), which is consistent across staff. Invite selected parents to participate in the Incredible Years course. Build community relationships, e.g. hold parent mornings. Create a safe and happy playground in collaboration with stakeholders, e.g. children, staff. The Tameside Educational Psychology Service (EPS) has experience of research into playground projects and can offer guidance and support (speak to your school link EP). Other whole school approaches may include: • Kagan structures for collaborative learning. • Opportunities for daily mindfulness. • Use of Emotion Coaching techniques (see Educational Psychology Service, for more details).. • Go Noodle (movement breaks). • Team Teach training/strategies. • Provision of a nurture group. • Access to safe spaces/ calm areas. • Post box for children to post their name and worry, to be picked up by learning mentor. • Use worry monsters.	Observe and record the child's presentation (e.g. using an ABC – antecedent, behaviour, consequence – chart or STAR - situation, trigger, actions and rewards/avoidance) across a range of varied contexts/times during the school day to understand whether need is contextual/situational and to inform possible strategies.	Key adult support at specific times that have been identified as challenging for the child, e.g. unstructured times. 1:1 time to build up a relationship between a child and key adult to be built into the child's timetable. Key adult characteristics: nurturing yet able to hold firm boundaries, resilient, patient, empathic and able to seek and accept support from another adult. The key adult should be part of the team around the child, and kept informed of their targets and the provision in place to meet these. Explore possible emotionally based non-attendance and establish a process for how to support children and families. (Contact Educational Psychology Service for further information). Refer to relevant external agencies, e.g. Primary Inclusion Team, Educational Psychology Service, Child and Adolescent Mental Health Service, Virtual School Team. Use the Plan-Do-Review process to monitor the child's progress, alongside any external agencies' advice, whilst collating evidence of the impact of the strategies being used (refer to 'Best Practice Walkthrough' document). Where the child has an Education, Health and Care Plan (EHCP), refer to described outcomes and provision and implement. Continue to use the Plan-Do-Review process against the specified outcomes and provision. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan (refer to 'Best Practice Walkthrough' document).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
			Continue to request and act on advice from external agencies as necessary.
Relationships	Use turn-taking games and co-operative learning activities during subject lessons. Adopt a planned PSHE curriculum that involves whole class discussion and activities that explore different relationships, e.g. Quality Circle Time, Philosophy for Children. Implement No Outsiders - a whole school approach to inclusion. Access to Mental Health First Aid training for staff to support their understanding of fostering positive peer relationships. Consider implementing Restorative Justice Practice to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively. Provide access to supervision and training to encourage staff to reflect on their current practice within their school environment, e.g. trauma-informed practice. The Educational Psychology Service, can also support with this.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs and inform group interventions, for example: • Boxall Profile. • Child and Youth Resiliency Measure. • The Strengths and Difficulties Questionnaire (SDQ). • Emotional Literacy Assessment Offer small group interventions to promote positive peer interactions including: • Time to Talk. • Circle of Friends. • FRIENDS Programme. • S. S Grin. • Nurture Groups.	In consultation with relevant outside agencies (e.g. PIT, Educational Psychology Service), provide 1:1 tailored intervention planned to enable the child to meet specific targets in relation to peer integration/ friendships.
Social awareness and understanding	Provide planned opportunities to learn and practise social and emotional skills during structured activities, e.g. role playing. Use stories and other stimuli that generate problem solving around different social situations, modelling and practising the use of skills.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs and inform group interventions, for example: • Social Skills Improvement System (SSiS).	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Emotional Literacy Assessment. • Blob Tree.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social awareness and understanding	Prepare children for changes to activities/routines/ staffing. Provide a plan and support for unstructured and/or transition times where needed. Utilise visual timetables/schedules. Use role play/verbal rehearsal before activities to reinforce behavioural expectations and reduce anxiety.	Promote interaction with a child's peer group through small group interventions: • Socially Speaking. • Lego Therapy.	Use personalised Social Stories (Carol Gray) to reaffirm appropriate behaviour in specific situations according to the needs of the individual child. Use Comic Strip Conversations to reflect on real-life events and consider alternative ways of responding.
Emotional Awareness, Understanding and Regulation	Create a calm, positive and nurturing classroom environment. Use whole class approaches to teaching emotional regulation strategies, e.g. Go Noodle. Use emotional validation strategies when upset, angry or distressed, e.g. an Emotion Coaching approach. Discuss and model feelings and emotions often, using a wide vocabulary of feelings and emotions words. Create displays focused on developing emotional vocabulary.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Boxall Profile. • The Strengths and Difficulties. Questionnaire (SDQ). • Superflex Programme. • Blob Tree. Use appropriate emotional awareness and regulation workbooks or programmes within individual or a small group, such as: • Think Good, Feel Good. • Starving the Anxiety Gremlin. • Starving the Angry Gremlin.	Work with a group of key staff to identify the individual profile of the child to gain an understanding of their individual triggers, observable behaviours, as well specific escalating and de-escalating adult responses. An example of this might be the RAMP (Reducing Anxiety Management Plan). Contact Educational Psychology Service, for support with implementing this. Assign a key adult/ team of adults for daily check ins. Teach self-calming techniques, such as breathing, visualisation or repetitive, soothing or calming activities (colouring, play dough, theraputty). Ensure access to these activities at all times through use of a 'calm box'. Use gentle praise when self-calming strategies are attempted, even if unsuccessful. Use the Incredible 5-Point Scale to aid emotional self-regulation. Adults to understand the arousal curve and the arousal continuum to support the child.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Emotional Awareness, Understanding and Regulation			Utilise specialist therapeutic interventions, e.g. play therapy, art therapy. Utilise Restorative Justice interventions for conflict resolution.
Self-esteem/ self-efficacy	Embed a whole class growth mindset approach coupled with effective differentiation. Implement whole class activities that encourage identification of strengths, e.g. creating visual reminders of their strengths through posters, certificates, stickers. These can be collected in a 'Good to be Me' or 'All about Me' book. Utilise resilience-based frameworks and interventions such as the Boing Boing Framework or Resilience Doughnut. Identify and complete appropriate assessments to establish a greater understanding of the whole class/ whole school's needs, for example: • Pupils Attitudes to Self and School (PASS). Offer opportunities for children to take on jobs and responsibilities in class and school.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example, the Boxall Profile. Offer small self-esteem groups as a supportive way of building children's confidence and self-esteem. Plan out self-esteem building exercises as part of a group to enable children to receive positive messages and acceptance from one another. Ideas for activities can be found within Emotionally Friendly Schools and an intervention package is available on the ELSA support website.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs. Assign a key adult/team of adults to provide daily opportunities for the child to talk through successes and achievements experienced that day. Plan daily opportunities to spend time identifying and building on strengths with an adult, on a 1:1 basis, e.g. make a strengths jar, use the finding hidden treasures approach (Ioan Rees, 2005

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Reducing anxiety	Use whole class approaches to teaching emotional regulation strategies, e.g. Zones of Regulation, cosmic kids yoga, peer massage, calm boxes. Use stories and therapeutic metaphors to teach about feelings and normalise feelings of anxiety, e.g. Margot Sunderland books. Practise calming strategies as a class routinely, particularly after a transition from break or lunch, e.g. colouring or mindful breathing exercise. Embed growth mindset as a whole school approach. This could be done by creating posters that are displayed in classrooms and around the school and having regular assembles and PSHE lessons that focus on developing a growth mindset, for example celebrities or inventors who failed many times before succeeding.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • The Strengths and Difficulties Questionnaire (SDQ). Consider Cognitive Behavioural approaches to group work provided over specified period of time e.g.: • Starving the Anxiety Gremlin (ages 5-9 years). • Starving the Anger Gremlin (ages 5-9 years). • FRIENDS Programmes.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Schools and Students Health Education Unit (SHEU) surveys. Provide a daily check in with a key adult/ team of adults. Allow engagement with a neutral task or complete an assigned 'job' at school to reduce feelings of anxiety. Implement a RAMP – Reducing Anxiety Management Plan (contact Educational Psychology Service for further information).

COGNITION AND LEARNING

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Create a supportive learning environment. Consider strategies such as 'help box' with appropriate resources in each classroom; folders in classrooms (on tables) containing resources such as word mats; using off-white paper (not black text on white paper); colour coding/ dyslexia friendly environment; working walls and purposeful displays (e.g. key vocabulary); prompts/ reminders/ 'to do' lists; seating selection; visual cues and timetables; timed rewards and consequences; changing visuals (e.g. Smart boards – changing images, clips, texts and colours); brain breaks. Differentiation- e.g. task sheets; providing PowerPoint printouts; timers; breaking down skills; understanding of 'small steps' approaches; targeted questions at different levels. Scaffolding of work- e.g. task plans; word banks; sentence starters; writing frames. Promoting independence - e.g. scaffolding; timers; visuals; sharing expectations; work pitched at pupils' level; effective deployment of support staff; offering mediation at a lower level first before increasing, where necessary (See Getting Help column).	Further assessment of need through observation, collating assessment data, and gathering the views of staff, parents/ carers and pupils, following a graduated approach and assess-plan-do-review-learn cycles. Awareness of pupils who may benefit from additional support at the acquisition and fluency stages of the learning hierarchy (e.g. strategies such as pre-teaching of key concepts/ vocabulary and increased repetition and over-learning with opportunities to revisit concepts more frequently). Facilitate learning activities in smaller and targeted groups, in limited distraction environments where possible. Individual and/ or small group interventions with appropriate pre- and post- measures to evaluate progress (examples of specific Literacy and Numeracy interventions are suggested below); good starting points for finding out about evidence-based interventions, programmes and approaches are: • The Education Endowment Foundation's Teaching and Learning Toolkit and Language and Literacy and Mathematics projects.	Use appropriate assessments to identify difficulties early, establish a greater understanding of the pupil's needs and inform appropriate referral to other services. Over rehearsal of information to enable pupils to progress through the hierarchy of learning (see General section) e.g. Precision Teaching (PT) intervention, Toe By Toe. PT intervention is suitable for those who struggle with working memory difficulties and retaining information and is used as an intensive 1:1 intervention. Higher levels of mediation during tasks (see Getting Help column). Obtain and record pupil's views through pupil voice activities. Obtain and record parental information and views through questionnaires, parents' evenings, assemblies and social media forums. Use of plan-do-review-learn processes to monitor progress and plan individual support. Create individual education plans (IEPs) or similar and adapt termly, with progress against targets routinely reviewed by the SENDCo, relevant staff and child/ parents/ carers.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Staff approaches- e.g. peer observation, joint planning and support (e.g. triad delivery model); Chunking verbal instructions. Multi-sensory teaching methods Repetition of concepts and skills- e.g. pre-teaching vocabulary; address misconceptions the same day; retrieval practice (last session/ last week/ last topic/ last term); bridging new content and skills with prior learning (e.g. 'where have we seen this before?') Provide staff and peer feedback that is specific, clear and accurate; which focuses on improvement from previous work; and which supports effort and perseverance. Arrange relevant training for staff from external support services, where needed. Staff awareness of the learning hierarchy to support their understanding of the stages involved in developing a skill and identifying which stage pupils have reached/ where additional support to progress may be needed: • Acquisition (being introduced to a task, such as recognising a phonic sound, and recognising initial components. Focus is on accuracy and getting it right, rather than speed or use of concepts to problem solve). • Fluency (practice phase and becoming familiar with the task; starting to focus on speed as well as accuracy (e.g. identifying sounds more quickly and automatically). Individuals will make different rates of progress).	• Evidence 4 Impact – an independent service that supports educators in using evidence-based practice in order to improve outcomes for children. • The Early Intervention Foundation guidebook – provides information about early intervention programmes that have been evaluated and shown to improve outcomes for children and young people (including the 'Enhancing school achievement and employment' outcome). Different children will require different types, levels and intensity of adult mediation (approaches and strategies used to support during tasks and activities) to maximise their learning of specific skills and to promote increased levels of independence. The focus of mediation may include: • Regulation of behaviour (finding out what helps the pupil to manage behaviours associated with learning such as attention, impulsivity and distraction); • Rule teaching (helping and encouraging the pupil to find and apply rules); • Insight (helping the pupil to use 'what works' and apply these tactics to new and novel situations - generalising); or • Sequencing (helping the pupil to respond in an organised and sequenced way). Modes of mediation may include: • Focusing (directing and maintaining attention to a task using prompts such as gesture or verbal and visual cues); • Motor (drawing, moving objects into pupil's line of sight, hand over hand guidance);	Ensure that any Teaching Assistants (TAs) involved with the pupil understand the purpose of the IEP or group plan and support the pupil to achieve their targets. School staff, SENDCo, parents/ carers and pupil to continue to liaise on a regular basis – a minimum of three meetings with parents within a 12-month period. Refer to external agencies for further support around learning and factors which may impact children's progress (e.g. Educational Psychology Service (EPS), Speech and Language Therapy (SALT) Service, Equality Multi-cultural and Access Team (EMAT), Tameside Pupil Support Service, Behaviour for Learning and Inclusion Service (BLIS) Target Setting: • Actionable. • Language accessible. • Joined up across services. • Match targets to child passport. • Individualised and meaningful transition process. Joint objectives planning and target setting involving other agencies as needed; reports should feed into provision map.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	• Mastery (task is fully learnt and feels like 'second nature'; pupil has developed a level of proficiency which is not affected by new learning or periods of time without practicing the skill, such as being able to recognise a phonic sound over time). • Generalisation (mastered task is now used in other situations; with instruction, the pupil applies the skill with novel materials or under different conditions, such as applying phonics sounds to reading a book with some help. Learning is less prescribed and reinforcement can take place through everyday experiences, enabling simple problem solving). • Adaptation (the mastered skill is fully generalised and the information can be used in novel ways and for more complex problem solving, such as applying phonic knowledge to new words. Specific instruction in complex or new situations isn't needed and the pupil can ask themselves what skills or knowledge they might need to solve the problem). Use effective assessment and monitoring tools to identify all pupils' learning levels and track progress, e.g.: • B Squared assessment – broken down into lesson steps to reduce gaps. • Learning Ladders assessment framework. • Comparison and analysis of special pupil attainment (CASPA). • Meaningful moderation of assessment.	• Verbal (using instructions to guide and direct through questions, step-by-step instructions and feedback on what has gone well). Mediation should begin at the lowest level needed for the pupil; some will need to begin at a higher level than others. Mediation progresses from higher to lower levels as follows: • Hand over hand guidance. • Modelling with initial guidance which is gradually faded. • Modelling the task using specific examples of rules, concepts and strategies. • Pointing out general characteristics (but not task-specific). • Asking for further applications of previously used strategies. • Teaching how to select appropriate strategies using previous input from mediation. • Pupil applies previous strategies and rules with increasing flexibility. • Previous mediation internalised and fully self-regulating.	Where a child has an EHCP: • Refer to described outcomes and provision and implement. • Continue to use the Plan-Do-Review-Learn process against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan'. • Regularly update with strategies as they are tried. • Complete Annual Review of EHC Plan. • Continue to request and act upon advice from external agencies, as necessary. • Carry out and review assessments, as advised by external agencies.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Establish good links with home to support learning, e.g.: • Ensure that the curriculum is accessible for parents so they can help their children. • Online homework support systems so pupils don't have to write things down. • Where possible, support parents to access similar resources to the ones accessed in school. For example, a school license for Clicker8 also allows parents to access the resource at home for free.		
Thinking Skills	Employ strategies to start to encourage pupils' metacognition and self-regulation (i.e. the ability to monitor, direct and review their own learning, through explicitly thinking about their own learning, setting goals and evaluating progress) and support executive function skills (these are a set of skills and mental processes that develop throughout childhood and adolescence, which support pupils to self-regulate, initiate, attend to and persevere with activities successfully). Explicit teaching of metacognitive strategies, following the seven-step model: 1. Activating prior knowledge. 2. Explicit strategy instruction. 3. Modelling of learned strategy. 4. Memorisation of strategy. 5. Guided practice. 6. Independent practice. 7. Structured reflection. Organise and structure classroom talk and dialogue, including 'Socratic talk' and the use of talk partners.	Targeted observation of pupils' executive function skills in the classroom, including: self-regulation/ inhibition control, working memory, sustained attention, task initiation, planning/prioritising, organisation, time management, persistence and flexibility. Use of observational data and targeted assessment to clarify strengths and needs (e.g. Working Memory Rating Scale (WMRS) / Automated Working Memory Assessment). Further promote and embed metacognitive talk when working in smaller groups (i.e. explore thinking around a task, how to plan, prepare and use strategies to approach a task with pupils and ways to monitor levels of understanding). Use of technology and ICT-based resources to support planning, organisation and retention (e.g. voice activated software, talking tins/post cards, Clicker 8).	For pupils with complex needs, assess key skills and levels of engagement through structured observation (e.g. using The Engagement Profile and Scale) in order to create personalised learning pathways. Access to targeted intervention support to develop key skills on an individual or small group basis (e.g. working on attention and listening skills in small groups, or working memory interventions such as Cogmed, Lucid Memory Booster). Complement intervention with further strategy-based practice within the classroom (e.g. rehearsing or chunking information). Access to individualised intervention, linked to IEP targets, based on the principles of distributed practice and overlearning (e.g. daily Precision Teaching), with support to apply learning in context. Use of ICT software and technology to support information recall and independence as a learner, embedded within everyday provision (e.g. use of voice recorders/apps).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Thinking Skills	Teacher modelling of own thinking and understanding at a whole-class level (e.g. modelling self-talk when preparing for a task, making mistakes and monitoring own levels of reading comprehension). Provide sensitive levels of challenge and mediation based on the pupil's needs, encouraging independence where possible. Whole-class input using visual and auditory cues to support attention and listening. Reduce load on working memory –break instructions down into chunks, offer repetition and visual cues. Use whole-class initiatives which also improve memory and recall skills (e.g. Talk for Writing). Use of visual organisation strategies at a whole-class level (e.g. structured task planners or use of colour coding systems [red- task done; amber-current; green-to do], and visual timers). Provide examples of the expected outcome of a task ('What a good one looks like' [WAGOLL]). Use of multi-sensory learning and access to concrete apparatus across the curriculum (e.g. cubes, counters, number lines, spelling or word mats). Use of spaced learning (content/topics which are taught and revisited at spaced intervals) at a whole-class level. Direct instruction, cueing and positive reinforcement of key skills (e.g. good listening, putting hand up, waiting etc.).	Target-setting with groups and/or individual pupils around self-regulation and organisation strategies (personalising approaches outlined in Getting Advice column). Cue individual pupils to remind them of the skill or behaviour they are practising (e.g. listening, waiting, or asking questions when they do not understand). Small group-based support to develop and practise attention and listening skills (e.g. through games and activities targeted around focused, sustained, and joint attention skills). Support pupils individually and/or in small groups to initiate and persevere with activities through personalised organisation strategies (e.g. task board, lists or charts, markers for start and finish points, or timers) and games (e.g. 'ready, steady, go!'). Play games in small groups to practise memory and recall skills (e.g. identifying missing items, recalling lists, copying figure drawings or repeating number sequences both forwards and backwards). Access to targeted intervention time using age-appropriate games/apps (Lucid Memory Booster or Cogmed). Daily opportunities to model, teach and practise strategies in small groups to manage verbal information and task sequences (e.g. naming the first 2-3 steps and making a list with different colours, ticking off pictures of equipment needed to initiate a task etc.).	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Literacy	Use of evidence-based approaches to teaching Literacy (e.g. Education Endowment Foundation Improving Literacy in Key Stage 1 guidance report). Whole class/ group systematic phonics programmes (e.g. Read Write Inc.), embedded within a rich literacy environment. Development of oral language skills as foundations for reading and writing (e.g. reading books aloud and discussing them; use of books without text to encourage comprehension skills; use of resources and approaches such as Clicker 8, recording devices, word of the week, teaching specific vocabulary; programmes such as Talk for Writing). Guided reading groups or Reciprocal Teaching groups to enhance reading comprehension skills. Staff participation in Literacy initiatives and forums (e.g. NASEN SENDCo forum).	Use of appropriate assessments to identify strengths and areas of need, in order to target intervention at an early stage. This may include: • Standardised assessments (e.g. Salford Sentence Reading Test, York Assessment of Reading for Comprehension • formative, criterion-referenced and curriculum-based assessments. • bench marking using in-depth assessments (e.g. York Assessment of Reading for Comprehension YARC). • Whole school dyslexia screen and SALT assessments. Small group targeted 'basic skills' work to supplement and repeat some whole class learning (e.g. phonics, fine motor groups). Resources to support literacy skills for individuals/ small groups (e.g. reading/ spelling squares; recording software – iPads, sound buttons). Tools such as Cognition Matters (writing skills) and Elklan's Early Language Builders and Language Builders books to support language for literacy may be helpful for individuals/ small groups. Peer support (e.g. Year 2 – teaching younger pupils). Pair up lower attaining pupils to read with younger peers in the school.	Interventions to develop literacy skills, based on principles of repetition and over-learning, with support to generalise skills (e.g. Precision Teaching, Toe by Toe). Specific assessments- e.g. Dyslexikit, Sounds Write, Bearing Away/ Bear Necessities, Raven's assessment. More specialised interventions, e.g. • Reading Recovery - a short-term (12-20 weeks) early intervention programme, aimed at the lowest-achieving 20% of KS1 readers, and delivered by a trained Reading Recovery teacher.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Literacy		Access to technology and interventions such as: • Nessy. • Clicker 8. • Spelling Shed. • IDL Literacy. • Accelerated Reader. • Reading Recovery. • Reading Wise. • Project X CODE. • Immersive Reader. Online learning software that the pupil can access without adult support, e.g. IDL, Dyslexia Gold.	
Numeracy	Use of evidence-based approaches to teaching Mathematics (e.g. Education Endowment FoundationImproving Mathematics in the Early Years and Key Stage 1 guidance report). Evidence-based whole class approaches to teaching foundational skills to mastery, e.g. Mathematical Reasoning programme. Concrete numeracy apparatus • Numicon. • Base 10. • Singapore counters. • Work through the concrete to pictorial to abstract (CPA) approach. • Access to manipulative resources e.g. Cuisenaire rods (see also Ronit Bird exploring numbers through Cuisenaire Rods).	Use of appropriate assessments to identify strengths and areas of need, in order to target intervention at an early stage. This may include standardised assessments (e.g.Sandwell Early Numeracy Test) as well as formative, criterion-referenced and curriculum-based assessments. Programmes for assessment and intervention where Mathematical difficulties are present (e.g. Dynamo Maths). Peer support (e.g. Year 2 pupils teaching younger peers). Targeted 'basic skills' time work, and small group sessions to supplement and repeat some whole class learning and develop basic skills.	Individualised learning opportunities for children with specific numeracy difficulties e.g. 1stClass@ Number. A specially trained teaching assistant delivers up to 30 half-hour sessions to a group of up to four children, for 10 -15 weeks. More specialised interventions, e.g. • Numbers Count – a specially trained teacher gives individuals or small groups at least 3 x 30-minute lessons for a term. Sessions are planned for individuals based on initial assessments, with a focus on number and calculation.

COMMUNICATION AND INTERACTION

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
Language development	Staff have an awareness of Speech, Language and Communication and how this presents in the classroom, free training 'An Introduction to Speech, Language and Communication' is available from The Communication Trust. Staff understand age appropriate skills using checklist such as the free Universally Speaking Age 5-11 checklist, available from The Communication Trust. Display the free communication development pyramid in classrooms (see the Communication Trust for more information). Staff can be trained in the pyramid and to understand how to adapt their communication cues so that they can 'step up' or 'step down' with a child as necessary. Identify designated Communication Champions or Leads. Complete environmental checklists to evaluate whether the space supports communication and interaction, such as the free Communication Friendly Environment Checklist from the Communication Trust.	Increase observations to understand how the child communicates, with who and where do they communicate best, what their strengths and interests are, and how these can be used to encourage engagement in activities. Monitor how the child responds to your communication with them and whether they follow the words you are saying and/or the gestures you are using. Plan and adapt tasks and activities to take account of the child's individual communication needs. Provide frequent practice to develop communication skills through recall and repetition. Develop close home and school links to ensure strategies are used across both environments to support the generalisation of skills. Use of resources such as the Communication Trusts 'Communicating the Code' to support children with identified communication and interaction needs. Access additional staff training on supporting children with specific communication and interaction needs (e.g. Speech and Language Therapist, Educational Psychologist).	Multi-agency assessment to identify persistent and complex needs. Provide access to assessment and advice from external services such as Pupil Support Service, Speech and Language Therapy and the Educational Psychology Service, to tailor programmes and activities to support their speech and language development, including attention and listening skills and social skills. School staff deliver and support daily, individualised targeted intervention, based on support and guidance from external services. Certain interventions may require specialist training from a Speech and Language Therapist, for example Narrative Speech Therapy. Black Sheep provides resources for teachers and speech and language therapists working with children with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Language development	Early identification of Speech Language and Communication Needs (SLCN), for example using identification tools such as the WellComm (WellComm Early Years and the new WellComm Primary toolkits enable you to identify children needing speech and language support, and come with an age-appropriate 'Big Book of Ideas' providing a total of around 150 instant, play-based activities). Access to SALT team's "language friendly classrooms" training and bespoke advice through the LET service. Use of specific screening tools, such as the free ICAN Talking Point Progress Tracker. These free Progress Checkers have been written by speech and language therapists. They are based on typical developmental milestones from 6 months to 11 years. Their resources can help you identify signs of a child who is struggling to communicate, so you can ensure they get the support they need. Use of resources from The Royal College of Speech and Language Therapists website. **English as an Additional Language (EAL)** If children are learning English as an additional language it is important to work with parents/carers to find out what their skills in their home language are like. These children may need specific strategies in place to support their understanding of English and their learning (e.g. use of visuals to support their understanding), but it should not be assumed that they have a special educational need.	Access additional staff training to support key adults to understand and respond to behaviours associated with communication and interaction difficulties (e.g. frustration at not being able to communicate, distressed behaviours as a result of not understanding spoken instructions of expectations). Additional support is in place to develop emotional vocabulary using visual and real-life situations (e.g. mirror play, discussion of emotions during stories/ puppet play, use of feelings visuals, or Bear Cards). ELKLAN - accredited courses for education and other staff working with those with speech, language and communication needs. Provides staff with an in-depth knowledge and understanding of a range of practical ideas and skills to deliver a range of small-group, targeted interventions (Elklan Trained TAs). Elklan Language Builders Resources from Elklan are practical books which provides detailed advice and activities to promote the speaking and listening skills for Key Stage 1 children.	Use the Plan-Do-Review process to monitor the child's progress, alongside any external agencies' advice, whilst collating evidence of the impact of the strategies being used (refer to 'Best Practice Walkthrough' document). Where the child has an Education, Health and Care Plan (EHCP), refer to described outcomes and provision and implement. Continue to use the Plan-Do-Review process against the specified outcomes and provision. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan (refer to 'Best Practice Walkthrough' document). Continue to request and act on advice from external agencies as necessary. Further resources: Raising awareness of Developmental Language Disorder (RADLD) gives free information and fact sheets about Developmental Language Disorder (DLD), as well as a range of helpful resources. Afasic produces free downloads with vital information for parents and professionals about talking, understanding language and getting the right help. They offer free downloads, free parent support days and workshops, and useful links to mobile apps and other support.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Language development	If a child has not been exposed to English previously, they may be 'silent' for a period of time (up to a year). Although the child may not be speaking English, they are watching, actively listening and tuning in, developing new meanings. Keep talking to the child, picking up on non-verbal responses and include them in activities and experiences.	Regular communication groups, working on speech and language skills on a frequent basis with a small group of children. It can be helpful to include good role models alongside children who need additional support. Sessions may be themed, using ideas from Talking Boxes. Communication groups can be supported by Speech and Language Therapists in schools that have bought into the LET service. Early Years Attention Skills intervention, group sessions around developing joint, sustained and focussed attention skills, suitable for EYFS and Key Stage 1. Training and activity pack provided through Tameside Educational Psychology Service.	British Stammering Association A range of information, resources and advice to support those with a stammer, as well as their families and carers. The website includes recommended therapies and courses, as well as 'Everyday Tips' and apps and devices. Michael Palin Centre for Stammering offers a range of support services for children, young people and parents and training courses for professionals.
Receptive Language	A communication friendly classroom offering focused support and prompts/cues from adults to supplement children's understanding and participation in activities. These cues should be multi-sensory. For example: visual (e.g. signs, objects and symbols), audio (e.g. songs), and smell (e.g. spraying different scents on different days of the week). Creation of 'communication friendly space/s' (Elklan accreditation), including checking the acoustics of the classroom, having designated quiet spaces or talking areas (such as 'Talking Tables').	Provide more time to respond to questions (e.g. 10-second rule) and to complete multi-step tasks. Check the children's understanding by asking them what they need to do after they have been told. Support children's understanding of multi-step activities using task lists/ planners. Display question prompts on the wall for school staff to initiate communication. For example, using the BLANK (Language of Learning model – a child is operating at a specific level when they can answer at least 80% of questions at that particular level): • Level 1 Naming (language demands rely on teaching materials, e.g. objects/pictures) • Level 2 Describing (language relates to teaching materials, e.g. objects/pictures)	Total Communication environment that uses a range of teaching and learning styles with emphasis on use of visuals and concrete examples to support spoken language (e.g. Objects of Reference), signing and key visuals). Additional differentiation and scaffolding of tasks, which may require individualised planning for much of the day.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Receptive Language	Daily routines are clear and predictable. Visual Timetables and classroom rules are clearly displayed. Ensure visuals related to past events are removed from the child's sight (e.g. take down pictures of activities as they are completed or use a clear marker to indicate where you are in the daily routine). Twinkl, Boardmaker and Widgit provide a wide range of pictures and symbols that can be used to signpost around the classroom environment, for displays and to create visual timetables. Be consistent in symbol use, e.g. avoid using Twinkl picture for one symbol and Boardmaker for another. Adults model good looking and listening behaviours and support these with visuals and use of specific praise when children demonstrate these behaviours. Break down the amount of information provided at one time into smaller chunks (e.g. break up multi-step instructions and deliver 1 or 2 at a time). Encourage the children to recognise when they have not understood something and discuss self-help strategies to solve this (e.g. asking a peer, asking an adult etc). Try to avoid use of non-literal language (e.g. idioms and sarcasm) and explain any abstract concepts in as concrete a way as possible (e.g. with pictures or objects).	• Level 2 Describing (language relates to teaching materials, e.g. objects/pictures) • Level 3 Retelling, (language has less emphasis on the teaching materials) • Level 4 Justifying and Problem Solving (language is more advanced than the teaching materials). TALC is based on the Blank level model and helps to assess and develop the understanding and verbal reasoning skills of all primary-aged children who experience difficulty understanding what is said to them. Draw upon small group programmes to develop listening and receptive language skills, for example: Small Blank Level groups for children working below level 4. The BLAST programme (Boosting Language Auditory Skills and Talking) can be used with children aged 3-5. There is also a 4-8 package available. Infant Language Link to support children (4-8 years old) with mild to moderate language and communication needs and those new to English.	Multi-agency assessment to identify persistent and complex needs (e.g. access advice from external services such as Pupil Support Service, ISCAN Speech and Language Therapy and the Tameside Educational Psychology Service), to tailor programmes and activities to support their speech and language development, including attention and listening skills and receptive language skills. School staff deliver and support daily, individualised targeted interventions, based on support and guidance from external services. Certain interventions may require specialist training from Speech and Language Therapists. Intensive Interaction - an approach designed to help develop pre-communication skills such as joint attention through sensory and shared joy activities. Black Sheep provides resources for teachers and speech and language therapists working with children with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language	Encourage use of gesture (e.g. pointing) and, when appropriate, encourage use of accompanying language by modelling using objects, e.g. 'Which one, ball or box?' Use pre-teaching to introduce new, topic specific vocabulary and concepts, before these are included in group or whole class activities. During group work, allow the child to answer after other children and adults have modelled the answer a few times. Use a range of whole-class or whole-school intervention programmes, for example providing consistent visual support/ templates, or using Word Aware to develop vocabulary skills (a structured whole-school approach to promote the vocabulary development of all children). Provide a range of planned communication opportunities in a range of settings, with enough time given for processing (e.g. 10-second rule), thinking and responding to verbal information and new vocabulary (e.g. see ELKLAN Language Builders book for activity ideas). Progression in Language Structures a document for identifying how content learning can be built on language structures. Language structures are presented in sentence starters for different text types, for example, the language of explanations and how it can be structured from foundation stage through to Year 6.	Provide an environment in which children are surrounded by spoken and written words and inspired to learn them using multi-modal approaches (e.g. key words highlighted on the board and in worksheets to remind the children to check their vocab sheet). Ensure access to a range of communication opportunities, so children can contribute in different ways or across contexts and in relation to different topics (e.g. including those they are more confident/ interested in). Teach specific vocabulary, such as 'word of the day/week' and support new vocabulary use and understanding within the classroom by referring back to it often. Provide access to small group interventions, for example: Tales Toolkit An online package of resources to develop children's skills in story development and sequencing in small groups. Colourful Stories (ELKLAN) a visual support strategy which helps children to learn about the structure of stories and to become more confident about telling and writing stories. Colourful Stories encourages oral-narrative skills and introduces written words only when the child is confident about how to structure and tell a story orally.	Additional differentiation and scaffolding of tasks, which may require individualised planning for much of the day. Additional adult support to contribute to group activities using a range of communication methods (e.g. gesture, vocalisations, instruments, visuals) alongside/ instead of spoken language. Referral into ISCAN to support child and implement targeted approaches including adaptations to learning (reading aloud etc.). School staff to implement individualised interventions, following training by a Speech and Language Therapist. For example: Blacksheep Inference and Reasoning Resource is designed to develop inference and reasoning skills in children at Key Stages 1 and 2. It includes 24 colour pictures and a set of related questions for discussion. Use of an additional or augmented communication system. These may include: Signalong is a key word sign-supported communication system. It uses speech, sign, body language, facial expression and voice tone to link between sign and spoken word. Makaton is a language programme that uses symbols, signs and speech to enable people to communicate.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language	Talk for Writing is a teaching framework that enables children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version. Topsy Page a range of resources to support the development of effective child talk. Topsy also offers a Talk Audit where she will visit your school and analyse child and teacher talk, then provide recommendations.	Talk Boost KS1 a targeted intervention for 4- to 7-year-olds with a language delay, which aims to narrow the language gap between them and their peers. Language for Thinking an approach aimed at developing the verbal reasoning and thinking skills of children aged 4-11 through drawings, written scenarios, and questions. Colourful semantics an approach aimed at helping children to develop their grammar by linking the structure of a sentence (syntax) and its meaning (semantics). Looking and Thinking workbooks aim to support children with delayed language skills, or who have English as an additional language, to develop verbal reasoning skills. The workbooks include photocopiable worksheets, illustrations and differentiated question prompts. Infant Language Link to support children (4-8 years old) with mild to moderate language and communication needs, and those new to English. Talking Maths a 10-week intervention programme that targets speaking and listening skills in the context of mathematical language. Speech and Language offer Vocabulary training for targeted children (on SALT caseload).	PECS (Picture Exchange Communication System) is an alternative augmentative communication system in which simple picture cards are used to communicate simple needs initially, but then work towards more complex sentence structures, signing, or high-tech communication systems and software (such as Proloquo2Go). Other ACC which may be used include direct access boards and PODD.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Selective mutism / selective speaking *Speaking fluently in some situations but remaining silent in others*	Staff have an awareness of selective mutism and understand it is an anxiety-based need. Key staff have access to information about how to support children with selective mutism for example from the SMiRA website. Establish a communication safe environment that includes: • Providing unpressured opportunities for the child to speak. Don't react if the child does speak. • Use of questions such as 'I wonder…' • Encouraging joint activities with a quiet peer. • Identifying a key adult for the child to build rapport and confidence with. • Whole class singing/rhyming in unison. • Encouraging participation through 'show' rather than 'tell'. • Modelling a correct form of any word the child has mispronounced, rather than directly correcting them, e.g. if the child says 'tar' say 'yes, that is a star'. • Providing traffic lights or 'ask for help' cards to allow them to access support non-verbally. Check the Dos and Don'ts Guide to providing an anxiety-free environment developed by www.selectivemutism.org.uk The website has a range of information, resources and advice to support those with selective mutism, as well as their families and carers.	Seek multi-agency support from outside services and work with the children's family to devise an **individualised support plan**. Speech and language therapists will assess receptive language and provide support in this area if required. If receptive language skills fall within normal limits, pupil will be referred to Healthy Young Minds for support with Selective Mutism. If they fall below normal limits, targets will be set to support this and a referral can also be made to Healthy Young Minds. Join the Greater Manchester Selective Mutism Network. Use of the 'Sliding in Technique' detailed in The Selective Mutism Resource and included on the SMiRA website: http://www.selectivemutism.org.uk/info-the-sliding-in-technique-and-progress-charts/. The steps can be accomplished either in a single session or over 2–3 weeks. This involves an adult (parent or staff member) as the child's talk partner. Activities are completed on a regular basis within the child's talk partner in a safe and quiet area of the setting. The activity should be simple and involve something that the child enjoys and is familiar with (e.g. a favourite game or book from home). As the child becomes confident, their tolerance to another person gradually coming closer and joining the activity ('sliding in') is increased. Carefully support the child's transition between year groups. Further information about selective mutism can be found at SMiRA: www.selectivemutism.org.uk	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/ Or Physical Needs section*	Provide the children with a Visual Timetable. Tell them in advance about any significant changes to the daily school routine and illustrate this with the visual timetable. The visual timetable can also demonstrate timings of lessons. Clearly label learning zones/ curriculum areas within the classroom. Twinkl, Boardmaker and Widgit provide a wide range of visuals and symbols which can be used around the classroom environment, for displays, and to create visual timetables. Be consistent in symbol use, e.g. avoid using Twinkl picture for one symbol and Boardmaker for another. Ensure expectations around work and behaviour are clearly structured and presented visually (e.g. Good looking, sitting, listening prompts). Use the environment to support the understanding of expectations. The TEACCH approach is a way to provide high levels of visual structure and clarity to support children's understanding of the environment, expectations and activities (e.g. start and finish trays, use of a workstation). It is not a single method and can be used alongside other approaches. Provide clear roles during group work. For example. Kagan co-operative learning groups are a teaching style within which children support one another in their learning, thereby helping to promote and develop social skills.	Use of personliased visuals (e.g. objects of reference, now/next, working for boards, activity boards, sand timers). If a child has a personalised Visual Timetable they will need to be told as early as possible about any changes to their routine. Access to staff training on the use of visuals to support communication. Use of a Sensory Checklist and environmental adaptations to minimise impact of sensory distractions and sensory processing differences (e.g. opportunities to work in quieter spaces with reduced distractions when completing focused activities, access to tailored sensory activities or resources). Provide small group activities to help children develop their social communication, attention and listening skills. Interventions to consider include: Attention Autism an intervention model which aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Social Communication Fix a programme using scripts and images to aid communication and develop children's understanding of body language and facial expressions. It comes with pre-and post-assessments. R-Time a structured programme that builds and enhances relationships for children from Early Years to the end of Primary School.	Provide a personalised curriculum allowing increased flexibility in the organisation of the learning environment and the school day, (e.g. offering access to additional adult support to enable the child to participate in the less structured parts of the school day such as break time, and provide access to a quiet, distraction-free place in school if a child feels anxious). Regular staff briefings centred around the child's strengths and support needs (e.g. A One Page Profile may help communicate this). Provide Social Stories to help explain upcoming changes in timetable / expected behaviours in certain situations and 'social grey's. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. Wherever possible and appropriate, you should include the child in the creation of the social story. Training for staff/parents to attend to develop awareness of social stories and comic strip conversations. An individualised skills development programme should be informed by specialist multi-agency team assessment and advice (e.g. this might include Pupil Support Service/ CLASS, ISCAN Speech and Language Therapy and the Salford Tameside Educational Psychology Service).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/ Or Physical Needs section*	Sensory or movement breaks are incorporated into lessons. Try to avoid the use of non-literal language (e.g. idioms and sarcasm) and explain any abstract concepts in as concrete a way as possible (e.g. with pictures or objects).	TalkAbout a programme aimed at developing self-esteem, as well as social and friendship skills. Time to Talk a 40-session programme for children aged 4-8 that teaches and develops oral language and social interaction skills with Ginger the Bear. Socially Speaking a year-long social skills programme that introduces and practises skills to develop and maintain relationships. SULP (Social Use of Language Program) a framework for personal, emotional and social development from a communication and thinking skills perspective, providing multisensory activity sequences with interactive stories. LEGO Therapy an intervention to help improve social competence while conducting fun, naturally rewarding Lego clubs. Speech and Language offer training on Lego Therapy (for children on SALT caseload). Friendship Terrace a series of sessions for reflecting on and teaching friendship skills. It is for children who find it difficult to make or maintain friendships, and for children with an autistic spectrum disorder. Superflex is a Superhero Social Thinking Curriculum that provides educators and parents with a motivating, three-part cognitive behavioural curriculum aimed at helping children to develop awareness of their own thinking and social behaviours, as well as teaching strategies to help them develop better self-regulation across a range of behaviours. Zones of Regulation is an intervention that supports the development of self-regulation and emotional control. Speech and Language offer training on Zones of Regulation (for children on SALT caseload).	The Identiplay intervention helps children on the autistic spectrum, and those with specific communication disorders, learn to play. Through the use of play scripts, the approach promotes the development of social skills, understanding, imagination and exploration. Social Stories short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. Speech and Language offer training on social stories (for children on SALT caseload). Augmented communication systems such as Signalong, Makaton or PECS (Picture Exchange Communication System) (language programmes that use symbols and signs alongside speech to enable people to communicate – see Expressive Language above).

SENSORY AND/OR PHYSICAL

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Overall classroom approach. Use of curriculum/ screeners. Specific staff teaching/ support. Set-up of classroom including outdoor areas. Involvement with parents/ carers and child/ young person (CYP). Link with assess-plan-do-review-learn. Staff training and awareness in all areas. Awareness of key documents such as SEN Code of Practice, Equality Act, Children and Families Bill.	Overall classroom approach. Whole school staff training. Use of curriculum/ screeners/ assessment. Targeted teaching/ support, including targeted group interventions. Understanding of effective differentiation. Involvement with parents/ carers and child / young person (CYP). Link with assess-plan-do-review-learn. Use of strategies to promote social inclusion e.g. buddy system.	Overall classroom approach. Use of curriculum/ screeners/ assessment. Request involvement from external services e.g. Occupational Therapy (OT), Tameside Pupil Support Service, Educational Psychology Service (EPS) to create more personalised curriculum, including specialist advice and support, individual interventions. Teachers with increasing knowledge and experience/ specialist teachers. Capacity building and training for class-based staff. A more individualised programme of support/ highly personalised curriculum including specific staff teaching/ support, including targeted small group and individual interventions. Individualised set-up of classroom and workstation area e.g. taking into account accessibility, safety and environmental stimulation. Parents/ carers and child/ young person (CYP) participating in setting up, delivery and reviewing interventions. Link with assess-plan-do-review-learn.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	Concerns about a CYP's vision should be raised with parents/ carers and a referral should be made to the local Orthoptist and Visual Impaired Team Tameside Pupil Support Service. Information to aid understanding of visual impairment should be shared with parents/ carers and staff. Develop staff awareness of the child's needs, SEND guidance, specialist support and available resources. Staff to be aware that the CYP may be experiencing visually related learning difficulties and provide support to enable them to plan appropriately. Gather the views of the young person, using person-centred approaches regarding their opinions and preferred strategies. Create a 'clutter-free' environment. Pay attention to layout of furniture, seating and adult position in the classroom. Avoid standing in front of windows as your face can become difficult to see. It may be helpful to complete an environmental audit of the school including indoor and outdoor areas. Creation of a One-Page Profile which is shared with all staff. Assessment by Qualified Teacher of children with Visual Impairments (QTVI) and report distributed to key staff.	Teaching practice which facilitates access to the curriculum, social/ emotional development and class participation. Draw upon information contained within specialist websites, such as RNIB. School must access specific VI related training provided by the Sensory Support Team (Learning Support Service). Access to wider staff training. On-going assessment, advice, support, monitoring and training from a Qualified Teacher of the Visually Impaired (QTVI), up to 6 hours annually, as well as attendance at review meetings. Teachers should implement advice including specific interventions as suggested by the QTVI. Provide access to a quiet space for QTVI to work with the CYP. Curriculum plan reflects levels of achievement and must include individually focused IEP. CYP involved in setting and monitoring their own targets. Teaching methods based on experiential and tactile learning with a strong verbal emphasis, which facilitate access to the curriculum and class participation.	Home visits as necessary, ongoing support for parents/ carers and training to be attended. QTVI liaison with Eye Hospital. QTVI to make referral to Low Vision Aid clinic. Opportunities will be provided for the CYP/ parents/ carers to meet other students with VI in the local area (e.g Henshaws) VI Education Team to attend all review/ planning meetings. On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the CYP, their family and with school staff. Training and written advice for staff from the VI Team, including adjustments and modifications for assessment and exam arrangements. More information can be found at RNIB. Additional support for the CYP from a Teaching Assistant in class, and around school, as indicated by assessment to: • Facilitate inclusive and independent learning. • Provide in-class support. • Prepare specialist/ tactile resources. • Follow up Mobility training. • Ensure safety. • Support during unstructured times e.g. lunchtime and extra-curricular activities.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	Recommendations of the report implemented in the school to enable full inclusion within the mainstream class. The school should monitor pupil progress in this respect e.g. carrying out reading assessments in different fonts. Learning materials must be selected and prepared for their clarity. Make basic adaptations to activities and materials to facilitate access for a visually impaired CYP e.g. oral descriptions of visual materials, saying CYP's name before asking a question. Awareness that the CYP may need more time to complete the tasks and the pace of the work may need to be slower. Information about adapted resources is available at Sight Advice. Low level adjustments may need to be made to activities e.g. reducing length of visual tasks. Break up visually demanding tasks with other activities. Standard adjustments advised include: • Non cursive, bold size 14 font. • Increased letter spaces • Clear images in books • Use of high contrast colours e.g. cream background and black text (in print and on screen) Teaching methods which facilitate access to the curriculum, social/ emotional development and class/ group participation. The curriculum includes examples of diversity.	School staff to provide some modification of learning materials to facilitate access e.g. attention to speed of lesson delivery and speed of working of VI CYP. Opportunities for individual and small group work to meet identified needs and to facilitate learning and inclusion, as appropriate. Opportunities for explanation, and exploration of resources before they are used in an activity e.g. through pre-teaching. Specific interventions may be necessary and advice should be followed from QTVI. Opportunities for group interventions to develop social inclusion with peers e.g Circle of Friends Environmental adaptations e.g. pay attention to layout of furniture, seating and lighting in the classroom. Accessibility of outside environment including edges clearly marked. Large print and differentiated materials, provided by school, as appropriate to meet assessed needs including: touch typing, coloured overlays and matt laminating pouches. Access to equipment, including the use of an iPad or laptop with highlighted keys and software, to meet assessed needs. Further information about assistive technology can be found at Sight Advice, RNIB, Living Made Easy.	Teaching Assistant to be allocated time by the school to adapt resources/ attend training and conduct individual work. Regular planning sessions between the QTVI and Teaching Assistant. Opportunities for tactile exploration of the environment and resources. Pre and post tutoring of activities. Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio / speech. Planning based on previous visual performance and/ or prognosis of possible changes. 30 hours (20 annual sessions) from a QTVI to provide all the teaching and support outlined above. Inclusion to VI curriculum activities across the local area. Advice, assessment, teaching, support and programme of work from Mobility Officer regarding mobility and independence skills; frequency based on assessed need, block of work equivalent to weekly contact.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	ICT to be used to increase access to the curriculum, where appropriate e.g. iPads for reading. Use of information relating to a range of resources and agencies, within the Local Authority and the wider community e.g. Victaparents and Look UK. Involvement of parents/ carers and provision of information relevant to them e.g. using resources available at RNIB and Vision UK. Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. opportunities to walk with an adult, repeating the process, moving towards more independence. Talking the CYP through the route, noting key points, textures or space to feel for. Development of a transition plan for CYP moving between year groups, key stages, primary and secondary school and Post 16 provision.	Visits away from the school are planned well in advance and take into consideration the CYP's needs.	The report written by a QTVI in conjunction with the Mobility Officer will be shared with all stakeholders and will include information as outlined in the Universal offer. Staff member to become a Vision Champion within the school by completing a training course offered by the Sensory Support Team (Learning Support Service) or companies such as Positive Eye. Training for staff on Cortical Visual Impairment (CVI) and implications for learning as necessary and resources. Day to day access to assistive technology and equipment e.g. electronic Brailler/ note taker and/ or laptop / iPad with speech software, audio books etc. Staff to facilitate a pre-Braille learning programme as advised by the QTVI. Access to VI Service technician, as appropriate.
Hearing Impairment	Concerns about a child's hearing should be raised with parents/ carers and a referral should be made to the local Audiologist and Hearing Impaired Team (Learning Support Service). Information for staff and parents/ carers can be found at NDCS and Action Hearing Loss.	Teaching practice which facilitate access to the curriculum, social/ emotional development and class participation. Information and guidance can be found at NDCS and Council for Disabled Children. Involve the HI Team in completion of baseline assessments and development of IEP. School must access specific deaf related training/ opportunities for modelling of suggested strategies by HI Team/ Qualified Teacher of the Deaf (QToD).	Key person from the HI Team identified from initial audiology referral, who will link with the school, parents/ carers and professionals. Offer home visits where appropriate. Opportunities for parents/ carers, CYP and extended family to attend a local Hi Hopes parent support group. Access to deaf adults and peers in the community.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Awareness of the child's needs and how key developmental milestones and skills are affected by hearing loss, particularly in communication, language acquisition, play and fine and gross motor skills N.B. some forms of hearing loss are associated with balance and delayed milestones e.g. late to walk/ sit/ balance issues. Creation of a One-Page Profile which is shared with all staff. Assessment by Qualified Teacher of the Deaf (QToD) and report distributed to key staff. Recommendations of the report implemented in the setting to enable full inclusion within the school and the National Curriculum teaching and learning. The curriculum includes examples of diversity. Where appropriate the CYP may receive a short-term intervention: • Model suggested strategies/ train staff at the setting. • Direct work from either a Qualified Teacher of the Deaf or Specialist Teaching Assistant including Assessment and obtaining pupil voice. Gather the views of the child or young person, using person-centred approaches regarding their opinions and preferred strategies. The school must monitor progress in this respect.	Access to wider training for staff. Teachers must implement advice as suggested by the Qualified Teacher of the Deaf (QToD) related to: • The modification to the presentation of assessments. • Targets. • Curriculum and teaching methods. Access to daily group teaching of key skills such as phonics/ key vocabulary and social skills. Provide access to a quiet room for Qualified Teacher of the Deaf / specialist TA/ audiologist session/ visit. Curriculum plan reflects levels of achievement and must include individually focused IEP. CYP involved in setting and monitoring their own targets. Specific interventions for language development, speaking and listening and phonics learning e.g. Lip reading, Auditory Verbal Therapy, Natural Aural Approach, Cued Speech, Sign Language, Total Communication Approach, those contained within guidance documents from NDCS. Opportunities for explanation, clarification and reinforcement of lesson content and language. Attention given to seating, lighting and acoustics in the classroom and around the school. Staff should be in the light when speaking. The CYP should be seated away from busy areas and close to the source sound to enable clear sight of action delivery.	Attendance at audiology clinic appointments by a QToD to support families through diagnosis and hearing aid fitting. Support by a QToD through the referral process for cochlear implantation. See NDCS for advice and guidance on suitable technology and apps. Liaise with other, external agencies for advice and guidance and a multi-agency approach e.g. audiology. Regular reviews of school-based interventions, involving parents/carers and the QToD, to ensure progression and adaption if necessary. Qualified Teacher of The Deaf providing individual support sessions based on National Sensory Impairment Partnership (NATSiP) criteria. Direct teaching and/ or in class support from Qualified Teacher of the Deaf or specialist TA. Access to specialist health assessments, advice and equipment (e.g. Audiology for ear mould impressions and repairs). Access to a Communication Support Worker (CSW) with appropriate BSL/ communication skills when advised. Specific deaf related training opportunities for staff on request to the HI Team.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Make basic adaptations to activities and materials to facilitate access for a hearing impaired CYP. Repeat instructions to check understanding and reinforce messages. Use of multisensory approaches to all teaching across all subjects such as the use of visual resources. Use appropriate language when asking direct questions and allow additional time to respond. Repeat contributions from other CYP if needed. Follow advice about how to support and include CYP who are deaf or hearing impaired in primary or secondary school. Seek advice from the HI Team on effects of hearing loss and classroom strategies. Staff to receive training from the HI team, as required. Carry out an assessment of room acoustics and make reasonable adjustments by adapting the physical environment and reducing background noise. Pay attention to seating, position of the teacher, lighting and acoustics including background noise e.g. close windows and doors. Use of soft furnishing and fabric backed boards to minimise echo/vibration. Review seating plans and make sure the CYP can clearly see the teacher and other speakers. Staff awareness of areas of potential risk associated with childhood hearing impairment e.g. social and emotional impact, reduced opportunity for incidental learning in primary and secondary school.	Opportunities for individual and small group work in a quiet room. A key person who is trained in working with pupils with a hearing impairment and understands hearing equipment to: • Reinforce lesson content. • Deliver modified curriculum tasks. • Support language development. • Daily check of CYP hearing aids. Develop peer awareness. Opportunities for group interventions to develop social inclusion with peers e.g Circle of Friends. Advice from other professionals e.g. Speech and Language Therapist, Cochlear Implant Programmes as appropriate. Use of equipment and technology, including: use of radio aids/ soundfield speaker systems as appropriate to meet assessed needs. Also seek advice about how to link equipment to Interactive White Boards, computers, iPads etc. School must use subtitles on all audio resources e.g. TV and DVDs. Access to transcripts where there are no subtitles. Visits away from the setting are planned well in advance and takes into consideration the CYP's needs.	Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to LSS Hearing Impaired Team. Specialist language assessments, upon advice from the HI Team.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Involvement of parents/ carers and provision of information relevant to them e.g. using resources available at Council for Disabled Children. Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. allowing the CYP to have extra visits to the new school and ensure transfer of information. Development of a transition plan for CYP moving between year groups, key stages, primary and secondary school and Post 16 provision. LSS HI Team to provide transition support visits to new educational placements as required.		
Fine and Gross Motor	Concerns about a child's physical needs should initially be raised with parents/ carers and discussed with relevant professionals e.g. SENDCo. Awareness of a child's physical needs and how these may impact on developmental mile stones, socialisation and learning. Use observation in a variety of settings and contexts e.g. home visits, indoor and outdoor play to identify any barriers that affect the child's access to play and participation. Discussions with parents/ carers to identify any strengths and needs can be helpful for planning.	Access to support from an additional key person in the setting to facilitate access to the curriculum, help the child manage their condition, or move with safety around their environment. Flexible support in the setting to include personal care such as dressing and toileting, as required or requested by the CYP. Consider whether assistance or supervision is needed for outside play, break and lunchtimes to ensure mobility and safety of the CYP. Plan activities during unstructured times which are inclusive and promote the CYP's independence.	Seek advice from the appropriate health profession should the child have a diagnosis that affects their participation in activities. Undertake Co-ordination Matters activities and record outcomes. Request involvement from external services e.g. Occupational Therapy (OT) Physiotherapy (PT) services. Staff accessing training provided by Learning Support Service e.g., fine motor skills, gross motor and co-ordination skills training. Inclusion of OT/ PT on any reviews and planning meetings for the child.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Teaching practice which facilitates access to the curriculum, inclusion and participation. Creation of a One Page Profile which is shared with all staff. Create a 'clutter-free' environment. It may be helpful to complete a risk assessment of the setting including indoor and outdoor areas and trips outside of the school. Consider the organisation of the classroom and seating plans to make sure that it enables CYP to move freely between them and allows for sufficient working space. Implement an accessibility plan to move around the school and give thought to if an individualised fire evacuation plan is required. Consider positioning of child or young person in the classroom to minimise distractions. Provide additional equipment or resources such as sloping board, adapted cutlery/ chairs/ scissors and pencil grips etc. Include different physical play activities into as many aspects of the EY curriculum as possible to support specific skill development and targets. Reduce the amount of copying from the board. Incorporate physical play activities e.g. fine and gross motor opportunities into as many aspects of the curriculum as possible to support specific skill development and targets. Consider activities which focus on spatial awareness, planning and body awareness. Consider any additional support for self-care tasks, when required or requested by the CYP.	Use appropriate size and height chairs and tables to encourage a correct posture and to support fine motor function and writing. Should appropriate height tables and chairs not be possible for all activities consider support for the CYP's feet. Provide hand rails on stairs. Consider grab bars or rails within the bathroom area or provide access to a disabled toilet. Ensure access to additional and specialist equipment, as advised by professionals such as Occupational Therapists (OT) and Physiotherapists (PT). Ensure all staff in the setting receive relevant training e.g. manual handling. Allow additional time for the CYP to complete tasks. Consider access arrangements for assessments and exams, and apply for and implement them, as necessary. Consider further assessment of handwriting e.g. DASH assessment if the child over 9 years. Consider alternatives to handwriting e.g., voice recorder, iPad, laptop or netbook.	Ensure any suggested specialist advice from OT/ PT is shared with all staff and incorporated into the CYP's IEP or SEN Support Plan. Allocated key person with time to adapt resources/ attend training and conduct individual work. SENDCo to support the key person in planning and using differentiated activities and more specialist strategies and resources to support the CYP. Early consideration and planning for transition through school or to alternative settings. Consider the need to differentiate physical curriculum and need to incorporate OT/ PT exercises into everyday routines and/ or general class/ PE lessons. Incorporate moving and handling plans and care plans into planning, as advised by professionals. Ensure any plans are meeting need. Request a review should any aspects change. Ensure any specialist equipment continues to meet the child's needs and contact relevant OT/ PT/ liaise with family regarding any repairs or alterations. Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Take account of potential fatigue and reduce the pace of structured lessons, providing regular opportunities for breaks and rest. Consider timetabling and location of rooms where possible to facilitate movement whilst continuing to take into consideration access to facilities and fatigue. Use technology to support learning including apps e.g. Dexteria Jr, Blobble Write and Hairy Letters. Teach sequencing skills for everyday tasks to increase independence, for example putting on clothes in the right order etc. Encourage peer support through whole class awareness sessions. Provide lined paper with spaces sufficiently wide enough to for writing tasks. Use of appropriate height chairs and tables. Consider supporting of feet using step or box. Keep withdrawals from class to a minimum. Incorporate handwriting/ hand strengthening activities into daily plans e.g. using age appropriate resources such as Theraputty, elastic bands, shoe lace tying, aqua/iron on beads, tweezer and chopstick games, peg activities, threading, jigsaws, Lego, funky fingers and finger gym.	Consider use of pen rather than pencil to improve fluency. If pen licences are used within school, consider suitability for child and the potential to a give pen licence for reasons other than neatness etc. Consider modifying activities that CYP with perceptual difficulties may find challenging such as work sheets with lots of information, word searches or crosswords. Give consideration to transporting of food at lunchtime e.g. providing assistance with trays and seating. Consider sitting on a standard chair at the end of bench style folding tables rather than on attached stools to improve postural support. Allow CYP to leave lessons early when travelling between rooms or buildings to avoid large groups in corridors and enable extra travel time. Consider giving additional time to change for PE lessons. Provide a locker for child or young person to store books, bags and coats etc. rather than needing to carry them around during the day. Teach strategies to improve self -organisation, including use of diaries, planners, and checklists of daily equipment needed. Provide option for the child or young person to sit on a chair rather than on the floor at carpet time/ assemblies. Can have a classmate do the same if appropriate.	Make advised adaptations to the school environment e.g. changing plinths/ ramps/ hoists. Consider space needed to accommodate specialist equipment e.g. walker, standing frame. Ensure access to specialised seating and/or height adjustable tables. Carry out lessons on ground floor if there is no suitable access to classrooms on upper floors. Consider adaptations required in practical lessons e.g. ovens in cookery to be wheelchair accessible.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Consider appropriate settings for educational trips as well as transport to and from e.g. Use of a vehicle with tail-lift, specialist car seat etc. Whole setting interventions: • Write Dance (suitable for KS1). • Motor Skills United • Clever Fingers • Teodorescu Write from the Start • Squiggle Whilst You Wiggle • Keyboarding without Tears • Ready Steady Write • Active Tameside • Physical Literacy • Balance bikes • Yoga	Consider trialling of a move 'n' sit or disc 'o' sit to improve sitting posture and attention and concentration. Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing. Provide handrails on stairs and within bathroom areas or provide access to disabled toilet. Ensure child or young person is able to reach and use facilities e.g. hand basins/taps/coat pegs / lockers. Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc. Consider transportations of any required additional resources between lessons when appropriate. Staff understanding of Occupational Therapy and or Physiotherapy referral process. Links with other local schools to observe and share good practice. Opportunities for 1:1 and small group work e.g. Aqua beads, chopsticks game, Lego, iron on beads, finger gym, letter join and jigsaws. Consider additional support required for specific activities, such as swimming and PE lessons. Fine and gross motor skill interventions (previously listed) that may be carried out in small groups and targeted towards a child's needs. Detailed Assessment of Speed of Handwriting Assessment for children over 9 years of age.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Sensory	In discussion with parents, talk about the child or young person's (CYP's) sensory preferences and dislikes in order to build a picture of their sensory needs. Look at how the CYP responds to the environment and make changes as appropriate e.g. lighting (i.e. reduce bright lights), noises and smells. Ensure a One-page profile is in place and shared with all teaching and non-teaching staff. Ensure staff are aware why these adaptations are needed and that the CYP does not receive consequences for engaging in sensory regulating behaviours or avoiding certain activities. Consideration of classroom environment, including low stimulus areas, use of Hessian backgrounds for displays, use of cream coloured paint for walls and plain soft furnishings. Introduce new activities or play equipment in a multi-sensory way to the child or young person e.g. by showing, listening, saying, looking, writing, drawing. Make use of resources such as: • Move 'n' sit cushions • Busy legz • Movement breaks • Fiddle/fidget toys • Ear defenders • Wobble cushions • Chewelry • Putty • Therabands	Develop more in-depth understanding of sensory needs and behaviour amongst all staff. If appropriate, complete initial sensory processing audit and environmental audit checklists. Build access to activities which meet the CYP's sensory needs into the day, for example: timetabled movement breaks, sensory circuits and access to other personalised sensory activities dependent on the outcome of the sensory assessments conducted. Plan individual/small group activities dependent on the sensory needs identified such as state related resistance activities (activities to support the child to be more alert or calm) pushing against a wall, resistance bands and peer massage. These activities may form part of an individual 5 point scale or RAMP. Consider whether it would be appropriate to allow an older child or young person to leave lessons early when travelling between rooms or buildings to avoid large groups in corridors and enable extra travel time. Providing access to small calm, quiet space, e.g. a small pop up tent or room with low level noise and lighting.	Carry out more detailed sensory assessments/ audits in collaboration with outside agencies such as Occupational Therapy and implement appropriate modifications. From the sensory assessment checklist(s) devise a bespoke sensory diet and implement. SENDCo and outside agencies to support the key person/Teaching Assistant to plan differentiated activities and strategies to support the CYP. Continue to liaise with any Health Professionals, as appropriate. Ongoing monitoring and reviewing of specific strategies and advice given by professionals e.g. Occupational Therapists and the Learning Support Service. Advanced sensory training and parent/carer training to further develop understanding of sensory behaviours and to develop a plan for the individual CYP. Access to a sensory room or designated space.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Sensory	Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. allowing the children to have extra visits and ensure transfer of information. Development of a transition plan for children moving between year groups, key stages, primary and secondary school, and on to Post 16 provision. General sensory awareness and sensory strategies training to develop understanding of sensory diet and behaviour. Ensure staff understand that sensory needs are typical for CYP with Autism and also those that have experienced Developmental Trauma.	Consider access to a workstation or a privacy board to create a low distraction working environment for focused tasks. If the child struggles with particular sensory materials, build up tolerance in activities slowly e.g. start off with dry resources and slowly add liquid. Incorporate adaptations for sensory feedback into planning e.g. Include specific activities to provide sensory feedback for the child or young person e.g. lifting and tidying heavy equipment away, putting on a backpack, using a weighted blanket. If they are unwilling to touch specific objects, offer alternatives such as using tools or putting cling film over objects and equipment.	

Glossary

Social Emotional and Mental Health

Name	Description	Cost
Blob Tree	Blob Trees are a visual stimulus, which consists of many blob figures on or around a tree. The tree represents a setting, such as a school or group, and the blobs represent different emotions and feelings. The tools can be used in a variety of settings and is especially useful in the classroom. Teachers can easily start a discussion by asking students which blob they relate to, especially since there is no right or wrong interpretation of the blobs. The tools give students an opportunity to share their issues and what they're feeling. It has been scientifically shown to be effective as a means of expressing feelings and emotions with pupils, pupils and adults. The Blob Tree can be easily used in the classroom by both teachers and students as no professional training is necessary. However, Blob Tree does offer blob training sessions either online or in person so that teachers can become experts on the communication tools and use them to their highest potential.	Minimum: £3 for a single stimulus. Maximum: £30 for a pack of stimuli
Boxall Profile	The Boxall Profile is an online resource for the assessment of pupils' social, emotional and behavioural development in all educational settings. The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of pupils through their education. The two-part checklist, which is completed by staff, is quick and identifies the levels of skills the pupils possess to access learning.	Minimum: Tokens for individual users (1 token = 1 assessment and 1 learning plan) aimed at users looking to assess a small number of pupils in their setting. 20 tokens for £30.00+ VAT Maximum: Yearly subscription for organisations Up to 300 pupils £325.00+ VAT 301-600 pupils £500.00+VAT 601-2000 pupils £900.00+VAT
Child and Youth Resiliency Measure	The Child & Youth Resilience Measure is a questionnaire that measures overall resilience, as well as three subcategories that influence resilience processes; individual traits, relationship to caregiver(s), and contextual factors that facilitate a sense of belonging. It is available for children aged five years and above.	Free, but prospective users should seek permission. This is obtained by registering to use the copyrighted scale by completing the online registration form on the Resilience Research Centre Web page
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery

Name	Description	Cost
ELSA Support Intervention Package	ELSA offer a range of downloadable and printable resources to support social and emotional learning, through both 1:1 and group work.	£1 - £30, depending on the resource
Emotion Coaching	Emotion Coaching is a whole school approach, which focuses on using emotional validation strategies when a child is upset, angry or distressed. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.	Contact Tameside EPS, for further information on their training package and intervention delivery
Emotional Literacy Assessment	A standardised assessment measuring pupils' (aged 7 to 16 years) emotional literacy and providing ideas for intervention. The assessment is designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy, in order to provide a better understanding of these competences and, where necessary, to highlight areas for intervention. The assessments take the form of three checklists: Pupil, teacher and parent. The checklists can be carried out either on photocopiable paper forms, or onscreen using the supplied CD. The assessment also provides information about techniques to develop and support pupils, with specific activities to support each of the five subscales.	£157.45
Emotionally Friendly Schools	Emotionally Friendly Schools is a flexible whole-setting approach to improving children and young people's emotional health and well-being. The programme will support you to effectively identify and respond to a broad range of emotional needs of children and young people, raising their well-being to enable them to succeed and thrive.	£500 - £995 Contact emotionallyfriendlysettings@salford.gov.uk for further information on their training package and intervention delivery
FRIENDS Programme	FRIENDS is a cognitive behavioural intervention that develops pupils' emotional resilience and prevents or intervenes early in the course of anxiety and depression. It does so by developing social and emotional skills to effectively cope with challenging situations. FRIENDS has been delivered to an estimated 800,000 pupils and adolescents worldwide and has been noted as one of the most robustly supported programmes for internalising disorders. The intervention is aimed at pupils aged 4 - 16 years.	Online training: £150 per participant / £1,500 group training (up to 50 individuals)
Incredible Years	Incredible Years parent training intervention is an evidence-based series of programmes focused on strengthening parenting competencies (monitoring, positive discipline, confidence) and fostering parents' involvement in children's school experiences in order to promote children's academic, social and emotional competencies and reduce conduct problems. The Parent programmes are grouped according to age: BASIC Early Childhood (3-8 years) and BASIC School-Age (6-12 years).	Many downloads are available for free
Lego Therapy	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic pupils, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, pupils work in groups of three with each participant having a distinct role to build a Lego model collaboratively. A comprehensive guide to setting up LEGO Therapy groups is available to promote social skills in children with autism spectrum disorders and related conditions through group LEGO building.	£10 - £30 for each Lego set Workbook: £14.99 Contact Tameside EPS, for further information on their training package and intervention delivery

Name	Description	Cost
No Worries	No Worries is a practical resource to reduce anxiety in children. There are two resources; one for KS1-2 and one for KS3-4. The programme uses Cognitive Behaviour Therapy (CBT) and consists of 1½ days training delivered by the Telford & Wrekin and Shropshire Council Educational Psychology Service, together with an accompanying manual. Please contact Shropshire Educational Psychology Service for training: eps@shropshire.gov.uk / 01743 258414	Please contact Shropshire Educational Psychology Service for training: eps@shropshire.gov.uk / 01743 258414
Nurture Groups	Nurture groups are an in-school, teacher-led psychosocial intervention of groups of less than 12 students that aim to replace missing or distorted early nurturing experiences for both pupils and young adults. They achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers.	A part-time nurture group (from 3-15 hours a week) costs an average of £48.58 an hour to run. A full-time nurture group (16+ hours) costs an average of £54.89 an hour to run
Philosophy for Children (Topsy Page)	A range of resources to support the development of effective child talk. Topsy also offers a Talk Audit where she will visit your school and analyse child and teacher talk, then provide recommendations.	£300 for a two-day training course Contact for school package prices
Pupils Attitudes to Self and School (PASS)	PASS is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. The survey takes about 20 minutes to complete as pupils read and comment on 50 statements. The PASS can be used with pupils aged 4 - 18 years.	Primary setup £150.00 per school Secondary setup £250.00 per school. Individual pupil survey £1.00 per pupil Contact details: To buy PASS and discuss requirements, call 0330 123 5375
Reducing Anxiety Management Plan (RAMP)	Information about developing a RAMP There is also a resource manual to support with this	Free online resources Textbook is £41.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Schools and Students Health Education Unit (SHEU) surveys	SHEU provides a range of questionnaires that are suitable for children and adolescents. The administrator has the option to choose from a range of topics about lifestyle and wellbeing. There are surveys for different groups such as children, parents/carers and staff and governors. The questionnaires can be adapted for special educational needs or English as an additional language status. SHEU is suitable for primary and secondary school students.	Prices can range from less than £100 to carry out a primary school parent perception survey online, to some hundreds of pounds to do a full lifestyle survey on paper with secondary school children in two-year groups

Name	Description	Cost
Socially Speaking	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. It is suitable for 7–11 years and older pupils with SEN.	£20
Social Skills Improvement System (SSiS)	The Social Skills Improvement System (SSIS) Rating Scales enable targeted assessment of individuals and small groups to help evaluate social skills, problem behaviours, and academic competence. Three different forms are available to be completed by a teacher, parent and child. The scales are suitable for ages 3 to 18 years.	SSIS Rating Scales Manual £136.49 SSIS forms available in bundles of 25 hard copies or computer entry forms Price of bundles varies from £65.99 - £78.59 depending upon type of form and age-range e.g. 25 hard copies teacher forms for ages 3 – 18 costs £65.99.
S.S. Grin	S.S. GRIN (Social Skills Group Intervention) is a targeted intervention. Designed in a small group format, it addresses bullying, victimisation and social-emotional competence. Specific social-emotional skills are taught through dynamic instruction and practice. With fully scripted lesson plans, group leaders are guided in how to use modelling, positive reinforcement and cognitive re-framing to support the specific skills of each session. The S.S. GRIN programmes are appropriate for school, after-school, community and clinic settings. The techniques used during the programme include lectures, role plays, brainstorming, games and many other hands-on activities like collaborative drawing. The programmes have been tested and proven effective as a weekly intervention, but they can be adapted to meet the specific needs of a setting. This intervention is aimed at 5 to 16-year olds.	£85 per site per version (any staff member can access the materials)
Starving the Anger Gremlin: A Cognitive Behavioural Therapy Workbook on Anger Management for Young People (Gremlin and Thief CBT Workbooks)	This workbook supports pupils to control their anger effectively. Made up of engaging and fun activities, it helps them to understand why they get angry and how their anger affects themselves and others and teaches them how to manage angry thoughts and behaviours. The programme is based on effective cognitive behavioural therapy principles, can be worked through by a young person on their own or with a practitioner or parent, and is suitable for pupils aged 5-9.	£13.00
Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People (Gremlin and Thief CBT Workbooks)	Starving the Anxiety Gremlin is a resource to help pupils understand different types of anxiety and how to manage them, including panic attacks, phobias, social anxiety, generalised anxiety and obsessive-compulsive disorder. Based on cognitive behavioural principles that link thoughts, feelings and behaviours, the techniques described help pupils to understand why they get anxious and how they can 'starve' their anxiety gremlin in order to manage their anxiety. This workbook uses fun activities and real-life stories and can be used by pupils aged 5-9 on their own or with a parent or practitioner.	£12.00
The Strengths and Difficulties Questionnaire (SDQ)	A brief behavioural screening measure for early detection of strengths and emotional problems in pupils and adolescents. It covers five key areas of emotional development: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, pro-social behaviour. A full can profile to be gathered as it includes views from parents and staff as well as the pupil or young person.	Free

Name	Description	Cost
Superflex® A Superhero Social Thinking Curriculum	A Superhero Social Thinking Curriculum provides educators, parents and therapists ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger's syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioural curriculum helps students develop further awareness of their own thinking and social behaviours and learn strategies to help them develop better self-regulation across a range of behaviours. The curriculum works best with primary school children as well as with less developmentally mature older students who respond to visual books.	£47.60
Think Good, Feel Good (2nd Edition)	This is a workbook that provides a range of flexible and highly appealing materials that can be used to structure and facilitate work with pupils. In addition to covering the core elements used in CBT programmes, it incorporates ideas from the third wave CBT therapies of mindfulness, compassion focused therapy and acceptance and commitment therapy. It also includes a practical series of exercises and worksheets that introduce specific concepts and techniques. This is a workbook written by an experienced professional with all clinically tested material. It includes a wide range of downloadable materials. A companion guide is also available.	Workbook £32.99. The book contains many practical materials which can be photocopied or freely downloaded from the online website www.wiley.com/thinkgoodfeelgood Companion Guide £27.99
Time to Talk	Time to Talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged 4 - 6 years old. Time to talk contains over 40 sessions which are designed for children who will be seen two to three times each week. The book will also help teachers to develop the basis of interaction with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.	£17 - £25 Workbook available to buy in a variety of places
Zones of Regulation	Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	Free resources on website Contact Tameside EPS, for further information on their training package and intervention delivery

Cognition and Learning

Name	Description	Cost
Cogmed	Cogmed Working Memory Training is an evidence-based program for helping children, adolescents, and adults sustainably improve their attention skills and working memory. The effect of Cogmed has been demonstrated in controlled trials and is delivered through web-based training under the supervision of a qualified Cogmed coach. It can be used with small groups or an entire class.	Minimum: £150 for five accounts and one Coach Maximum: £960 for sixty accounts and six coaches
Cognition Matters	Cognition Matters is a training programme, used by teachers and parents, to improve the working memory, concentration levels and numeracy skills of typically developing children and those diagnosed with dyscalculia.	On request

Name	Description	Cost
Comparison and Analysis of Special Pupil Attainment (CASPA)	CASPA is tool to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs. Gain access to unlimited telephone and email support for CASPA and unrestricted use of CASPA within one school.	Annual licence fee £1,015.00 plus VAT (single school licence)
Clicker 8	The Clicker 8 is a child-friendly word processing tool, which includes speech feedback, word prediction, voice notes, picture support and the ability to provide topic specific sentences sets and word banks. The Clicker 8 also includes mind mapping, matching activities and speaking and listening activities.	£350 for one school for a three-year licence
Lucid Memory Booster	Lucid Memory Booster is a programme which teaches flexible memory strategies for children aged 4-11 years. Memory Booster is presented in the form of an adventure game to help keep children highly motivated and on task. This programme is stated to be especially useful for children with dyslexia or identified memory difficulties and has been positively evaluated within research.	On request
Accelerated Reading	Accelerated Reading is a computer program which helps teachers and librarians manage and monitor children's independent reading practice.	Maximum £450 for 50 children per year Minimum £9 per child per year
Achieve 3000	Achieve 3000 is an online program that is designed to accelerate literacy growth for all children from Year 2 to 12. The program provides high-interest current news event articles at the child's reading level.	On request
Bearing Away Phonics Programme	Bearing Away is a multi-sensory phonics programme for children with more complex learning difficulties. The programme is designed for children who are struggling to make a start in learning to read and is designed to be used for 10 minutes each day.	On request
Dyslexia Gold	Dyslexia Gold is an evidence-based programme to help children who are not making progress despite high quality phonics teaching. This programme is designed for primary and secondary school children, and any educational level. The intervention addresses skills required for reading (vision problems, poor tracking and auditory problems).	£24 a month
Dyslexikit	Dyslexikit is a phonics-based system of literacy materials for teachers and parents who want to help children progress their skills in reading, comprehension, spelling and handwriting. Although originally designed for children with a diagnosis of dyslexia, this resource can be used with any children aged 5-11 years.	£14.99 for a single kit
The Engagement Profile and Scale	The Engagement Profile and scale is a classroom tool for children with complex learning difficulties and disabilities. It supports focus on the child's engagement as a learner and personalised learning pathways can be created. It prompts student-centred reflection on how to increase the learner's engagement leading to deep learning.	Free
IDL Literacy	IDL Literacy is an intervention which uses speaking-computer based multisensory software to support learners with dyslexia to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and can be used as an individual intervention or as a school wide literacy intervention. Research suggests IDL Literacy appears to support significant improvements in spelling and reading ages.	Single user (£99 + VAT and an annual review fee of £9.99) Primary School Licence (£399 + VAT and an annual review fee of £199) Secondary School Licence (£599 + VAT and an annual review fee of £199)

Name	Description	Cost
Immersive Reader	Immersive Reader is a programme which uses techniques to improve reading comprehension for children and young people, across any age or ability.	Free
Language Builders	Language Builders is a resource that provides detailed advice and activities to promote the communication skills of all primary school children. The resources are accessible to parents, learning support assistants and teachers.	£22
Nessy	Nessy is an evidence-based programme, which is based on 40 years of practical teaching by specialist teachers at the Bristol Dyslexia Centre. This programme follows the principals of structured, multisensory learning and uses memory strategies, phonic rules and motivational games to help primary school children gain confidence.	On request
Optima Reading	Optima Reading is a research-based programme developed through research studies over the last 20 years, which has been shown through various evaluations to have a positive impact in raising attainment (an average of 12 months of progress in 6 months and reading difficulties reduced from 20-25% to less than 3%. It is an online programme which can be used with the whole class, groups or individuals.	On request
Project X Code	Project X Code is an evidence-based reading intervention for children in Years 2 -4, who are working at a year below their expected reading age. This intervention combines phonics and comprehension development in a character adventure series, which is aimed at engaging boys in particular.	Minimum £9 Maximum £1540
Read Write Inc.	Read Write Inc. is a whole class intervention for 4-14-year olds. The intervention provides a structured and systematic approach to teaching literacy and is stated to be used by more than a quarter of the UK's primary schools. It is designed to encourage children to become fluent readers, confident speakers and willing writers.	On request
ReadingWise	ReadingWise is an online interactive resource for the classroom, which supports the development of reading skills in Early Years up to Key Stage 3.	On request
Reading Recovery	Reading Recovery is a school-based literacy programme for children aged five and six, who may experience reading difficulties. The programme involves a series of daily, 30-minute one-to-one lessons with a specially trained teacher. Each lesson is adapted to the needs of the child. Reading Recovery has evidence of a short-term positive impact on child outcomes from at least one rigorous evaluation.	On request
Spelling Shed	Spelling Shed is an online programme, which is designed by teachers and encourages children to learn spellings in a fun and interactive way. This intervention is aimed for primary school children and can be used on Apple devices at home and in school.	£36 per year
Toe by Toe	Toe by Toe is a decoding book which is designed for anyone who finds reading difficult. This may include those who struggle to decode. This resource is informed by evidence and can be used by all educational staff and parents.	£28.00
Word Shark	Word shark is a game-based programme which helps children from ages 5-15 learn how to read and spell. Word Shark is used across a range of schools for over 20 years and has practice-based evidence.	£270 for 30 children £338 for 100 children £563 for 500 children

Name	Description	Cost
Dynamo Maths	Dynamo Maths is an evidence-based resource to support children struggling with maths from ages 6 to 11. Dynamo Maths identifies and supports children at risk of developmental dyscalculia and those who are performing below their peers in maths. The resource includes a standardised dyscalculia assessment for ages 6-11 and provides a child profile, which then signposts various Dynamo Interventions. This intervention is available at access at home and school.	One Home-user Dynamo Assessment: £19.99 +VAT One Home-user Intervention Licence: £34.99 +VAT One-year subscription in school: £375.39
Numbers Count 1 and 2 (KS1 Numeracy)	Numbers Count is an intensive intervention for learners in Years 1 to 8 who have substantial difficulties with mathematics. It is delivered by a specially trained teacher, who also supports the training of other staff in school. Number Count 1 can be used for learners in Years 1 to 3 and Numbers Count 2 can be used for learners in Years 4 to 9.	The charge for 2019/20 for a new Numbers Count teacher will be in the region of £2,200
B Squared Assessment	B Squared Assessments tracks, assess and reports progress for SEND children, through a wide range of products to suit a range of abilities and needs. These products help teachers identify next steps and enables teachers to show the progress a child has made in a variety of ways.	On request
Phonological Assessment Battery version two (PhAB2)	The Phonological Assessment Battery Version Two (PhAB2) offers a range of tests that help assess phonological awareness in children aged 5-11 years. This enables appropriate intervention to be provided to help improve underlying literacy skills. The PhAB2 has been newly standardised. The Phonological Assessment Battery (PhAB) is the assessment which is available for 11-14-year olds.	PhAB Record Forms (Pack of 10) £24.99 PhAB Complete Set £166.53 PhAB2 Primary Record Forms (Pack of 10) £34.91 PhAB2 Primary Complete Set £188.37
Ravens Assessment	Raven's is a cognitive assessment which measures an individual's cognitive skills. The progressive matrices provide an assessment of non-verbal ability and the vocabulary scales provide scores in the verbal domain. This resource can be used with children aged 4-11years and 7-18 years.	£330.49
The Sandwell Numeracy Test	The Sandwell Numeracy Test comprises of a revised edition for children aged 4-8 years and a version for older children aged 4-14 years. This standardised assessment enables teachers to assess a child's mathematic ability, through exploring different strands of basic numeracy skills. It is administered on a one-to-one basis and can monitor the impact of teaching interventions and to identify targets for an individual education plan.	£349.99 (Complete set of booklets and a one-year licence)
The Salford Sentence Reading Test	The *Salford Sentence Reading Test* (SSRT) is a simple and quick individual test of oral reading skills, which is based on carefully graded sentences. This can be used with children aged 5-13 years.	£30
Working Memory Rating Scale WMRS	The *Working Memory Rating Scale* (WMRS) is a behavioural rating scale developed for teachers to facilitate easy identification of children with working memory difficulties. WMRS can be used for children aged 5-11 years.	£63.27 for one manual and 25 record forms
York Assessment of Reading Comprehension	The York Assessment of Reading for Comprehension is a one to one diagnostic reading assessment that enables teachers and practitioners to assess child's reading and comprehension throughout early years to the end of secondary school (4-16). There is a primary and secondary version of the assessment. There is also a free online Score Conversion Tool.	£520 (for the complete guide)

Communication and Interaction

Name	Description	Cost
Attention Autism	Attention Autism is an intervention model which aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.	Free resources on website
Attention and Listening skills programme	The Attention and Listening skills programme is a training package developed by Salford Educational Psychology Service, which includes staff training and a colour coded activity pack, which practitioners can use to plan group sessions around developing joint, sustained and focussed attention. The programme highlights the importance of early attention skills for learning, language, play and social development and supports Early Years Practitioners' understanding of attention skills and strategies and group activities they may use to develop young children's attention skills (2-6 years).	Contact Tameside EPS, for further information on their training package and intervention delivery
Black Sheep	Black Sheep Resources for teachers and speech and language therapists working with children with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).	Individual resources from £5 Primary Bundle, £1796.00
BLAST (Boosting Language, Auditory Skills and Talking)	The BLAST programme (Boosting Language Auditory Skills and Talking) can be used with children aged 3-5. BLAST 1 is designed for all children in nursery aged from 3-4. BLAST 2 is designed for all children in reception aged from 4-5. There are 30 consecutive sessions fully planned and resourced to deliver to a group of 4-8 children.	215 per pack £20 per place online training course
Boardmaker	Boardmaker provides a wide range of symbol-based communication and visual supports which can be used around the environment, for displays and to create visual timetables.	Tiered pricing depending on number of installations/ packages Inclusive Solutions offer a 1 year subscription for multiple users to Boardmaker Online for £585 Boardmaker V6 is available for £203 and allows for two installations
Can Do Music	Can Do Music is a programme for children aged 3-5 to develop communication and interaction.	Free resources on website £90 for full day training
Chatting with Children (ICAN)	Chatting with Children (ICAN) - An activity pack to promote communication development of children from three to five years old.	£9.99
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery

Name	Description	Cost
Colourful Semantics	Colourful semantics is an approach aimed at helping children to develop their grammar, by linking the structure of a sentence (syntax) and its meaning (semantics).	Free download
Colourful Stories (ELKLAN)	Colourful Stories (ELKLAN) is a visual support strategy which helps children to learn about the structure of stories and become more confident about telling and writing stories. Colourful Stories encourages oral narrative skills and introduces written words only when the child is confident about the structure of a story and how to tell a story orally.	£25 plus VAT and P&P
Communication Trust	The Communication Trust offer a range of information and tools to enable practitioners to improve their practice, many of which are free to download. Their resources include the communication development pyramid. Staff can be trained in the pyramid and to understand how to adapt their communication cues so that they can 'step up' or 'step down' with a child as necessary.	Free
Elklan	Elklan have a range of courses to suit you whether you are an early years worker, teacher or assistant working with children with Speech, Language and Communication Needs (SLCN). Their courses can enable you to develop the speech and language skills of ALL children but especially those with speech and language difficulties. Delivered by local tutors throughout the UK they give practical advice and strategies that are also suitable for children with English as an additional language and other special educational needs.	Price can vary according to provider If supplied by Elklan the current fee is £395 plus VAT to include the accreditation fee and the book. The current fee for eLearning courses is £350 plus VAT
Friendship Terrace	Friendship Terrace is a series of sessions to reflect on and teach friendship skills, for children who find making and keeping friendships difficult and for children with an autistic spectrum disorder.	£37
Hello framework (National Literacy Trust)	The Helping Early Language and Literacy Outcomes (HELLO) improvement framework is a quality improvement tool for early years settings who want to improve their communication, language and literacy provision. The self-evaluation framework provides prompts, critical questions and resources to help settings identify their strengths and areas for development.	Requires an account to access free materials £100 per school annually to access premium CPD and resources
Hungry Little Minds (DfE)	DfE Hungry Little Minds provides simple and fun activities for 0-5 year old to increase adult-child interactions. Includes video clips and is broken down into 5 age bands.	Free resources on website
Identiplay	The Identiplay intervention helps children on the autistic spectrum, and those with specific communication disorders, learn to play. Through the use of play scripts, the approach promotes the development of social skills, understanding, imagination and exploration. By learning these skills, the child can enjoy reciprocal play with an adult or peer. The new edition of this popular book includes: - More on developing your own scripts - How to assess the child s current play skills - The adult's role in play - The use of visual/verbal support - New case studies - New scripts - Advice on taking learning outdoors - Links to resources and useful websites A supporting CD ROM contains video clips of the intervention in practice, printable scripts and a PowerPoint presentation to facilitate professional training.	£25

Name	Description	Cost
Intensive Interaction	Intensive Interaction is an approach designed to help develop pre-communication skills such as joint attention through sensory and shared joy activities.	Can be delivered with no resources, but a range of resources can be purchased from £10 - £100
Jabber Jacks	JabberJacks provide a targeted intervention to develop EYFS children's speech and language and through the fun music and physical activities, the sessions also help develop their gross motor skills to an expected level for that age group.	10-week course of Jabberjacks sessions as part of classroom delivery for up to 20 children - £700
Language Builders	Language Builders is a resource that provides detailed advice and activities to promote the communication skills of all primary school children. The resources are accessible to parents, learning support assistants and teachers.	£22
Language for Thinking	Language for Thinking - an approach to develop the verbal reasoning and thinking skills of children aged 4-11 through drawings and written scenarios with questions.	One day training currently £1100 plus expenses
Language Link (Infant)	Infant Language Link can be used to support children (4-8 years old) with mild to moderate language and communication needs and those new to English. The pack contains 500 colourful resources, 12 planned termly language groups, 24 individual teaching plans and 52 handouts for parents.	£425 for first year, £275 subsequent years
Lego Therapy	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic pupils, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, pupils work in groups of three with each participant having a distinct role to build a Lego model collaboratively. A comprehensive guide to setting up LEGO Therapy groups is available to promote social skills in children with autism spectrum disorders and related conditions through group LEGO building.	£10 - £30 for each Lego set Workbook: £14.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Looking and Thinking	Looking and Thinking workbooks to develop verbal reasoning skills. Photocopiable worksheets including illustrations and differentiated question prompts. To support children with delayed language skills or have English as an additional language.	£79 for books 1-5 in print £95 for books 1-5 in PDF
Makaton	A language programme that uses symbols and signs alongside speech.	Products range from £7 - £40 Full collection available for £325
PECS	PECS [Picture Exchange Communication System] - an alternative / augmentative communication system in which simple picture cards are used to communicate simple needs initially but work towards more complex sentence structures.	£65 for training manual Additional products £5 - £50
PODD (Pragmatic Organisation Dynamic Display)	PODD is a book or device that contains symbols and words to support communication between people with complex communication needs and their communication partners (family, friends or teaching staff).	Software bundles to create communication books start from £199
Progression in Language Structures	Progression in Language Structures is a document for identifying how content learning can be built on language structures. Language structures are presented in sentence starters for different text types, for example, the language of explanations and how it can be structured from foundation stage through to Year 6.	£13.99 (excluding VAT)

Name	Description	Cost
Proloquo2Go	Proloquo2Go. Children, teens and adults who can't speak can use this Augmentative and Alternative Communication (AAC) app for iOS as a daily communication tool and to build language skills. From the first time someone opens the app, a few taps are all it takes to start talking to the world.	£250
Quality Circle Time	Quality Circle Time helps pupils to develop their social, attention and listening skills. Additional adult support should be used to support group work (e.g. one adult leading, with another adult supporting the children's engagement).	Range of resources from £5.99-79.95
R-Time	R-Time is a structured programme that builds and enhances relationships for children from Early Years to the end of Primary School.	£75 main manual £3 - £35 for additional resources
Signalong	Signalong is a key word sign-supported communication system. It uses speech, sign, body language, facial expression and voice tone to link between sign and spoken word.	£22 - £60 per vocabulary bundle
Sliding in Technique	The 'Sliding in Technique' is a process that can be used to support a child to talk in front of new people, using a gradual process of the new person 'sliding in'.	Free
Social Communication Fix	Social Communication Fix is a programme that uses scripts and images to aid communication, develops understanding of body language and facial expressions that comes with pre and post assessments.	£75
Socially Speaking	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. It is suitable for 7–11 years and older pupils with SEN.	£20
SULP (Social Use of Language Program)	SULP [Social Use of Language Program] is a framework for personal, emotional and social development from a communication and thinking skills perspective, providing multisensory activity sequences with interactive stories.	Free video links on website
Superflex® A Superhero Social Thinking Curriculum	A Superhero Social Thinking Curriculum provides educators, parents and therapists ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger's syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioural curriculum helps students develop further awareness of their own thinking and social behaviours and learn strategies to help them develop better self-regulation across a range of behaviours. The curriculum works best with primary school children as well as with less developmentally mature older students who respond to visual books.	£47.60
TALC	The TALC (Test of Abstract Language Comprehension) was designed to help speech and language therapists, education staff and the wider workforce to assess and develop the verbal reasoning skills of all under 5s and primary aged children who experience difficulty understanding what is said to them.	£45 plus P&P
Tales Toolkit	Tales Toolkit – Online package of training and resources to develop children's skills in story development and sequencing in small groups.	£800
TalkAbout	Talkabout is a complete programme for developing self-esteem, social and friendship skills.	£10 - £40 per book

Name	Description	Cost
Talk Boost	The Talk Boost KS1 Intervention Pack includes everything you need to run I CAN's interactive, evidence-based intervention for 4-7-year olds. Talk Boost KS1 is a target driven programme for children with delayed speech and language, with proven results.	£500
Talk for Writing	Talk for Writing is a teaching framework that enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.	One day training with a school or small cluster (from 9am to 3.30pm) costs £1250 plus expenses for up to 50 delegates. If numbers exceed 50, then there is an additional fee of £50 per person. A day's consultancy from 9am to 3.30pm costs £850 plus expenses Resources £5 - £30 per book
Talking Boxes	The Talking Boxes resources can be used to make boxes containing items focused around a particular topic or theme. There are session plans and lists of equipment to make up your own personalised box (or a bag if you prefer).	Free download
Talking Maths	Talking Maths is a 10-week intervention programme which targets speaking and listening skills in the context of mathematical language.	EY – KS3 bundle, £45
Talking Points Progress Checker (ICAN)	These Talking Point Progress Checkers have been written by speech and language therapists, based on typical developmental milestones from 6 months – 11 years. Their resources can help you identify signs of a child who is struggling to communicate, and ensure they get the support they need.	Free
TEACCH	The TEACCH approach aims to respond to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.	Free guidance on website
Time to Talk	Time to Talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged 4 - 6 years old. Time to talk contains over 40 sessions which are designed for children who will be seen two to three times each week. The book will also help teachers to develop the basis of interaction with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.	£17 - £25. Workbook available to buy in a variety of places
Toddler Talk (From ICAN)	Toddler Talk - An activity pack to promote communication development of toddlers from 18 months to 3 years old.	£9.99
Topsy Page (Philosophy for Children)	A range of resources to support the development of effective child talk. Topsy also offers a Talk Audit where she will visit your school and analyse child and teacher talk, then provide recommendations.	£300 for a two-day training course Contact for school package prices
Wellcomm	WellComm Early Years and the new WellComm Primary toolkits enable you to identify children needing speech and language support and comes with an age-appropriate 'Big Book of Ideas' providing a total of around 150 instant, play-based activities.	£449 - EY or Primary full set, £799 EY and Primary

Name	Description	Cost
Widgit	Widgit provides a wide range of symbols which can be used to signpost around the classroom environment, for displays and to create visual timetables.	Widgit Essentials Bundle has tiered pricing depending on the number of installations. £289 – 1 installation Up to £1449 for 30 installations
Word Aware	Word Aware is a structured whole school approach to promote the vocabulary development of all children.	One day training currently £1100 plus expenses
Zones of Regulation	Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	Free resources on website Contact Tameside EPS, for further information on their training package and intervention delivery

Sensory and/or Physical

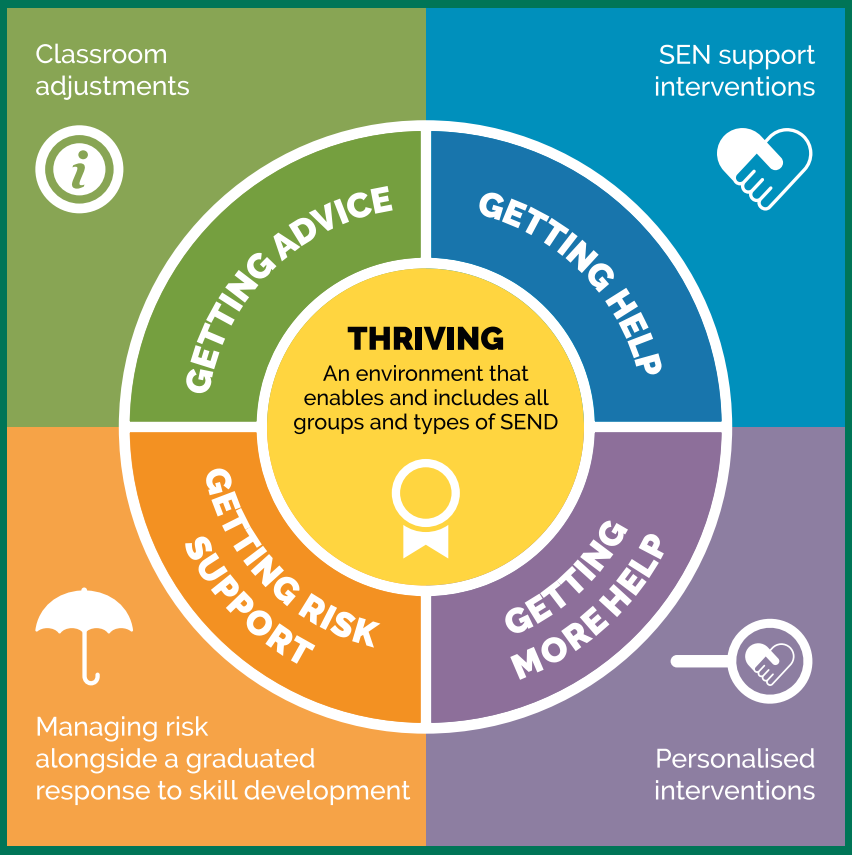
Name	Description	Cost
Approaches to support physical needs	Approaches to support physical needs is a downloadable pdf document from Cheshire East Local Authority providing ideas for physical play activities.	Free downloadable resource on website
Blobble Write	Blobble Write is an app that help young children develop their handwriting skills and learn to write letters and numbers.	£2.99
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Clever Fingers	Clever Fingers are creative activities that have been specifically selected to support children to develop their fine motor skills.	£49-£225 plus P&P
Dexteria Jr.	Dexteria Jr is an app that supports the development of fine motor skills and handwriting readiness through hand and finger exercises. The activities are suitable for children aged 2-6 years.	£3.99
Dough Disco	Dough Disco This free and simple activity involves moulding play dough in time to music such as rolling, squeezing and flattening to develop fine motor skills.	Free
Funky Fingers and Finger Gym	Funky fingers and finger gym encourages the development of fine motor skills and pre-handwriting skills using play activities	Free
Hairy Letters	Hairy Letters is an app for children aged 4-6 years learn the letters of the alphabet and trace the letter shape using their fingers.	£2.99

Name	Description	Cost
Keyboarding Without Tears	Keyboarding Without Tears is a programme that teaches pre-keyboarding and keyboarding skills to children.	Resources range from $13.80-$26.34
Motor Skills United	Motor Skills United was developed by Stockport Children's Occupational Therapy Service and consists of 70 large and small room activities to support the development of fine and gross motor skills.	£59.94 inc. VAT
Move 'n' sit or disc 'o' sit	Move 'n' sit/ disc 'o' sit wobble cushions help to improve sitting posture and attention and concentration.	£22.99
Physical Literacy	Physical Literacy is a way of describing the movement skills that a child develops. Ideas for activities and different skill areas are included.	Free
Ready Steady Write	Ready Steady Write is a free Occupational Therapy programme to support children to improve their ability to produce fluent, spontaneous and legible handwriting.	Free
Squiggle Whilst You Wiggle	Squiggle Whilst You Wiggle is a Kinaesthetic approach to stimulate early writing.	£36
Write Dance	Write Dance incorporates music and dance to develop the skills needed for handwriting.	Books range from £30.99-£31.74 Training packages range from £395 to £850
Write From the Start (Teodorescu Perceptuo-Motor Programme)	Write From the Start (Teodorescu Perceptuo-Motor Programme) contains over 400 graded activities to support perceptual and fine-motor development.	£34.99

Tameside Metropolitan Borough

SEND Children Thrive
Matching Provision to Need

Main Thrive Tool Key Stage 2



SOCIAL, EMOTIONAL, MENTAL HEALTH

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Use effective assessment tools to identify an overall profile of emotional wellbeing at the whole school and classroom level, for example, from those that have been identified as effective measures for schools to use from the Education Endowment Foundation. Arrange relevant training for school staff from external support services where needed including attachment/ trauma, resilience and whole staff training re. Mental health e.g. Emotionally Friendly Schools. Consider preferred learning style (e.g. visual, kinaesthetic) and motivational levers (e.g. link learning task to interests, a break following task completion) for children when differentiating. Consider environmental factors such as classroom organisation, seating and group dynamics. Put in place clear boundaries and routines, supported by visuals, e.g. visual timetables, now and next boards and visual classroom rules. Implement a transparent system of expectations (flexibly applied dependent on need, e.g. reasonable adjustments), which is consistent across staff.	Consider the use of effective assessment tools to measure and demonstrate the impact of an intervention or programme over time. Tools will be dependent on the intervention used/ goal to be achieved – see sections below for specific examples. Obtain and record child's views through pupil voice activities, e.g. Blob Tree. Obtain and record parental information and views. These can include questionnaires, parents' evenings, assemblies and social media forums. Consider the following whole-class/ group-level emotional well-being interventions: • Coping Power. • Pyramid Club. • FRIENDS Programme. • Nurture groups. • S.S. GRIN. Consider the use of accredited school-based counselling providers. https://www.gov.uk/government/publications/counselling-in-schools	Use appropriate assessments to identify difficulties early, establish a greater understanding of the child's needs and inform appropriate referral to other services. Set realistic targets and review termly in collaboration with the Special Educational Needs and Disability Co-ordinators (SENDCo), teaching staff and the child/parents/carers where appropriate. For example, use Individual Education Plans (IEPs), child profiles, behaviour support plans. Consider risk and protective factors to provide a profile of the child, e.g. BOING BOING. Implement appropriate interventions for children with specific individual needs, e.g. anxiety-based difficulties and attachment difficulties (examples are provided under specific needs below).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Invite selected parents to participate in the Incredible Years course. Build community relationships, e.g. hold parent mornings. Create a safe and happy playground in collaboration with stakeholders, e.g. children, staff. The EPS has experience of research into playground projects and can offer guidance and support (speak to your school link EP). Other whole school approaches may include: • Kagan structures for collaborative learning. • Opportunities for daily mindfulness. • Use of Emotion Coaching techniques (see EPS for more details). • Go Noodle (movement breaks). • Team Teach training/strategies. • Provision of a nurture group. • Access to safe spaces/ calm areas. • Post box for children to post their name and worry, to be picked up by learning mentor. • Use of worry monsters.	Observe and record the child's presentation (e.g. using an ABC – antecedent, behaviour, consequence – chart or STAR - situation, Trigger, Actions and Rewards/Avoidance) across a range of varied contexts/times during the school day to understand whether need is contextual/situational and to inform possible strategies.	Key adult support at specific times that have been identified as challenging for the child, e.g. unstructured times. 1:1 time to build up a relationship between a child and key adult to be built into the child's timetable. Key adult characteristics: nurturing yet able to hold firm boundaries, resilient, patient, empathic and able to seek and accept support from another adult. The key adult should be part of the team around the child, kept informed of their targets and the provision in place to meet these. Explore possible emotionally based non-attendance and establish a process for how to support children and families. (Contact Educational Psychology Service for further information). Refer to relevant external agencies, e.g. BLIS, Educational Psychology Service, Child and Adolescent Mental Health Service, Virtual School Team. Use the Plan-Do-Review process to monitor the child's progress, alongside any external agencies' advice, whilst collating evidence of the impact of the strategies being used (refer to 'Best Practice Walkthrough' document). Where the child has an Education, Health and Care Plan (EHCP), refer to described outcomes and provision and implement. Continue to use the Plan-Do-Review process against the specified outcomes and provision. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan (refer to 'Best Practice Walkthrough' document). Continue to request and act on advice from external agencies as necessary.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Relationships	Identify and complete appropriate assessments to establish a greater understanding of the whole class/ whole school's needs, for example: • Kidscreen. Use turn-taking games and co-operative learning activities during subject lessons. Adopt a planned PSHE curriculum that involves whole class discussion and activities that explore different relationships, e.g. Quality Circle Time, Philosophy for Children. Implement No Outsiders - a whole school approach to inclusion. Access to Mental Health First Aid training for staff to support their understanding of fostering positive peer relationships. Consider implementing Restorative Justice Practice to prevent conflict, build relationships and repair harm by enabling people to communicate effectively and positively. Provide access to supervision and training to encourage staff to reflect on their current practice within their school environment, e.g.trauma-informed practice. The EPS can also support with this.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs and inform group interventions, for example: • Boxall Profile. • Child and Youth Resiliency Measure. • The Strengths and Difficulties Questionnaire (SDQ). • Emotional Literacy Assessment Offer small group interventions to promote positive peer interactions including: • Time to Talk. • Circle of Friends. • FRIENDS Programme. • S. S Grin. • Nurture Groups.	In consultation with relevant outside agencies (e.g. BLIS, EPS), provide 1:1 tailored intervention planned to enable the child to meet specific targets in relation to peer integration/friendships. Identify and complete appropriate assessments to establish a greater understanding of the child's needs and inform individual intervention: • Emotional Literacy Assessment.
Social awareness and understanding	Provide planned opportunities to learn and practise social and emotional skills during structured activities, e.g. role playing. Use stories and other stimuli that generate problem solving around different social situations, modelling and practising the use of skills.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs and inform group interventions, for example: • Social Skills Improvement System (SSiS).	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Emotional Literacy Assessment. • Blob Tree

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social awareness and understanding	Ensure preparation for changes to activities/ routines/staffing. Provide a plan and support for unstructured and/or transition times. Utilise visual timetables/schedules. Use role play/verbal rehearsal before activities to reinforce behavioural expectations and reduce anxiety. Implement 'Talk Time', a timetabled opportunity to discuss PHSE related topics, news, class concerns, etc.	Promote interaction with a child's peer group through small group interventions: • Socially Speaking. • Lego Therapy.	Use personalised Social Stories (Carol Gray) to reaffirm appropriate behaviour in specific situations according to the needs of the individual child. Use Comic Strip Conversations to reflect on real-life events and consider alternative ways of responding.
Emotional Awareness, Understanding and Regulation	Create a calm, positive and nurturing classroom environment. Embed whole class approaches to teaching emotional regulation strategies e.g. Go Noodle. Observe and record 'impact on learning' (using a behaviour log, if appropriate) across a range of contexts across school day to understand whether need is contextual/situational and to inform strategies needed. Use emotional validation strategies when a child is upset, angry or distressed, e.g. Emotion Coaching approach. Discuss and model feelings and emotions often, using a wide vocabulary of feelings and emotions words. Create displays focused on developing emotional vocabulary.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Boxall Profile. • The Strengths and Difficulties Questionnaire (SDQ). • Stirling Children's Wellbeing Scale. • Superflex Programme. • Blob Tree. Offer small group support to develop skills related to emotional regulation and emotional literacy e.g. recognising and labelling emotions, self-calming techniques. Use appropriate emotional awareness and regulation workbooks or programmes within individual or a small group, such as: • Think Good, Feel Good. • Starving the Anxiety Gremlin. • Starving the Angry Gremlin. • 'No worries' programme.	Work with a group of key staff to identify the individual profile of the child to gain an understanding of their individual triggers, observable behaviours, as well specific escalating and de-escalating adult responses. An example of this might be the RAMP (Reducing Anxiety Management Plan). Contact Educational Psychology Service, for support with implementing this. Assign a key adult/ team of adults for daily check ins. Teach self-calming techniques, such as breathing, visualisation or repetitive, soothing or calming activities (colouring, play dough, theraputty). Ensure access to these activities at all times through use of a 'calm box'. Use gentle praise when self-calming strategies are attempted, even if unsuccessful. Use the Incredible 5-Point Scale to aid emotional self-regulation. Adults to understand the arousal curve and the arousal continuum to support the child.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Emotional Awareness, Understanding and Regulation			Utilise specialist therapeutic interventions, e.g. play therapy, art therapy. Reintegration to class/school following therapeutic work needs to be managed sensitively and appropriately. Utilise Restorative Justice interventions for conflict resolution. Consider the child's individual sensory profile with interventions planned in line with this. Provide movement breaks for those with sensory needs.
Self-esteem/self-efficacy	Embed a whole class growth mindset approach coupled with effective differentiation. Embed whole class activities that encourage identification of strengths e.g. creating visual reminders of their strengths through posters, certificates, stickers and other visuals. These can be collected in a 'Good to be Me' or 'All about Me' book. Utilise resilience-based frameworks and interventions such as the Boing Boing Framework, Resilience Doughnut. Identify and complete appropriate assessments to establish a greater understanding of the whole class/ whole school's needs, for example: • Pupils Attitudes to Self and School (PASS). Offer opportunities for children to take on jobs and responsibilities in class and school.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example, the Boxall Profile. Offer small self-esteem groups as a supportive way of building children's confidence and self-esteem. Plan out self-esteem building exercises as part of a group to enable children to receive positive messages and acceptance from one another. Self-esteem building programmes can be used e.g. Cool Connections, Pyramid Club. Ideas for activities can be found within Emotionally Friendly Schools and an intervention package is available on the ELSA support website.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Multidimensional Students Life Satisfaction Scale (MSLSS). • Social Skills Improvement System (SSiS). Assign a key adult/team of adults to provide daily opportunities for the child to talk through success and achievements experienced that day. Provide daily opportunities to spend time identifying and building on strengths with an adult, on a 1:1 basis. E.g. make a strengths jar, use the Finding hidden treasures approach (Ioan Rees, 2005) using strengths cards.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Reducing anxiety	Use whole class approaches to teaching emotional regulation strategies, e.g. Zones of Regulation, cosmic kids yoga, peer massage, calm boxes. Use stories and therapeutic metaphors to teach about feelings and normalise feelings of anxiety, e.g. Margot Sunderland books. Explore negative thinking styles as part of PSHE curriculum, as well as strategies to challenge these. Practise calming strategies as a class routinely, particularly after a transition from break or lunch, e.g. colouring or mindful breathing exercise. Embed growth mindset as a whole school approach. This could be done by creating posters that are displayed in classrooms and around the school and having regular assembles and PSHE lessons that focus on developing a growth mindset, for example celebrities or inventors who failed many times before succeeding.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • The Strengths and Difficulties Questionnaire (SDQ). Consider Cognitive Behavioural approaches to group work provided over specified period of time e.g. • Think Good Feel Good. • Cool Connections. • Starving the Anxiety Gremlin. • Starving the Anger Gremlin. • FRIENDS Programmes. Implement Pyramid Club.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Schools and Students Health Education Unit (SHEU) surveys. Offer a daily check in for children with a key adult/ team of adults. Allow engagement with a neutral task or complete an assigned 'job' at school to reduce feelings of anxiety. Work with a group of key staff to identify an individual profile of the young person to gain an understanding of their individual triggers, observable behaviours, as well specific escalating and de-escalating adult responses. An example of this might be the RAMP – Reducing Anxiety Management Plan (contact Educational Psychology Service for further information).

COGNITION AND LEARNING

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Creating a supportive learning environment- e.g. 'help box' with appropriate resources in each classroom; folders in classrooms (on tables) containing resources such as word mats; using off-white paper (not black text on white paper); colour coding/ dyslexia friendly environment; working walls and purposeful displays (e.g. key vocabulary); prompts/ reminders/ 'to do' lists; seating selection; visual cues and timetables; timed rewards and consequences; changing visuals (e.g. Smart boards – changing images, clips, texts and colours); brain breaks. Differentiation- e.g. task sheets; providing PowerPoint printouts; timers; breaking down skills; understanding of 'small steps' approaches; targeted questions at different levels. Scaffolding of work- e.g. task plans; word banks; sentence starters; writing frames. Promoting independence- e.g. scaffolding; timers; visuals; sharing expectations; work pitched at pupils' level; effective deployment of support staff; offering mediation at a lower level first before increasing, where necessary (See Getting Help column).	Further assessment of need through observation, collating assessment data, and gathering the views of staff, parents/ carers and pupils, following a graduated approach and assess-plan-do-review-learn cycles. Awareness of pupils who may benefit from additional support at the acquisition and fluency stages of the learning hierarchy (e.g. strategies such as pre-teaching of key concepts/ vocabulary and increased repetition and over-learning with opportunities to revisit concepts more frequently). Facilitate learning activities in smaller and targeted groups, in limited distraction environments where possible. Individual and/ or small group interventions with appropriate pre- and post- measures to evaluate progress (examples of specific Literacy and Numeracy interventions are suggested below); good starting points for finding out about evidence-based interventions, programmes and approaches are: • The Education Endowment Foundation's Teaching and Learning Toolkit and Language and Literacy and Mathematics projects.	Use appropriate assessments to identify difficulties early, establish a greater understanding of the pupil's needs and inform appropriate referral to other services. Over rehearsal of information to enable pupils to progress through the hierarchy of learning (see General section) e.g. Precision Teaching (PT) intervention. PT intervention is suitable for those who struggle with working memory difficulties and retaining information and is used as an intensive 1:1 intervention. Higher levels of mediation during tasks (see Getting Help). Obtain and record pupil's views through pupil voice activities. Obtain and record parental information and views through questionnaires, parents' evenings, assemblies and social media forums. Use of plan-do-review-learn processes to monitor progress and plan individual support.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Staff approaches- e.g. peer observation, joint planning and support (e.g. triad delivery model); chunking verbal instructions. Multi-sensory teaching methods. Repetition of concepts and skills- e.g. pre-teaching vocabulary; address misconceptions the same day; retrieval practice (last session/ last week/ last topic/ last term); bridging new content and skills with prior learning (e.g. 'where have we seen this before?') Provide staff and peer feedback that is specific, clear and accurate; which focuses on improvement from previous work; and which supports effort and perseverance. Arrange relevant training for staff from external support services, where needed. Staff awareness of the the learning hierarchy to support their understanding of the stages involved in developing a skill and identifying which stage pupils have reached/ where additional support to progress may be needed: • Acquisition (being introduced to a task, such as recognising a phonic sound, and recognising initial components. Focus is on accuracy and getting it right, rather than speed or use of concepts to problem solve). • Fluency (practice phase and becoming familiar with the task; starting to focus on speed as well as accuracy (e.g. identifying sounds more quickly and automatically). Individuals will make different rates of progress).	• Evidence 4 Impact – an independent service that supports educators in using evidence-based practice in order to improve outcomes for children. • The Early Intervention Foundation guidebook – provides information about early intervention programmes that have been evaluated and shown to improve outcomes for children and young people (including the 'Enhancing school achievement and employment' outcome). Different pupils will require different types, levels and intensity of adult mediation (approaches and strategies used to support during tasks and activities) to maximise their learning of specific skills and to promote increased levels of independence. The focus of mediation may include: • Regulation of behaviour (finding out what helps the pupil to manage behaviours associated with learning such as attention, impulsivity and distraction); • Rule teaching (helping and encouraging the pupil to find and apply rules); • Insight (helping the pupil to use 'what works' and apply these tactics to new and novel situations - generalising); or • Sequencing (helping the pupil to respond in an organised and sequenced way). Modes of mediation may include: • Focusing (directing and maintaining attention to a task using prompts such as gesture or verbal and visual cues); • Motor (drawing, moving objects into pupil's line of sight, hand over hand guidance);	Create individual education plans (IEPs) or similar and adapt termly, with progress against targets routinely reviewed by the Special Educational Needs Co-ordinator (SENDCo), relevant staff and child/ parents/ carers. Ensure that any Teaching Assistants (TAs) involved with the pupil understand the purpose of the IEP or group plan and support the pupil to achieve their targets. School staff, SENDCo, parents/ carers and pupil to continue to liaise on a regular basis – a minimum of three meetings with parents within a 12-month period. Refer to external agencies for further support around learning and factors which may impact children's progress (e.g. Educational Psychology Service (EPS), Speech and Language Therapy (SALT) service, Equality Multi-cultural and Access Team (EMAT), Tameside Pupil Support Service, Behaviour for Learning and Inclusion Service (BLIS) Target Setting: • Actionable. • Language accessible. • Joined up across services. • Match targets to child passport. • Individualised and meaningful transition process. Joint objectives planning and target setting involving other agencies as needed; reports should feed into provision map.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	• Mastery (task is fully learnt and feels like 'second nature'; pupil has developed a level of proficiency which is not affected by new learning or periods of time without practicing the skill, such as being able to recognise a phonic sound over time). • Generalisation (mastered task is now used in other situations; with instruction, the pupil applies the skill with novel materials or under different conditions, such as applying phonics sounds to reading a book with some help. Learning is less prescribed and reinforcement can take place through everyday experiences, enabling simple problem solving). • Adaptation (the mastered skill is fully generalised and the information can be used in novel ways and for more complex problem solving, such as applying phonic knowledge to new words. Specific instruction in complex or new situations isn't needed and the pupil can ask themselves what skills or knowledge they might need to solve the problem). Use effective assessment and monitoring tools to identify all pupils' learning levels and track progress, e.g.: • B Squared assessment – broken down into lesson steps to reduce gaps. • Learning Ladders assessment framework. • Comparison and analysis of special pupil attainment (CASPA). • Meaningful moderation of assessment.	• Verbal (using instructions to guide and direct through questions, step-by-step instructions and feedback on what has gone well). Mediation should begin at the lowest level needed for the pupil; some will need to begin at a higher level than others. Mediation progresses from higher to lower levels as follows: • Hand over hand guidance. • Modelling with initial guidance which is gradually faded. • Modelling the task using specific examples of rules, concepts and strategies. • Pointing out general characteristics (but not task-specific). • Asking for further applications of previously used strategies. • Teaching how to select appropriate strategies using previous input from mediation. • Pupil applies previous strategies and rules with increasing flexibility. • Previous mediation internalised and fully self-regulating.	Where a child has an EHCP: • Refer to described outcomes and provision and implement. • Continue to use the Plan-Do-Review-Learn process against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan'. • Regularly update with strategies as they are tried. • Complete Annual Review of EHC Plan. • Continue to request and act upon advice from external agencies, as necessary. • Carry out and review assessments, as advised by external agencies.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Establish good links with home to support learning, e.g.: • Ensure that the curriculum is accessible for parents so they can help their children. • Online homework support systems so pupils don't have to write things down. • Where possible, support parents to access similar resources to the ones accessed in school. For example, a school license for Clicker8 also allows parents to access the resource at home for free.		
Thinking Skills	Employ strategies to develop pupils' metacognition and self-regulation (i.e. the ability to monitor, direct and review their own learning, through explicitly thinking about their own learning, setting goals and evaluating progress) and executive function skills (these are a set of skills and mental processes that develop throughout childhood and adolescence, which support pupils to self-regulate, initiate, attend to and persevere with activities successfully). Explicit teaching of metacognitive strategies, following the seven-step model: 1. Activating prior knowledge. 2. Explicit strategy instruction. 3. Modelling of learned strategy. 4. Memorisation of strategy. 5. Guided practice. 6. Independent practice. 7. Structured reflection. Organise and structure classroom talk and dialogue, including 'Socratic talk', talk partners and debating.	Targeted observation of pupils' executive function skills in the classroom, including: self-regulation/ inhibition control, working memory, sustained attention, task initiation, planning/prioritising, organisation, time management, persistence and flexibility. Use of observational data and targeted assessment to clarify strengths and needs (e.g. Working Memory Rating Scale (WMRS) / Automated Working Memory Assessment). Promote dialogic teaching, which emphasises classroom dialogue through which pupils learn to reason, discuss, argue, and explain. Further promote and embed metacognitive talk when working in smaller groups (i.e. explore thinking around a task, how to plan, prepare and use strategies to approach a task with pupils and ways to monitor levels of understanding).	For pupils with complex needs, assess key skills and engagement through structured observation (e.g. using The Engagement Profile and Scale) in order to create personalised learning pathways. Access to targeted intervention (e.g. practising self-organisation skills, or supporting working memory, Cogmed, Jungle Memory, Lucid Memory Booster), based on clearly identified needs with pre/post measures to monitor progress and impact. Bridge intervention strategies into the general classroom environment. Access to individualised intervention, linked to IEP targets, based on the principles of distributed practice and overlearning (e.g. daily Precision Teaching), with support to apply learning in context. Use of individualised strategies, embedded within daily provision, to support pupils' rehearsal, recall and organisation of information (e.g. voice recorders, comic strip apps, video).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Thinking Skills	Teacher modelling of own thinking and understanding at a whole-class level (e.g. modelling self-talk when preparing for a task, making mistakes or monitoring reading comprehension). Provide sensitive levels of challenge and mediation based on the pupil's needs, promoting independence as a learner where possible. Whole-class input using visual and auditory cues to support attention and listening. Reduce load on working memory –break instructions down into chunks, offer repetition and visual cues. Use whole-class initiatives which also improve memory and recall skills (e.g. Talk for Writing). Use of visual organisation strategies at a whole-class level - structured task plans, writing frames or use of colour coding system [red- task done; amber-current; green-to do], and visual timers. Use of visual displays and posters for key information in the classroom. Provide examples of the expected outcome of a task ('What a good one looks like' [WAGOLL]). Use of multi-sensory learning opportunities and access to concrete apparatus across the curriculum (e.g. cubes, counters, number lines, spelling or word mats). Use of spaced learning (content/topics which are taught and revisited at spaced intervals) at a whole-class level.	Use of technology and ICT-based resources to support planning, organisation and retention (e.g. voice activated software, talking tins/post cards, Clicker 8). Provide explicit instruction and targeted goal-setting with individual pupils/groups around key skill areas (e.g. self-organisation or basic time management). Use clear, visual organisation aids on an individual basis (e.g. task boards). Small group interventions to develop targeted skills (e.g. access to small group sessions to practise attention and listening skills, working memory: Cogmed /Jungle Memory/ Lucid Memory Booster). Complement computerised interventions with strategy-based practice within the classroom, explicitly highlighting strategies used to recall/ retain information.	For pupils with complex needs, assess key skills and engagement through structured observation (e.g. using The Engagement Profile and Scale) in order to create personalised learning pathways. Access to targeted intervention (e.g. practising self-organisation skills, or supporting working memory, Cogmed, Jungle Memory, Lucid Memory Booster), based on clearly identified needs with pre/post measures to monitor progress and impact. Bridge intervention strategies into the general classroom environment. Access to individualised intervention, linked to IEP targets, based on the principles of distributed practice and overlearning (e.g. daily Precision Teaching), with support to apply learning in context. Use of individualised strategies, embedded within daily provision, to support pupils' rehearsal, recall and organisation of information (e.g. voice recorders, comic strip apps, video).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Thinking Skills	Teach and model working memory strategies (information rehearsal, chunking information, use of visual imagery, and creating narratives/stories to remember information). Use of frameworks and mnemonics, displayed visually, to support pupils to plan and review their work (e.g. Plan, Organise, Write, Edit and Review- POWER; Capitalise, Organise, Punctuate, Spell check- COPS). Whole-class intervention around memory and recall strategies (e.g. Lucid Memory Booster).		
Literacy	Use of evidence-based approaches to teaching literacy (e.g. Education Endowment Foundation Improving Literacy in Key Stage 2 guidance report). Collaborative learning and peer tutoring approaches (e.g. Paired Reading, Cued Spelling). Reading buddy/ peer support/ joint learning. Kagan Structures and mixed-ability groups. Class literacy programmes which can be differentiated for individuals e.g.: Achieve 3000 (KidzBiz3000 for KS2) – a family of online literacy interventions to improve reading, writing and critical thinking skills. Whole class engagement with an appropriately pitched non-fiction text about a particular issue each day (reading, answering questions, giving opinions and linked writing task). Ensure that Literacy skills are embedded throughout the curriculum (e.g. SMSC lessons).	Assessments of skills to inform support and intervention plans, e.g. whole school dyslexia screen and SALT assessments; bench marking with in-depth assessments (e.g. York Assessment of Reading for Comprehension YARC). Peer support (e.g. Year 6 – teaching younger pupils). Pair up lower attaining pupils to read with younger peers in the school. Resources to support literacy skills for individuals/ small groups, e.g. reading and spelling squares, TTS resources. Targeted 'basic skills' time work and small-group support for pupils struggling with Literacy skills e.g.: • Read, Write Inc. Fresh Start acts as a catch-up intervention for children in KS2/3, beginning with systematic teaching of phonics and moving on to improving reading fluency and comprehension. • Optima Reading programme.	Interventions to develop literacy skills, based on principles of repetition and over-learning, with support to generalise skills (e.g. Precision Teaching, Toe by Toe). Very small group/ paired/ individual interventions to develop literacy skills, e.g.: • Word Shark. • Acceleread, Accelewrite. Access to resources such as aurally encoded dictionaries.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Literacy		• Small guided reading or Reciprocal Teaching groups. • Rapid Reading books, Project X, Immersive reader. • Fine motor groups for writing skills. Use of structures to support engagement and motivation (e.g. incentive boards, work then reward format). Access to technology and interventions such as: • Nessy, • Clicker 8, • Spelling Shed, • IDL Literacy, • Lexia, • Accelerated Reading, • Boosting Reading@Primary, • Reading Wise, • Project X Code. • Listening book subscription, audio books from the library. • Recording software – Ipads. Online learning software that the pupil can access without adult support e.g. IDL, Dyslexia Gold). Reading Boosters, e.g.: • Moondog. • Magic belt.	
Numeracy	Use of evidence-based approaches to teaching Mathematics (e.g. Education Endowment Foundation Improving Mathematics in Key Stages 2 and 3 guidance report).	Use of appropriate assessments to identify strengths and areas of need, in order to target intervention. This may include standardised assessments (e.g. Sandwell Numeracy test) as well as formative, criterion-referenced and curriculum-based assessments such as Precision Teaching baseline probes. Peer support (e.g. Year 6 – teaching younger pupils).	Very small group/ paired/ individual interventions to develop numeracy and underlying skills, e.g.: • Working Memory Plus Arithmetic (WM+) – trained TAs work 1:1 with a Year 3 child for 30 minutes followed by 30 minutes of independent related online games. 10 sessions –5 cover working memory, 5 cover arithmetic.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Numeracy	Collaborative learning and peer tutoring approaches (e.g. Paired Maths– an approach where a 'tutor' and 'tutee' jointly work on Maths questions using a framework of understanding the question, finding an answer and finishing the question by reflecting on what they have done and linking to previous learning). Ensure that Mathematical skills and learning are embedded throughout the curriculum (e.g. SMSC lessons).	Small group interventions to develop numeracy skills, e.g.: • FirstClass@Number – trained teaching assistant delivers up to 30 half-hour sessions to a group of up to 4 children, alongside normal class Maths lessons. • Mathletics. • Numicon: Breaking Barriers pack • Plus 1/Power of 2.	• Interventions to develop numeracy skills, based on principles of repetition and over-learning, with support to generalise skills (e.g. Precision Teaching, Plus 1). More specialised interventions, e.g.: • Numbers Count 1 – a specially trained teacher gives individuals or small groups at least 3 x 30 minute lessons for a term. Sessions are planned for individuals based on initial assessments, with a focus on number and calculation.

COMMUNICATION AND INTERACTION

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
Language development	Staff have an awareness of Speech Language and Communication and how this presents in the classroom, free training 'An Introduction to Speech Language and Communication' is available from The Communication Trust. Staff to understand age appropriate skills using checklist such as the free Universally Speaking Age 5-11 checklist, available from The Communication Trust. Set tasks and activities throughout the day/ week which focus on supporting language use and understanding, for example, 'No Pens Day Wednesdays'. Identify designated Communication Champions or Leads. Use of environmental checklists to evaluate whether the space supports communication and interaction, such as the free Communication Friendly Environment Checklist from the Communication Trust.	Increase observations to understand how the child communicates, with who and where do they communicate best, what their strengths and interests are, and how these can be used to encourage engagement in activities. Monitor how the child responds to your communication with them and whether they follow the words you are saying and/or the gestures you are using. Plan and adapt tasks and activities to take account of the child's individual communication needs. Provide frequent practice to develop communication skills through recall and repetition. Develop close home and school links to ensure strategies are used across both environments to support the generalisation of skills. Use of resources such as the Communication Trusts 'Communicating the Code' to support children with identified communication and interaction needs. Access additional staff training on supporting children with specific communication and interaction needs (e.g. Speech and Language Therapist, Educational Psychologist).	Multi-agency assessment to identify persistent and complex needs. Provide access to assessment and advice from external services such as Pupil Support Service, Speech and Language Therapy and the Educational Psychology Service, to tailor programmes and activities to support their speech and language development, including attention and listening skills and social skills. School staff to deliver and support daily, individualised, targeted intervention, based on support and guidance from external services. Certain interventions may require specialist training from the Speech and Language Therapy Service Black Sheep provides resources for teachers and speech and language therapists working with children with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN). Use the Plan-Do-Review process to monitor the child's progress, alongside any external agencies' advice, whilst collating evidence of the impact of the strategies being used (refer to 'Best Practice Walkthrough' document).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Language development	Early identification of Speech Language and Communication Needs (SLCN), for example using identification tools such as the WellComm (WellComm Early Years and the new WellComm Primary toolkits enable you to identify children needing speech and language support, and come with an age-appropriate 'Big Book of Ideas' providing a total of around 150 instant, play-based activities). Use of specific screening tools, such as the free ICAN Talking Point Progress Tracker. These free Progress Checkers have been written by speech and language therapists. They are based on typical developmental milestones from 6 months to 11 years. Their resources can help you identify signs of a child who is struggling to communicate, so you can ensure they get the support they need. Use of resources from Schools The Royal College of Speech and Language Therapists website	Access additional staff training on supporting children with specific communication and interaction needs (e.g. Speech and Language Therapist, Educational Psychologist). Access additional staff training to support key adults to understand and respond to behaviours associated with communication and interaction difficulties (e.g. frustration at not being able to communicate, distressed behaviours as a result of not understanding spoken instructions of expectations). Additional support is in place to develop emotional vocabulary and emotional expression using visual and real-life situations (e.g. use of feelings visuals, scales or 'feelometers'). ELKLAN - accredited courses for education and other staff working with those with speech, language and communication needs. Provides staff with an in-depth knowledge and understanding of a range of practical ideas and skills to deliver a range of small-group, targeted interventions. (Elklan Trained TAs).	Where the child has an Education, Health and Care Plan (EHCP), refer to described outcomes and provision and implement. Continue to use the Plan-Do-Review process against the specified outcomes and provision. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan (refer to 'Best Practice Walkthrough' document). Continue to request and act on advice from external agencies as necessary. Access Arrangements allow children with special educational needs to access assessments (e.g. SATs) without changing the demands of the assessment. This may include allowing extra time, providing a scribe or having a reader. These may need to be applied for in advance by the school; check the gov.uk guidance for more information. Further resources Raising Awareness of Developmental Language Disorder (RADLD) gives free information and fact sheets about Developmental Language Disorder (DLD), as well as a range of helpful resources. Afasic produces free downloads with vital information for parents and professionals about talking, understanding language and getting the right help. They offer free downloads, free parent support days and workshops, and useful links to mobile apps and other support.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Language development		Elklan Language Builders Resources from ELKLAN are practical books which provides detailed advice and activities to promote the speaking and listening skills for Key Stage 2 children. Regular communication groups, working on speech and language skills on a frequent basis with a small group of children. It can be helpful to include good role models alongside children who need additional support (with support from a Speech and Language Therapist as needed). Certain interventions may require specialist support/ training from the Speech and Language Therapy Service (e.g. Vocabulary training).	British Stammering Association A range of information, resources and advice to support those with a stammer, as well as their families and carers. The website includes recommended therapies and courses, as well as 'Everyday Tips' and apps and devices. Michael Palin Centre for Stammering offers a range of support services for children, young people and parents and training courses for professionals.
Receptive Language	A communication friendly classroom offering focused support and prompts/cues from adults to supplement children's understanding and participation in activities. These cues should be multi-sensory. For example: visual (e.g. signs, objects and symbols), audio (e.g. songs), and smell (e.g. spraying different scents on different days of the week). Creation of 'communication friendly space/s' (Elklan accreditation), including checking the acoustics of the classroom, having designated quiet spaces or talking areas (such as 'Talking Tables').	Provide a classroom that uses a range of teaching and learning styles with emphasis on use of gestures, key visuals and concrete examples to support spoken language. Provide more time to respond to questions (e.g. 10-second rule) and to complete multi-step tasks. Check the children's understanding by asking them what they need to do after they have been told. Support their understanding of multi-step activities using task plans/lists/visuals. Staff are mindful of how lesson information is communicated. For example, a key word list to have lots of visuals, use of a personalised visual dictionary.	Total Communication environment that uses a range of teaching and learning styles with emphasis on use of visuals and concrete examples to support spoken language (e.g. Objects of Reference, signing and key visuals). Additional differentiation and scaffolding of tasks, which may require individualised planning for much of the day or 1:1 support for specific tasks. Multi-agency assessment to identify persistent and complex needs (e.g. access advice from external services such as Pupil Support Service, Speech and Language Therapy and the Educational Psychology Service), to tailor programmes and activities to support their speech and language development, including attention and listening skills and receptive language skills.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Receptive Language	Daily routines are clear and predictable. Visual Timetables/written schedules and classroom rules are clearly displayed. Ensure visuals related to past events are removed from the child's sight (e.g. take down pictures of activities as they are completed or use a clear marker to indicate where you are in the daily routine). Prepare children in advance for any changes. Equipment is labelled with photographs or pictures. Twinkl, Boardmaker and Widgit provide a wide range of pictures and symbols that can be used to signpost around the classroom environment, for displays and to create visual timetables. Be consistent in symbol use, e.g. avoid using Twinkl picture for one symbol and Boardmaker for another. Adults model good looking and listening behaviours and support these with visuals and use of specific praise when children demonstrate these behaviours. Break down the amount of information provided at one time into smaller chunks (e.g. break up multi-step instructions and deliver 1 or 2 at a time and/or support visually). Encourage the children to recognise when they have not understood something and discuss self-help strategies to solve this (e.g. asking a peer, asking an adult, three Bs before me, etc).	Display question prompts on the wall for school staff to initiate communication. For example, using the BLANK (Language of Learning model (A child is operating at a specific level when they can answer at least 80% of questions at that particular level): • Level 1 Naming (language demands rely on teaching materials, e.g. objects/pictures) • Level 2 Describing (language relates to teaching materials, e.g. objects/pictures) • Level 3 Retelling, (language has less emphasis on the teaching materials) • Level 4 Justifying and Problem Solving (language is more advanced than the teaching materials). TALC is based on the Blank Level model and helps to assess and develop the understanding and verbal reasoning skills of all primary-aged children who experience difficulty understanding what is said to them. TALC assess the verbal reasoning skills of pupils aged 11 and over. Draw upon small group programmes to develop listening and receptive language skills, for example: Talk Boost KS2 an intervention for children with delayed language. It is a targeted programme for children between the ages of 4 and 7. It is delivered in the school setting by teaching assistants and aims to improve children's core language skills and attainments.	School staff to deliver and support individualised targeted interventions, based on support and guidance from external services. Certain interventions may require specialist training from Speech and Language Therapists. Black Sheep provides resources for teachers and speech and language therapists working with children with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN). Blacksheep Inference and Reasoning Resource is designed to develop inference and reasoning skills in children at Key Stages 1 and 2. It includes 24 colour pictures and a set of related questions for discussion. Access Arrangements allow children with special educational needs to access assessments (e.g. SATs) without changing the demands of the assessment. This may include allowing extra time, providing a scribe or having a reader. These may need to be applied for in advance by the school; check the gov.uk guidance for more information.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Receptive Language	Introduce and display new vocabulary as it is introduced as part of topic work/ theme for the term. Teach pupils self-support strategies to help them to follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist). Word Aware is a structured whole school approach to promote the vocabulary development of all children. Try to avoid use of non-literal language (e.g. idioms and sarcasm) and explain any abstract concepts in as concrete a way as possible (e.g. with pictures, diagrams or objects).	Junior Language Link an intervention for children aged 7-11 years, which focuses on higher-level language skills such as inference, complex grammar and figurative language. Looking and Thinking workbooks aim to develop verbal reasoning skills among children with delayed language skills or English as an additional language. The workbooks include photocopiable worksheets, including illustrations and differentiated question prompts.	
Expressive Language	Provide a range of planned communication opportunities in a range of settings, with enough time given for processing (e.g. 10-second rule), thinking and responding to verbal information and new vocabulary (e.g. see ELKLAN Language Builders book for activity ideas). Use of a range of whole-class or whole-school intervention programmes, for example providing consistent visual support to structure or record ideas (scaffolds or templates). Use word webs and vocabulary maps as a whole class when learning new vocabulary and story planners when re-telling or story or giving a personal narrative. Provide opportunities for communication throughout the school day in a range of lessons. Including opportunities for discussion around books and narratives.	Provide an environment in which children are surrounded by spoken and written words and inspired to learn them using multi-modal approaches (e.g. key words highlighted on the board and in worksheets to remind the children to check their vocab sheet). Ensure access to a range of communication opportunities, so children can contribute in different ways or across contexts and in relation to different topics (e.g. including those they are more confident/ interested in). Pre-teach key vocabulary and support generalisation to the classroom (e.g. have worksheets with key vocabulary on their desks, which they can refer to, use of word webs to promote experiential language learning).	Additional differentiation and scaffolding of tasks, which may require individualised planning for much of the day. Additional adult support to contribute to group activities using a range of communication methods (e.g. gesture, vocalisations, instruments, visuals) alongside/ instead of spoken language. Referral into ISCAN to support child and implement targeted approaches including adaptations to learning (reading aloud etc.). School staff to implement individualised interventions, following training by a Speech and Language Therapist. For example: Blacksheep Inference and Reasoning Resource is designed to develop inference and reasoning skills in children at Key Stages 1 and 2. It includes 24 colour pictures and a set of related questions for discussion.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language	During group work, allow the child to answer after other children and adults have modelled the answer a few times. Use Word Aware to develop vocabulary skills (a structured, whole-school approach to promote the vocabulary development of all children). Progression in Language Structures is a document for identifying how content learning can be built on language structures. Language structures are presented in sentence starters for different text types, for example the language of explanations and how it can be structured from foundation stage through to Year 6. Talk for Writing is a teaching framework that enables children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version. Topsy Page a range of resources to support the development of effective child talk. Topsy also offers a Talk Audit where she will visit your school and analyse child and teacher talk, then provide recommendations.	Teach specific vocabulary, such as 'word of the day/ week' in smaller groups and support vocabulary use and understanding within the classroom. Vocabulary programs such as Bedrock Learning are available, which track pupils' progress and have specific topic vocabulary available. Consider the three tiers of vocabulary: 1. Every day, basic words. 2. More complex words (e.g. using 'combine' for mix) or words with more than one meaning. 3. Subject specific e.g. Galapagos. Focus on developing the children's understanding and use of words in Tier 2. These words have the highest utility in helping to close the language gap for those children with limited vocabulary. Use of vocabulary checklists/word maps. Create personalised dictionaries, vocab cards or knowledge organisers. Use the STAR approach in content-rich subjects: Select the really useful vocabulary that is from the topic or class text. Teach the selected vocabulary in a structured manner. Activate the meaning by using the words in context and linking the word to the child's existing knowledge. Review the taught words to ensure they are retained.	Use of an additional or augmented communication system (ACC). These may include PECS (Picture Exchange Communication System) is an alternative augmentative communication system in which simple picture cards are used to communicate simple needs initially, but then work towards more complex sentence structures, signing, or high-tech communication systems and software (such as Proloquo2Go). Other AAC which may be used include direct access boards and use of PODD books (Pragmatic, Organisation Dynamic Display) to support sentence structure using a visuals.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language		In small groups, encourage pupils to re-tell a narrative about a school or class activity, where the teacher and other pupils can give prompts and support the narrative. Also encourage pupils to give personal narratives or 'news' about their own lives. Ensure they include information about who, where, when and what happened. Access training provided from the Speech and Language Therapy service for parents and education staff supporting narrative and vocabulary development. Use of intervention programmes within a small group, such as: Listening and Speaking and Oral to Written narrative packs from Blacksheep press. To support children's structure of oral stories and the transition to a written narrative. Colourful Stories (ELKLAN) a visual support strategy which helps children to learn about the structure of stories and to become more confident about telling and writing stories. Colourful Stories encourages oral-narrative skills and introduces written words only when the child is confident about how to structure and tell a story orally. Talk Boost KS2 a targeted intervention for 7- to 10-year-olds with a language delay, which aims to narrow the gap between them and their peers.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language		Language for Thinking an approach aimed at developing the verbal reasoning and thinking skills of children aged 4-11 through drawings, written scenarios, and questions. Junior Language Link an intervention for children aged 7-11 years, which focuses on higher-level language skills such as inference, complex grammar and figurative language. Colourful semantics an approach aimed at helping children to develop their grammar by linking the structure of a sentence (syntax) and its meaning (semantics). Talking Maths a 10-week intervention programme that targets speaking and listening skills in the context of mathematical language. Referral into speech and language service to support child and implement targeted approaches including adaptations to learning (reading aloud etc.) and access to low level interventions.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Selective mutism / selective speaking *Speaking fluently in some situations but remaining silent in others*	Staff have an awareness of selective mutism and understand it is an anxiety-based need. Key staff have access to information about how to support children with selective mutism for example from the SMiRA website. Check the Dos and Don'ts Guide to providing an anxiety-free environment developed by www.selectivemutism.org.uk The website has a range of information, resources and advice to support those with selective mutism, as well as their families and carers. Establish a communication safe environment that includes: • Providing unpressured opportunities for the child to speak. Don't react if the child does speak. • Use of questions such as 'I wonder…' • Encouraging joint activities with a quiet peer. • Identifying a key adult for the pupil to build rapport and confidence with. • Providing traffic lights or 'ask for help' cards to allow them to access support non-verbally. Maggie Johnson has developed a number of resources to support those with selective mutism.	Seek multi-agency support from outside services and work with the pupil's family to devise an individualised support plan. Speech and language therapists will assess receptive language and provide support in this area if required. If receptive language skills fall within normal limits, pupil will be referred to Healthy Young Minds for support with Selective Mutism. If they fall below normal limits, targets will be set to support this and a referral can also be made to Healthy Young Minds. Join the Greater Manchester Selective Mutism Network. Use of the 'Sliding in Technique' detailed in The Selective Mutism Resource and included on the SMiRA website. The steps can be accomplished either in a single session or over 2–3 weeks. This involves an adult (parent or staff member) as the child's talk partner. Activities are completed on a regular basis within the child's talk partner in a safe and quiet area of the setting. The activity should be simple and involve something that the child enjoys and is familiar with (e.g. a favourite game or book from home). As the child becomes confident, their tolerance to another person gradually coming closer and joining the activity ('sliding in') is increased. Carefully support the child's transition between year groups and to secondary school. Further information about selective mutism can be found at SMiRA: www.selectivemutism.org.uk	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/ Or Physical Needs section*	Provide the children with a Visual Timetable/Written Schedule. Tell them in advance about any significant changes to the daily school routine and illustrate this with the visual timetable. The visual timetable can also demonstrate timings of lessons. Use of first/then visuals to support understanding of tasks/routine. Use the environment to support understanding of expectations around work and behaviour. For example clearly label learning zones/ curriculum areas within the classroom. Provide visual reminders of classroom rules. Twinkl, Boardmaker and Widgit provide a wide range of visuals and symbols which can be used around the classroom environment, for displays, and to create visual timetables. Be consistent in symbol use, e.g. avoid using Twinkl picture for one symbol and Boardmaker for another. Ensure expectations around work and behaviour are clearly structured and presented visually (e.g. Good looking, sitting listening prompts). The TEACCH approach is a way to provide high levels of visual structure and clarity to support children's understanding of the environment, expectations and activities (e.g. start and finish trays, use of a workstation). It is not a single method and can be used alongside other approaches.	Provide a more personalised curriculum allowing flexibility in the organisation of the learning environment and the school day. For example, you could offer access to a low stimulus, distraction-free base either within or outside of the classroom for certain tasks. Use of personliased visuals (e.g. timetables, tasks plans). If a child has a personalised Visual Timetable they will need to be told as early as possible about any changes to their routine. Access to staff training on the use of visuals to support communication. Adaptations to teaching materials, such as written/ visual task lists and timers. Use of first/then visuals to support understanding of tasks/routine. Visuals to support emotional regulation and mood e.g. "feelometers". Use of a Sensory Checklist and environmental adaptations to minimise impact of sensory distractions and sensory processing differences (e.g. opportunities to work in quieter spaces with reduced distractions when completing focused activities, access to tailored sensory activities or resources).	Provide a highly personalised curriculum allowing increased flexibility in the organisation of the learning environment and the school day (e.g. offering access to additional adult support to enable children to participate in the less structured parts of the school day such as break time, and provide access to a quiet, distraction-free place in school if children feels anxious. If a pupil has a personalised Visual Timetable they will need to be told as early as possible about any changes to their routine. Visuals in place for the child to use to access break rooms (e.g. "I need a break"). Regular staff briefings centred around the child's strengths and support needs (e.g. A One Page Profile) may help communicate this. Provide Social Stories to help explain upcoming changes in timetable / expected behaviours in certain situations and 'social grey's. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. Wherever possible and appropriate, you should include the child in the creation of the social story. Comic strip conversations can be used to help children understand social interaction by visually showing them (using symbols, stick-figure drawings and colour) the different levels of communication – including thoughts, feelings, words and actions – that take place in a conversation.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/ Or Physical Needs section*	Provide clear roles during group work. Reinforce the understanding of these roles visually (e.g. written information/symbols). For example, Kagan co-operative learning groups are a teaching style within which children support one another in their learning, thereby helping to promote and develop social skills. Sensory or movement breaks are incorporated into lessons. Try to avoid the use of non-literal language (e.g. idioms and sarcasm) and explain any abstract concepts in as concrete a way as possible (e.g. with pictures or objects).	Provide small social communication groups, focussing on the explicit teaching of social skills within a small group environment, with the opportunity to then generalise the skills into the wider environment. This may be focusing on the reading of social cues, body language, gestures, facial expressions and intonation. Interventions to consider include: Attention Autism an intervention model which aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. TalkAbout, a complete programme for developing self-esteem, social and friendship skills. R-Time a structured programme that builds and enhances relationships for children from Early Years to the end of Primary School. Socially Speaking a year-long social skills programme that introduces and practises skills to develop and maintain relationships. SULP (Social Use of Language Program) a framework for personal, emotional and social development from a communication and thinking skills perspective, providing multisensory activity sequences with interactive stories. Social Detectives a comic book that teaches students to develop their own social detective skills through repeating and reviewing their communication.	Training for staff/parents to attend to develop awareness of social stories and comic strip conversations. An individualised skills development programme should be informed by specialist multi-agency team assessment and advice (e.g. this might include Pupil Support Service/ CLASS, Speech and Language Therapy and the Educational Psychology Service). Augmented communication systems such as Signalong, Makaton or PECS (Picture Exchange Communication System) or PODD (language programmes that use symbols and signs alongside/instead of speech to enable people to communicate – see Expressive Language above). Use of transition books/support to allow a smooth transition into a new class or school. Additional opportunities to visit new classrooms/schools and meet new teachers in advance to allow sharing of information.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/ Or Physical Needs section*		LEGO Therapy an intervention that aims to help improve social competence while conducting fun, naturally rewarding Lego clubs. Friendship Terrace a series of sessions for reflecting on and teaching friendship skills. It is for children who find it difficult to make or maintain friendships, and for children with an autistic spectrum disorder. Circle of Friends a group intervention that enhances inclusion through peer support. The Circle of Friends approach works by mobilising the pupil's peers to provide support and engage in problem solving with the person in difficulty. Superflex is a Superhero Social Thinking Curriculum that provides educators and parents with a motivating, three-part cognitive behavioural curriculum aimed at helping children to develop awareness of their own thinking and social behaviours, as well as teaching strategies to help them develop better self-regulation across a range of behaviours. Zones of Regulation an intervention that supports the development of self-regulation and emotional control. Training can be provided by the Speech and Language Therapy Service (for children in SALT caseload) Blacksheep resources such as Emotions, and Practical Pragmatics to support development and understanding of emotions.	

SENSORY AND/OR PHYSICAL

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Overall classroom approach. Use of curriculum/ screeners. Specific staff teaching/ support. Set-up of classroom including outdoor areas. Involvement with parents/ carers and child/ young person (CYP). Link with assess-plan-do-review-learn. Staff training and awareness in all areas. Awareness of key documents such as SEN Code of Practice, Equality Act, Children and Families Bill.	Overall classroom approach. Whole school staff training. Use of curriculum/ screeners/ assessment. Targeted teaching/ support, including targeted group interventions. Understanding of effective differentiation. Involvement with parents/ carers and child / young person (CYP). Link with assess-plan-do-review-learn. Use of strategies to promote social inclusion e.g. buddy system.	Overall classroom approach. Use of curriculum/ screeners/ assessment. Request involvement from external services e.g. Occupational Therapy (OT), Tameside Pupil Support Service, Educational Psychology Service (EPS) to create more personalised curriculum, including specialist advice and support, individual interventions. Teachers with increasing knowledge and experience/ specialist teachers. Capacity building and training for class-based staff. A more individualised programme of support/ highly personalised curriculum including specific staff teaching/ support, including targeted small group and individual interventions. Individualised set-up of classroom and workstation area e.g. taking into account accessibility, safety and environmental stimulation. Parents/ carers and child/ young person (CYP) participating in setting up, delivery and reviewing interventions. Link with assess-plan-do-review-learn.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	Concerns about a CYP's vision should be raised with parents/ carers and a referral should be made to the local Orthoptist and Visual Impaired Team (Tameside Pupil Support Service). Information to aid understanding of visual impairment should be shared with parents/ carers and staff. Develop staff awareness of the child's needs, SEND guidance, specialist support and available resources. Staff to be aware that the CYP may be experiencing visually related learning difficulties and provide support to enable them to plan appropriately. Gather the views of the young person, using person-centred approaches regarding their opinions and preferred strategies. Create a 'clutter-free' environment. Pay attention to layout of furniture, seating and adult position in the classroom. Avoid standing in front of windows as your face can become difficult to see. It may be helpful to complete an environmental audit of the school including indoor and outdoor areas. Creation of a One-Page Profile which is shared with all staff. Assessment by Qualified Teacher of children with Visual Impairments (QTVI) and report distributed to key staff. Recommendations of the report implemented in the school to enable full inclusion within the mainstream class.	Teaching practice which facilitates access to the curriculum, social/ emotional development and class participation. Draw upon information contained within specialist websites, such as RNIB. School must access specific VI related training provided by the Sensory Support Team. Access to wider staff training. On-going assessment, advice, support, monitoring and training from a Qualified Teacher of the Visually Impaired (QTVI), up to 6 hours annually, as well as attendance at review meetings. Teachers should implement advice including specific interventions as suggested by the QTVI. Provide access to a quiet space for QTVI to work with the CYP. Curriculum plan reflects levels of achievement and must include individually focused IEP. CYP involved in setting and monitoring their own targets. Teaching methods based on experiential and tactile learning with a strong verbal emphasis, which facilitate access to the curriculum and class participation. School staff to provide some modification of learning materials to facilitate access e.g. attention to speed of lesson delivery and speed of working of VI CYP.	Home visits as necessary, ongoing support for parents/ carers and training to be attended. QTVI liaison with Eye Hospital. QTVI to make referral to Low Vision Aid clinic. Opportunities will be provided for the CYP/ parents/ carers to meet other students with VI in the local area (e.g. Henshaws) VI Education Team to attend all review/ planning meetings. On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the CYP, their family and with school staff. Training and written advice for staff from the VI Team, including adjustments and modifications for assessment and exam arrangements. More information can be found at RNIB. Additional support for the CYP from a Teaching Assistant in class, and around school, as indicated by assessment to: • Facilitate inclusive and independent learning. • Provide in-class support. • Prepare specialist/ tactile resources. • Follow up Mobility training. • Ensure safety. • Support during unstructured times e.g. lunchtime and extra-curricular activities. Teaching Assistant to be allocated time by the school to adapt resources/ attend training and conduct individual work.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	The school should monitor pupil progress in this respect e.g. carrying out reading assessments in different fonts. Learning materials must be selected and prepared for their clarity. Make basic adaptations to activities and materials to facilitate access for a visually impaired CYP e.g. oral descriptions of visual materials, saying CYP's name before asking a question. Awareness that the CYP may need more time to complete the tasks and the pace of the work may need to be slower. Information about adapted resources is available at Sight Advice. Low level adjustments may need to be made to activities e.g. reducing length of visual tasks. Break up visually demanding tasks with other activities. Standard adjustments advised include: • Non cursive, bold size 14 font. • Increased letter spaces • Clear images in books • Use of high contrast colours e.g. cream background and black text (in print and on screen) Teaching methods which facilitate access to the curriculum, social/ emotional development and class/ group participation. The curriculum includes examples of diversity. ICT to be used to increase access to the curriculum, where appropriate e.g. iPads for reading. Use of information relating to a range of resources and agencies, within the Local Authority and the wider community e.g. Victaparents and Look UK.	Opportunities for individual and small group work to meet identified needs and to facilitate learning and inclusion, as appropriate. Opportunities for explanation, and exploration of resources before they are used in an activity e.g. through pre-teaching. Specific interventions may be necessary and advice should be followed from QTVI. Opportunities for group interventions to develop social inclusion with peers e.g. Circle of Friends Environmental adaptations e.g. pay attention to layout of furniture, seating and lighting in the classroom. Accessibility of outside environment including edges clearly marked. Large print and differentiated materials, provided by school, as appropriate to meet assessed needs including: touch typing, coloured overlays and matt laminating pouches. Access to equipment, including the use of an iPad or laptop with highlighted keys and software, to meet assessed needs. Further information about assistive technology can be found at Sight Advice, RNIB, Living Made Easy. Visits away from the school are planned well in advance and take into consideration the CYP's needs.	Regular planning sessions between the QTVI and Teaching Assistant. Opportunities for tactile exploration of the environment and resources. Pre and post tutoring of activities. Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio / speech. Planning based on previous visual performance and/ or prognosis of possible changes. 30 hours (20 annual sessions) from a QTVI to provide all the teaching and support outlined above. Inclusion to VI curriculum activities across the local area. Advice, assessment, teaching, support and programme of work from Mobility Officer regarding mobility and independence skills; frequency based on assessed need, block of work equivalent to weekly contact. The report written by a QTVI in conjunction with the Mobility Officer will be shared with all stakeholders and will include information as outlined in the Universal offer. Staff member to become a Vision Champion within the school by completing a training course offered by the Sensory Support Team or companies such as Positive Eye.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	Involvement of parents/ carers and provision of information relevant to them e.g. using resources available at RNIB and Vision UK. Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. opportunities to walk with an adult, repeating the process, moving towards more independence. Talking the CYP through the route, noting key points, textures or space to feel for. Development of a transition plan for CYP moving between year groups, key stages, primary and secondary school and Post 16 provision.		Training for staff on Cortical Visual Impairment (CVI) and implications for learning as necessary and resources. Day to day access to assistive technology and equipment e.g. electronic Brailler/ note taker and/ or laptop / iPad with speech software, audio books etc. Staff to facilitate a pre-Braille learning programme as advised by the QTVI. Access to VI Service technician, as appropriate.
Hearing Impairment	Concerns about a child's hearing should be raised with parents/ carers and a referral should be made to the local Audiologist and Hearing Impaired Team (Learning Support Service). Information for staff and parents/ carers can be found at NDCS and Action Hearing Loss. Awareness of the child's needs and how key developmental milestones and skills are affected by hearing loss, particularly in communication, language acquisition, play and fine and gross motor skills N.B. some forms of hearing loss are associated with balance and delayed milestones e.g. late to walk/ sit/ balance issues. Creation of a One-Page Profile which is shared with all staff. Assessment by Qualified Teacher of the Deaf (QToD) and report distributed to key staff.	Teaching practice which facilitate access to the curriculum, social/ emotional development and class participation. Information and guidance can be found at NDCS and Council for Disabled Children. Involve the HI Team in completion of baseline assessments and development of IEP. School must access specific deaf related training/ opportunities for modelling of suggested strategies by HI Team/ Qualified Teacher of the Deaf (QToD). Access to wider training for staff. Teachers must implement advice as suggested by the Qualified Teacher of the Deaf (QToD) related to: • The modification to the presentation of assessments. • Targets. • Curriculum and teaching methods.	Key person from the HI Team identified from initial audiology referral, who will link with the school, parents/ carers and professionals. Offer home visits where appropriate. Opportunities for parents/ carers, CYP and extended family to attend a local Hi Hopes parent support group. Access to deaf adults and peers in the community. Attendance at audiology clinic appointments by a QToD to support families through diagnosis and hearing aid fitting. Support by a QToD through the referral process for cochlear implantation. See NDCS for advice and guidance on suitable technology and apps.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Recommendations of the report implemented in the setting to enable full inclusion within the school and the National Curriculum teaching and learning. The curriculum includes examples of diversity. Where appropriate the CYP may receive a short-term intervention: • Model suggested strategies/ train staff at the setting. • Direct work from either a Qualified Teacher of the Deaf or Specialist Teaching Assistant including Assessment and obtaining pupil voice. Gather the views of the child or young person, using person-centred approaches regarding their opinions and preferred strategies. The school must monitor progress in this respect. Make basic adaptations to activities and materials to facilitate access for a hearing impaired CYP. Repeat instructions to check understanding and reinforce messages. Use of multisensory approaches to all teaching across all subjects such as the use of visual resources. Use appropriate language when asking direct questions and allow additional time to respond. Repeat contributions from other CYP if needed. Follow advice about how to support and include CYP who are deaf or hearing impaired in primary or secondary school.	Access to daily group teaching of key skills such as phonics/ key vocabulary and social skills. Provide access to a quiet room for Qualified Teacher of the Deaf / specialist TA/ audiologist session/ visit. Curriculum plan reflects levels of achievement and must include individually focused IEP. CYP involved in setting and monitoring their own targets. Specific interventions for language development, speaking and listening and phonics learning e.g. Lip reading, Auditory Verbal Therapy, Natural Aural Approach, Cued Speech, Sign Language, Total Communication Approach, those contained within guidance documents from NDCS. Opportunities for explanation, clarification and reinforcement of lesson content and language. Attention given to seating, lighting and acoustics in the classroom and around the school. Staff should be in the light when speaking. The CYP should be seated away from busy areas and close to the source sound to enable clear sight of action delivery. Opportunities for individual and small group work in a quiet room. A key person who is trained in working with pupils with a hearing impairment and understands hearing equipment to: • Reinforce lesson content. • Deliver modified curriculum tasks. • Support language development. • Daily check of CYP hearing aids.	Liaise with other, external agencies for advice and guidance and a multi-agency approach e.g. audiology. Regular reviews of school-based interventions, involving parents/carers and the QToD, to ensure progression and adaption if necessary. Qualified Teacher of The Deaf providing individual support sessions based on National Sensory Impairment Partnership (NATSiP) criteria. Direct teaching and/ or in class support from Qualified Teacher of the Deaf or specialist TA. Access to specialist health assessments, advice and equipment (e.g. Audiology for ear mould impressions and repairs). Access to a Communication Support Worker (CSW) with appropriate BSL/ communication skills when advised. Specific deaf related training opportunities for staff on request to the HI Team. Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to LSS Hearing Impaired Team. Specialist language assessments, upon advice from the HI Team.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Seek advice from the HI Team on effects of hearing loss and classroom strategies. Staff to receive training from the HI team, as required. Carry out an assessment of room acoustics and make reasonable adjustments by adapting the physical environment and reducing background noise. Pay attention to seating, position of the teacher, lighting and acoustics including background noise e.g. close windows and doors. Use of soft furnishing and fabric backed boards to minimise echo/vibration. Review seating plans and make sure the CYP can clearly see the teacher and other speakers. Staff awareness of areas of potential risk associated with childhood hearing impairment e.g. social and emotional impact, reduced opportunity for incidental learning in primary and secondary school. Involvement of parents/ carers and provision of information relevant to them e.g. using resources available at Council for Disabled Children. Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. allowing the CYP to have extra visits to the new school and ensure transfer of information. Development of a transition plan for CYP moving between year groups, key stages, primary and secondary school and Post 16 provision. LSS HI Team to provide transition support visits to new educational placements as required.	Develop peer awareness. Opportunities for group interventions to develop social inclusion with peers e.g. Circle of Friends. Advice from other professionals e.g. Speech and Language Therapist, Cochlear Implant Programmes as appropriate. Use of equipment and technology, including: use of radio aids/ soundfield speaker systems as appropriate to meet assessed needs. Also seek advice about how to link equipment to Interactive White Boards, computers, iPads etc. School must use subtitles on all audio resources e.g. TV and DVDs. Access to transcripts where there are no subtitles. Visits away from the setting are planned well in advance and takes into consideration the CYP's needs.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Concerns about a child's physical needs should initially be raised with parents/ carers and discussed with relevant professionals e.g. SENDCo. Awareness of a child's physical needs and how these may impact on developmental mile stones, socialisation and learning. Use observation in a variety of settings and contexts e.g. home visits, indoor and outdoor play to identify any barriers that affect the child's access to play and participation. Discussions with parents/ carers to identify any strengths and needs can be helpful for planning. Teaching practice which facilitates access to the curriculum, inclusion and participation. Creation of a One Page Profile which is shared with all staff. Create a 'clutter-free' environment. It may be helpful to complete a risk assessment of the setting including indoor and outdoor areas and trips outside of the school. Consider the organisation of the classroom and seating plans to make sure that it enables CYP to move freely between them and allows for sufficient working space. Implement an accessibility plan to move around the school and give thought to if an individualised fire evacuation plan is required.	Access to support from an additional key person in the setting to facilitate access to the curriculum, help the child manage their condition, or move with safety around their environment. Flexible support in the setting to include personal care such as dressing and toileting, as required or requested by the CYP. Consider whether assistance or supervision is needed for outside play, break and lunchtimes to ensure mobility and safety of the CYP. Plan activities during unstructured times which are inclusive and promote the CYP's independence. Use appropriate size and height chairs and tables to encourage a correct posture and to support fine motor function and writing. Should appropriate height tables and chairs not be possible for all activities consider support for the CYP's feet. Provide hand rails on stairs. Consider grab bars or rails within the bathroom area or provide access to a disabled toilet. Ensure access to additional and specialist equipment, as advised by professionals such as Occupational Therapists (OT) and Physiotherapists (PT). Ensure all staff in the setting receive relevant training e.g. manual handling.	Seek advice from the appropriate health profession should the child have a diagnosis that affects their participation in activities. Undertake Co-ordination Matters activities and record outcomes. Request involvement from external services e.g. Occupational Therapy (OT Physiotherapy (PT) services. Staff accessing training provided by Learning Support Service e.g., fine motor skills, gross motor and co-ordination skills training. Inclusion of OT/ PT on any reviews and planning meetings for the child. Ensure any suggested specialist advice from OT/ PT is shared with all staff and incorporated into the CYP's IEP or SEN Support Plan. Allocated key person with time to adapt resources/ attend training and conduct individual work. SENDCo to support the key person in planning and using differentiated activities and more specialist strategies and resources to support the CYP. Early consideration and planning for transition through school or to alternative settings.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Consider positioning of child or young person in the classroom to minimise distractions. Provide additional equipment or resources such as sloping board, adapted cutlery/ chairs/ scissors and pencil grips etc. Include different physical play activities into as many aspects of the EY curriculum as possible to support specific skill development and targets. Reduce the amount of copying from the board. Incorporate physical play activities e.g. fine and gross motor opportunities into as many aspects of the curriculum as possible to support specific skill development and targets. Consider activities which focus on spatial awareness, planning and body awareness. Consider any additional support for self-care tasks, when required or requested by the CYP. Take account of potential fatigue and reduce the pace of structured lessons, providing regular opportunities for breaks and rest. Consider timetabling and location of rooms where possible to facilitate movement whilst continuing to take into consideration access to facilities and fatigue. Use technology to support learning including apps e.g. Dexteria Jr, Blobble Write and Hairy Letters.	Allow additional time for the CYP to complete tasks. Consider access arrangements for assessments and exams, and apply for and implement them, as necessary. Consider further assessment of handwriting e.g. DASH assessment if the child over 9 years. Consider alternatives to handwriting e.g., voice recorder, iPad, laptop or netbook. Consider use of pen rather than pencil to improve fluency. If pen licences are used within school, consider suitability for child and the potential to a give pen licence for reasons other than neatness etc. Consider modifying activities that CYP with perceptual difficulties may find challenging such as work sheets with lots of information, word searches or crosswords. Give consideration to transporting of food at lunchtime e.g. providing assistance with trays and seating. Consider sitting on a standard chair at the end of bench style folding tables rather than on attached stools to improve postural support. Allow CYP to leave lessons early when travelling between rooms or buildings to avoid large groups in corridors and enable extra travel time. Consider giving additional time to change for PE lessons.	Consider the need to differentiate physical curriculum and need to incorporate OT/ PT exercises into everyday routines and/ or general class/ PE lessons. Incorporate moving and handling plans and care plans into planning, as advised by professionals. Ensure any plans are meeting need. Request a review should any aspects change. Ensure any specialist equipment continues to meet the child's needs and contact relevant OT/ PT/ liaise with family regarding any repairs or alterations. Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning. Make advised adaptations to the school environment e.g. changing plinths/ ramps/ hoists. Consider space needed to accommodate specialist equipment e.g. walker, standing frame. Ensure access to specialised seating and/or height adjustable tables. Carry out lessons on ground floor if there is no suitable access to classrooms on upper floors. Consider adaptations required in practical lessons e.g. ovens in cookery to be wheelchair accessible.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Teach sequencing skills for everyday tasks to increase independence, for example putting on clothes in the right order etc. Encourage peer support through whole class awareness sessions. Provide lined paper with spaces sufficiently wide enough to for writing tasks. Use of appropriate height chairs and tables. Consider supporting of feet using step or box. Keep withdrawals from class to a minimum. Incorporate handwriting/ hand strengthening activities into daily plans e.g. using age appropriate resources such as Theraputty, elastic bands, shoe lace tying, aqua/iron on beads, tweezer and chopstick games, peg activities, threading, jigsaws, Lego,funky fingers and finger gym. Consider appropriate settings for educational trips as well as transport to and from e.g. Use of a vehicle with tail-lift, specialist car seat etc. Whole setting interventions: • Write Dance (suitable for KS1). • Motor Skills United • Clever Fingers • Teodorescu Write from the Start • Squiggle Whilst You Wiggle • Keyboarding without Tears • Ready Steady Write • Active Tameside • Physical Literacy • Balance bikes • Yoga	Provide a locker for child or young person to store books, bags and coats etc. rather than needing to carry them around during the day. Teach strategies to improve self -organisation, including use of diaries, planners, and checklists of daily equipment needed. Provide option for the child or young person to sit on a chair rather than on the floor at carpet time/ assemblies. Can have a classmate do the same if appropriate. Consider trialling of a move 'n' sit or disc 'o' sit to improve sitting posture and attention and concentration. Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing. Provide handrails on stairs and within bathroom areas or provide access to disabled toilet. Ensure child or young person is able to reach and use facilities e.g. hand basins/taps/coat pegs / lockers. Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc. Consider transportations of any required additional resources between lessons when appropriate. Staff understanding of Occupational Therapy and or Physiotherapy referral process. Links with other local schools to observe and share good practice.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor		Opportunities for 1:1 and small group work e.g. Aqua beads, chopsticks game, Lego, iron on beads, finger gym, letter join and jigsaws. Consider additional support required for specific activities, such as swimming and PE lessons. Fine and gross motor skill interventions (previously listed) that may be carried out in small groups and targeted towards a child's needs. Detailed Assessment of Speed of Handwriting Assessment for children over 9 years of age.	
Sensory	In discussion with parents, talk about the child or young person's (CYP's) sensory preferences and dislikes in order to build a picture of their sensory needs. Look at how the CYP responds to the environment and make changes as appropriate e.g. lighting (i.e. reduce bright lights), noises and smells. Ensure a One-page profile is in place and shared with all teaching and non-teaching staff. Ensure staff are aware why these adaptations are needed and that the CYP does not receive consequences for engaging in sensory regulating behaviours or avoiding certain activities. Consideration of classroom environment, including low stimulus areas, use of Hessian backgrounds for displays, use of cream coloured paint for walls and plain soft furnishings.	Develop more in-depth understanding of sensory needs and behaviour amongst all staff. If appropriate, complete initial sensory processing audit andenvironmental audit checklists. Build access to activities which meet the CYP's sensory needs into the day, for example: timetabled movement breaks, sensory circuits and access to other personalised sensory activities dependent on the outcome of the sensory assessments conducted. Plan individual/small group activities dependent on the sensory needs identified such as state related resistance activities (activities to support the child to be more alert or calm) pushing against a wall, resistance bands and peer massage. These activities may form part of an individual 5 point scale or RAMP.	Carry out more detailed sensory assessments/ audits in collaboration with outside agencies such as Occupational Therapy and implement appropriate modifications. From the sensory assessment checklist(s) devise a bespoke sensory diet and implement. SENDCo and outside agencies to support the key person/Teaching Assistant to plan differentiated activities and strategies to support the CYP. Continue to liaise with any Health Professionals, as appropriate. Ongoing monitoring and reviewing of specific strategies and advice given by professionals e.g. Occupational Therapists. Advanced sensory training and parent/carer training to further develop understanding of sensory behaviours and to develop a plan for the individual CYP. Access to a sensory room or designated space.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Sensory	Introduce new activities or play equipment in a multi-sensory way to the child or young person e.g. by showing, listening, saying, looking, writing, drawing. Make use of resources such as: • Move 'n' sit cushions • Busy legz • Movement breaks • Fiddle/fidget toys • Ear defenders • Wobble cushions • Chewelry • Putty • Therabands Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. allowing the children to have extra visits and ensure transfer of information. Development of a transition plan for children moving between year groups, key stages, primary and secondary school, and on to Post 16 provision. General sensory awareness and sensory strategies training to develop understanding of sensory diet and behaviour. Ensure staff understand that sensory needs are typical for CYP with Autism and also those that have experienced Developmental Trauma.	Consider whether it would be appropriate to allow an older child or young person to leave lessons early when travelling between rooms or buildings to avoid large groups in corridors and enable extra travel time. Providing access to small calm, quiet space, e.g. a small pop up tent or room with low level noise and lighting. Consider access to a workstation or a privacy board to create a low distraction working environment for focused tasks. If the child struggles with particular sensory materials, build up tolerance in activities slowly e.g. start off with dry resources and slowly add liquid. Incorporate adaptations for sensory feedback into planning e.g. Include specific activities to provide sensory feedback for the child or young person e.g. lifting and tidying heavy equipment away, putting on a backpack, using a weighted blanket. If they are unwilling to touch specific objects, offer alternatives such as using tools or putting cling film over objects and equipment.	

Glossary

Social Emotional and Mental Health

Name	Description	Cost
Blob Tree	Blob Trees are a visual stimulus, which consists of many blob figures on or around a tree. The tree represents a setting, such as a school or group, and the blobs represent different emotions and feelings. The tools can be used in a variety of settings and is especially useful in the classroom. Teachers can easily start a discussion by asking students which blob they relate to, especially since there is no right or wrong interpretation of the blobs. The tools give students an opportunity to share their issues and what they're feeling. It has been scientifically shown to be effective as a means of expressing feelings and emotions with pupils, pupils and adults. The Blob Tree can be easily used in the classroom by both teachers and students as no professional training is necessary. However, Blob Tree does offer blob training sessions either online or in person so that teachers can become experts on the communication tools and use them to their highest potential.	Minimum: £3 for a single stimulus Maximum: £30 for a pack of stimuli
Boxall Profile	The Boxall Profile is an online resource for the assessment of pupils' social, emotional and behavioural development in all educational settings. The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of pupils through their education. The two-part checklist, which is completed by staff, is quick and identifies the levels of skills the pupils possess to access learning.	Minimum: Tokens for individual users (1 token = 1 assessment and 1 learning plan) aimed at users looking to assess a small number of pupils in their setting. 20 tokens for £30.00+ VAT Maximum: Yearly subscription for organisations Up to 300 pupils £325.00+ VAT 301-600 pupils £500.00+VAT 601-2000 pupils £900.00+VAT
Child and Youth Resiliency Measure	The Child & Youth Resilience Measure is a questionnaire that measures overall resilience, as well as three subcategories that influence resilience processes; individual traits, relationship to caregiver(s), and contextual factors that facilitate a sense of belonging. It is available for children aged five years and above.	Free, but prospective users should seek permission. This is obtained by registering to use the copyrighted scale by completing the online registration form on the Resilience Research Centre Web page
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery

Name	Description	Cost
Cool Connections with Cognitive Behavioural Therapy: Encouraging Self-esteem, Resilience and Well-being in Children and Young People Using CBT Approaches	Cool Connections is a workbook that provides a cognitive behavioural therapy (CBT) approach to positively modifying the everyday thoughts and behaviours of pupils aged 9 to 14. Combining a summary of CBT principles and step-by-step guidelines on how to use the materials appropriately with a mixture of games, handouts, home activities and therapeutic exercises, "Cool Connections" is designed to encourage resilience and self-esteem and reduce feelings of anxiety and depression. This workbook is fully photocopiable.	£17
Coping Power	The Coping Power programme is a school-based preventive intervention delivered to at-risk children ages nine-12 years old. Coping Power targets key risk and protective factors for children, promoting a wide range of positive outcomes for their emotional wellbeing. The programme has integrated child and parent components, which are available in user-friendly session-by-session intervention manuals. Contact details: Tameside Educational Psychology Service.	£200 per school (up to three staff) for all training and resources
ELSA Support Intervention Package	ELSA offer a range of downloadable and printable resources to support social and emotional learning, through both 1:1 and group work.	£1 - £30, depending on the resource
Emotion Coaching	Emotion Coaching is a whole school approach, which focuses on using emotional validation strategies when a child is upset, angry or distressed. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.	Contact Tameside EPS, for further information on their training package and intervention delivery
Emotionally Friendly Schools	Emotionally Friendly Schools is a flexible whole-setting approach to improving children and young people's emotional health and well-being. The programme will support you to effectively identify and respond to a broad range of emotional needs of children and young people, raising their well-being to enable them to succeed and thrive.	£500 - £995 Contact emotionallyfriendlysettings@salford.gov.uk for further information on their training package and intervention delivery
Emotional Literacy Assessment	A standardised assessment measuring pupils' (aged 7 to 16 years) emotional literacy and providing ideas for intervention. The assessment is designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy, in order to provide a better understanding of these competences and, where necessary, to highlight areas for intervention. The assessments take the form of three checklists: Pupil, teacher and parent. The checklists can be carried out either on photocopiable paper forms, or onscreen using the supplied CD. The assessment also provides information about techniques to develop and support pupils, with specific activities to support each of the five subscales.	£157.45
FRIENDS Programme	FRIENDS is a cognitive behavioural intervention that develops pupils' emotional resilience and prevents or intervenes early in the course of anxiety and depression. It does so by developing social and emotional skills to effectively cope with challenging situations. FRIENDS has been delivered to an estimated 800,000 pupils and adolescents worldwide and has been noted as one of the most robustly supported programmes for internalising disorders. The intervention is aimed at pupils aged 4 - 16 years.	Online training: £150 per participant / £1,500 group training (up to 50 individuals)

Name	Description	Cost
Incredible Years	Incredible Years parent training intervention is an evidence-based series of programmes focused on strengthening parenting competencies (monitoring, positive discipline, confidence) and fostering parents' involvement in children's school experiences in order to promote children's academic, social and emotional competencies and reduce conduct problems. The Parent programmes are grouped according to age: BASIC Early Childhood (3-8 years) and BASIC School-Age (6-12 years).	Many downloads are available for free
Kidscreen	The KIDSCREEN measures are designed to assess generic quality of life. The shortest measure gives a general indicator of general healthrelated quality of life, whereas longer version covers more specific domains such as psychological wellbeing, peers and social support, and autonomy. There are three versions, one for younger children aged 3-5 years and one for older children aged 6-11 years also one for parents to fill in.	Use of the questionnaires is free for research purposes but the KIDSCREEN Manual must be purchased (Price: 40 € + 10 € Shipping and handling costs)
Lego Therapy	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic pupils, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, pupils work in groups of three with each participant having a distinct role to build a Lego model collaboratively. A comprehensive guide to setting up LEGO Therapy groups is available to promote social skills in children with autism spectrum disorders and related conditions through group LEGO building.	£10 - £30 for each Lego set Workbook: £14.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Multidimensional Students Life Satisfaction Scale (MSLSS)	The MSLSS was designed to provide a multidimensional profile of children's life satisfaction judgments. It is suitable for children and young people aged between 8-18 years.	Free for research use
No Outsiders	No Outsiders provide a whole school approach to inclusion. They offer a range of lesson plans, aiming to develop commitment to ideals of tolerance in children, leading to confident defending of equality and global citizenship.	Free assembly and lesson plans available to download from their website
No Worries	No Worries is a practical resource to reduce anxiety in children. There are two resources; one for KS1-2 and one for KS3-4. The programme uses Cognitive Behaviour Therapy (CBT) and consists of 1½ days training delivered by the Telford & Wrekin and Shropshire Council Educational Psychology Service, together with an accompanying manual. Please contact Educational Psychology Service for training: eps@shropshire.gov.uk / 01743 258414	Contact the Educational Psychology Service for a quote
Nurture Groups	Nurture groups are an in-school, teacher-led psychosocial intervention of groups of less than 12 students that aim to replace missing or distorted early nurturing experiences for both pupils and young adults. They achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers.	A part-time nurture group (from 3-15 hours a week) costs an average of £48.58 an hour to run. A full-time nurture group (16+ hours) costs an average of £54.89 an hour to run

Name	Description	Cost
Philosophy for Children (Topsy Page)	A range of resources to support the development of effective child talk. Topsy also offers a Talk Audit where she will visit your school and analyse child and teacher talk, then provide recommendations.	£300 for a two-day training course Contact for school package prices
Pupils Attitudes to Self and School (PASS)	PASS is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. The survey takes about 20 minutes to complete as pupils read and comment on 50 statements. The PASS can be used with pupils aged 4 - 18 years.	Primary setup £150.00 per school Secondary setup £250.00 per school Individual pupil survey £1.00 per pupil Contact details: To buy PASS and discuss requirements, call 0330 123 5375
Pyramid Club	Pyramid is a targeted club that supports children who are shy, anxious and withdrawn and who therefore find it difficult to make friends and often underperform in school. Each club accommodates eight to 12 children and runs as ten weekly sessions of one-and-a-half hours, delivered by trained club leaders who could be school staff (teaching assistants, learning mentors, etc.) or internal or external volunteers. The Pyramid model has been successfully used for over 20 years and operates in schools across the UK. It is owned and overseen by the University of West London. The pyramid club is aimed at children and young people aged 7 to 14 years old. Contact name: Bronach Hughes or the Tameside Educational Psychology Service.	£200 per school (up to three staff) for two half-day training sessions and materials Contact Tameside EPS, for further information on their training package and intervention delivery
Schools and Students Health Education Unit (SHEU) surveys	SHEU provides a range of questionnaires that are suitable for children and adolescents. The administrator has the option to choose from a range of topics about lifestyle and wellbeing. There are surveys for different groups such as children, parents/carers and staff and governors. The questionnaires can be adapted for special educational needs or English as an additional language status. SHEU is suitable for primary and secondary school students. Contact details: sheu@sheu.org.uk	Prices can range from less than £100 to carry out a primary school parent perception survey online, to some hundreds of pounds to do a full lifestyle survey on paper with secondary school children in two-year groups
Socially Speaking	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. It is suitable for 7–11 years and older pupils with SEN.	£20
Social Skills Improvement System (SSiS)	The Social Skills Improvement System (SSIS) Rating Scales enable targeted assessment of individuals and small groups to help evaluate social skills, problem behaviours, and academic competence. Three different forms are available to be completed by a teacher, parent and child. The scales are suitable for ages 3 to 18 years.	SSIS Rating Scales Manual £136.49 SSIS forms available in bundles of 25 hard copies or computer entry forms Price of bundles varies from £65.99 - £78.59 depending upon type of form and age-range e.g. 25 hard copies teacher forms for ages 3 – 18 costs £65.99

Name	Description	Cost
S.S. Grin	S.S. GRIN (Social Skills Group Intervention) is a targeted intervention. Designed in a small group format, it addresses bullying, victimisation and social-emotional competence. Specific social-emotional skills are taught through dynamic instruction and practice. With fully scripted lesson plans, group leaders are guided in how to use modelling, positive reinforcement and cognitive re-framing to support the specific skills of each session. The S.S. GRIN programmes are appropriate for school, after-school, community and clinic settings. The techniques used during the programme include lectures, role plays, brainstorming, games and many other hands-on activities like collaborative drawing. The programmes have been tested and proven effective as a weekly intervention, but they can be adapted to meet the specific needs of a setting. This intervention is aimed at 5 to 16-year olds.	£85 per site per version (any staff member can access the materials)
Starving the Anger Gremlin: A Cognitive Behavioural Therapy Workbook on Anger Management for Young People (Gremlin and Thief CBT Workbooks)	This workbook supports pupils to control their anger effectively. Made up of engaging and fun activities, it helps them to understand why they get angry and how their anger affects themselves and others and teaches them how to manage angry thoughts and behaviours. The programme is based on effective cognitive behavioural therapy principles, can be worked through by a young person on their own or with a practitioner or parent, and is suitable for pupils aged 5-9.	£13.00
Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People (Gremlin and Thief CBT Workbooks)	Starving the Anxiety Gremlin is a resource to help pupils understand different types of anxiety and how to manage them, including panic attacks, phobias, social anxiety, generalised anxiety and obsessive-compulsive disorder. Based on cognitive behavioural principles that link thoughts, feelings and behaviours, the techniques described help pupils to understand why they get anxious and how they can 'starve' their anxiety gremlin in order to manage their anxiety. This workbook uses fun activities and real-life stories and can be used by pupils aged 5-9 on their own or with a parent or practitioner.	£12.00
Stirling Children's Wellbeing Scale	A positively worded, holistic measure of children's psychological and emotional wellbeing. SCWBS is developed by the Stirling Council Educational Psychology Service (UK). It is a positively worded measure of emotional and psychological wellbeing in children. For children and young people aged between 8-15 years.	Free
The Strengths and Difficulties Questionnaire (SDQ)	A brief behavioural screening measure for early detection of strengths and emotional problems in pupils and adolescents. It covers five key areas of emotional development: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, pro-social behaviour. A full profile can be gathered as it includes views from parents and staff as well as the pupil or young person.	Free
Superflex® A Superhero Social Thinking Curriculum	A Superhero Social Thinking Curriculum provides educators, parents and therapists ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger's syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioural curriculum helps students develop further awareness of their own thinking and social behaviours and learn strategies to help them develop better self-regulation across a range of behaviours. The curriculum works best with primary school children as well as with less developmentally mature older students who respond to visual books.	£47.60

Name	Description	Cost
Think Good, Feel Good (2nd Edition)	This is a workbook that provides a range of flexible and highly appealing materials that can be used to structure and facilitate work with pupils. In addition to covering the core elements used in CBT programmes, it incorporates ideas from the third wave CBT therapies of mindfulness, compassion focused therapy and acceptance and commitment therapy. It also includes a practical series of exercises and worksheets that introduce specific concepts and techniques. This is a workbook written by an experienced professional with all clinically tested material. It includes a wide range of downloadable materials. A companion guide is also available.	Workbook £32.99. The book contains many practical materials which can be photocopied or freely downloaded from the online website www.wiley.com/thinkgoodfeelgood Companion Guide £27.99
Zones of Regulation	Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	Free resources on website Contact Tameside EPS, for further information on their training package and intervention delivery

Cognition and Learning

Name	Description	Cost
Cogmed	Cogmed Working Memory Training is an evidence-based program for helping children, adolescents, and adults sustainably improve their attention skills and working memory. The effect of Cogmed has been demonstrated in controlled trials and is delivered through web-based training under the supervision of a qualified Cogmed coach. It can be used with small groups or an entire class.	Minimum: £150 for five accounts and one Coach Maximum: £960 for sixty accounts and six coaches
Cognition Matters	Cognition Matters is a training programme, used by teachers and parents, to improve the working memory, concentration levels and numeracy skills of typically developing children and those diagnosed with dyscalculia	On request
Clicker 8	The Clicker 8 is a child-friendly word processing tool, which includes speech feedback, word prediction, voice notes, picture support and the ability to provide topic specific sentences sets and word banks. The Clicker 8 also includes mind mapping, matching activities and speaking and listening activities.	£350 for one school for a three-year licence
Lucid Memory Booster	Lucid Memory Booster is a programme which teaches flexible memory strategies for children aged 4-11 years. Memory Booster is presented in the form of an adventure game to help keep children highly motivated and on task. This programme is stated to be especially useful for children with dyslexia or identified memory difficulties and has been positively evaluated within research.	On request
Jungle Memory	Jungle Memory is an online working memory intervention for children aged 7-16. It is a game-based intervention which is designed to be played four times per week for a period of eight weeks. Each session involves three games and lasts between 15-30 minutes. A 'log tracker' assesses how much access the child has had to the intervention and customised feedback is provided to users at the end of each training session. The intervention provides data relating to individual progress and score-comparison with peers of the same age.	Approximately £40 for an individual 8-week subscription

Name	Description	Cost
Accelerated Reading	Accelerated Reading is a computer program which helps teachers and librarians manage and monitor children's independent reading practice.	Maximum £450 for 50 children per year Minimum £9 per child per year
Achieve 3000	Achieve 3000 is an online program that is designed to accelerate literacy growth for all children from Year 2 to 12. The program provides high-interest current news event articles at the child's reading level.	On request
Bearing Away Phonics Programme	Bearing Away is a multi-sensory phonics programme for children with more complex learning difficulties. The programme is designed for children who are struggling to make a start in learning to read and is designed to be used for 10 minutes each day.	On request
Boosting Reading@Primary	Boosting Reading @ Primary is a targeted individual intervention, to be delivered over a 10-week period. It is designed to improve reading skills and enable pupils to read with understanding and enjoyment. It is delivered by staff who have attended training; a teacher (preferably on the Senior Management Team) is also expected to attend the training and act as school co-ordinator.	On request
Comparison and Analysis of Special Pupil Attainment (CASPA)	CASPA is tool to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs. Gain access to unlimited telephone and email support for CASPA and unrestricted use of CASPA within one school.	Annual licence fee £1,015.00 plus VAT (single school licence) eused0
Dyslexia Gold	Dyslexia Gold is an evidence-based programme to help children who are not making progress despite high quality phonics teaching. This programme is designed for primary and secondary school children, and any educational level. The intervention addresses skills required for reading (vision problems, poor tracking and auditory problems).	£24 a month
Dyslexikit	Dyslexikit is a phonics-based system of literacy materials for teachers and parents who want to help children progress their skills in reading, comprehension, spelling and handwriting. Although originally designed for children with a diagnosis of dyslexia, this resource can be used with any children aged 5-11 years.	£14.99 for a single kit
The Engagement Profile and Scale	The Engagement Profile and scale is a classroom tool for children with complex learning difficulties and disabilities. It supports focus on the child's engagement as a learner and personalised learning pathways can be created. It prompts student-centred reflection on how to increase the learner's engagement leading to deep learning.	Free
IDL Literacy	IDL Literacy is an intervention which uses speaking-computer based multisensory software to support learners with dyslexia to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and can be used as an individual intervention or as a school wide literacy intervention. Research suggests IDL Literacy appears to support significant improvements in spelling and reading ages.	Single user (£99 + VAT and an annual review fee of £9.99) Primary School Licence (£399 + VAT and an annual review fee of £199) Secondary School Licence (£599 + VAT and an annual review fee of £199)
Immersive Reader	Immersive Reader is a programme which uses techniques to improve reading comprehension for children and young people, across any age or ability.	Free

Name	Description	Cost
Language Builders	Language Builders is a resource that provides detailed advice and activities to promote the communication skills of all primary school children. The resources are accessible to parents, learning support assistants and teachers.	£22
Nessy	Nessy is an evidence-based preprogramme, which is based on 40 years of practical teaching by specialist teachers at the Bristol Dyslexia Centre. This programme follows the principals of structured, multisensory learning and uses memory strategies, phonic rules and motivational games to help primary school children gain confidence.	On request
Optima Reading	Optima Reading is a research-based programme developed through research studies over the last 20 years, which has been shown through various evaluations to have a positive impact in raising attainment (an average of 12 months of progress in 6 months and reading difficulties reduced from 20-25% to less than 3%. It is an online programme which can be used with the whole class, groups or individuals.	On request
Project X Code	Project X Code is an evidence-based reading intervention for children in Years 2 -4, who are working at a year below their expected reading age. This intervention combines phonics and comprehension development in a character adventure series, which is aimed at engaging boys in particular.	Minimum £9 Maximum £1540
Read Write Inc.	Read Write Inc. is a whole class intervention for 4-14-year olds. The intervention provides a structured and systematic approach to teaching literacy and is stated to be used by more than a quarter of the UK's primary schools. It is designed to encourage children to become fluent readers, confident speakers and willing writers.	On request
ReadingWise	ReadingWise is an online interactive resource for the classroom, which supports the development of reading skills in Early Years up to Key Stage 3.	On request
Spelling Shed	Spelling Shed is an online programme, which is designed by teachers and encourages children to learn spellings in a fun and interactive way. This intervention is aimed for primary school children and can be used on Apple devices at home and in school.	£36 per year
Toe by Toe	Toe by Toe is a decoding book which is designed for anyone who finds reading difficult. This may include those who struggle to decode. This resource is informed by evidence and can be used by all educational staff and parents.	£28.00
TTRS	Touch, Type, Read and Spell (TTRS) offers a comprehensive touch-typing course based on a structured program of phonics. The program aims to build literacy skills in children and increase their confidence. It is stated that TTRS is also suitable to children who struggle with specific learning difficulties likes dyslexia.	One year subscription for 10 children is £209.42
Word Shark	Word shark is a game-based programme which helps children from ages 5-15 learn how to read and spell. Word Shark is used across a range of schools for over 20 years and has practice-based evidence.	£270 for 30 children £338 for 100 children £563 for 500 children
Dynamo Maths	Dynamo Maths is an evidence-based resource to support children struggling with maths from ages 6 to 11. Dynamo Maths identifies and supports children at risk of developmental dyscalculia and those who are performing below their peers in maths. The resource includes a standardised dyscalculia assessment for ages 6-11 and provides a child profile, which then signposts various Dynamo Interventions. This intervention is available at access at home and school.	One Home-user Dynamo Assessment: £19.99 +VAT One Home-user Intervention Licence: £34.99 +VAT One-year subscription in school: £375.39

Name	Description	Cost
Mathletics	Mathletics is a programme which empowers teacher to support their child's learning in mathematics. It provides hundreds of curriculum-aligned lessons and activities and is described as a comprehensive online mathematics learning tool.	On request
Numicon: Breaking Barriers Teaching Pack	Numicon: Breaking Barriers Teaching Pack is a Teaching Handbook and Assessment and Photocopy Master book. This pack provides support with making number ideas accessible to children and addressing any underlying difficulties a child may experience in mathematics. It includes easy to follow activities with guidance on how to support and extend on the knowledge of children.	£113
Plus 1	Plus 1 is a book which helps children make progress with mathematics. It is a coaching manual which allows anyone to deliver individual support for children. The book states that it teaches all building blocks of numbers and begins to develop skills with mental calculations.	£29.99
1st Class@number	1st Class@number is a programme which requires a specially trained teaching assistant to deliver up to 30 half-hour sessions to a group of up to four children, for 10-15 weeks. These sessions focus on developing children's mathematical understanding through using stimulating and enjoyable games. Each session starts with an assessment, which enables the teaching assistant to measure progress and tailor sessions to the children's needs.	The charge for 2019/20 for a new 1st Class@Number teaching assistant, with their Link Teacher, is reported to be in the region of £990
The Working Memory Plus Arithmetic (WM+)	The Working Memory Plus Arithmetic (WM+) intervention aims to improve the numeracy skills of Year 3 children, by improving their working memory. The intervention is evidence informed and builds on studies which suggest numeracy difficulties may be related to poor working memory capacity. WM+ is delivered by teaching assistants and is delivered in ten one-hour sessions.	On request
B Squared Assessment	B Squared Assessments tracks, assess and reports progress for SEND children, through a wide range of products to suit a range of abilities and needs. These products help teachers identify next steps and enable teachers to show the progress a child has made in a variety of ways.	On request
Phonological Assessment Battery version two (PhAB2)	The Phonological Assessment Battery Version Two (PhAB2) offers a range of tests that help assess phonological awareness in children aged 5-11 years. This enables appropriate intervention to be provided to help improve underlying literacy skills. The PhAB2 has been newly standardised. The Phonological Assessment Battery (PhAB) is the assessment which is available for 11-14-year olds.	PhAB Record Forms (Pack of 10) £24.99 PhAB Complete Set £166.53 PhAB2 Primary Record Forms (Pack of 10) £34.91 PhAB2 Primary Complete Set £188.37
Ravens Assessment	Raven's is a cognitive assessment which measures an individual's cognitive skills. The progressive matrices provide an assessment of non-verbal ability and the vocabulary scales provide scores in the verbal domain. This resource can be used with children aged 4-11years and 7-18 years.	£330.49
The Sandwell Numeracy Test	The Sandwell Numeracy Test comprises of a revised edition for children aged 4-8 years and a version for older children aged 4-14 years. This standardised assessment enables teachers to assess a child's mathematic ability, through exploring different strands of basic numeracy skills. It is administered on a one-to-one basis and can monitor the impact of teaching interventions and to identify targets for an individual education plan.	£349.99 (Complete set of booklets and a one-year licence)

Name	Description	Cost
The Salford Sentence Reading Test	The *Salford Sentence Reading Test* (SSRT) is a simple and quick individual test of oral reading skills, which is based on carefully graded sentences. This can be used with children aged 5-13 years.	£30
Working Memory Rating Scale WMRS	The *Working Memory Rating Scale* (WMRS) is a behavioural rating scale developed for teachers to facilitate easy identification of children with working memory difficulties. WMRS can be used for children aged 5-11 years.	£63.27 for one manual and 25 record forms
York Assessment of Reading Comprehension	The Communication Trust offer a range of information and tools to enable practitioners to improve their practice, many of which are free to download. Their resources include the communication development pyramid. Staff can be trained in the pyramid and to understand how to adapt their communication cues so that they can 'step up' or 'step down' with a child as necessary.	Free

Communication and Interaction

Name	Description	Cost
Attention Autism	Attention Autism is an intervention model that aims to develop natural and spontaneous communication through the use of visual and highly motivating activities.	Free resources on website
Bedrock Learning	Bedrock offers Bedrock Vocabulary, a nine-year digital literacy and vocabulary curriculum designed for students of all abilities in KS2, KS3 and KS4 (Years 3-11), and Bedrock GCSE Literature schemes, a growing range of units to support learning of specific texts and terms for KS4 students.	Pricing on request
Black Sheep	Black Sheep Resources for teachers and speech and language therapists working with children with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).	Individual resources from £5 Primary Bundle £1796.00
Boardmaker	Boardmaker provides a wide range of symbol-based communication and visual supports which can be used around the environment, for displays and to create visual timetables.	Tiered pricing depending on number of installations/ packages Inclusive Solutions offer a 1 year subscription for multiple users to Boardmaker Online for £585 Boardmaker V6 is available for £203 and allows for two installations
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery

Name	Description	Cost
Colourful Semantics	Colourful semantics is an approach aimed at helping children to develop their grammar, by linking the structure of a sentence (syntax) and its meaning (semantics).	Free download
Colourful Stories (ELKLAN)	Colourful Stories (ELKLAN) is a visual support strategy that helps children to learn about the structure of stories and become more confident about telling and writing stories. Colourful Stories encourages oral narrative sills and introduces written words only when the child is confident about the structure of a story and how to tell a story orally.	£25 plus VAT and P&P
Communication Trust	The Communication Trust offer a range of information and tools to enable practitioners to improve their practice, many of which are free to download. Their resources include the communication development pyramid. Staff can be trained in the pyramid and to understand how to adapt their communication cues so that they can 'step up' or 'step down' with a child as necessary.	Free
Elklan	Elklan have a range of courses to suit you whether you are an early years worker, teacher or assistant working with children with Speech, Language and Communication Needs (SLCN). Their courses will enable you to develop the speech and language skills of ALL children but especially those with speech and language difficulties. Delivered by local tutors throughout the UK they give practical advice and strategies that are also suitable for children with English as an additional language and other special educational needs.	Price can vary according to provider If supplied by Elklan the current fee is £395 plus VAT to include the accreditation fee and the book The current fee for eLearning courses is £350 plus VAT
Friendship Terrace	Friendship Terrace is a series of sessions to reflect on and teach friendship skills, for children who find making and keeping friendships difficult and for children with an autistic spectrum disorder.	£37
Language Builders	Language Builders is a resource that provides detailed advice and activities to promote the communication skills of all primary school children. The resources are accessible to parents, learning support assistants and teachers.	£22
Language for Thinking	Language for Thinking - an approach to develop the verbal reasoning and thinking skills of children aged 4-11 through drawings and written scenarios with questions.	One day training currently £1100 plus expenses
Language Link (Junior)	Junior Language Link can be used to support children (7-11 years old) with mild to moderate language and communication needs and those new to English. The pack contains 500 colourful resources, 12 planned termly language groups, 24 individual teaching plans and 52 handouts for parents.	£425 for first year, £275 subsequent years
Lego Therapy	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic pupils, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, pupils work in groups of three with each participant having a distinct role to build a Lego model collaboratively. A comprehensive guide to setting up LEGO Therapy groups is available to promote social skills in children with autism spectrum disorders and related conditions through group LEGO building.	£10 - £30 for each Lego set Workbook: £14.99 Contact Tameside EPS, for further information on their training package and intervention delivery

Name	Description	Cost
Looking and Thinking workbooks	Looking and Thinking workbooks to develop verbal reasoning skills. Photocopiable worksheets including illustrations and differentiated question prompts. To support children with delayed language skills, or who have English as an additional language.	£79 for books 1-5 in print £95 for books 1-5 in PDF
Makaton	Makaton is a language programme that uses symbols and signs alongside speech.	Products range from £7 - £40. Full collection available for £325
PECS	PECS [Picture Exchange Communication System] - an alternative / augmentative communication system in which simple picture cards are used to communicate simple needs initially, working towards more complex sentence structures.	£65 for training manual Additional products £5 - £50
PODD (Pragmatic Organisation Dynamic Display)	PODD is a book or device that contains symbols and words to support communication between people with complex communication needs and their communication partners (family, friends or teaching staff).	Software bundles to create communication books start from £199
Progression in Language Structures	Progression in Language Structures is a document for identifying how content learning can be built on language structures. Language structures are presented in sentence starters for different text types, for example, the language of explanations and how it can be structured from foundation stage through to Year 6.	£13.99 (excluding VAT)
Proloquo2Go	Proloquo2Go Children, teens and adults who can't speak can use this Augmentative and Alternative Communication (AAC) app for iOS as a daily communication tool and to build language skills. From the first time someone opens the app, a few taps are all it takes to start talking to the world.	£250
R-Time	R-Time is a structured programme that builds and enhances relationships for children from Early Years to the end of Primary School.	£75 main manual £3 - £35 for additional resources
Sliding in Technique	The 'Sliding in Technique' is a process that can be used to support a child to talk in front of new people, where the new person 'slides in' very gradually.	Free
Social Detectives	Social Detectives (comic book that offers different ways that can be reviewed repeatedly with students to teach them how to develop their own social detective skills.)	$25 plus P&P from US
Socially Speaking	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. It is suitable for 7–11 years and older pupils with SEN.	£20
Social Use of Language Program (SULP)	The SULP [Social Use of Language Program] is a framework for personal, emotional and social development from a communication and thinking skills perspective, providing multisensory activity sequences with interactive stories.	Free video links on website

Name	Description	Cost
Superflex® A Superhero Social Thinking Curriculum	A Superhero Social Thinking Curriculum provides educators, parents and therapists ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger's syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioural curriculum helps students develop further awareness of their own thinking and social behaviours and learn strategies to help them develop better self-regulation across a range of behaviours. The curriculum works best with primary school children as well as with less developmentally mature older students who respond to visual books.	£47.60
TALC	The TALC (Test of Abstract Language Comprehension) was designed to help speech and language therapists, education staff and the wider workforce to assess and develop the verbal reasoning skills of all under 5s and primary aged children who experience difficulty understanding what is said to them.	£45 plus P&P
Tales Toolkit	Tales Toolkit – Online package of training and resources to develop children's skills in story development and sequencing in small groups.	£800
TalkAbout	Talkabout is a complete programme for developing self-esteem, social and friendship skills.	£10 - £40 per book
Talk Boost	Talk Boost KS2 is a targeted intervention that narrows the gap between 7-10-year olds with language delay and their peers.	Free guidance on website
Talk for Writing	Talk for Writing is a teaching framework that enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.	One day training with a school or small cluster (from 9am to 3.30pm) costs £1250 plus expenses for up to 50 delegates. If numbers exceed 50, then there is an additional fee of £50 per person. A day's consultancy from 9am to 3.30pm costs £850 plus expenses Resources £5 - £30 per book
Talking Maths	Talking Maths is a 10-week intervention programme which targets speaking and listening skills in the context of mathematical language.	EY – KS3 bundle, £45
Talking Points Progress Checker (ICAN)	These Talking Point Progress Checkers have been written by speech and language therapists, based on typical developmental milestones from 6 months – 11 years. Their resources can help you identify signs of a child who is struggling to communicate, and ensure they get the support they need.	Free
TEACCH	The TEACCH approach aims to respond to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.	Free guidance on website
Time to Talk	Time to Talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged 4 - 6 years old. Time to talk contains over 40 sessions which are designed for children who will be seen two to three times each week. The book will also help teachers to develop the basis of interaction with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.	£17 - £25 Workbook available to buy in a variety of places

Name	Description	Cost
Topsy Page – (Philosophy for Children)	A range of resources to support the development of effective child talk. Topsy also offers a Talk Audit where she will visit your school and analyse child and teacher talk, then provide recommendations.	£300 for a two-day training course
Wellcomm	WellComm Early Years and the new WellComm Primary toolkits enable you to identify children needing speech and language support and come with an age-appropriate 'Big Book of Ideas' providing a total of around 150 instant, play-based activities.	£449 - EY or Primary full set, £799 EY and Primary
Widgit	Widgit provides a wide range of symbols that can be used to signpost around the classroom environment, for displays and to create visual timetables.	Widgit Essentials Bundle has tiered pricing depending on number of installations. £289 – 1 installation Up to £1449 for 30 installations
Word Aware	Word Aware is a structured whole school approach to promote the vocabulary development of all children.	One day training currently £1100 plus expenses
Zones of Regulation	Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	Free resources on website Contact Tameside EPS, for further information on their training package and intervention delivery

Sensory and/or Physical

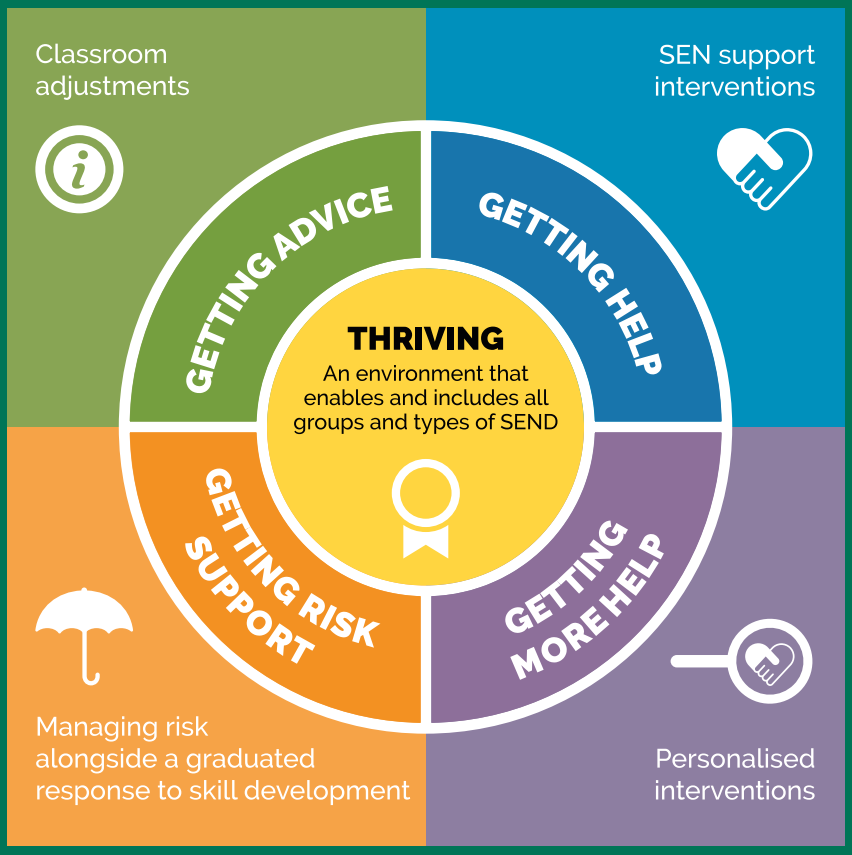
Name	Description	Cost
Approaches to support physical needs	Approaches to support physical needs is a downloadable pdf document from Cheshire East Local Authority providing ideas for physical play activities.	Free downloadable resource on website
Blobble Write	Blobble Write is an app that help young children develop their handwriting skills and learn to write letters and numbers.	£2.99
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Clever Fingers	Clever Fingers are creative activities that have been specifically selected to support children to develop their fine motor skills.	£49-£225 plus P&P
Dexteria Jr.	Dexteria Jr is an app that supports the development of fine motor skills and handwriting readiness through hand and finger exercises. The activities are suitable for children aged 2-6 years.	£3.99

Name	Description	Cost
Dough Disco	Dough Disco This free and simple activity involves moulding play dough in time to music such as rolling, squeezing and flattening to develop fine motor skills.	Free
Funky Fingers and Finger Gym	Funky fingers and finger gym encourages the development of fine motor skills and pre-handwriting skills using play activities.	£59.94 inc. VAT
Hairy Letters	Hairy Letters is an app for children aged 4-6 years learn the letters of the alphabet and trace the letter shape using their fingers.	£2.99
Keyboarding Without Tears	Keyboarding Without Tears is a programme that teaches pre-keyboarding and keyboarding skills to children.	Free
Motor Skills United	Motor Skills United was developed by Stockport Children's Occupational Therapy Service and consists of 70 large and small room activities to support the development of fine and gross motor skills.	Free
Move 'n' sit or disc 'o' sit	Move 'n' sit/ disc 'o' sit wobble cushions help to improve sitting posture and attention and concentration.	£36
Physical Literacy	Physical Literacy is a way of describing the movement skills that a child develops. Ideas for activities and different skill areas are included.	Books range from £30.99-£31.74 Training packages range from £395 to £850
Ready Steady Write	Ready Steady Write is a free Occupational Therapy programme to support children to improve their ability to produce fluent, spontaneous and legible handwriting.	Free
Squiggle Whilst You Wiggle	Squiggle Whilst You Wiggle is a Kinaesthetic approach to stimulate early writing.	£36
Write Dance	Write Dance incorporates music and dance to develop the skills needed for handwriting.	Books range from £30.99-£31.74 Training packages range from £395 to £850
Write From the Start (Teodorescu Perceptuo-Motor Programme)	Write From the Start (Teodorescu Perceptuo-Motor Programme) contains over 400 graded activities to support perceptual and fine-motor development.	£34.99

Tameside Metropolitan Borough

SEND Children Thrive
Matching Provision to Need

Main Thrive Tool Key Stage 3



SOCIAL, EMOTIONAL, MENTAL HEALTH

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Embed whole school programmes and strategies to promote emotional health and wellbeing e.g. .b mindfulness, Lions Quest skills for Adolescence (11-16), R Time, Second Step (11-14). Arrange relevant training for school staff from external support services where needed, including attachment/ trauma, resilience and whole staff Mental Health training, e.g. Emotionally Friendly Schools. Use effective assessment tools to identify an overall profile of emotional wellbeing at the whole school and classroom level, for example, from those that have been identified as effective measures for schools to use from the Education Endowment Foundation. Obtain and record young person's views through pupil voice activities, e.g Blob Tree. Obtain and record parental information and views. These can include questionnaires, parents' evenings, assemblies and social media forums. Use appropriate assessments to identify difficulties early, establish a greater understanding of the young person's needs and inform appropriate referral to other services (examples are provided under specific needs below). Set realistic targets and review termly in collaboration with the Special Educational Needs and Disability Co-ordinator (SENDCo), teaching staff and the young person/parents/carers where appropriate. For example, use Individual Education Plans (IEPs), pupil profiles, behaviour support plans. Implement appropriate interventions for young people with specific individual needs, e.g. anxiety-based difficulties and attachment difficulties (examples are provided under specific needs below). Refer to relevant external agencies, e.g. Behaviour for Learning and Inclusion, Educational Psychology Service, Healthy Young Minds, Virtual School Team. Use the Plan-Do-Review process to monitor the young person's progress, alongside any external agencies' advice, whilst collating evidence of the impact of the strategies being used (refer to 'Best Practice Walkthrough' document). Where the young person has an Education, Health and Care Plan (EHCP), refer to described outcomes and provision and implement. Continue to use the Plan-Do-Review process against the specified outcomes and provision. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan (refer to 'Best Practice Walkthrough' document).		

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Peer integration/ friendships	Use turn-taking games and co-operative learning activities during subject lessons. Rotating groups, so that young people work with different group members, helps to build a range of social skills and fosters inclusiveness. Adopt a planned PSHE curriculum that involves whole class discussion and activities that explore different relationships, e.g. Quality Circle Time, Philosophy for Children. Create learning opportunities by introducing classroom routines to teach friendly behaviour. For example, model giving compliments and then set up situations where pupils can practise giving and receiving them. Use positive notes or compliment slips when positive social behaviour is observed. Teach positive social skills through drama and role play, giving young people the opportunity to reflect on how different scenarios may make others feel. Set up peer mentoring or 'buddy' systems during unstructured times. Offer social time support for example setting up a club around a young person's area of interest (e.g. gardening or gaming). Key adults to foster a relationship and encourage understanding e.g. using one page profiles. Access to Mental Health First Aid training for staff to support their understanding of fostering positive peer relationships.	Conduct appropriate assessments to develop understanding of the presenting needs in relation to friendships. For example: • Social Skills Improvement System (SSiS). • Emotional Literacy Assessment. • Multidimensional Students' Life Satisfaction Scale. Offer small group interventions to promote positive peer interactions. For example: • Circle of Friends. • Nurture groups. • S.S. GRIN. • Lego therapy. Use conflict resolution strategies and other similar techniques such as restorative justice to support pupils through conflicts.	Implement 1:1 tailored interventions that have been planned to enable the young person to meet specific targets in relation to peer integration/friendships. Provide key adult support at specific times that have been identified as challenging for the young person, e.g. unstructured times. Small group or paired provision at breaks and lunchtimes, modelled and structured by an adult. Adult support in class to scaffold any group/paired work. If negative thoughts are a barrier to the young person engaging with their peers, try cognitive behavioural approaches such as Think Good Feel Good. Use of programmes such as Why Try and Social Skills Improvement System (SSiS). Implement a Reducing Anxiety Management Plan (RAMP).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Peer integration/ friendships	Use of PSHE to discuss healthy relationships and friendships. Use of whole school anti-bullying policies and programmes. Developing Emotional Awareness and Listening Programme (Samaritans) training for teachers and whole class session plans.		
Social understanding	Ensure preparation for changes to activities/ routines/staffing. Provide a plan and support for unstructured and/or transition times. Utilise visual timetables/schedules. Set up peer mentoring or 'buddy' systems during unstructured times.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs and inform group interventions, for example: • Social Skills Improvement System (SSiS). Promote interaction with a young person's peer group through small group interventions, e.g. FRIENDS Programmes, Socially Speaking and Lego Therapy.	Identify and complete appropriate assessments to establish a greater understanding of the pupil's needs, for example: • Emotional Literacy Assessment. • Blob Tree. Use personalised Social Stories (Carol Gray) to reaffirm appropriate behaviour in specific situations according to the needs of the individual young person. An appropriately trained adult, (supported by the SENDCo, Educational Psychologist or CAMHS professional), to be available to provide de-escalation and reflection work following any confrontation with peers. One tool that might be used is Comic Strip Conversations to support the young person to reflect on real-life events and consider alternative ways of responding.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Emotional regulation	Create a calm, positive and nurturing classroom environment. Offer whole school training to support staff in de-escalation techniques. Embed whole class approaches to teaching emotional regulation strategies, e.g. .b mindfulness in schools project. Use emotional validation strategies when pupils are upset, angry or distressed, e.g. Emotion Coaching approach. See EPS for more detail. Discuss and model feelings and emotions often, using a wide vocabulary of feelings and emotions words. Staff to model that getting things wrong is okay. Create displays focused on developing emotional vocabulary. Ensure consistent rules and routines across the school. Ensure there is flexibility built in to support those with additional needs. • Rules should be in the form of a positive statement. Avoid rules framed as negative statements. • Rules need to be stated clearly. • Minimise your list of rules (3 -5 rules). Other whole school approaches may include: • Provision of a safe space/area pupils can access to support their emotional regulation area. • Sensory breaks/sensory diets. • Opportunities for daily mindfulness. • Emoji card/time out cards. Key visuals e.g. visual timetables.	Identify and complete appropriate assessments to establish a greater understanding of the pupil's needs, for example: • Boxall Profile. • The Strengths and Difficulties. Questionnaire (SDQ). • Blob Tree. Offer small group support to develop skills related to emotional regulation and emotional literacy e.g. recognising and labelling emotions, self-calming techniques and using Zones of Regulation or Lego Therapy. Use appropriate emotional awareness and regulation workbooks or programmes within individual or a small group, such as: • Think Good, Feel Good. • Starving the Angry Gremlin. • Starving the Depression Gremlin..	Work with a group of key staff to identify the individual profile of the young person to gain an understanding of their individual triggers, observable behaviours, as well specific escalating and de-escalating adult responses. An example of this might be the RAMP (Reducing Anxiety Management Plan). Contact Educational Psychology Service for information. Assign a Key adult/ team of adults for daily check ins with the young person. Teach self-calming techniques, such as breathing, visualisation or repetitive, soothing or sensory activities (colouring, play dough, theraputty). Always ensure access to these activities at all times through use of a 'calm box'. Use gentle praise when self-calming strategies are attempted, even if unsuccessful. Use the Incredible 5-Point Scale to aid emotional self-regulation. Put an appropriate support plan in place (may be a behaviour/risk management plan), which has been devised with the young person according to what they feel helps them to feel calm. This might include a safe-handling plan. Any plan should include how to reflect upon, learn from the 'incident' or behaviour, and debriefing for staff and the young person. Provide a 'safe' place for a young person to take time out and calm. Provide time within the curriculum for one to one work with an appropriately accredited therapist, e.g. play therapy, art therapy. Reintegration to class/ school following therapeutic work needs to be managed sensitively and appropriately.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Self-esteem/self-efficacy	Identify and complete appropriate assessments to establish a greater understanding of the whole class/ whole school's needs, for example: Pupils Attitudes to Self and School (PASS). Embed a whole class growth mindset approach which focuses on effort over achievement. Use positive classroom management strategies such as PIP & RIP – praise in pubic and reprimand in private. Provide regular opportunities for pupils to identify and celebrate success and achievements and share these with others. Ensure praise is specific and focuses on the learning process i.e. learning from mistakes and taking on challenges. Opportunities for pupils to engage extra-curricular activities which allow them to showcase their strengths for example debating club, gaming club or gardening club. Ensure that pupils' successes and achievements are shared with parents and carers.	Conduct appropriate assessments such as: • Self Image Profile • Pupil's Attitude to Self and School Offer small self-esteem groups as a supportive way of building a young person's confidence and self-esteem. Ideas for activities can be found within Emotionally Friendly Schools and on the ELSA website. Plan out self-esteem building exercises as part of a group to enable pupils to receive positive messages and acceptance from one another. Set self-esteem building programmes can be used. For example, Cool Connections or Think Good Feel Good. Offer groups such as Pyramid clubs to support the transition between Year 6 and Year 7 for pupils who are shy, anxious and withdrawn, and therefore tend to find transition difficult to manage. Interventions to support unhelpful thoughts which are impacting upon self-esteem such as Anxiety Gremlin. If self-esteem is impacting upon engagement with exams and ability to manage stress, try evidence-based exam stress groups which involve positive affirmations and relaxation activities.	Assign a key adult/team of adults to provide daily opportunities for the young person to talk through successes and achievements experienced that day. Provide daily opportunities to spend time identifying and building on personal strengths and qualities with an adult, on a 1:1 basis: • Make a strengths jar. • Use the Finding hidden treasures approach (Ioan Rees, (2005). • Use strengths cards. Use person centred reviews and meetings as an opportunity to evidence and celebrate positive achievements, with an audience of people who are significant to the young person. Consider Exam Access arrangements.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Reducing anxiety	Use stories and therapeutic metaphors to teach about feelings and normalise feelings of anxiety, e.g. Margot Sunderland books. Explore negative thinking styles as part of PSHE curriculum, as well as strategies to challenge these. Practise calming strategies as a class routinely, particularly after a transition from break or lunch, e.g. mindful breathing exercise or simple 3-minute silent start activity. Embed growth mindset as a whole school approach. This could be done by creating posters that are displayed in classrooms and around the school and having regular assembles and PSHE lessons that focus on developing a growth mindset, for example celebrities or inventors who failed many times before succeeding.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • The Strengths and Difficulties Questionnaire (SDQ). Consider Cognitive Behavioural approaches to group work provided over a specified period of time e.g. Think Good Feel Good, Cool Connections and the FRIENDS Programme. Implement Pyramid clubs.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Schools and Students Health Education Unit (SHEU) surveys. Provide a daily check in with a key adult/ team of adults. Allow engagement with a neutral task or complete an assigned 'job' at school to reduce feelings of anxiety. Work with a group of key staff to identify the individual profile of the young person to gain an understanding of their individual triggers, observable behaviours, as well specific escalating and de-escalating adult responses. An example of this might be the RAMP (Reducing Anxiety Management Plan). Contact Educational Psychology Service for information.
Resilience	Embed a whole class growth mindset approach which focuses on effort over achievement. Whole school resiliency training, e.g.Bounce Forward.	Identify and complete appropriate assessments to establish a greater understanding of the young person's needs and inform group interventions, for example: • Child and Youth Resiliency Measure. Consider group interventions to develop resilience in young people, e.g. Smart Moves®.	Consider risk and protective factors to provide a profile of the young person, e.g. BOING BOING.

COGNITION AND LEARNING

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Create a supportive learning environment- e.g. 'help box' with appropriate resources in each classroom; folders in classrooms (on tables) containing resources such as word mats; using off-white paper (not black text on white paper); colour coding/ dyslexia friendly environment; working walls and purposeful displays (e.g. key vocabulary); prompts/ reminders/ 'to do' lists; seating selection; visual cues and timetables; timed rewards and consequences; changing visuals (e.g. Smart boards – changing images, clips, texts and colours); brain breaks. Differentiation- e.g. task sheets; providing PowerPoint printouts; timers; breaking down skills; understanding of 'small steps' approaches; targeted questions at different levels. Scaffolding of work- e.g. task plans; word banks; sentence starters; writing frames. Promoting independence- e.g. scaffolding; timers; visuals; sharing expectations; work pitched at pupils' level; effective deployment of support staff; offering mediation at a lower level first before increasing, where necessary (see Getting Help column). Staff approaches- e.g. peer observation, joint planning and support (e.g. triad delivery model); chunking verbal instructions.	Further assessment of need through observation, collating assessment data, and gathering the views of staff, parents/ carers and pupils, following a graduated approach and assess-plan-do-review learn cycles. Facilitate learning activities in smaller and targeted groups, in limited distraction environments where possible. Awareness of pupils who may benefit from additional support at the acquisition and fluency stages of the learning hierarchy (e.g. strategies such as pre-teaching of key concepts/ vocabulary and increased repetition and over-learning with opportunities to revisit concepts more frequently). See Getting Advice column. Individual and/ or small group interventions with appropriate pre- and post- measures to evaluate progress (examples of specific Literacy and Numeracy interventions are suggested below); good starting points for finding out about evidence-based interventions, programmes and approaches are: • The Education Endowment Foundation'sTeaching and Learning Toolkit and Language and Literacy and Mathematics projects.	Use appropriate assessments to identify difficulties early, establish a greater understanding of the pupil's needs and inform appropriate referral to other services. Over rehearsal of information to enable pupils to progress through the hierarchy of learning (see General section) e.g. Precision Teaching (PT) intervention. PT intervention is suitable for those who struggle with working memory difficulties and retaining information and is used as an intensive 1:1 intervention. Higher levels of mediation during tasks (see Getting Help). Obtain and record pupil's views through pupil voice activities. Obtain and record parental information and views through questionnaires, parents' evenings, assemblies and social media forums. Create individual education plans (IEPs) or similar and adapt termly, with progress against targets routinely reviewed by the SENDCo, relevant staff and pupil/ parents/ carers.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Staff approaches- e.g. peer observation, joint planning and support (e.g. triad delivery model); chunking verbal instructions. Multi-sensory teaching methods Repetition of concepts and skills- e.g. pre-teaching vocabulary; address misconceptions the same day; retrieval practice (last session/ last week/ last topic/ last term); bridging new content and skills with prior learning (e.g. 'where have we seen this before?') Use effective assessment and monitoring ools to identify all pupils' learning levels and track progress, e.g.: • B Squared assessment – broken down into lesson steps to reduce gaps. • Learning Ladders assessment framework. • Comparison and analysis of special pupil attainment (CASPA). • Meaningful moderation of assessment. Provide staff and peer feedback that is specific, clear and accurate; which focuses on improvement from previous work; and which supports effort and perseverance. Arrange relevant training for staff from external support services, where needed. Staff awareness of the learning hierarchy to support their understanding of the stages involved in developing a skill and identifying which stage pupils have reached/ where additional support to progress may be needed:	• Evidence 4 Impact – an independent service that supports educators in using evidence-based practice in order to improve outcomes for pupils. • The Early Intervention Foundation guidebook – provides information about early intervention programmes that have been evaluated and shown to improve outcomes for children and young people (including the 'Enhancing school achievement and employment' outcome). Different pupils will require different types, levels and intensity of adult mediation (approaches and strategies used to support during tasks and activities) to maximise their learning of specific skills and to promote increased levels of independence. The focus of mediation may include: • Regulation of behaviour (finding out what helps the pupil to manage behaviours associated with learning such as attention, impulsivity and distraction); • Rule teaching (helping and encouraging the pupil to find and apply rules); • Insight (helping the pupil to use 'what works' and apply these tactics to new and novel situations - generalising); or • Sequencing (helping the pupil to respond in an organised and sequenced way). Modes of mediation may include: • Focusing (directing and maintaining attention to a task using prompts such as gesture or verbal and visual cues); • Motor (drawing, moving objects into pupil's line of sight, hand over hand guidance);	Ensure that any Teaching Assistants (TAs) involved with the pupil understand the purpose of the IEP or group plan and support the pupil to achieve their targets. Use of plan-do-review-learn processes to monitor progress and plan individual support. School staff, SENDCo, parents/ carers and pupil to continue to liaise on a regular basis – a minimum of three meetings with parents within a 12-month period. Refer to external agencies for further support around learning and factors which may impact children's progress (e.g. Educational Psychology Service (EPS), Speech and Language Therapy (SALT) service, Equality Multi-cultural and Access Team (EMAT), Tameside Pupil Support Service. Where a pupil has an EHCP: • Refer to described outcomes and provision and implement. • Continue to use the Plan-Do-Review-Learn process against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan'. • Regularly update with strategies as they are tried. • Complete Annual Review of EHC Plan. • Continue to request and act upon advice from external agencies, as necessary. • Carry out and review assessments, as advised by external agencies.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	• Acquisition (being introduced to a task, such as recognising a phonic sound, and recognising initial components. Focus is on accuracy and getting it right, rather than speed or use of concepts to problem solve). • Fluency (practice phase and becoming familiar with the task; starting to focus on speed as well as accuracy (e.g. identifying sounds more quickly and automatically). Individuals will make different rates of progress). • Mastery (task is fully learnt and feels like 'second nature'; pupil has developed a level of proficiency which is not affected by new learning or periods of time without practicing the skill, such as being able to recognise a phonic sound over time). • Generalisation (mastered task is now used in other situations; with instruction, the pupil applies the skill with novel materials or under different conditions, such as applying phonics sounds to reading a book with some help. Learning is less prescribed and reinforcement can take place through everyday experiences, enabling simple problem solving). • Adaptation (the mastered skill is fully generalised and the information can be used in novel ways and for more complex problem solving, such as applying phonic knowledge to new words. Specific instruction in complex or new situations isn't needed and the pupil can ask themselves what skills or knowledge they might need to solve the problem). Establish good links with home to support learning, e.g.: • Ensure that the curriculum is accessible for parents so they can help their children. • Online homework support systems so pupils don't have to write things down. • Where possible, support parents to access similar resources to the ones accessed in school. For example, a school license for Clicker8 also allows parents to access the resource at home for free.	• Verbal (using instructions to guide and direct through questions, step-by-step instructions and feedback on what has gone well). Mediation should begin at the lowest level needed for the pupil; some will need to begin at a higher level than others. Mediation progresses from higher to lower levels as follows: • Hand over hand guidance. • Modelling with initial guidance which is gradually faded. • Modelling the task using specific examples of rules, concepts and strategies. • Pointing out general characteristics (but not task-specific). • Asking for further applications of previously used strategies. • Teaching how to select appropriate strategies using previous input from mediation. • Pupil applies previous strategies and rules with increasing flexibility. • Previous mediation internalised and fully self-regulating.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Thinking Skills	Employ strategies to develop pupils' metacognition and self-regulation (i.e. the ability to monitor, direct and review their own learning, through explicitly thinking about their own learning, setting goals and evaluating progress) and executive function skills (these are a set of skills and mental processes that develop throughout childhood and adolescence, which support pupils to self-regulate, initiate, attend to and persevere with activities successfully). Explicit teaching of metacognitive strategies, following the seven-step model: 1. Activating prior knowledge. 2. Explicit strategy instruction. 3. Modelling of learned strategy. 4. Memorisation of strategy. 5. Guided practice. 6. Independent practice. 7. Structured reflection. Organise and structure classroom talk and dialogue, including 'Socratic talk', talk partners and debating. Teacher modelling of own thinking and understanding at a whole-class level (e.g. modelling self-talk when preparing for a task, making mistakes or monitoring reading comprehension). Use of open questioning to support pupils' thinking around a task (e.g. 'what do we have to do here?' 'how might we start?') Use of structured planning templates (e.g. visual task plans or check lists), teacher modelling, worked examples and breaking down activities into steps.	Promote dialogic teaching at a whole-class and small group level, which emphasises dialogue through which pupils learn to reason, discuss, argue, and explain. Explicitly teach pupils how to organise and effectively manage their learning independently – provide guided practice. Provide exam preparation and self-study support in small groups for targeted pupils. Use of self-evaluation and feedback tools such as 'exam wrappers' (a pre and post-exam self-evaluation tool). Teach and model working memory and recall strategies within small groups (rehearsal and chunking of information, visual memory strategies and creating narratives). Gather observational data and conduct targeted assessment to further clarify strengths and needs (e.g. Working Memory Rating Scale (WMRS) / Automated Working Memory Assessment). Provide explicit instruction and targeted goal-setting with individual pupils/groups around key skill areas (e.g. self-management or self-organisation skills). Regularly cue pupils to remind them of the skills they are focusing on before initiating a task, and recognise and reward progress. Small group/individual interventions to develop targeted skills (e.g. access to small group sessions to practise attention and listening skills, working memory instruction/practice: Cogmed/ Jungle Memory). Complement computerised interventions with strategy-based practice within the classroom.	Access to a highly personalised curriculum incorporating additional support to enable 'readiness for learning' (e.g. self-regulation, planning, preparation, and organisation). Targeted intervention, clearly linked to IEP objectives, for key competencies (e.g. time, inhibition control, working memory intervention e.g. Jungle Memory, Cogmed). Use of pre/post measures to monitor impact and progress.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Thinking Skills	Access to key information (e.g. subject specific vocabulary, key spellings, number facts etc.) visually to promote independence and reduce working memory loads. Use of verbal and visual cues/prompts to direct or redirect attention – access to opportunities for movement breaks and different modalities of teaching and learning.	Use of personalised work areas/stations with clear systems for organisation and planning (e.g. using task boards or in-out trays). Provide regular opportunities for short breaks and use of individual items to support attention and concentration within agreed boundaries across lessons (e.g. brief movement breaks and/or access to fiddle items).	
Literacy	Use of evidence-based approaches to teaching literacy (e.g. Education Endowment Supporting Literacy in Secondary Schools guidance). Collaborative learning and peer tutoring approaches (e.g. Paired Reading, Cued Spelling). Reading buddy/ peer support/ joint learning. Class literacy programmes which can be differentiated for individuals e.g. • Achieve 3000 (TeenBiz3000 for KS3). Access to books with low reading age and high interest, e.g. Rising Stars. Cross-curricular embedding of basic Literacy skills.	Targeted assessments e.g. IDL, Lexia, PiXL CODE, SNAP SpLD, Accelerated Reader, Nessy, Connective Learning. Use of standardised assessments such as PhAB2. Small-group support for pupils struggling with literacy, e.g. • Read Write Inc. Fresh Start (Oxford University Press). • Reciprocal Teaching to raise reading comprehension levels. Use of technology such as Clicker 8 and online software such as Dyslexia Gold and Lexia Power Up Literacy. Introduce accessibility tools on Microsoft Word, e.g. Immersive Reader. Explore alternative methods or recording such as voice to text, using a keyboard. Use of a reading pen. Bespoke homework clubs/ online homework. Training NASEN.	Interventions to develop literacy skills, based on principles of repetition and over-learning, with support to generalise skills (e.g. Precision Teaching, Toe by Toe). See General section. Very small group/ paired/ individual interventions to develop literacy skills, e.g.: • Word Shark • Acceleread, Accelewrite • Accelerated Reader • BoostingReading@Secondary Access to resources such as aurally encoded dictionaries.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Numeracy	Use of evidence-based approaches to teaching Mathematics (e.g. Education Endowment Foundation Improving Mathematics in Key Stages 2 and 3 guidance report). Collaborative learning and peer tutoring approaches such as Paired Maths. Cross-curricular embedding of basic Numeracy skills.	Use of appropriate assessments to identify strengths and areas of need, in order to target intervention at an early stage. This may include standardised assessments (e.g. Sandwell Numeracy Test) as well as formative, criterion-referenced and curriculum-based assessments such as Precision Teaching baseline probes.	More specialised interventions, e.g. • Numbers Count – a specially trained teacher gives individuals or small groups at least 3 x 30 minute lessons for a term. Sessions are planned for individuals based on initial assessments, with a focus on number and calculation. • 1stClass@Number can be adapted for older pupils who need to reinforce basic mathematical skills and concepts.

COMMUNICATION AND INTERACTION

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
Language development	Staff have an awareness of Speech Language and Communication and how this presents in the classroom, free training 'An Introduction to Speech Language and Communication' is available from The Communication Trust. Identification of designated Communication Champions or Leads. Have set tasks and activities throughout the day/ week which focus on supporting spoken language use and understanding, for example, 'No Pens Day Wednesdays'. Use of free environmental checklists to evaluate whether the space supports communication and interaction, such as the free Communication Friendly Environment Checklist from the Communication Trust. Identification of communication needs using a checklist such as the free Universally Speaking Age 11- 18 checklist, available from The Communication Trust. Alongside, increased observations, use of the curriculum and discussions with pupils and parents/ carers. Use of resources from Schools The Royal College of Speech and Language Therapists website.	Increase observations to understand how the pupil communicates, with who and where do they communicate best, what their strengths and interests are, and how these can be used to encourage engagement in the classroom. Monitor how the pupil responds to your communication with them and whether they follow the words you are saying and/or the gestures you are using. Plan and adapt tasks and activities to take account of the pupil's individual communication needs. Provide frequent practice to develop communication skills through recall and repetition. Develop close home and school links to ensure strategies are used across both environments to support the generalisation of skills. Use of resources such as the Communication Trusts 'Communicating the Code' to support pupils with identified communication and interaction needs. Access additional staff training on supporting pupils with specific communication and interaction needs (e.g. Speech and Language Therapist, Educational Psychologist).	Multi-agency assessment to identify persistent and complex needs. Referral to ISCAN. Provide access to assessment and advice from external services such as Pupil Support Service, Speech and Language Therapy and the Educational Psychology Service, to tailor programmes and activities to support their speech and language development, including attention and listening skills and social skills. School staff to deliver and support individualised, targeted intervention, based on support and guidance from external services. Certain interventions may require specialist training from the Speech and Language Therapy Service. Black Sheep Press (11-16) provides resources for teachers and speech and language therapists working with pupils with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN). Use the Plan-Do-Review process to monitor the child's progress, alongside any external agencies' advice, whilst collating evidence of the impact of the strategies being used (refer to 'Best Practice Walkthrough' document).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Language development		Access additional staff training on supporting pupils with specific communication and interaction needs (e.g. Speech and Language Therapist, Educational Psychologist). Access additional staff training to support key adults to understand and respond to behaviours associated with communication and interaction difficulties (e.g. frustration at not being able to communicate, distressed behaviours as a result of not understanding spoken instructions of expectations). Additional support is in place to develop emotional vocabulary and emotional expression using visual and real-life situations (e.g. use of feeling scales or agreed strategy cards). ELKLAN - accredited courses for education and other staff working with those with speech, language and communication needs. Provides staff with an in-depth knowledge and understanding of a range of practical ideas and skills to deliver a range of small-group, targeted interventions. (Elklan Trained TAs).	Where the child has an Education, Health and Care Plan (EHCP), refer to described outcomes and provision and implement. Continue to use the Plan-Do-Review process against the specified outcomes and provision. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan (refer to 'Best Practice Walkthrough' document). Continue to request and act on advice from external agencies as necessary. Access Arrangements allow pupils with special educational needs to access assessments without changing the demands of the assessment. This may include allowing extra time, providing a scribe or having a reader. These may need to be applied for in advance by the school; check the exam board guidance for more information. Further resources Raising awareness of Developmental Language Disorder (RADLD) gives free information and fact sheets about Developmental Language Disorder (DLD), as well as a range of helpful resources. Afasic produces free downloads with vital information for parents and professionals about talking, understanding language and getting the right help. They offer free downloads, free parent support days and workshops, and useful links to mobile apps and other support. British Stammering Association A range of information, resources and advice to support those with a stammer, as well as their families and carers. The website includes recommended therapies and courses, as well as 'Everyday Tips' and apps and devices.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Language development		Elklan Language Builders Resources from ELKLAN are practical books which provides detailed advice and activities to promote the speaking and listening skills for secondary aged pupils. Regular communication groups, working on speech and language skills on a frequent basis with a small group of pupils. It can be helpful to include good role models alongside pupils who need additional support. Certain interventions may require specialist training from the Speech and Language Therapy Service (e.g. Vocabulary training).	Michael Palin Centre for Stammering offers a range of support services for pupils, pupils and parents and training courses for professionals. If child is presenting with a stammer they would need a referral and assessment/therapy from SALT team. Access Arrangements and reasonable adjustments should be made during speaking exams for pupils with a stammer.
Receptive language	A communication friendly classroom offering focussed support and prompts from an adult, including key cues and prompts to supplement pupil's understanding and participation in lessons. These cues should be multi-sensory and age appropriate. For example: visual (e.g. signs, objects, written and symbols), audio (e.g. songs), smell (e.g. spraying different scents on different days of the week). Daily routines are clear and predictable. Visual Timetables/Written Schedules, classroom rules and daily routines are clearly displayed and personalised as needed. Twinkl, Boardmaker and Widgit provides a wide range of symbols that can be used to signpost around the classroom environment, for displays and to create visual timetables. Be consistent in symbol use, e.g. avoid using Twinkl picture for one symbol and Boardmaker for another.	Provide a classroom that uses a range of teaching and learning styles with emphasis on use of gestures, key visuals and concrete examples to support spoken language. Provide more time to respond to questions (e.g. 10-second rule) and to complete multi-step tasks. Check the pupils' understanding by asking them what they need to do after they have been told. Use a buddy system, whereby pupils work together to ensure correct understanding of verbal information. A peer or adult buddy can then check correct understanding before starting. Support their understanding of multi-step activities using task plans/lists. Staff are mindful of how lesson information is communicated. For example, a key word list to have lots of visuals, use of a personalised visual dictionary.	Total Communication environment that uses a range of teaching and learning styles with emphasis on use of visuals and concrete examples to support spoken language (e.g. signing and key visuals) Additional differentiation and scaffolding of tasks, which may require individualised planning for much of the day. Multi-agency assessment to identify persistent and complex needs (e.g. access advice from external services such as Pupil Support Service, Speech and Language Therapy and the Educational Psychology Service), to tailor programmes and activities to support their speech and language development, including attention and listening skills and receptive language skills.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Receptive language	Adults model good looking and listening behaviours and support these with visuals and use of specific praise when children demonstrate these behaviours. Break down the amount of information provided at one time into smaller chunks (e.g. break up multi-step instructions and deliver 1 or 2 at a time and/or support visually). Teach and encourage pupils self-support strategies to help them to follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist using a red page/green page in their journal to indicate, etc). Try to avoid the use of non-literal language (e.g. idioms and sarcasm) and explain any abstract concepts in as concrete a way as possible (e.g. with pictures, diagrams or objects). Use a range of whole-class or whole-school intervention programmes, for example providing consistent visual support to structure or record ideas (scaffolds or templates). Use word webs and vocabulary maps as a whole class when learning new vocabulary. Introduce and display new vocabulary as it is introduced as part of topic work/ theme for the term. Teach pupils self-support strategies to help them to follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist).	Display question prompts on the wall for school staff to initiate communication/ tailor this for groups. Provide support to ensure access to a range of communication opportunities (e.g. pupil to adult, peer to peer, small group, whole group). Use of specific interventions such as: TALC 2 is an ELKLAN resource that is designed to help speech and language therapists, education staff and the wider workforce to assess the verbal reasoning skills of pupils aged 11 and over. Based on the assessment results from the TALC, students would then be supported to develop their verbal reasoning skills through the use of Blanks Levels of Questions. Vocabulary Groups – in smaller groups and support vocabulary use and understanding within the classroom. Vocabulary programs such as Bed Rock Learning are available, which track student's progress and have specific topic vocabulary available. Talk for Writing a teaching framework that provides a flexible process for developing understanding and expression. LEGO Therapy is an intervention which can help support understanding of language within a structured activity. Certain interventions may require specialist training/ support from Speech and Language Therapists.	School staff to deliver and support individualised targeted interventions, based on support and guidance from external services. Certain interventions may require specialist training from Speech and Language Therapists. Black Sheep (11-16) provides resources for teachers and speech and language therapists working with pupils with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language	Provide a range of planned communication opportunities in a range of settings, with enough time given for processing (e.g. 10-second rule), thinking and responding to verbal information and new vocabulary (e.g. see ELKLAN Language Builders book for ideas). Use of a range of whole-class or whole-school intervention programmes, for example providing consistent visual support to structure or record ideas (scaffolds or templates). Use word webs and vocabulary maps as a whole class when learning new vocabulary, and story planners when re-telling or story or giving a personal narrative. Provide opportunities for communication throughout the school day in a range of lessons. Including opportunities for discussion around books and narratives. During group work, allow the pupil to answer after others have modelled the answer a few times. Talk for Writing is a teaching framework that enables children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version.	Provide an environment in which pupils are surrounded by spoken and written words and inspired to learn them using multi-modal approaches (e.g. key words highlighted on the board and in worksheets to remind the pupil to check their vocab sheet). Ensure access to a range of communication opportunities, so pupils can contribute in different ways or across contexts and in relation to different topics (e.g. including those they are more confident/ interested in). Pre-teach key vocabulary and support generalisation to the classroom (e.g. have worksheets with key vocabulary on their desks, which they can refer to, use of word webs to promote experiential language learning.). Teach specific vocabulary, such as 'word of the day/ week' in smaller groups and support vocabulary use and understanding within the classroom. Vocabulary programs such as Bed Rock Learning are available, which track pupils' progress and have specific topic vocabulary available. Consider the three tiers of vocabulary: 1. Everyday, basic words. 2. More complex words (e.g. using 'combine' for mix) or words with more than one meaning. 3. Subject specific e.g. Galapagos.	Additional differentiation and scaffolding of tasks, which may require individualised planning for much of the day. Additional adult support to contribute to group activities using a range of communication methods (e.g. gesture, vocalisations, instruments, visuals) alongside/ instead of spoken language. Referral into ISCAN to support child and implement targeted approaches including adaptations to learning (reading aloud etc.). School staff to implement individualised interventions, following training by a Speech and Language Therapist. Use of an additional or augmented communication system (ACC). These may include PECS (Picture Exchange Communication System) is an alternative augmentative communication system in which simple picture cards are used to communicate simple needs initially, but then work towards more complex sentence structures, signing, or high-tech communication systems and software (such as Proloquo2Go). Other ACC which may be used include direct access boards and use of PODD books (Pragmatic, Organisation Dynamic Display) to support sentence structure using a visuals.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language		Focus on developing the pupils' understanding and use of words in Tier 2. These words have the highest utility in helping to close the language gap for those pupils with limited vocabulary. Provide support for Tier 3 words at the start of a new topic (e.g. using knowledge organisers). Use of vocabulary checklists/word maps. Create personalised dictionaries, vocab cards or knowledge organisers. Use the STAR approach in content-rich subjects: Select the really useful vocabulary that is from the topic or class text. Teach the selected vocabulary in a structured manner. Activate the meaning by using the words in context and linking the word to the pupil's existing knowledge. Review the taught words to ensure they are retained. In small groups, encourage pupils to re-tell a narrative about a school or class activity, where the teacher and other pupils can give prompts and support the narrative. Also encourage pupils to give personal narratives or 'news' about their own lives. Ensure they include information about who, where, when and what happened. Access training provided from the Speech and Language Therapy service for parents and education staff supporting narrative and vocabulary development. Use of intervention programmes within a small group, such as: Secondary Language Link This includes a teacher training package, assessment, and targeted interventions for KS3 pupils.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language		Bed Rock Learning vocabulary programme. Talking Maths a 10-week intervention programme for up to Year 7 that targets speaking and listening skills in the context of mathematical language. Narrative Intervention Program to improve the story telling skills of pupils in secondary school. Black Sheep Press: Secondary Talk Narrative KS3 – KS4; Creating Superhero Stories – Narrative KS3 Talkabout for Teens a group work programme for developing self-esteem, social and friendship skills. LEGO therapy – can help to support expressive language skills within a structured approach.	
Selective mutism / selective speaking *Speaking fluently in some situations but remaining silent in others*	Staff have an awareness of selective mutism and understand it is an anxiety-based need. Key staff have access to information about how to support pupils with selective mutism for example from the SMiRA website. Check the Helping Students in Secondary School - Staff Guide by www.selectivemutism.org.uk. The website has a range of information, resources and advice to support those with selective mutism, as well as their families and carers. Establish a communication safe environment that includes: • Providing unpressured opportunities for the pupil to speak. Don't react if the pupil does speak.	Seek multi-agency support from outside services and work with the pupil's family to devise an individualised support plan. Speech and language therapists will assess receptive language and provide support in this area if required. If receptive language skills fall within normal limits, pupil will be referred to Healthy Young Minds for support with Selective Mutism. If they fall below normal limits, targets will be set to support this and a referral can also be made to Healthy Young Minds. Join the Greater Manchester Selective Mutism Network. Use of the 'Sliding in Technique' detailed in The Selective Mutism Resource and included on the SMiRA website. The steps can be accomplished either in a single session or over 2–3 weeks. This involves an adult (parent or staff member) as the pupil's talk partner. Activities are completed on a regular basis within the pupil's talk partner in a safe and quiet area of the setting. The activity should be simple and involve something that the pupil enjoys and is familiar with (e.g. a favourite game or book from home). As the pupil becomes confident, their tolerance to another person gradually coming closer and joining the activity ('sliding in') is increased. Carefully support the pupil's transition between year groups. Further information about selective mutism can be found at SMiRA: www.selectivemutism.org.uk	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Selective mutism / selective speaking *Speaking fluently in some situations but remaining silent in others*	• Use of questions such as 'I wonder…' • Encouraging joint activities with a quiet peer. • Identifying a key adult for the pupil to build rapport and confidence with. • Providing traffic lights or 'ask for help' cards to allow them to access support non-verbally.		
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/ Or Physical Needs section*	Provide Visual Timetables/Written schedules. Tell pupils in advance about any significant changes to the daily school routine and illustrate this with the visual timetable/written schedule. The visual timetable can also demonstrate timings of lessons. Use of first/then visuals to support understanding of tasks/routine. Use the environment to support understanding of expectations around work and behaviour. For example clearly label learning zones/ curriculum areas within the classroom Provide visual reminders of classroom rules. Twinkl, Boardmaker and Widgit provide a wide range of visuals and symbols which can be used around the classroom environment, for displays, and to create visual timetables. Be consistent in symbol use, e.g. avoid using Twinkl picture for one symbol and Boardmaker for another. The TEACCH approach is a way to provide high levels of visual structure and clarity to support pupil's understanding of the environment, expectations and activities. It is not a single method and can be used alongside other approaches.	Provide a more personalised curriculum allowing flexibility in the organisation of the learning environment and the school day. For example, you could offer access to a low stimulus, distraction-free base either within or outside of the classroom for certain tasks. Adaptations to teaching materials, such as written/ visual task lists and timers. If a pupil has a personalised Visual Timetable they will need to be told as early as possible about any changes to their routine. Access to staff training on the use of visuals to support communication. Use of a Sensory Checklist and environmental adaptations to minimise impact of sensory distractions and sensory processing differences (e.g. opportunities to work in quieter spaces with reduced distractions when completing focused activities, access to tailored sensory activities or resources).	Provide a highly personalised curriculum allowing increased flexibility in the organisation of the learning environment and the school day (e.g. offering access to additional adult support to enable pupils to participate in the less structured parts of the school day such as break time, and provide access to a quiet, distraction-free place in school if pupils feel anxious. Visuals in place for the pupil to use to access break rooms (e.g. "I need a break"). Regular staff briefings centred around the pupil's strengths and support needs (e.g. A One Page Profile) may help communicate this. If a pupil has a personalised Visual Timetable they will need to be told as early as possible about any changes to their routine. Provide Social Stories as needed; short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. Wherever possible and appropriate, you should include the pupil in the creation of the social story.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/ Or Physical Needs section*	Provide clear roles during group work. Reinforce the understanding of these roles visually (e.g. written information/symbols) Sensory or movement breaks are incorporated into lessons. Try to avoid the use of non-literal language (e.g. idioms and sarcasm) and explain any abstract concepts in as concrete a way as possible (e.g. with pictures or objects).	Provide a small social communication group, focussing on the explicit teaching of social skills within a small group environment, with the opportunity to then generalise the skills into the wider environment. This may include the reading of social cues, body language, gestures, facial expressions and intonation. Support to better understand inferencing, idioms and metaphors (e.g. using resources such asTest Your English Idioms, Black Sheep Press - Idioms). Interventions to consider include: TalkAbout a complete programme for developing self-esteem, social and friendship skills. LEGO Therapy is an intervention that aims to help improve social competence while conducting fun, naturally rewarding LEGO clubs. Circle of Friends a group intervention that enhances inclusion through peer support. The Circle of Friends approach works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. Social Thinking provides strategies to teach skills such as socio-emotional learning, and self-regulation across different environments. Resources for 11-13 year olds can also be purchased (e.g. Social Thinking and Me). Zones of Regulation an intervention that supports the development of self-regulation and emotional control. Training can be provided by the Speech and Language Therapy Service (for children in SALT caseload)	Comic strip conversations can be used to help pupils understand social interaction by visually showing them (using symbols, stick-figure drawings and colour) the different levels of communication – including thoughts, feelings, words and actions – that take place in a conversation. Training for staff/parents to attend to develop awareness of social stories and comic strip conversations. An individualised skills development programme informed by specialist multi-agency team assessment and advice (e.g. this might include Pupil Support Service/CLASS, Speech and Language Therapy and the Educational Psychology Service). Augmented communication systems such as Makaton or PECS (Picture Exchange Communication System) or PODD (language programmes that use symbols and signs alongside/ instead of speech to enable people to communicate – see Expressive Language above). Use of transition books/support to allow a smooth transition into a new year group. Additional opportunities to visit new classrooms/schools and meet new teachers in advance to allow sharing of information.

SENSORY AND/OR PHYSICAL

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Overall classroom approach. Use of curriculum/ screeners. Specific staff teaching/ support. Set-up of classroom including outdoor areas. Involvement with parents/ carers and child/ young person (CYP). Link with assess-plan-do-review-learn. Staff training and awareness in all areas. Awareness of key documents such as SEN Code of Practice, Equality Act, Children and Families Bill.	Overall classroom approach. Whole school staff training. Use of curriculum/ screeners/ assessment. Targeted teaching/ support, including targeted group interventions. Understanding of effective differentiation. Involvement with parents/ carers and child / young person (CYP). Link with assess-plan-do-review-learn. Use of strategies to promote social inclusion e.g. buddy system.	Overall classroom approach. Use of curriculum/ screeners/ assessment. Request involvement from external services e.g. Occupational Therapy (OT), Tameside Pupil Support Service, Educational Psychology Service (EPS) to create more personalised curriculum, including specialist advice and support, individual interventions. Teachers with increasing knowledge and experience/ specialist teachers. Capacity building and training for class-based staff. A more individualised programme of support/ highly personalised curriculum including specific staff teaching/ support, including targeted small group and individual interventions. Individualised set-up of classroom and workstation area e.g. taking into account accessibility, safety and environmental stimulation. Parents/ carers and child/ young person (CYP) participating in setting up, delivery and reviewing interventions. Link with assess-plan-do-review-learn.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	Concerns about a CYP's vision should be raised with parents/ carers and a referral should be made to the local Orthoptist and Visual Impaired Team (Tameside Pupil Support Service). Information to aid understanding of visual impairment should be shared with parents/ carers and staff. Develop staff awareness of the child's needs, SEND guidance, specialist support and available resources. Staff to be aware that the CYP may be experiencing visually related learning difficulties and provide support to enable them to plan appropriately. Gather the views of the young person, using person-centred approaches regarding their opinions and preferred strategies. Create a 'clutter-free' environment. Pay attention to layout of furniture, seating and adult position in the classroom. Avoid standing in front of windows as your face can become difficult to see. It may be helpful to complete an environmental audit of the school including indoor and outdoor areas. Creation of a One-Page Profile which is shared with all staff. Assessment by Qualified Teacher of children with Visual Impairments (QTVI) and report distributed to key staff. Recommendations of the report implemented in the school to enable full inclusion within the mainstream class.	Teaching practice which facilitates access to the curriculum, social/ emotional development and class participation. Draw upon information contained within specialist websites, such as RNIB. School must access specific VI related training provided by the Sensory Support Team. Access to wider staff training. On-going assessment, advice, support, monitoring and training from a Qualified Teacher of the Visually Impaired (QTVI), up to 6 hours annually, as well as attendance at review meetings. Teachers should implement advice including specific interventions as suggested by the QTVI. Provide access to a quiet space for QTVI to work with the CYP. Curriculum plan reflects levels of achievement and must include individually focused IEP. CYP involved in setting and monitoring their own targets. Teaching methods based on experiential and tactile learning with a strong verbal emphasis, which facilitate access to the curriculum and class participation. School staff to provide some modification of learning materials to facilitate access e.g. attention to speed of lesson delivery and speed of working of VI CYP.	Home visits as necessary, ongoing support for parents/ carers and training to be attended. QTVI liaison with Eye Hospital. QTVI to make referral to Low Vision Aid clinic. Opportunities will be provided for the CYP/ parents/ carers to meet other students with VI in the local area (e.g. Henshaws) VI Education Team to attend all review/ planning meetings. On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the CYP, their family and with school staff. Training and written advice for staff from the VI Team, including adjustments and modifications for assessment and exam arrangements. More information can be found at RNIB. Additional support for the CYP from a Teaching Assistant in class, and around school, as indicated by assessment to: • Facilitate inclusive and independent learning. • Provide in-class support. • Prepare specialist/ tactile resources. • Follow up Mobility training. • Ensure safety. • Support during unstructured times e.g. lunchtime and extra-curricular activities. Teaching Assistant to be allocated time by the school to adapt resources/ attend training and conduct individual work.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	The school should monitor pupil progress in this respect e.g. carrying out reading assessments in different fonts. Learning materials must be selected and prepared for their clarity. Make basic adaptations to activities and materials to facilitate access for a visually impaired CYP e.g. oral descriptions of visual materials, saying CYP's name before asking a question. Awareness that the CYP may need more time to complete the tasks and the pace of the work may need to be slower. Information about adapted resources is available at Sight Advice. Low level adjustments may need to be made to activities e.g. reducing length of visual tasks. Break up visually demanding tasks with other activities. Standard adjustments advised include: • Non cursive, bold size 14 font. • Increased letter spaces • Clear images in books • Use of high contrast colours e.g. cream background and black text (in print and on screen) Teaching methods which facilitate access to the curriculum, social/ emotional development and class/ group participation. The curriculum includes examples of diversity. ICT to be used to increase access to the curriculum, where appropriate e.g. iPads for reading. Use of information relating to a range of resources and agencies, within the Local Authority and the wider community e.g. Victaparents and Look UK.	Opportunities for individual and small group work to meet identified needs and to facilitate learning and inclusion, as appropriate. Opportunities for explanation, and exploration of resources before they are used in an activity e.g. through pre-teaching. Specific interventions may be necessary and advice should be followed from QTVI. Opportunities for group interventions to develop social inclusion with peers e.g. Circle of Friends Environmental adaptations e.g. pay attention to layout of furniture, seating and lighting in the classroom. Accessibility of outside environment including edges clearly marked. Large print and differentiated materials, provided by school, as appropriate to meet assessed needs including: touch typing, coloured overlays and matt laminating pouches. Access to equipment, including the use of an iPad or laptop with highlighted keys and software, to meet assessed needs. Further information about assistive technology can be found at Sight Advice, RNIB, Living Made Easy. Visits away from the school are planned well in advance and take into consideration the CYP's needs.	Regular planning sessions between the QTVI and Teaching Assistant. Opportunities for tactile exploration of the environment and resources. Pre and post tutoring of activities. Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/ speech. Planning based on previous visual performance and/ or prognosis of possible changes. 30 hours (20 annual sessions) from a QTVI to provide all the teaching and support outlined above. Inclusion to VI curriculum activities across the local area. Advice, assessment, teaching, support and programme of work from Mobility Officer regarding mobility and independence skills; frequency based on assessed need, block of work equivalent to weekly contact. The report written by a QTVI in conjunction with the Mobility Officer will be shared with all stakeholders and will include information as outlined in the Universal offer. Staff member to become a Vision Champion within the school by completing a training course offered by the Sensory Support Team or companies such as Positive Eye.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	Involvement of parents/ carers and provision of information relevant to them e.g. using resources available at RNIB and Vision UK. Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. opportunities to walk with an adult, repeating the process, moving towards more independence. Talking the CYP through the route, noting key points, textures or space to feel for. Development of a transition plan for CYP moving between year groups, key stages, primary and secondary school and Post 16 provision.		Training for staff on Cortical Visual Impairment (CVI) and implications for learning as necessary and resources. Day to day access to assistive technology and equipment e.g. electronic Brailler/ note taker and/ or laptop / iPad with speech software, audio books etc. Staff to facilitate a pre-Braille learning programme as advised by the QTVI. Access to VI Service technician, as appropriate.
Hearing Impairment	Concerns about a child's hearing should be raised with parents/ carers and a referral should be made to the local Audiologist and Hearing Impaired Team (Learning Support Service). Information for staff and parents/ carers can be found at NDCS and Action Hearing Loss. Awareness of the child's needs and how key developmental milestones and skills are affected by hearing loss, particularly in communication, language acquisition, play and fine and gross motor skills N.B. some forms of hearing loss are associated with balance and delayed milestones e.g. late to walk/ sit/ balance issues. Creation of a One-Page Profile which is shared with all staff. Assessment by Qualified Teacher of the Deaf (QToD) and report distributed to key staff.	Teaching practice which facilitate access to the curriculum, social/ emotional development and class participation. Information and guidance can be found at NDCS and Council for Disabled Children. Involve the HI Team in completion of baseline assessments and development of IEP. School must access specific deaf related training/ opportunities for modelling of suggested strategies by HI Team/ Qualified Teacher of the Deaf (QToD). Access to wider training for staff. Teachers must implement advice as suggested by the Qualified Teacher of the Deaf (QToD) related to: • The modification to the presentation of assessments. • Targets. • Curriculum and teaching methods.	Key person from the HI Team identified from initial audiology referral, who will link with the school, parents/ carers and professionals. Offer home visits where appropriate. Opportunities for parents/ carers, CYP and extended family to attend a local Hi Hopes parent support group. Access to deaf adults and peers in the community. Attendance at audiology clinic appointments by a QToD to support families through diagnosis and hearing aid fitting. Support by a QToD through the referral process for cochlear implantation. See NDCS for advice and guidance on suitable technology and apps.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Recommendations of the report implemented in the setting to enable full inclusion within the school and the National Curriculum teaching and learning. The curriculum includes examples of diversity. Where appropriate the CYP may receive a short-term intervention: • Model suggested strategies/ train staff at the setting. • Direct work from either a Qualified Teacher of the Deaf or Specialist Teaching Assistant including Assessment and obtaining pupil voice. Gather the views of the child or young person, using person-centred approaches regarding their opinions and preferred strategies. The school must monitor progress in this respect. Make basic adaptations to activities and materials to facilitate access for a hearing impaired CYP. Repeat instructions to check understanding and reinforce messages. Use of multisensory approaches to all teaching across all subjects such as the use of visual resources. Use appropriate language when asking direct questions and allow additional time to respond. Repeat contributions from other CYP if needed. Follow advice about how to support and include CYP who are deaf or hearing impaired in primary or secondary school.	Access to daily group teaching of key skills such as phonics/ key vocabulary and social skills. Provide access to a quiet room for Qualified Teacher of the Deaf / specialist TA/ audiologist session/ visit. Curriculum plan reflects levels of achievement and must include individually focused IEP. CYP involved in setting and monitoring their own targets. Specific interventions for language development, speaking and listening and phonics learning e.g. Lip reading, Auditory Verbal Therapy, Natural Aural Approach, Cued Speech, Sign Language, Total Communication Approach, those contained within guidance documents from NDCS. Opportunities for explanation, clarification and reinforcement of lesson content and language. Attention given to seating, lighting and acoustics in the classroom and around the school. Staff should be in the light when speaking. The CYP should be seated away from busy areas and close to the source sound to enable clear sight of action delivery. Opportunities for individual and small group work in a quiet room. A key person who is trained in working with pupils with a hearing impairment and understands hearing equipment to: • Reinforce lesson content. • Deliver modified curriculum tasks. • Support language development. • Daily check of CYP hearing aids.	Liaise with other, external agencies for advice and guidance and a multi-agency approach e.g. audiology. Regular reviews of school-based interventions, involving parents/carers and the QToD, to ensure progression and adaption if necessary. Qualified Teacher of The Deaf providing individual support sessions based on National Sensory Impairment Partnership (NATSiP) criteria. Direct teaching and/ or in class support from Qualified Teacher of the Deaf or specialist TA. Access to specialist health assessments, advice and equipment (e.g. Audiology for ear mould impressions and repairs). Access to a Communication Support Worker (CSW) with appropriate BSL/ communication skills when advised. Specific deaf related training opportunities for staff on request to the HI Team. Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to PSS Hearing Impaired Team. Specialist language assessments, upon advice from the HI Team.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Seek advice from the HI Team on effects of hearing loss and classroom strategies. Staff to receive training from the HI team, as required. Carry out an assessment of room acoustics and make reasonable adjustments by adapting the physical environment and reducing background noise. Pay attention to seating, position of the teacher, lighting and acoustics including background noise e.g. close windows and doors. Use of soft furnishing and fabric backed boards to minimise echo/vibration. Review seating plans and make sure the CYP can clearly see the teacher and other speakers. Staff awareness of areas of potential risk associated with childhood hearing impairment e.g. social and emotional impact, reduced opportunity for incidental learning in primary and secondary school. Involvement of parents/ carers and provision of information relevant to them e.g. using resources available at Council for Disabled Children. Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. allowing the CYP to have extra visits to the new school and ensure transfer of information. Development of a transition plan for CYP moving between year groups, key stages, primary and secondary school and Post 16 provision.	Opportunities for group interventions to develop social inclusion with peers e.g. Circle of Friends. Advice from other professionals e.g. Speech and Language Therapist, Cochlear Implant Programmes as appropriate. Use of equipment and technology, including: use of radio aids/ soundfield speaker systems as appropriate to meet assessed needs. Also seek advice about how to link equipment to Interactive White Boards, computers, iPads etc. School must use subtitles on all audio resources e.g. TV and DVDs. Access to transcripts where there are no subtitles. Visits away from the setting are planned well in advance and takes into consideration the CYP's needs.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	PSS HI Team to provide transition support visits to new educational placements as required.		
Fine and Gross Motor	Concerns about a child's physical needs should initially be raised with parents/ carers and discussed with relevant professionals e.g. SENDCo. Awareness of a child's physical needs and how these may impact on developmental mile stones, socialisation and learning. Use observation in a variety of settings and contexts e.g. home visits, indoor and outdoor play to identify any barriers that affect the child's access to play and participation. Discussions with parents/ carers to identify any strengths and needs can be helpful for planning. Teaching practice which facilitates access to the curriculum, inclusion and participation. Creation of a One Page Profile which is shared with all staff. Create a 'clutter-free' environment. It may be helpful to complete a risk assessment of the setting including indoor and outdoor areas and trips outside of the school. Consider the organisation of the classroom and seating plans to make sure that it enables CYP to move freely between them and allows for sufficient working space. Implement an accessibility plan to move around the school and give thought to if an individualised fire evacuation plan is required.	Access to support from an additional key person in the setting to facilitate access to the curriculum, help the child manage their condition, or move with safety around their environment. Flexible support in the setting to include personal care such as dressing and toileting, as required or requested by the CYP. Consider whether assistance or supervision is needed for outside play, break and lunchtimes to ensure mobility and safety of the CYP. Plan activities during unstructured times which are inclusive and promote the CYP's independence. Use appropriate size and height chairs and tables to encourage a correct posture and to support fine motor function and writing. Should appropriate height tables and chairs not be possible for all activities consider support for the CYP's feet. Provide hand rails on stairs. Consider grab bars or rails within the bathroom area or provide access to a disabled toilet. Ensure access to additional and specialist equipment, as advised by professionals such as Occupational Therapists (OT) and Physiotherapists (PT). Ensure all staff in the setting receive relevant training e.g. manual handling.	Seek advice from the appropriate health profession should the child have a diagnosis that affects their participation in activities. Undertake Co-ordination Matters activities and record outcomes. Request involvement from external services e.g. Occupational Therapy (OT) /Physiotherapy (PT) services. Staff accessing training provided by Learning Support Service e.g., fine motor skills, gross motor and co-ordination skills training. Inclusion of OT/ PT on any reviews and planning meetings for the child. Ensure any suggested specialist advice from OT/ PT is shared with all staff and incorporated into the CYP's IEP or SEN Support Plan. Allocated key person with time to adapt resources/ attend training and conduct individual work. SENDCo to support the key person in planning and using differentiated activities and more specialist strategies and resources to support the CYP. Early consideration and planning for transition through school or to alternative settings. Consider the need to differentiate physical curriculum and need to incorporate OT/ PT exercises into everyday routines and/ or general class/ PE lessons.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Consider positioning of child or young person in the classroom to minimise distractions. Provide additional equipment or resources such as sloping board, adapted cutlery/ chairs/ scissors and pencil grips etc. Include different physical play activities into as many aspects of the EY curriculum as possible to support specific skill development and targets. Reduce the amount of copying from the board. Incorporate physical play activities e.g. fine and gross motor opportunities into as many aspects of the curriculum as possible to support specific skill development and targets. Consider activities which focus on spatial awareness, planning and body awareness. Consider any additional support for self-care tasks, when required or requested by the CYP. Take account of potential fatigue and reduce the pace of structured lessons, providing regular opportunities for breaks and rest. Consider timetabling and location of rooms where possible to facilitate movement whilst continuing to take into consideration access to facilities and fatigue. Use technology to support learning including apps e.g. Dexteria Jr, Blobble Write and Hairy Letters.	Allow additional time for the CYP to complete tasks. Consider access arrangements for assessments and exams, and apply for and implement them, as necessary. Consider further assessment of handwriting e.g. DASH assessment if the child over 9 years. Consider alternatives to handwriting e.g., voice recorder, iPad, laptop or netbook. Consider use of pen rather than pencil to improve fluency. If pen licences are used within school, consider suitability for child and the potential to a give pen licence for reasons other than neatness etc. Consider modifying activities that CYP with perceptual difficulties may find challenging such as work sheets with lots of information, word searches or crosswords. Give consideration to transporting of food at lunchtime e.g. providing assistance with trays and seating. Consider sitting on a standard chair at the end of bench style folding tables rather than on attached stools to improve postural support. Allow CYP to leave lessons early when travelling between rooms or buildings to avoid large groups in corridors and enable extra travel time. Consider giving additional time to change for PE lessons.	Incorporate moving and handling plans and care plans into planning, as advised by professionals. Ensure any plans are meeting need. Request a review should any aspects change. Ensure any specialist equipment continues to meet the child's needs and contact relevant OT/ PT/ liaise with family regarding any repairs or alterations. Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning. Make advised adaptations to the school environment e.g. changing plinths/ ramps/ hoists. Consider space needed to accommodate specialist equipment e.g. walker, standing frame. Ensure access to specialised seating and/or height adjustable tables. Carry out lessons on ground floor if there is no suitable access to classrooms on upper floors. Consider adaptations required in practical lessons e.g. ovens in cookery to be wheelchair accessible.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Teach sequencing skills for everyday tasks to increase independence, for example putting on clothes in the right order etc. Encourage peer support through whole class awareness sessions. Provide lined paper with spaces sufficiently wide enough to for writing tasks. Use of appropriate height chairs and tables. Consider supporting of feet using step or box. Keep withdrawals from class to a minimum. Incorporate handwriting/ hand strengthening activities into daily plans e.g. using age appropriate resources such as Theraputty, elastic bands, shoe lace tying, aqua/iron on beads, tweezer and chopstick games, peg activities, threading, jigsaws, Lego, funky fingers and finger gym. Consider appropriate settings for educational trips as well as transport to and from e.g. Use of a vehicle with tail-lift, specialist car seat etc. Whole setting interventions: • Write Dance (suitable for KS1). • Motor Skills United • Clever Fingers • Teodorescu Write from the Start • Squiggle Whilst You Wiggle • Keyboarding without Tears • Ready Steady Write • Active Tameside • Physical Literacy • Balance bikes • Yoga	Provide a locker for child or young person to store books, bags and coats etc. rather than needing to carry them around during the day. Teach strategies to improve self -organisation, including use of diaries, planners, and checklists of daily equipment needed. Provide option for the child or young person to sit on a chair rather than on the floor at carpet time/ assemblies. Can have a classmate do the same if appropriate. Consider trialling of a move 'n' sit or disc 'o' sit to improve sitting posture and attention and concentration. Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing. Provide handrails on stairs and within bathroom areas or provide access to disabled toilet. Ensure child or young person is able to reach and use facilities e.g. hand basins/taps/coat pegs / lockers. Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc. Consider transportations of any required additional resources between lessons when appropriate. Staff understanding of Occupational Therapy and or Physiotherapy referral process. Links with other local schools to observe and share good practice.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor		Opportunities for 1:1 and small group work e.g. Aqua beads, chopsticks game, Lego, iron on beads, finger gym, letter join and jigsaws. Consider additional support required for specific activities, such as swimming and PE lessons. Fine and gross motor skill interventions (previously listed) that may be carried out in small groups and targeted towards a child's needs. Detailed Assessment of Speed of Handwriting Assessment for children over 9 years of age.	
Sensory	In discussion with parents, talk about the child or young person's (CYP's) sensory preferences and dislikes in order to build a picture of their sensory needs. Look at how the CYP responds to the environment and make changes as appropriate e.g. lighting (i.e. reduce bright lights), noises and smells. Ensure a One-page profile is in place and shared with all teaching and non-teaching staff. Ensure staff are aware why these adaptations are needed and that the CYP does not receive consequences for engaging in sensory regulating behaviours or avoiding certain activities. Consideration of classroom environment, including low stimulus areas, use of Hessian backgrounds for displays, use of cream coloured paint for walls and plain soft furnishings.	Develop more in-depth understanding of sensory needs and behaviour amongst all staff. If appropriate, complete initialsensory processing audit and environmental audit checklists. Build access to activities which meet the CYP's sensory needs into the day, for example: timetabled movement breaks, sensory circuits and access to other personalised sensory activities dependent on the outcome of the sensory assessments conducted. Plan individual/small group activities dependent on the sensory needs identified such as state related resistance activities (activities to support the child to be more alert or calm) pushing against a wall, resistance bands and peer massage. These activities may form part of an individual 5 point scale or RAMP.	Carry out more detailed sensory assessments/ audits in collaboration with outside agencies such as Occupational Therapy and implement appropriate modifications. From the sensory assessment checklist(s) devise a bespoke sensory diet and implement. SENDCo and outside agencies to support the key person/Teaching Assistant to plan differentiated activities and strategies to support the CYP. Continue to liaise with any Health Professionals, as appropriate. Ongoing monitoring and reviewing of specific strategies and advice given by professionals e.g. Occupational Therapists and the Learning Support Service. Advanced sensory training and parent/carer training to further develop understanding of sensory behaviours and to develop a plan for the individual CYP.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Sensory	Introduce new activities or play equipment in a multi-sensory way to the child or young person e.g. by showing, listening, saying, looking, writing, drawing. Make use of resources such as: • Move 'n' sit cushions • Busy legz • Movement breaks • Fiddle/fidget toys • Ear defenders • Wobble cushions • Chewelry • Putty • Therabands Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. allowing the children to have extra visits and ensure transfer of information. Development of a transition plan for children moving between year groups, key stages, primary and secondary school, and on to Post 16 provision. General sensory awareness and sensory strategies training to develop understanding of sensory diet and behaviour. Ensure staff understand that sensory needs are typical for CYP with Autism and also those that have experienced Developmental Trauma.	Consider whether it would be appropriate to allow an older child or young person to leave lessons early when travelling between rooms or buildings to avoid large groups in corridors and enable extra travel time. Providing access to small calm, quiet space, e.g. a small pop up tent or room with low level noise and lighting. Consider access to a workstation or a privacy board to create a low distraction working environment for focused tasks. If the child struggles with particular sensory materials, build up tolerance in activities slowly e.g. start off with dry resources and slowly add liquid. Incorporate adaptations for sensory feedback into planning e.g. Include specific activities to provide sensory feedback for the child or young person e.g. lifting and tidying heavy equipment away, putting on a backpack, using a weighted blanket. If they are unwilling to touch specific objects, offer alternatives such as using tools or putting cling film over objects and equipment.	Access to a sensory room or designated space.

Glossary

Social Emotional and Mental Health

Name	Description	Cost
.b Mindfulness	.b is a mindfulness curriculum for 11-18 year olds in schools. Each .b lesson (between 40 minutes and 1 hour) is designed for use in the classroom to teach a distinct mindfulness skill. '.b' stands for 'stop' and 'be', capturing an important life-skill: being able to step back from the busy-ness of habitual activity and the relentless chatter of the mind. This offers greater space and clarity to make choices that support well-being in many ways. Mindfulness trains us to direct our attention to whatever is happening in the present moment: our breathing, other physical sensations, thoughts, emotions, or even everyday activities like walking and eating. This awareness means we can respond more skilfully to whatever the present-moment throws at us.	On request from .b Mindfulness website
Blob Tree	Blob Trees are a visual stimulus, which consists of many blob figures on or around a tree. The tree represents a setting, such as a school or group, and the blobs represent different emotions and feelings. The tools can be used in a variety of settings and is especially useful in the classroom. Teachers can easily start a discussion by asking students which blob they relate to, especially since there is no right or wrong interpretation of the blobs. The tools give students an opportunity to share their issues and what they're feeling. It has been scientifically shown to be effective as a means of expressing feelings and emotions with pupils, pupils and adults. The Blob Tree can be easily used in the classroom by both teachers and students as no professional training is necessary. However, Blob Tree does offer blob training sessions either online or in person so that teachers can become experts on the communication tools and use them to their highest potential.	Minimum: £3 for a single stimulus Maximum: £30 for a pack of stimuli
Bounce Forward	Formerly known as How to Thrive, bounce forward is the UK implementation of the Penn Resiliency Programme. They are a UK-based organisation who specialise in training schools to help pupils become more resilient individuals using The Penn Resiliency Programme which is an intervention involving 18 hours of sessions based on the idea that beliefs about events activate and mediate our emotions and behaviours in situations. The programme teaches cognitive behaviours and social problem-solving skills. It encourages pupils to challenge negative beliefs and use evidence to more accurately appraise situations and the behaviour of others. It also supports the development of effective coping mechanisms for individuals to use. This intervention is based at pupils aged 5 to 16 years.	Costs vary depending on length and content of training and details can be found on the website
Boxall Profile	The Boxall Profile is an online resource for the assessment of pupils' social, emotional and behavioural development in all educational settings. The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of pupils through their education. The two-part checklist, which is completed by staff, is quick and identifies the levels of skills the pupils possess	Minimum: Tokens for individual users (1 token = 1 assessment and 1 learning plan) aimed at users looking to assess a small number of pupils in their setting 20 tokens for £30.00+ VAT Maximum: Yearly subscription for organisations Up to 300 pupils £325.00+ VAT 301-600 pupils £500.00+VAT 601-2000 pupils £900.00+VAT

Name	Description	Cost
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Cool Connections with Cognitive Behavioural Therapy: Encouraging Self-esteem, Resilience and Well-being in Children and Young People Using CBT Approaches	Cool Connections is a workbook that provides a cognitive behavioural therapy (CBT) approach to positively modifying the everyday thoughts and behaviours of pupils aged 9 to 14. Combining a summary of CBT principles and step-by-step guidelines on how to use the materials appropriately with a mixture of games, handouts, home activities and therapeutic exercises, "Cool Connections" is designed to encourage resilience and self-esteem and reduce feelings of anxiety and depression. This workbook is fully photocopiable.	£17
DEAL: Developing Emotional Awareness and Listening	DEAL is a free resource for teachers and other educational professionals designed to help develop resilience in young people. DEAL includes lesson plans, activities, hand-outs, DEAL digital resources, teachers' notes and staff training materials can all be accessed and downloaded at any time from Samaritans website.	Free
Elklan	Elklan have a range of courses to suit you whether you are an early years worker, teacher or assistant working with children with Speech, Language and Communication Needs (SLCN). Their courses will enable you to develop the speech and language skills of ALL children but especially those with speech and language difficulties. Delivered by local tutors throughout the UK they give practical advice and strategies that are also suitable for children with English as an additional language and other special educational needs.	Price can vary according to provider If supplied by Elklan the current fee is £395 plus VAT to include the accreditation fee and the book The current fee for eLearning courses is £350 plus VAT
ELSA Support Intervention Package	ELSA offer a range of downloadable and printable resources to support social and emotional learning, through both 1:1 and group work.	£1 - £30, depending on the resource
Emotion Coaching	Emotion Coaching is a whole school approach, which focuses on using emotional validation strategies when a child is upset, angry or distressed. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.	Contact Tameside EPS, for further information on their training package and intervention delivery
Emotionally Friendly Schools	Emotionally Friendly Schools is a flexible whole-setting approach to improving children and young people's emotional health and well-being. The programme will support you to effectively identify and respond to a broad range of emotional needs of children and young people, raising their well-being to enable them to succeed and thrive.	£500 - £995 Contact emotionallyfriendlysettings@salford.gov.uk for further information on their training package and intervention delivery

Name	Description	Cost
Emotional Literacy Assessment	A standardised assessment measuring pupils' (aged 7 to 16 years) emotional literacy and providing ideas for intervention. The assessment is designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy, in order to provide a better understanding of these competences and, where necessary, to highlight areas for intervention. The assessments take the form of three checklists: Pupil, teacher and parent. The checklists can be carried out either on photocopiable paper forms, or onscreen using the supplied CD. The assessment also provides information about techniques to develop and support pupils, with specific activities to support each of the five subscales.	£157.45
FRIENDS Programme	FRIENDS is a cognitive behavioural intervention that develops pupils' emotional resilience and prevents or intervenes early in the course of anxiety and depression. It does so by developing social and emotional skills to effectively cope with challenging situations. FRIENDS has been delivered to an estimated 800,000 pupils and adolescents worldwide and has been noted as one of the most robustly supported programmes for internalising disorders. The intervention is aimed at pupils aged 4 - 16 years.	Online training: £150 per participant / £1,500 group training (up to 50 individuals)
HeartMath	HeartMath, which can be implemented by educators, clinicians or parents, usually consists of six to 12 sessions, although more sessions can be conducted as needed. Participants learn coherence-building techniques for emotional self-regulation, which teach them to focus on the physical area of the heart through deep, rhythmic breathing while thinking of positive feelings. This process is supported by emWave technology and using an ear or finger sensor connected to a computer running the emWave software, participants can view the different coherence levels produced by their heart rhythms (an indicator of physiological activity) in response to stressful and non-stressful thoughts. This visualisation allows them to monitor their pulse rates during different activities and learn how to self-regulate their emotions and maintain the breathing and heart rhythm pattern that is associated with non-stressful thoughts. The software also includes three age-appropriate games of varying length, which help participants to practise coherence-building techniques.	Site licences starts at £1500 per organisation
Lego Therapy	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic pupils, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, pupils work in groups of three with each participant having a distinct role to build a Lego model collaboratively. A comprehensive guide to setting up LEGO Therapy groups is available to promote social skills in children with autism spectrum disorders and related conditions through group LEGO building.	£10 - £30 for each Lego set Workbook: £14.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Lions Quest Skills	Lions Quest programs use a social and emotional learning curriculum to teach character education, drug and bullying prevention, and service-learning through downloadable lesson plans.	$199 + postage for Teachers Curriculum Kit
Mental Health First Aid Training	Mental Health First Aid training for staff will support their understanding of fostering positive peer relationships.	£125 per person for half day online training
Multidimensional Students Life Satisfaction Scale (MSLSS)	The MSLSS was designed to provide a multidimensional profile of children's life satisfaction judgments. It is suitable for children and young people aged between 8-18 years.	Free for research use

Name	Description	Cost
No Worries	No Worries is a practical resource to reduce anxiety in children. There are two resources; one for KS1-2 and one for KS3-4. The programme uses Cognitive Behaviour Therapy (CBT) and consists of 1½ days training delivered by the Telford & Wrekin and Shropshire Council Educational Psychology Service, together with an accompanying manual. Please contact Educational Psychology Service for training: eps@shropshire.gov.uk / 01743 258414	Contact the Shropshire Educational Psychology Service for a quote eps@shropshire.gov.uk 01743 258414
Nurture Groups	Nurture groups are an in-school, teacher-led psychosocial intervention of groups of less than 12 students that aim to replace missing or distorted early nurturing experiences for both pupils and young adults. They achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers.	A part-time nurture group (from 3-15 hours a week) costs an average of £48.58 an hour to run. A full-time nurture group (16+ hours) costs an average of £54.89 an hour to run
Philosophy for Children (Topsy Page)	A range of resources to support the development of effective child talk. Topsy also offers a Talk Audit where she will visit your school and analyse child and teacher talk, then provide recommendations.	£300 for a two-day training course Contact for school package prices
Pupils Attitudes to Self and School (PASS)	PASS is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. The survey takes about 20 minutes to complete as pupils read and comment on 50 statements. The PASS can be used with pupils aged 4 - 18 years.	Primary setup £150.00 per school Secondary setup £250.00 per school Individual pupil survey £1.00 per pupil Contact details: To buy PASS and discuss requirements, call 0330 123 5375
Pyramid Club	Pyramid is a targeted club that supports pupils who are shy, anxious and withdrawn and who therefore find it difficult to make friends and often underperform in school. Each club accommodates eight to 12 pupils and runs as ten weekly sessions of one-and-a-half hours, delivered by trained club leaders who could be school staff (teaching assistants, learning mentors, etc.) or internal or external volunteers. The Pyramid model has been successfully used for over 20 years and operates in schools across the UK. It is owned and overseen by the University of West London. The pyramid club is aimed at pupils aged 7 to 14 years old.	Training: £200 per school (up to three staff) for two half-day training sessions and materials Contact name: Bronach Hughes or the Tameside EPS. Contact details: bronach.hughes@uwl.ac.uk / 07810 853561 Contact Tameside EPS, for further information on their training package and intervention delivery
R Time	R Time is a structured programme that builds and enhances relationships for children and young people. Each R time session lasts 10 - 15 minutes and takes place once a week.	£3 - £70 per resource.

Name	Description	Cost
Schools and Students Health Education Unit (SHEU) surveys	SHEU provides a range of questionnaires that are suitable for children and adolescents. The administrator has the option to choose from a range of topics about lifestyle and wellbeing. There are surveys for different groups such as children, parents/carers and staff and governors. The questionnaires can be adapted for special educational needs or English as an additional language status. SHEU is suitable for primary and secondary school students. Contact details: sheu@sheu.org.uk	Prices can range from less than £100 to carry out a primary school parent perception survey online, to some hundreds of pounds to do a full lifestyle survey on paper with secondary school children in two-year groups
Second Step	Second Step is a whole-school approach to social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.	See website for up to date pricing
Smart Moves®	Smart Moves® is a programme of evidence-based short sessions to give pupils small learn-able skills (Smart Moves) that increase resilience.	Free
Socially Speaking	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. It is suitable for 7–11 years and older pupils with SEN.	£20
Social Skills Improvement System (SSiS)	The Social Skills Improvement System (SSIS) Rating Scales enable targeted assessment of individuals and small groups to help evaluate social skills, problem behaviours, and academic competence. Three different forms are available to be completed by a teacher, parent and child. The scales are suitable for ages 3 to 18 years.	SSIS Rating Scales Manual £136.49 SSIS forms available in bundles of 25 hard copies or computer entry forms. Price of bundles varies from £65.99 - £78.59 depending upon type of form and age-range e.g. 25 hard copies teacher forms for ages 3 – 18 costs £65.99
S.S. Grin	S.S. GRIN (Social Skills Group Intervention) is a targeted intervention. Designed in a small group format, it addresses bullying, victimisation and social-emotional competence. Specific social-emotional skills are taught through dynamic instruction and practice. With fully scripted lesson plans, group leaders are guided in how to use modelling, positive reinforcement and cognitive re-framing to support the specific skills of each session. The S.S. GRIN programmes are appropriate for school, after-school, community and clinic settings. The techniques used during the programme include lectures, role plays, brainstorming, games and many other hands-on activities like collaborative drawing. The programmes have been tested and proven effective as a weekly intervention, but they can be adapted to meet the specific needs of a setting. This intervention is aimed at 5 to 16-year olds.	£85 per site per version (any staff member can access the materials)

Name	Description	Cost
Starving the Anger Gremlin: A Cognitive Behavioural Therapy Workbook on Anger Management for Young People (Gremlin and Thief CBT Workbooks)	This workbook supports pupils to control their anger effectively. Made up of engaging and fun activities, it helps them to understand why they get angry and how their anger affects themselves and others and teaches them how to manage angry thoughts and behaviours. The programme is based on effective cognitive behavioural therapy principles, can be worked through by a young person on their own or with a practitioner or parent, and is suitable for pupils aged 10+.	£13.00
Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People (Gremlin and Thief CBT Workbooks)	Starving the Anxiety Gremlin is a resource to help pupils understand different types of anxiety and how to manage them, including panic attacks, phobias, social anxiety, generalised anxiety and obsessive-compulsive disorder. Based on cognitive behavioural principles that link thoughts, feelings and behaviours, the techniques described help pupils to understand why they get anxious and how they can 'starve' their anxiety gremlin in order to manage their anxiety. This workbook uses fun activities and real-life stories and can be used by pupils aged 10+ on their own or with a parent or practitioner.	£12.00
Starving the Depression Gremlin: A Cognitive Behavioural Therapy Workbook on Managing Depression for Young People (Gremlin and Thief CBT Workbooks)	This workbook helps pupils aged 10+ to understand their feelings by explaining what depression is, how it develops and the impact it can have on the lives of pupils. Based on the principles of cognitive behavioural therapy, this workbook aims to empower the reader to change how they think and act in order to manage their depression. Starving the Depression Gremlin can help support and inform wider therapeutic work with pupils with depression, and it can be used independently or with a parent or practitioner.	£14.00
Stirling Children's Wellbeing Scale	A positively worded, holistic measure of children's psychological and emotional wellbeing. SCWBS is developed by the Stirling Council Educational Psychology Service (UK). It is a positively worded measure of emotional and psychological wellbeing in children. For children and young people aged between 8-15 years.	Free
The Strengths and Difficulties Questionnaire (SDQ)	A brief behavioural screening measure for early detection of strengths and emotional problems in pupils and adolescents. It covers five key areas of emotional development: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, pro-social behaviour. A full can profile to be gathered as it includes views from parents and staff as well as the pupil or young person.	Free
Think Good, Feel Good (2nd Edition)	This is a workbook that provides a range of flexible and highly appealing materials that can be used to structure and facilitate work with pupils. In addition to covering the core elements used in CBT programmes, it incorporates ideas from the third wave CBT therapies of mindfulness, compassion focused therapy and acceptance and commitment therapy. It also includes a practical series of exercises and worksheets that introduce specific concepts and techniques. This is a workbook written by an experienced professional with all clinically tested material. It includes a wide range of downloadable materials. A companion guide is also available.	Workbook £32.99. The book contains many practical materials which can be photocopied or freely downloaded from the online website www.wiley.com/thinkgoodfeelgood Companion Guide £27.99

Name	Description	Cost
Why Try?	The WhyTry program was created to provide simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. The WhyTry curriculum utilizes a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems).	On request
Zones of Regulation	Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	Free resources on website Contact Tameside EPS, for further information on their training package and intervention delivery

Cognition and Learning

Name	Description	Cost
Cogmed	Cogmed Working Memory Training is an evidence-based program for helping children, adolescents, and adults sustainably improve their attention skills and working memory. The effect of Cogmed has been demonstrated in controlled trials and is delivered through web-based training under the supervision of a qualified Cogmed coach. It can be used with small groups or an entire class.	Minimum: £150 for five accounts and one Coach Maximum: £960 for sixty accounts and six coaches
Cognition Matters	Cognition Matters is a training programme, used by teachers and parents, to improve the working memory, concentration levels and numeracy skills of typically developing children and those diagnosed with dyscalculia	On request
Clicker 8	The Clicker 8 is a child-friendly word processing tool, which includes speech feedback, word prediction, voice notes, picture support and the ability to provide topic specific sentences sets and word banks. The Clicker 8 also includes mind mapping, matching activities and speaking and listening activities.	£350 for one school for a three-year licence
Jungle Memory	Jungle Memory is an online working memory intervention for children aged 7-16. It is a game-based intervention which is designed to be played four times per week for a period of eight weeks. Each session involves three games and lasts between 15-30 minutes. A 'log tracker' assesses how much access the child has had to the intervention and customised feedback is provided to users at the end of each training session. The intervention provides data relating to individual progress and score-comparison with peers of the same age.	Approximately £40 for an individual 8-week subscription
Lucid Memory Booster	Lucid Memory Booster is a programme which teaches flexible memory strategies for children aged 4-11 years. Memory Booster is presented in the form of an adventure game to help keep children highly motivated and on task. This programme is stated to be especially useful for children with dyslexia or identified memory difficulties and has been positively evaluated within research.	On request
Accelerated Reading	Accelerated Reading is a computer program which helps teachers and librarians manage and monitor children's independent reading practice.	Maximum £450 for 50 children per year Minimum £9 per child per year
Achieve 3000	Achieve 3000 is an online program that is designed to accelerate literacy growth for all children from Year 2 to 12. The program provides high-interest current news event articles at the child's reading level.	On request

Name	Description	Cost
Boostingreading@secondary	Boosting Reading @ Secondary is a targeted individual intervention, to be delivered over a 10-week period. It is designed to improve reading skills and enable pupils to read with understanding and enjoyment. It is delivered by staff who have attended training; a teacher (preferably on the Senior Management Team) is also expected to attend the training and act as school co-ordinator.	On request
Dyslexia Gold	Dyslexia Gold is an evidence-based programme to help children who are not making progress despite high quality phonics teaching. This programme is designed for primary and secondary school children, and any educational level. The intervention addresses skills required for reading (vision problems, poor tracking and auditory problems).	£24 a month
Lexia Power Up Literacy	Lexia Power Up Literacy is an evidence-based intervention to support reading, comprehension and vocabulary skills.	On request
PIXL Code	PiXL CODE is a reading accuracy intervention, which is designed to support those in Key Stage 3 and 4 who may be struggling to read. The intervention provides a systematic, personalised approach to learning to read and is informed by evidence-based methods to help pupils retain reading accuracy.	£2700 + VAT for over 125 pupils for an academic year
Read Write Inc.	Read Write Inc. is a whole class intervention for 4-14-year olds. The intervention provides a structured and systematic approach to teaching literacy and is stated to be used by more than a quarter of the UK's primary schools. It is designed to encourage children to become fluent readers, confident speakers and willing writers.	On request
Word Shark	Word shark is a game-based programme which helps children from ages 5-15 learn how to read and spell. Word Shark is used across a range of schools for over 20 years and has practice-based evidence.	£270 for 30 children £338 for 100 children £563 for 500 children
1stClass@Number	1st Class@number is a programme which requires a specially trained teaching assistant to deliver up to 30 half-hour sessions to a group of up to four pupils, for 10-15 weeks. These sessions focus on developing pupils' mathematical understanding through using stimulating and enjoyable games. Each session starts with an assessment, which enables the teaching assistant to measure progress and tailor sessions to the pupils' needs. Version 1 is for pupils who need support at the level of the Year 1 curriculum, whilst Version 2 is for pupils needing further support at the Year 2 curriculum level. The approach can be adapted for older pupils who need to reinforce basic mathematical skills and concepts.	The charge for 2019/20 for a new 1stClass@Number teaching assistant, with their Link Teacher, is reported to be in the region of £990
Numbers Count 2 (Year 7-8)	Numbers Count is an intensive intervention for learners in Years 1 to 8 who have substantial difficulties with mathematics. It is delivered by a specially trained teacher, who also supports the training of other staff in school. Number Count 1 can be used for learners in Years 1 to 3 and Numbers Count 2 can be used for learners in Years 4 to 9.	The charge for 2019/20 for a new Numbers Count teacher will be in the region of £2,200
Comparison and Analysis of Special Pupil Attainment (CASPA)	CASPA is tool to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs.	Annual licence fee £1,015.00 plus VAT (single school licence)
The Engagement Profile and Scale	The Engagement Profile and Scale is a classroom tool developed through SSATs research into effective teaching and learning for children with complex learning difficulties and disabilities. It allows focus on the child's engagement as a learner and personalised learning pathways can be created. It prompts student-centred reflection on how to increase the learner's engagement leading to deep learning	On request

Name	Description	Cost
Phonological Assessment Battery version two (PhAB2)	The Phonological Assessment Battery Version Two (PhAB2) offers a range of tests that help assess phonological awareness in children aged 5-11 years. This enables appropriate intervention to be provided to help improve underlying literacy skills. The PhAB2 has been newly standardised. The Phonological Assessment Battery (PhAB) is the assessment which is available for 11-14-year olds.	PhAB Record Forms (Pack of 10) £24.99 PhAB Complete Set £166.53 PhAB2 Primary Record Forms (Pack of 10) £34.91 PhAB2 Primary Complete Set £188.37
The Sandwell Numeracy Test	The Sandwell Numeracy Test comprises of a revised edition for children aged 4-8 years and a version for older children aged 4-14 years. This standardised assessment enables teachers to assess a child's mathematic ability, through exploring different strands of basic numeracy skills. It is administered on a one-to-one basis and can monitor the impact of teaching interventions and to identify targets for an individual education plan.	£349.99 (Complete set of booklets and a one-year licence)
The Salford Sentence Reading Test	The *Salford Sentence Reading Test* (SSRT) is a simple and quick individual test of oral reading skills, which is based on carefully graded sentences. This can be used with children aged 5-13 years.	£30
Ravens Assessment	Raven's is a cognitive assessment which measures an individual's cognitive skills. The progressive matrices provide an assessment of non-verbal ability and the vocabulary scales provide scores in the verbal domain. This resource can be used with children aged 4-11years and 7-18 years.	£330.49
York Assessment of Reading Comprehension	The York Assessment of Reading for Comprehension is a one to one diagnostic reading assessment that enables teachers and practitioners to assess child's reading and comprehension throughout early years to the end of secondary school (4-16). There is a primary and secondary version of the assessment. There is also a free online Score Conversion Tool.	£520 (for the complete guide)

Communication and Interaction

Name	Description	Cost
Bedrock Learning	Bedrock offers Bedrock Vocabulary, a nine-year digital literacy and vocabulary curriculum designed for students of all abilities in KS2, KS3 and KS4 (Years 3-11), and Bedrock GCSE Literature schemes, a growing range of units to support learning of specific texts and terms for KS4 students.	Pricing on request
Black Sheep	Black Sheep Resources for teachers and speech and language therapists working with pupils with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).	Individual resources from £5 Primary Bundle, £1796.00
Boardmaker	Boardmaker provides a wide range of symbol-based communication and visual supports which can be used around the environment, for displays and to create visual timetables.	Tiered pricing depending on number of installations/ packages Inclusive Solutions offer a 1 year subscription for multiple users to Boardmaker Online for £585 Boardmaker V6 is available for £203 and allows for two installations

Name	Description	Cost
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Colourful Semantics	Colourful semantics is an approach aimed at helping pupils to develop their grammar, by linking the structure of a sentence (syntax) and its meaning (semantics).	Free download
Communication Trust	The Communication Trust offer a range of information and tools to enable practitioners to improve their practice, many of which are free to download. Their resources include the communication development pyramid. Staff can be trained in the pyramid and to understand how to adapt their communication cues so that they can 'step up' or 'step down' with a child as necessary.	Free
Elklan	Elklan have a range of courses to suit you whether you are an early years worker, teacher or assistant working with pupils with Speech, Language and Communication Need (SLCN). Their courses will enable you to develop the speech and language skills of ALL pupils but especially those with speech and language difficulties. Delivered by local tutors throughout the UK they gives practical advice and strategies that are also suitable for pupils with English as an additional language and other special educational needs.	Price can vary according to provider If supplied by Elklan the current fee is £395 plus VAT to include the accreditation fee and the book. The current fee for eLearning courses is £350 plus VAT
Language Link (Secondary)	Secondary Language Link can be used to support children (11-14 years old) with mild to moderate language and communication needs and those new to English.	£250 - £1095 dependent on number of pupils
Lego Therapy	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic pupils, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, pupils work in groups of three with each participant having a distinct role to build a Lego model collaboratively. A comprehensive guide to setting up LEGO Therapy groups is available to promote social skills in children with autism spectrum disorders and related conditions through group LEGO building.	£10 - £30 for each Lego set Workbook: £14.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Looking and Thinking workbooks	Looking and Thinking workbooks help to develop verbal reasoning skills. Photocopiable worksheets including illustrations and differentiated question prompts. To support pupils with delayed language skills, or have English as an additional language.	£79 for books 1-5 in print £95 for books 1-5 in PDF
Makaton	Makaton is a language programme that uses symbols and signs alongside speech.	Products range from £7 - £40 Full collection available for £325
Narrative Intervention Program	Narrative Intervention Program is a program to improve the story telling skills of young adults/pupils in secondary school.	£95

Name	Description	Cost
PECS	PECS [Picture Exchange Communication System] - an alternative / augmentative communication system in which simple picture cards are used to communicate simple needs initially, working towards more complex sentence structures.	£65 for training manual Additional products £5 - £50
PODD (Pragmatic Organisation Dynamic Display)	PODD is a book or device that contains symbols and words to support communication between people with complex communication needs and their communication partners (family, friends or teaching staff).	Software bundles to create communication books start from £199
Proloquo2Go	Proloquo2Go. Children, teens and adults who can't speak can use this Augmentative and Alternative Communication (AAC) app for iOS as a daily communication tool and to build language skills. From the first time someone opens the app, a few taps are all it takes to start talking to the world.	£250
Sliding in Technique	The 'Sliding in Technique' is a process that can be used to support a pupil to talk in front of new people, where the new person 'slides in' very gradually.	Free
Speech Link/ Language Link	A Speech Link subscription allows you to carry out as many assessments and interventions as you wish across an academic year. It gives you access to online training for as many support staff as you wish and unlimited access to the interactive listening games.	Total cost in start-up year - £330 Cost in follow on years - £180
Social Thinking	Social Thinking gives strategies to teach essential life skills such as socio-emotional learning and self-regulation across all environments.	$60 plus P&P from US
Socially Speaking	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. It is suitable for 7–11 years and older pupils with SEN.	£20
Social Use of Language Program (SULP)	The SULP [Social Use of Language Program] is a framework for personal, emotional and social development from a communication and thinking skills perspective, providing multisensory activity sequences with interactive stories.	Free video links on website
Superflex® A Superhero Social Thinking Curriculum	A Superhero Social Thinking Curriculum provides educators, parents and therapists ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger's syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioural curriculum helps students develop further awareness of their own thinking and social behaviours and learn strategies to help them develop better self-regulation across a range of behaviours. The curriculum works best with primary school children as well as with less developmentally mature older students who respond to visual books.	£47.60
TALC 2	The TALC 2 (Test of Abstract Language Comprehension) ELKLAN resource was designed to help speech and language therapists, education staff and the wider workforce to assess and develop the verbal reasoning skills of pupils aged 11 and over.	£45 plus P&P
Talkabout (inc. Talkabout for Teens)	Talkabout is a complete programme for developing self-esteem, social and friendship skills.	£10 - £40 per book

Name	Description	Cost
Talk for Writing	Talk for Writing is a teaching framework that enables pupils to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.	One day training with a school or small cluster (from 9am to 3.30pm) costs £1250 plus expenses for up to 50 delegates. If numbers exceed 50, then there is an additional fee of £50 per person. A day's consultancy from 9am to 3.30pm costs £850 plus expenses Resources £5 - £30 per book
Talking Maths	Talking Maths is a 10-week intervention programme which targets speaking and listening skills in the context of mathematical language.	EY – KS3 bundle, £45
Talking Points Progress Checker (ICAN)	These Talking Point Progress Checkers have been written by speech and language therapists, based on typical developmental milestones from 6 months – 11 years. Their resources can help you identify signs of a pupil who is struggling to communicate, and ensure they get the support they need.	Free
TEACCH	The TEACCH approach aims to respond to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.	Free guidance on website
Topsy Page - Philosophy for Children	A range of resources to support the development of effective pupil talk. Topsy also offers a Talk Audit where she will visit your school and analyse pupil and teacher talk, then provide recommendations.	£300 for a two-day training course Contact for school package prices
Widgit	Widgit provides a wide range of symbols that can be used to signpost around the classroom environment, for displays and to create visual timetables.	Widgit Essentials Bundle has tiered pricing depending on number of installations. £289 – 1 installation Up to £1449 for 30 installations
Word Aware	Word Aware is a structured whole school approach to promote the vocabulary development of all pupils.	One day training currently £1100 plus expenses
Zones of Regulation	Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	Free resources on website Contact Tameside EPS, for further information on their training package and intervention delivery

Sensory and/or Physical

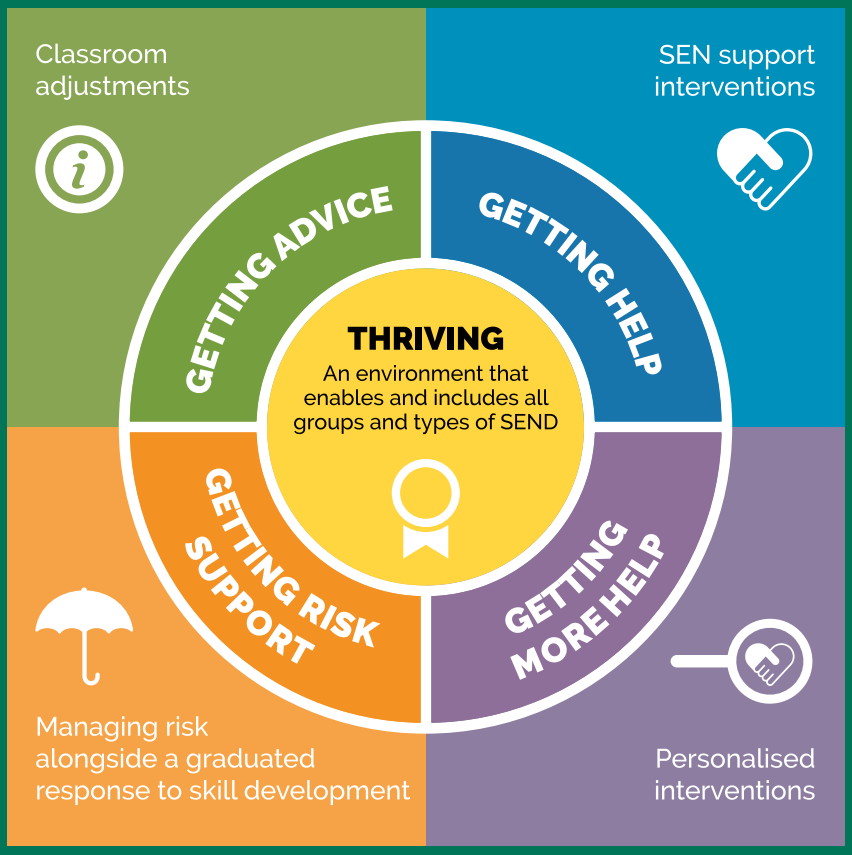
Name	Description	Cost
Approaches to support physical needs	Approaches to support physical needs is a downloadable pdf document from Cheshire East Local Authority providing ideas for physical play activities.	Free downloadable resource on website
Blobble Write	Blobble Write is an app that help young children develop their handwriting skills and learn to write letters and numbers.	£2.99
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Clever Fingers	Clever Fingers are creative activities that have been specifically selected to support children to develop their fine motor skills.	£49-£225 plus P&P
Dexteria Jr.	Dexteria Jr is an app that supports the development of fine motor skills and handwriting readiness through hand and finger exercises. The activities are suitable for children aged 2-6 years.	£3.99
Dough Disco	Dough Disco This free and simple activity involves moulding play dough in time to music such as rolling, squeezing and flattening to develop fine motor skills.	Free
Funky Fingers and Finger Gym	Funky fingers and finger gym encourages the development of fine motor skills and pre-handwriting skills using play activities.	Free
Hairy Letters	Hairy Letters is an app for children aged 4-6 years learn the letters of the alphabet and trace the letter shape using their fingers.	£2.99
Keyboarding Without Tears	Keyboarding Without Tears is a programme that teaches pre-keyboarding and keyboarding skills to children.	Resources range from $13.80-$26.34
Motor Skills United	Motor Skills United was developed by Stockport Children's Occupational Therapy Service and consists of 70 large and small room activities to support the development of fine and gross motor skills.	£59.94 inc. VAT
Move 'n' sit or disc 'o' sit	Move 'n' sit/ disc 'o' sit wobble cushions help to improve sitting posture and attention and concentration.	£22.99
Physical Literacy	Physical Literacy is a way of describing the movement skills that a child develops. Ideas for activities and different skill areas are included.	Free

Name	Description	Cost
Ready Steady Write	Ready Steady Write is a free Occupational Therapy programme to support children to improve their ability to produce fluent, spontaneous and legible handwriting.	Free
Squiggle Whilst You Wiggle	Squiggle Whilst You Wiggle is a Kinaesthetic approach to stimulate early writing.	£36
Write Dance	Write Dance incorporates music and dance to develop the skills needed for handwriting.	Books range from £30.99-£31.74 Training packages range from £395 to £850
Write From the Start (Teodorescu Perceptuo-Motor Programme)	Write From the Start (Teodorescu Perceptuo-Motor Programme) contains over 400 graded activities to support perceptual and fine-motor development.	£34.99

Tameside Metropolitan Borough

SEND Children Thrive
Matching Provision to Need

Main Thrive Tool Key Stage 4



SOCIAL, EMOTIONAL, MENTAL HEALTH

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Embed whole school programmes and strategies to promote emotional health and wellbeing e.g. .b mindfulness, Lions Quest skills for Adolescence (11-16), R Time. Arrange relevant training for school staff from external support services where needed, including attachment/ trauma, resilience and whole staff Mental Health training, e.g. Emotionally Friendly Schools. Use effective assessment tools to identify an overall profile of emotional wellbeing at the whole school and classroom level, for example, from those that have been identified as effective measures for schools to use from the Education Endowment Foundation. Obtain and record young person's views through pupil voice activities, e.g. Blob Tree. Obtain and record parental information and views. These can include questionnaires, parents' evenings, assemblies and social media forums. Use appropriate assessments to identify difficulties early, establish a greater understanding of the young person's needs and inform appropriate referral to other services (examples are provided under specific needs below). Set realistic targets and review termly in collaboration with the Special Educational Needs and Disability Co-ordinator (SENDCo), teaching staff and the young person/parents/carers where appropriate. For example, use Individual Education Plans (IEPs), pupil profiles, behaviour support plans. Implement appropriate interventions for young people with specific individual needs, e.g. anxiety-based difficulties and attachment difficulties (examples are provided under specific needs below). Refer to relevant external agencies, e.g. Primary Inclusion Team, Educational Psychology Service, Healthy Young Minds, Virtual School Team. Use the Plan-Do-Review process to monitor the young person's progress, alongside any external agencies' advice, whilst collating evidence of the impact of the strategies being used (refer to 'Best Practice Walkthrough' document). Where the young person has an Education, Health and Care Plan (EHCP), refer to described outcomes and provision and implement. Continue to use the Plan-Do-Review process against the specified outcomes and provision. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan (refer to 'Best Practice Walkthrough' document).		

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Peer integration/ friendships	Use turn-taking games and co-operative learning activities during subject lessons. Rotating groups, so that young people work with different group members, helps to build a range of social skills and fosters inclusiveness. Adopt a planned PSHE curriculum that involves whole class discussion and activities that explore different relationships, e.g. Philosophy for Children. Create learning opportunities by introducing classroom routines to teach friendly behaviour. For example, model giving compliments and then set up situations where pupils can practise giving and receiving them. Use positive notes or compliment slips when positive social behaviour is observed. Teach positive social skills through drama and role play, giving young people the opportunity to reflect on how different scenarios may make others feel. Set up peer mentoring or 'buddy' systems during unstructured times. Offer social time support for example setting up a club around a young person's area of interest (e.g. gardening or gaming). Key adults to foster a relationship and encourage understanding e.g. using one page profiles. Access to Mental Health First Aid training for staff to support their understanding of fostering positive peer relationships.	Conduct appropriate assessments to develop understanding of the presenting needs in relation to friendships. For example: • Social Skills Improvement System (SSiS). • Emotional Literacy Assessment. • Multidimensional Students' Life Satisfaction Scale Offer small group interventions to promote positive peer interactions e.g.: • Circle of Friends. • Nurture groups. • S.S. GRIN. • Lego therapy. Use conflict resolution strategies and other similar techniques such as restorative justice to support pupils through conflicts.	Implement 1:1 tailored interventions that have been planned to enable the young person to meet specific targets in relation to peer integration/friendships. Provide key adult support at specific times that have been identified as challenging for the young person, e.g. unstructured times. Small group or paired provision at breaks and lunchtimes, modelled and structured by an adult. Adult support in class to scaffold any group/paired work. If negative thoughts are a barrier to the young person engaging with their peers, try cognitive behavioural approaches such as Think Good Feel Good. Use of programmes such as Why Try and Social Skills Improvement System (SSiS).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Peer integration/ friendships	Use of PSHE to discuss healthy relationships and friendships. Use of whole school anti-bullying policies and programmes. Use of the freely available Developing Emotional Awareness and Listening Programme (Samaritans) training for teachers and whole class session plans.		
Social understanding	Ensure preparation for changes to activities/ routines/staffing. Provide a plan and support for unstructured and/or transition times. Utilise visual timetables/schedules. Set up peer mentoring or 'buddy' systems during unstructured times.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs and inform group interventions, for example: • Social Skills Improvement System (SSiS). Promote interaction with a young person's peer group through small group interventions, e.g. FRIENDS Programmes.	Identify and complete appropriate assessments to establish a greater understanding of the pupil's needs, for example: • Emotional Literacy Assessment. • Blob Tree. Use personalised Social Stories (Carol Gray) to reaffirm appropriate behaviour in specific situations according to the needs of the individual young person. An appropriately trained adult, (supported by the SENDCo, Educational Psychologist or CAMHS professional), to be available to provide de-escalation and reflection work following any confrontation with peers. One tool that might be used is Comic Strip Conversations to support the young person to reflect on real-life events and consider alternative ways of responding.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Emotional regulation	Create a calm, positive and nurturing classroom environment. Offer whole school training to support staff in de-escalation techniques. Embed whole class approaches to teaching emotional regulation strategies, e.g. .b mindfulness in schools project. Use emotional validation strategies when pupils are upset, angry or distressed, e.g. Emotion Coaching approach. See EPS for more detail. Discuss and model feelings and emotions often, using a wide vocabulary of feelings and emotions words. Staff to model that getting things wrong is okay. Create displays focused on developing emotional vocabulary. Ensure consistent rules and routines across the school. Ensure there is flexibility built in to support those with additional needs. • Rules should be in the form of a positive statement. Avoid rules framed as negative statements. • Rules need to be stated clearly. • Minimise your list of rules (3 -5 rules). Other whole school approaches may include: • Provision of a safe space/area pupils can access to support their emotional regulation area. • Sensory breaks/sensory diets. • Opportunities for daily mindfulness.. • Use emoji card/time out cards. • Use key visuals e.g. visual timetables.	Identify and complete appropriate assessments to establish a greater understanding of the pupil's needs, for example: • Boxall Profile. • The Strengths and Difficulties. Questionnaire (SDQ). • Blob Tree. Offer small group support to develop skills related to emotional regulation and emotional literacy e.g. recognising and labelling emotions, self-calming techniques and using Zones of Regulation or Lego Therapy. Use appropriate emotional awareness and regulation workbooks or programmes within individual or a small group, such as: • Think Good, Feel Good. • Starving the Angry Gremlin. • Starving the Depression Gremlin.	Work with a group of key staff to identify the individual profile of the young person to gain an understanding of their individual triggers, observable behaviours, as well specific escalating and de-escalating adult responses. An example of this might be the RAMP (Reducing Anxiety Management Plan). Contact Educational Psychology Service for information. Assign a Key adult/ team of adults for daily check ins with the young person. Teach self-calming techniques, such as breathing, visualisation or repetitive, soothing or sensory activities (colouring, play dough, theraputty). Always ensure access to these activities at all times through use of a 'calm box'. Use gentle praise when self-calming strategies are attempted, even if unsuccessful. Use the Incredible 5-Point Scale to aid emotional self-regulation. Put an appropriate support plan in place (may be a behaviour/risk management plan), which has been devised with the young person according to what they feel helps them to feel calm. This might include a safe-handling plan. Any plan should include how to reflect upon, learn from the 'incident' or behaviour, and debriefing for staff and the young person. Provide a 'safe' place for a young person to take time out and calm. Provide time within the curriculum for one to one work with an appropriately accredited therapist , e.g. play therapy, art therapy. Reintegration to class/ school following therapeutic work needs to be managed sensitively and appropriately.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Self-esteem/self-efficacy	Identify and complete appropriate assessments to establish a greater understanding of the whole class/ whole school's needs, for example: Pupils Attitudes to Self and School (PASS). Embed a whole class growth mindset approach which focuses on effort over achievement. Use positive classroom management strategies such as PIP & RIP – praise in pubic and reprimand in private. Provide regular opportunities for pupils to identify and celebrate success and achievements and share these with others. Ensure praise is specific and focuses on the learning process i.e. learning from mistakes and taking on challenges. Opportunities for pupils to engage extra-curricular activities which allow them to showcase their strengths for example debating club, gaming club or gardening club. Ensure that pupils' successes and achievements are shared with parents and carers.	Conduct appropriate assessments such as: • Self Image Profile. • Pupil's Attitude to Self and School. Offer small self-esteem groups as a supportive way of building a young person's confidence and self-esteem. Ideas for activities can be found within Emotionally Friendly Schools and on the ELSA website. Plan out self-esteem building exercises as part of a group to enable pupils to receive positive messages and acceptance from one another. Set self-esteem building programmes can be used. For example, Cool Connections or Think Good Feel Good. Interventions to support unhelpful thoughts which are impacting upon self-esteem such asAnxiety Gremlin. If self-esteem is impacting upon engagement with exams and ability to manage stress, try evidence-based exam stress groups which involve positive affirmations and relaxation activities.	Assign a key adult/team of adults to provide daily opportunities for the young person to talk through successes and achievements experienced that day. Provide daily opportunities to spend time identifying and building on personal strengths and qualities with an adult, on a 1:1 basis: • Make a strengths jar. • Use the finding hidden treasures approach (Ioan Rees, 2005). • Use strengths cards. Use person centred reviews and meetings as an opportunity to evidence and celebrate positive achievements, with an audience of people who are significant to the young person. Consider Exam Access arrangements.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Reducing anxiety	Explore negative thinking styles as part of PSHE curriculum, as well as strategies to challenge these. Practise calming strategies as a class routinely, particularly after a transition from break or lunch, e.g. mindful breathing exercise or simple 3-minute silent start activity. Embed growth mindset as a whole school approach. This could be done by creating posters that are displayed in classrooms and around the school and having regular assemblies and PSHE lessons that focus on developing a growth mindset, for example celebrities or inventors who failed many times before succeeding.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • The Strengths and Difficulties Questionnaire (SDQ). Consider Cognitive Behavioural approaches to group work provided over a specified period of time e.g. Think Good Feel Good and the FRIENDS Programme.	Identify and complete appropriate assessments to establish a greater understanding of the child's needs, for example: • Schools and Students Health Education Unit (SHEU) surveys. Provide opportunities for daily check in with a key adult/team of adults. Allow engagement with a neutral task or complete an assigned 'job' at school to reduce feelings of anxiety. Work with a group of key staff to identify the individual profile of the young person to gain an understanding of their individual triggers, observable behaviours, as well specific escalating and de-escalating adult responses. An example of this might be the RAMP (Reducing Anxiety Management Plan). Contact Educational Psychology Service for information.
Resilience	Embed a whole class growth mindset approach which focuses on effort over achievement. Whole school resiliency training, e.g.Bounce Forward.	Identify and complete appropriate assessments to establish a greater understanding of the young person's needs and inform group interventions, for example: • Child and Youth Resiliency Measure. Consider group interventions to develop resilience in young people, e.g. Smart Moves®.	Consider risk and protective factors to provide a profile of the young person, e.g. BOING BOING.

COGNITION AND LEARNING

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Create a supportive learning environment- e.g. 'help box' with appropriate resources in each classroom; folders in classrooms (on tables) containing resources such as word mats; using off-white paper (not black text on white paper); colour coding/ dyslexia friendly environment; working walls and purposeful displays (e.g. key vocabulary); prompts/ reminders/ 'to do' lists; seating selection; visual cues and timetables; timed rewards and consequences; changing visuals (e.g. Smart boards – changing images, clips, texts and colours); brain breaks. Differentiation- e.g. task sheets; providing PowerPoint printouts; timers; breaking down skills; understanding of 'small steps' approaches; targeted questions at different levels. Scaffolding of work- e.g. task plans; word banks; sentence starters; writing frames. Promoting independence- e.g. scaffolding; timers; visuals; sharing expectations; work pitched at pupils' level; effective deployment of support staff; offering mediation at a lower level first before increasing, where necessary (see Getting Help column).	Further assessment of need through observation, collating assessment data, and gathering the views of staff, parents/ carers and pupils, following a graduated approach and assess-plan-do-review learn cycles. Facilitate learning activities in smaller and targeted groups, in limited distraction environments where possible. Awareness of pupils who may benefit from additional support at the acquisition and fluency stages of the learning hierarchy (e.g. strategies such as pre-teaching of key concepts/ vocabulary and increased repetition and over-learning with opportunities to revisit concepts more frequently). See Getting Advice column. Individual and/ or small group interventions with appropriate pre- and post- measures to evaluate progress (examples of specific literacy and numeracy interventions are suggested below); good starting points for finding out about evidence-based interventions, programmes and approaches are: • The Education Endowment Foundation's Teaching and Learning Toolkit and Language and Literacy and Mathematics projects.	Use appropriate assessments to identify difficulties early, establish a greater understanding of the pupil's needs and inform appropriate referral to other services. Over rehearsal of information to enable pupils to progress through the hierarchy of learning (see General section) e.g. Precision Teaching (PT) intervention. PT intervention is suitable for those who struggle with working memory difficulties and retaining information and is used as an intensive 1:1 intervention. Higher levels of mediation during tasks (see Getting Help). Obtain and record pupil's views through pupil voice activities. Obtain and record parental information and views through questionnaires, parents' evenings, assemblies and social media forums. Create individual education plans (IEPs) or similar and adapt termly, with progress against targets routinely reviewed by the Special Educational Needs Co-ordinator (SENDCo), relevant staff and pupil/ parents/ carers.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Staff approaches- e.g. peer observation, joint planning and support (e.g. triad delivery model); chunking verbal instructions. Multi-sensory teaching methods Repetition of concepts and skills- e.g. pre-teaching vocabulary; address misconceptions the same day; retrieval practice (last session/ last week/ last topic/ last term); bridging new content and skills with prior learning (e.g. 'where have we seen this before?') Use effective assessment and monitoring tools to identify all pupils' learning levels and track progress, e.g.: • B Squared assessment – broken down into lesson steps to reduce gaps. • Learning Ladders assessment framework. • Comparison and analysis of special pupil attainment (CASPA). • Meaningful moderation of assessment. Provide staff and peer feedback that is specific, clear and accurate; which focuses on improvement from previous work; and which supports effort and perseverance. Arrange relevant training for staff from external support services, where needed.	• Evidence 4 Impact – an independent service that supports educators in using evidence-based practice in order to improve outcomes for pupils. • Early Intervention Foundation guidebook – provides information about early intervention programmes that have been evaluated and shown to improve outcomes for children and young people (including the 'Enhancing school achievement and employment' outcome). Different pupils will require different types, levels and intensity of adult mediation (approaches and strategies used to support during tasks and activities) to maximise their learning of specific skills and to promote increased levels of independence. The focus of mediation may include: • Regulation of behaviour (finding out what helps the pupil to manage behaviours associated with learning such as attention, impulsivity and distraction); • Rule teaching (helping and encouraging the pupil to find and apply rules); • Insight (helping the pupil to use 'what works' and apply these tactics to new and novel situations - generalising); or • Sequencing (helping the pupil to respond in an organised and sequenced way). Modes of mediation may include: • Focusing (directing and maintaining attention to a task using prompts such as gesture or verbal and visual cues); • Motor (drawing, moving objects into pupil's line of sight, hand over hand guidance);	Ensure that any Teaching Assistants (TAs) involved with the pupil understand the purpose of the IEP or group plan and support the pupil to achieve their targets. Use of plan-do-review-learn processes to monitor progress and plan individual support. School staff, SENDCo, parents/ carers and pupil to continue to liaise on a regular basis – a minimum of three meetings with parents within a 12-month period. Refer to external agencies for further support around learning and factors which may impact children's progress (e.g. Educational Psychology Service (EPS), Speech and Language Therapy (SALT) service, Equality Multi-cultural and Access Team (EMAT), Tameside Pupil Support Service. Where a pupil has an EHCP: • Refer to described outcomes and provision and implement. • Continue to use the Plan-Do-Review-Learn process against the specified outcomes and provision, using previous SEN Support Plan as 'EHC Implementation Plan'. • Regularly update with strategies as they are tried. • Complete Annual Review of EHC Plan. • Continue to request and act upon advice from external agencies, as necessary. • Carry out and review assessments, as advised by external agencies.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Staff awareness of the learning hierarchy to support their understanding of the stages involved in developing a skill and identifying which stage pupils have reached/ where additional support to progress may be needed: • Acquisition (being introduced to a task, such as recognising a phonic sound, and recognising initial components. Focus is on accuracy and getting it right, rather than speed or use of concepts to problem solve). • Fluency (practice phase and becoming familiar with the task; starting to focus on speed as well as accuracy (e.g. identifying sounds more quickly and automatically). Individuals will make different rates of progress). • Mastery (task is fully learnt and feels like 'second nature'; pupil has developed a level of proficiency which is not affected by new learning or periods of time without practicing the skill, such as being able to recognise a phonic sound over time). • Generalisation (mastered task is now used in other situations; with instruction, the pupil applies the skill with novel materials or under different conditions, such as applying phonics sounds to reading a book with some help. Learning is less prescribed and reinforcement can take place through everyday experiences, enabling simple problem solving). • Adaptation (the mastered skill is fully generalised and the information can be used in novel ways and for more complex problem solving, such as applying phonic knowledge to new words. Specific instruction in complex or new situations isn't needed and the pupil can ask themselves what skills or knowledge they might need to solve the problem).	• Verbal (using instructions to guide and direct through questions, step-by-step instructions and feedback on what has gone well). Mediation should begin at the lowest level needed for the pupil; some will need to begin at a higher level than others. Mediation progresses from higher to lower levels as follows: • Hand over hand guidance. • Modelling with initial guidance which is gradually faded. • Modelling the task using specific examples of rules, concepts and strategies. • Pointing out general characteristics (but not task-specific). • Asking for further applications of previously used strategies. • Teaching how to select appropriate strategies using previous input from mediation. • Pupil applies previous strategies and rules with increasing flexibility. • Previous mediation internalised and fully self-regulating.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
General	Establish good links with home to support learning, e.g.: • Ensure that the curriculum is accessible for parents so they can help their children. • Online homework support systems so pupils don't have to write things down. • Where possible, support parents to access similar resources to the ones accessed in school. For example, a school license for Clicker8 also allows parents to access the resource at home for free.		
Thinking Skills	Employ strategies to develop pupils' metacognition and self-regulation (i.e. the ability to monitor, direct and review their own learning, through explicitly thinking about their own learning, setting goals and evaluating progress) and executive function skills (these are a set of skills and mental processes that develop throughout childhood and adolescence, which support pupils to self-regulate, initiate, attend to and persevere with activities successfully). Explicit teaching of metacognitive strategies, following the seven-step model: 1. Activating prior knowledge. 2. Explicit strategy instruction. 3. Modelling of learned strategy. 4. Memorisation of strategy. 5. Guided practice. 6. Independent practice. 7. Structured reflection..	Promote dialogic teaching at a whole-class and small group level, which emphasises dialogue through which pupils learn to reason, discuss, argue, and explain. Gather observational data and conduct targeted assessment to further clarify strengths and needs (e.g. Automated Working Memory Assessment). Explicitly teach pupils how to organise and effectively manage their learning independently – provide guided practice. Provide exam preparation and self-study support in small groups for targeted pupils. Use of self-evaluation and feedback tools such as 'exam wrappers' (a pre and post-exam self-evaluation tool).	Access to a highly personalised curriculum incorporating additional support to enable 'readiness for learning' (e.g. self-regulation, planning, preparation, and organisation). Targeted intervention, clearly linked to IEP objectives, for key competencies (e.g. time, inhibition control, working memory intervention e.g. Cogmed). Use of pre/post measures to monitor impact and progress. Individualised planning around key skills for independence to support plans for post-16 education, employment or training.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Thinking Skills	Organise and structure classroom talk and dialogue, including 'Socratic talk', talk partners and debating. Teacher modelling of own thinking and understanding at a whole-class level (e.g. modelling self-talk when preparing for a task, making mistakes or monitoring comprehension). Use of structured planning templates (task plans, checklists and writing frames), worked examples, and breaking down activities into steps across the curriculum. Clear expectations for tasks and learning behaviours, supported and cued visually across all lessons. Access to key information (e.g. subject specific vocabulary, key spellings, number facts etc.) visually to promote independence and reduce working memory loads. Use of verbal and visual cues/prompts to direct or redirect attention – access to opportunities for movement breaks and different modalities of teaching and learning. Teaching and supporting skills for independence (e.g. planning, organising and time management).	Small group/individual intervention to develop targeted skills (e.g. working memory instruction/ practice:Cogmed, Jungle Memory. Complement computerised interventions with strategy-based practice within lessons. Use of personalised work areas/stations with clear systems for organisation and planning (e.g. using task boards or in-out trays). Teach and model working memory and recall strategies within small groups (rehearsal and chunking of information, visual memory strategies and creating narratives). Small group-based support around key skills for independence (e.g. time management, self-regulation and self-organisation) to support plans for post-16 education, employment or training.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Literacy	Use of evidence-based approaches to teaching literacy (e.g. Education Endowment Foundation Supporting Literacy in Secondary Schools guidance). Collaborative learning and peer tutoring approaches (e.g. Paired Reading, Cued Spelling). Class literacy programmes which can be differentiated for individuals e.g.: • Achieve 3000 (Empower3000 for KS4). Cross-curricular embedding of basic literacy skills.	Targeted assessments e.g. IDL, Lexia (Power Up Literacy),PiXL CODE, SNAP SpLD, Accelerated Reader, Nessy, Connective Learning. Use of standardised assessments such as PhAB2. Small-group support for pupils struggling with literacy, e.g. • Reciprocal Teaching to raise reading comprehension levels. Use of technology such as Clicker 8 and online software such as Dyslexia Gold and Lexia Power Up Literacy. Introduce accessibility tools on Microsoft Word, e.g. Immersive Reader. Explore alternative methods or recording such as voice to text, using a keyboard. Use of a reading pen. Bespoke homework club run by TAs (online homework). Training offered by NASEN.	Interventions to develop literacy skills, based on principles of repetition and over-learning, with support to generalise skills (e.g. Precision Teaching, Toe by Toe). Very small group/ paired/ individual interventions to develop literacy skills, e.g.: • Word Shark • Acceleread, Accelewrite • Accelerated Reader Access to resources such as aurally encoded dictionaries.
Numeracy	Collaborative learning and peer tutoring approaches such as Paired Maths. Effective quality first teaching, whole school approaches, assessment and links with parents (See General section). Cross-curricular embedding of basic Maths skills.	Use of appropriate assessments to identify strengths and areas of need, in order to target intervention at an early stage. This may include standardised assessments as well as formative, criterion-referenced and curriculum-based assessments such as Precision Teaching baseline probes.	Individually delivered interventions, e.g. 1stClass@Number (can be adapted for older pupils who need to reinforce basic mathematical skills and concepts).

COMMUNICATION AND INTERACTION

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
Language development	Staff have an awareness of speech, language and communication and how this presents in the classroom. Free training 'An Introduction to Speech Language and Communication' is available from The Communication Trust. Identification of designated Communication Champions or Leads. Have set tasks and activities throughout the day/ week which focus on supporting spoken language use and understanding, for example, 'No Pens Day Wednesdays'. Use of free environmental checklists to evaluate whether the space supports communication and interaction, such as the free Communication Friendly Environment Checklist from the Communication Trust. Identification of communication needs using a checklist such as the free Universally Speaking Age 11- 18 checklist, available from The Communication Trust alongside increased observations, use of the curriculum and discussions with pupils and parents/ carers. Use of resources from schools, and the Royal College of Speech and Language Therapists website.	Increase observations to understand: * how the pupil communicates, * with whom * where they communicate best * what their strengths and interests are * how this information can be used to encourage their engagement in the classroom. Monitor how the pupil responds to your communication with them and whether they follow the words you are saying and/or the gestures you are using. Plan and adapt tasks and activities to take account of the pupil's individual communication needs. Provide frequent practice to develop communication skills through recall and repetition. Develop close home and school links to ensure strategies are used across both environments to support the generalisation of skills. Use of resources such as the Communication Trust's 'Communicating the Code' to support pupils with identified communication and interaction needs. Access additional staff training on supporting pupils with specific communication and interaction needs (e.g. Speech and Language Therapist, Educational Psychologist).	Multi-agency assessment to identify persistent and complex needs. Referral to ISCAN. Provide access to assessment and advice from external services such as Pupil Support Service, Speech and Language Therapy and the Educational Psychology Service, to tailor programmes and activities to support their speech and language development, including attention and listening skills and social skills. School staff to deliver and support individualised, targeted intervention, based on support and guidance from external services. Certain interventions may require specialist training from the Speech and Language Therapy Service. Black Sheep Press (11-16) provides resources for teachers and speech and language therapists working with pupils with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN). Use the Plan-Do-Review process to monitor the child's progress, alongside any external agencies' advice, whilst collating evidence of the impact of the strategies being used (refer to 'Best Practice Walkthrough' document).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Language development		Access additional staff training to support key adults to understand and respond to behaviours associated with communication and interaction difficulties (e.g. frustration at not being able to communicate, distressed behaviours as a result of not understanding spoken instructions of expectations). Additional support is in place to develop emotional vocabulary and emotional expression using visual and real-life situations (e.g. use of feeling scales or agreed strategy cards). ELKLAN - accredited courses for education and other staff working with those with speech, language and communication needs. Provides staff with an in-depth knowledge and understanding of a range of practical ideas and skills to deliver a range of small-group, targeted interventions. (Elklan Trained TAs). Elklan Language Builders Resources from ELKLAN are practical books which provide detailed advice and activities to promote the speaking and listening skills for secondary aged pupils. Regular communication groups, working on speech and language skills on a frequent basis with a small group of pupils. It can be helpful to include good role models alongside pupils who need additional support.	Where the child has an Education, Health and Care Plan (EHCP), refer to described outcomes and provision and implement. Continue to use the Plan-Do-Review process against the specified outcomes and provision. Regularly update with strategies as they are tried. Complete Annual Review of EHC Plan (refer to 'Best Practice Walkthrough' document). Continue to request and act on advice from external agencies as necessary. Access arrangements allow pupils with special educational needs to access assessments without changing the demands of the assessment. This may include allowing extra time, providing a scribe or having a reader. These may need to be applied for in advance by the school; check the exam board guidance for more information. Further resources Raising Awareness of Developmental Language Disorder (RADLD) gives free information and fact sheets about Developmental Language Disorder (DLD), as well as a range of helpful resources. Afasic produces free downloads with vital information for parents and professionals about talking, understanding language and getting the right help. They offer free downloads, free parent support days and workshops, and useful links to mobile apps and other support. British Stammering Association A range of information, resources and advice to support those with a stammer, as well as their families and carers. The website includes recommended therapies and courses, as well as 'Everyday Tips' and apps and devices.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Language development		Certain interventions may require specialist training from the Speech and Language Therapy Service (e.g. vocabulary training).	Michael Palin Centre for Stammering offers a range of support services for pupils, pupils and parents and training courses for professionals. If child is presenting with a stammer they would need a referral and assessment/therapy from SALT team. Access arrangements and reasonable adjustments should be made during speaking exams for pupils with a stammer.
Receptive language	A communication friendly classroom offering focussed support and prompts from an adult, including key cues and prompts to supplement pupil's understanding and participation in lessons. These cues should be multi-sensory and age appropriate. For example: visual (e.g. signs, objects, written and symbols), audio (e.g. songs), smell (e.g. spraying different scents on different days of the week). Daily routines are clear and predictable.Visual timetables/written schedules, classroom rules and daily routines are clearly displayed and personalised as needed. Twinkl, Boardmaker and Widgit provide a wide range of symbols that can be used to signpost around the classroom environment, for displays and to create visual timetables. Be consistent in symbol use, e.g. avoid using Twinkl picture for one symbol and Boardmaker for another. Adults model good looking and listening behaviours and support these with visuals and use of specific praise when children demonstrate these behaviours.	Provide a classroom that uses a range of teaching and learning styles with emphasis on use of gestures, key visuals and concrete examples to support spoken language. Provide more time to respond to questions (e.g. 10-second rule) and to complete multi-step tasks. Check the pupils' understanding by asking them what they need to do after they have been told. Use a buddy system, whereby pupils work together to ensure correct understanding of verbal information. A peer or adult buddy can then check correct understanding before starting. Support their understanding of multi-step activities using task plans/lists. Staff are mindful of how lesson information is communicated. For example, a key word list to have lots of visuals, use of a personalised visual dictionary. Display question prompts on the wall for school staff to initiate communication/ tailor this for groups.	Total Communication environment that uses a range of teaching and learning styles with emphasis on use of visuals and concrete examples to support spoken language (e.g. signing and key visuals) Additional differentiation and scaffolding of tasks, which may require individualised planning for much of the day. Multi-agency assessment to identify persistent and complex needs (e.g. access advice from external services such as Pupil Support Service, Speech and Language Therapy and the Educational Psychology Service), to tailor programmes and activities to support their speech and language development, including attention and listening skills and receptive language skills. School staff to deliver and support daily, individualised targeted interventions, based on support and guidance from external services. Certain interventions may require specialist training from Speech and Language Therapists.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Receptive language	Break down the amount of information provided at one time into smaller chunks (e.g. break up multi-step instructions and deliver 1 or 2 at a time and/or support visually). Teach and encourage pupils self-support strategies to help them to follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist using a red page/green page in their journal to indicate, etc). Try to avoid the use of non-literal language (e.g. idioms and sarcasm) and explain any abstract concepts in as concrete a way as possible (e.g. with pictures, diagrams or objects). Use a range of whole-class or whole-school intervention programmes, for example providing consistent visual support to structure or record ideas (scaffolds or templates). Use word webs and vocabulary maps as a whole class when learning new vocabulary. Introduce and display new vocabulary as it is introduced as part of topic work/ theme for the term. Teach pupils self-support strategies to help them to follow instructions (e.g. chunking, visualisation, silent repetition, use of a written checklist).	Provide support to ensure access to a range of communication opportunities (e.g. pupil to adult, peer to peer, small group, whole group). Use of specific interventions such as: TALC 2 is an ELKLAN resource that is designed to help speech and language therapists, education staff and the wider workforce to assess the verbal reasoning skills of pupils aged 11 and over. Based on the assessment results from the TALC, students would then be supported to develop their verbal reasoning skills through the use of Blanks Levels of Questions. Vocabulary Groups – in smaller groups and support vocabulary use and understanding within the classroom. Vocabulary programs such as Bed Rock Learning are available, which track students' progress and have specific topic vocabulary available. Talk for Writing is a teaching framework that provides a flexible process for developing understanding and expression. LEGO Therapy is an intervention which can help support understanding of language within a structured activity. Certain interventions may require specialist training/ support from Speech and Language Therapists.	Black Sheep (11-16) provides resources for teachers and speech and language therapists working with pupils with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language	Provide a range of planned communication opportunities in a range of settings, with enough time given for processing (e.g. 10-second rule), thinking and responding to verbal information and new vocabulary (e.g. see ELKLAN Language Builders book for ideas). Use of a range of whole-class or whole-school intervention programmes, for example providing consistent visual support to structure or record ideas (scaffolds or templates). Use word webs and vocabulary maps as a whole class when learning new vocabulary, and story planners when re-telling or story or giving a personal narrative. Provide opportunities for communication throughout the school day in a range of lessons. Including opportunities for discussion around books and narratives. During group work, allow the pupil to answer after others have modelled the answer a few times. Talk for Writing is a teaching framework that enables children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version.	Pupils will need support to identify functional language outcomes which are appropriate for their own contexts and aspirations. Provide an environment in which pupils are surrounded by spoken and written words and inspired to learn them using multi-modal approaches (e.g. key words highlighted on the board and in worksheets to remind the pupil to check their vocab sheet). Ensure access to a range of communication opportunities, so pupils can contribute in different ways or across contexts and in relation to different topics (e.g. including those they are more confident/ interested in). Pre-teach key vocabulary and support generalisation to the classroom (e.g. have worksheets with key vocabulary on their desks, which they can refer to, use of word webs to promote experiential language learning.). Teach specific vocabulary, such as 'word of the day/ week' in smaller groups and support vocabulary use and understanding within the classroom. Vocabulary programs such as Bed Rock Learning are available, which track pupils' progress and have specific topic vocabulary available. Consider the three tiers of vocabulary: 1. Everyday, basic words. 2. More complex words (e.g. using 'combine' for mix) or words with more than one meaning. 3. Subject specific e.g. Galapagos.	Additional differentiation and scaffolding of tasks, which may require individualised planning for much of the day. Additional adult support to contribute to group activities using a range of communication methods (e.g. gesture, vocalisations, instruments, visuals) alongside/ instead of spoken language. Referral into ISCAN to support child and implement targeted approaches including adaptations to learning (reading aloud etc.). School staff to implement individualised interventions, following training by a Speech and Language Therapist. Use of an additional or augmented communication system (AAC). These may include PECS (Picture Exchange Communication System) which is an alternative augmentative communication system in which simple picture cards are used to communicate simple needs initially, but then work towards more complex sentence structures, signing, or high-tech communication systems and software (such as Proloquo2Go). Other AAC which may be used include direct access boards and use of PODD books (Pragmatic, Organisation Dynamic Display) to support sentence structure using a visuals.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language		Focus on developing the pupils' understanding and use of words in Tier 2. These words have the highest utility in helping to close the language gap for those pupils with limited vocabulary. Provide support for Tier 3 words at the start of a new topic (e.g. using knowledge organisers). Use of vocabulary checklists/word maps. Create personalised dictionaries, vocab cards or knowledge organisers. Use the STAR approach in content-rich subjects: Select the really useful vocabulary that is from the topic or class text. Teach the selected vocabulary in a structured manner. Activate the meaning by using the words in context and linking the word to the pupil's existing knowledge. Review the taught words to ensure they are retained. In small groups, encourage pupils to re-tell a narrative about a school or class activity, where the teacher and other pupils can give prompts and support the narrative. Also encourage pupils to give personal narratives or 'news' about their own lives. Ensure they include information about who, where, when and what happened. Access training provided from the Speech and Language Therapy service for parents and education staff supporting narrative and vocabulary development. Use of intervention programmes within a small group, such as:	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Expressive Language		• Bed Rock Learning vocabulary programme. • Narrative Intervention Program to improve the story telling skills of pupils in secondary school. • Black Sheep Press: Secondary Talk Narrative KS3 – KS4. • Talkabout for Teens a group work programme for developing self-esteem, social and friendship skills. • LEGO therapy – can help to support expressive language skills within a structured approach.	
Selective mutism / selective speaking *Speaking fluently in some situations but remaining silent in others*	Staff have an awareness of selective mutism and understand it is an anxiety-based need. Key staff have access to information about how to support pupils with selective mutism for example from the SMiRA website. Check the Helping Students in Secondary School Staff Guide by www.selectivemutism.org.uk. The website has a range of information, resources and advice to support those with selective mutism, as well as their families and carers. Establish a communication safe environment that includes: • Providing unpressured opportunities for the pupil to speak. Don't react if the pupil does speak. • Use of questions such as 'I wonder…' • Encouraging joint activities with a quiet peer. • Identifying a key adult for the pupil to build rapport and confidence with. • Providing traffic lights or 'ask for help' cards to allow them to access support non-verbally.	Seek multi-agency support from outside services and work with the pupil's family to devise an individualised support plan. Speech and language therapists will assess receptive language and provide support in this area if required. If receptive language skills fall within normal limits, pupil will be referred to Healthy Young Minds for support with Selective Mutism. If they fall below normal limits, targets will be set to support this and a referral can also be made to Healthy Young Minds. Join the Greater Manchester Selective Mutism Network. Use of the 'Sliding in Technique' detailed in The Selective Mutism Resource and included on the SMiRA website. The steps can be accomplished either in a single session or over 2–3 weeks. This involves an adult (parent or staff member) as the pupil's talk partner. Activities are completed on a regular basis within the pupil's talk partner in a safe and quiet area of the setting. The activity should be simple and involve something that the pupil enjoys and is familiar with (e.g. a favourite game or book from home). As the pupil becomes confident, their tolerance to another person gradually coming closer and joining the activity ('sliding in') is increased. Carefully support the pupil's transition between year groups and transition to college. Further information about selective mutism can be found at SMiRA: www.selectivemutism.org.uk	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/or Physical Needs section*	Provide visual timetables/written schedules. Tell pupils in advance about any significant changes to the daily school routine and illustrate this with the visual timetable/written schedule. The visual timetable can also demonstrate timings of lessons. Use of first/then visuals to support understanding of tasks/routine. Use the environment to support understanding of expectations around work and behaviour. For example, clearly label learning zones/curriculum areas within the classroom Provide visual reminders of classroom rules. Twinkl, Boardmaker and Widgit provide a wide range of visuals and symbols which can be used around the classroom environment, for displays, and to create visual timetables. Be consistent in symbol use, e.g. avoid using Twinkl picture for one symbol and Boardmaker for another. The TEACCH approach is a way to provide high levels of visual structure and clarity to support pupil's understanding of the environment, expectations and activities. It is not a single method and can be used alongside other approaches. Provide clear roles during group work. Reinforce the understanding of these roles visually (e.g. written information/symbols) Sensory or movement breaks are incorporated into lessons.	Provide a more personalised curriculum allowing flexibility in the organisation of the learning environment and the school day. For example, you could offer access to a low stimulus, distraction-free base either within or outside of the classroom for certain tasks. Adaptations to teaching materials, such as written/ visual task lists and timers. If a pupil has a personalised visual timetable they will need to be told as early as possible about any changes to their routine. Access to staff training on the use of visuals to support communication. Use of a sensory checklist and environmental adaptations to minimise impact of sensory distractions and sensory processing differences (e.g. opportunities to work in quieter spaces with reduced distractions when completing focused activities, access to tailored sensory activities or resources). Provide a small social communication group, focussing on the explicit teaching of social skills within a small group environment, with the opportunity to then generalise the skills into the wider environment. This may include the reading of social cues, body language, gestures, facial expressions and intonation. Support to better understand inferencing, idioms and metaphors (e.g. using resources such as Test Your English Idioms, Black Sheep Press - Idioms).	Provide a highly personalised curriculum allowing increased flexibility in the organisation of the learning environment and the school day (e.g. offering access to additional adult support to enable pupils to participate in the less structured parts of the school day such as break time, and provide access to a quiet, distraction-free place in school if pupils feels anxious. Visuals in place for the pupil to use to access break rooms (e.g. "I need a break"). Regular staff briefings centred around the pupil's strengths and support needs (e.g. a one page profile) may help communicate this. If a pupil has a personalised visual timetable they will need to be told as early as possible about any changes to their routine. Provide social stories as needed; short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. Wherever possible and appropriate, you should include the pupil in the creation of the social story. Comic strip conversations can be used to help pupils understand social interaction by visually showing them (using symbols, stick-figure drawings and colour) the different levels of communication – including thoughts, feelings, words and actions – that take place in a conversation. Training for staff/parents to attend to develop awareness of social stories and comic strip conversations.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Social Communication *Pupils with social communication needs can often have sensory processing differences – please also see the Sensory and/or Physical Needs section*	Try to avoid the use of non-literal language (e.g. idioms and sarcasm) and explain any abstract concepts in as concrete a way as possible (e.g. with pictures or objects).	Interventions to consider include: TalkAbout a complete programme for developing self-esteem, social and friendship skills. LEGO Therapy is an intervention that aims to help improve social competence while conducting fun, naturally rewarding LEGO clubs. Circle of Friends is a group intervention that enhances inclusion through peer support. The Circle of Friends approach works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. Social Thinking provides strategies to teach skills such as socio-emotional learning, and self-regulation across different environments. Resources for 14-18-year olds can also be purchased (e.g. Social Thinking and Me). Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	An individualised skills development programme informed by specialist multi-agency team assessment and advice (e.g. this might include Pupil Support Service/CLASS, Speech and Language Therapy and the Educational Psychology Service). Augmented communication systems such as Makaton or PECS (Picture Exchange Communication System) or PODD (language programmes that use symbols and signs alongside/ instead of speech to enable people to communicate – see Expressive Language above). Use of transition books/support to allow a smooth transition into a new year group or the move to college. Additional opportunities to visit new classrooms/educational settings and meet new teachers in advance to allow sharing of information.

SENSORY AND/OR PHYSICAL

SKILL	GETTING ADVICE Classroom adjustments	GETTING HELP SEN support interventions	GETTING MORE HELP Personalised interventions
General	Overall classroom approach. Use of curriculum/screeners. Specific staff teaching/support. Set-up of classroom including outdoor areas. Involvement with parents/carers and child/young person (CYP). Link with assess-plan-do-review-learn. Staff training and awareness in all areas. Awareness of key documents such as SEN Code of Practice, Equality Act, Children and Families Bill.	Overall classroom approach. Whole school staff training. Use of curriculum/screeners/assessment. Targeted teaching/support, including targeted group interventions. Understanding of effective differentiation. Involvement with parents/carers and child/young person (CYP). Link with assess-plan-do-review-learn. Use of strategies to promote social inclusion e.g. buddy system.	Overall classroom approach. Use of curriculum/screeners/assessment. Request involvement from external services e.g. Occupational Therapy (OT), Tameside Pupil Support Service, Educational Psychology Service (EPS) to create more personalised curriculum, including specialist advice and support, individual interventions. Teachers with increasing knowledge and experience/specialist teachers. Capacity building and training for class-based staff. A more individualised programme of support/highly personalised curriculum including specific staff teaching/support, including targeted small group and individual interventions. Individualised set-up of classroom and workstation area e.g. taking into account accessibility, safety and environmental stimulation. Parents/carers and child/young person (CYP) participating in setting up, delivery and reviewing interventions. Link with assess-plan-do-review-learn.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	Concerns about a CYP's vision should be raised with parents/ carers and a referral should be made to the local Orthoptist and Visual Impairment Service (Tameside Pupil Support Service). Information to aid understanding of visual impairment should be shared with parents/ carers and staff. Develop staff awareness of the child's needs, SEND guidance, specialist support and available resources. Staff to be aware that the CYP may be experiencing visually related learning difficulties and provide support to enable them to plan appropriately. Gather the views of the young person, using person-centred approaches regarding their opinions and preferred strategies. Create a 'clutter-free' environment. Pay attention to layout of furniture, seating and adult position in the classroom. Avoid standing in front of windows as your face can become difficult to see. It may be helpful to complete an environmental audit of the school including indoor and outdoor areas. Creation of a one-page profile which is shared with all staff. Assessment by Qualified Teacher of children with Visual Impairments (QTVI) and report distributed to key staff. Recommendations of the report implemented in the school to enable full inclusion within the mainstream class.	Teaching practice which facilitates access to the curriculum, social/ emotional development and class participation. Draw upon information contained within specialist websites, such as RNIB. School must access specific VI related training provided by the Sensory Support Team. Access to wider staff training. On-going assessment, advice, support, monitoring and training from a Qualified Teacher of the Visually Impaired (QTVI), up to 6 hours annually, as well as attendance at review meetings. Teachers should implement advice including specific interventions as suggested by the QTVI. Provide access to a quiet space for QTVI to work with the CYP. Curriculum plan reflects levels of achievement and must include individually focused IEP. CYP involved in setting and monitoring their own targets. Teaching methods based on experiential and tactile learning with a strong verbal emphasis, which facilitate access to the curriculum and class participation. School staff to provide some modification of learning materials to facilitate access e.g. attention to speed of lesson delivery and speed of working of VI CYP.	Home visits as necessary, ongoing support for parents/ carers and training to be attended. QTVI liaison with Eye Hospital. QTVI to make referral to Low Vision Aid clinic. Opportunities will be provided for the CYP/ parents/ carers to meet other students with VI in the local area (e.g. Henshaws) VI Education Team to attend all review/ planning meetings. On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the CYP, their family and with school staff. Training and written advice for staff from the VI Team, including adjustments and modifications for assessment and exam arrangements. More information can be found at RNIB. Additional support for the CYP from a Teaching Assistant in class, and around school, as indicated by assessment to: • Facilitate inclusive and independent learning. • Provide in-class support. • Prepare specialist/ tactile resources. • Follow up Mobility training. • Ensure safety. • Support during unstructured times e.g. lunchtime and extra-curricular activities. Teaching Assistant to be allocated time by the school to adapt resources/ attend training and conduct individual work. Regular planning sessions between the QTVI and Teaching Assistant.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	The school should monitor pupil progress in this respect e.g. carrying out reading assessments in different fonts. Learning materials must be selected and prepared for their clarity. Make basic adaptations to activities and materials to facilitate access for a visually impaired CYP e.g. oral descriptions of visual materials, saying CYP's name before asking a question. Awareness that the CYP may need more time to complete the tasks and the pace of the work may need to be slower. Information about adapted resources is available at Sight Advice. Low level adjustments may need to be made to activities e.g. reducing length of visual tasks. Break up visually demanding tasks with other activities. Standard adjustments advised include: • Non cursive, bold size 14 font. • Increased letter spaces • Clear images in books • Use of high contrast colours e.g. cream background and black text (in print and on screen) Teaching methods which facilitate access to the curriculum, social/ emotional development and class/ group participation. The curriculum includes examples of diversity. ICT to be used to increase access to the curriculum, where appropriate e.g. iPads for reading. Use of information relating to a range of resources and agencies, within the Local Authority and the wider community e.g. Victaparents and Look UK.	Opportunities for individual and small group work to meet identified needs and to facilitate learning and inclusion, as appropriate. Opportunities for explanation, and exploration of resources before they are used in an activity e.g. through pre-teaching. Specific interventions may be necessary and advice should be followed from QTVI. Opportunities for group interventions to develop social inclusion with peers e.g. Circle of Friends Environmental adaptations e.g. pay attention to layout of furniture, seating and lighting in the classroom. Accessibility of outside environment including edges clearly marked. Large print and differentiated materials, provided by school, as appropriate to meet assessed needs including: touch typing, coloured overlays and matt laminating pouches. Access to equipment, including the use of an iPad or laptop with highlighted keys and software, to meet assessed needs. Further information about assistive technology can be found at Sight Advice, RNIB, Living Made Easy. Visits away from the school are planned well in advance and take into consideration the CYP's needs.	Opportunities for tactile exploration of the environment and resources. Pre and post tutoring of activities. Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio / speech. Planning based on previous visual performance and/ or prognosis of possible changes. 30 hours (20 annual sessions) from a QTVI to provide all the teaching and support outlined above. Inclusion to VI curriculum activities across the local area. Advice, assessment, teaching, support and programme of work from Mobility Officer regarding mobility and independence skills; frequency based on assessed need, block of work equivalent to weekly contact. The report written by a QTVI in conjunction with the Mobility Officer will be shared with all stakeholders and will include information as outlined in the Universal offer. Staff member to become a Vision Champion within the school by completing a training course offered by the Sensory Support Team or companies such as Positive Eye.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Visual Impairment	Involvement of parents/ carers and provision of information relevant to them e.g. using resources available at RNIB and Vision UK. Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. opportunities to walk with an adult, repeating the process, moving towards more independence. Talking the CYP through the route, noting key points, textures or space to feel for. Development of a transition plan for CYP moving between year groups, key stages, primary and secondary school and Post 16 provision.		Training for staff on Cortical Visual Impairment (CVI) and implications for learning as necessary and resources. Day to day access to assistive technology and equipment e.g. electronic Brailler/ note taker and/ or laptop / iPad with speech software, audio books etc. Staff to facilitate a pre-Braille learning programme as advised by the QTVI. Access to VI Service technician, as appropriate.
Hearing Impairment	Concerns about a child's hearing should be raised with parents/carers and a referral should be made to the local Audiologist and Hearing Impaired Team (Learning Support Service). Information for staff and parents/carers can be found at NDCS and Action Hearing Loss. Awareness of the child's needs and how key developmental milestones and skills are affected by hearing loss, particularly in communication, language acquisition, play and fine and gross motor skills N.B. some forms of hearing loss are associated with balance and delayed milestones e.g. late to walk/ sit/ balance issues. Creation of a one-page profile which is shared with all staff. Assessment by Qualified Teacher of the Deaf (QToD) and report distributed to key staff.	Teaching practice which facilitate access to the curriculum, social/emotional development and class participation. Information and guidance can be found at NDCS and Council for Disabled Children. Involve the HI Team in completion of baseline assessments and development of IEP. School must access specific deaf related training/ opportunities for modelling of suggested strategies by HI Team/Qualified Teacher of the Deaf (QToD). Access to wider training for staff. Teachers must implement advice as suggested by the Qualified Teacher of the Deaf (QToD) related to: • The modification to the presentation of assessments. • Targets. • Curriculum and teaching methods.	Key person from the HI Team identified from initial audiology referral, who will link with the school, parents/ carers and professionals. Offer home visits where appropriate. Opportunities for parents/ carers, CYP and extended family to attend a local Hi Hopes parent support group. Access to deaf adults and peers in the community. Attendance at audiology clinic appointments by a QToD to support families through diagnosis and hearing aid fitting. Support by a QToD through the referral process for cochlear implantation. See NDCS for advice and guidance on suitable technology and apps.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Recommendations of the report implemented in the setting to enable full inclusion within the school and the National Curriculum teaching and learning. The curriculum includes examples of diversity. Where appropriate the CYP may receive a short-term intervention: • Model suggested strategies/ train staff at the setting. • Direct work from either a Qualified Teacher of the Deaf or Specialist Teaching Assistant including Assessment and obtaining pupil voice. Gather the views of the child or young person, using person-centred approaches regarding their opinions and preferred strategies. The school must monitor progress in this respect. Make basic adaptations to activities and materials to facilitate access for a hearing impaired CYP. Repeat instructions to check understanding and reinforce messages. Use of multisensory approaches to all teaching across all subjects such as the use of visual resources. Use appropriate language when asking direct questions and allow additional time to respond. Repeat contributions from other CYP if needed. Follow advice about how to support and include CYP who are deaf or hearing impaired in primary or secondary school.	Access to daily group teaching of key skills such as phonics/ key vocabulary and social skills. Provide access to a quiet room for Qualified Teacher of the Deaf / specialist TA/ audiologist session/ visit. Curriculum plan reflects levels of achievement and must include individually focused IEP. CYP involved in setting and monitoring their own targets. Specific interventions for language development, speaking and listening and phonics learning e.g. Lip reading, Auditory Verbal Therapy, Natural Aural Approach, Cued Speech, Sign Language, Total Communication Approach, those contained within guidance documents from NDCS. Opportunities for explanation, clarification and reinforcement of lesson content and language. Attention given to seating, lighting and acoustics in the classroom and around the school. Staff should be in the light when speaking. The CYP should be seated away from busy areas and close to the source sound to enable clear sight of action delivery. Opportunities for individual and small group work in a quiet room. A key person who is trained in working with pupils with a hearing impairment and understands hearing equipment to: • Reinforce lesson content. • Deliver modified curriculum tasks. • Support language development. • Daily check of CYP hearing aids.	Liaise with other, external agencies for advice and guidance and a multi-agency approach e.g. audiology. Regular reviews of school-based interventions, involving parents/carers and the QToD, to ensure progression and adaption if necessary. Qualified Teacher of The Deaf providing individual support sessions based on National Sensory Impairment Partnership (NATSiP) criteria. Direct teaching and/ or in class support from Qualified Teacher of the Deaf or specialist TA. Access to specialist health assessments, advice and equipment (e.g. Audiology for ear mould impressions and repairs). Access to a Communication Support Worker (CSW) with appropriate BSL/ communication skills when advised. Specific deaf related training opportunities for staff on request to the HI Team. Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to LSS Hearing Impaired Team. Specialist language assessments, upon advice from the HI Team.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	Seek advice from the HI Team on effects of hearing loss and classroom strategies. Staff to receive training from the HI team, as required. Carry out an assessment of room acoustics and make reasonable adjustments by adapting the physical environment and reducing background noise. Pay attention to seating, position of the teacher, lighting and acoustics including background noise e.g. close windows and doors. Use of soft furnishing and fabric backed boards to minimise echo/vibration. Review seating plans and make sure the CYP can clearly see the teacher and other speakers. Staff awareness of areas of potential risk associated with childhood hearing impairment e.g. social and emotional impact, reduced opportunity for incidental learning in primary and secondary school. Involvement of parents/carers and provision of information relevant to them e.g. using resources available at Council for Disabled Children. Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. allowing the CYP to have extra visits to the new school and ensure transfer of information. Development of a transition plan for CYP moving between year groups, key stages, primary and secondary school and Post 16 provision.	Opportunities for group interventions to develop social inclusion with peers e.g. Circle of Friends. Advice from other professionals e.g. Speech and Language Therapist, Cochlear Implant Programmes as appropriate. Use of equipment and technology, including: use of radio aids/soundfield speaker systems as appropriate to meet assessed needs. Also seek advice about how to link equipment to interactive white boards, computers, iPads etc. School must use subtitles on all audio resources e.g. TV and DVDs. Access to transcripts where there are no subtitles. Visits away from the setting are planned well in advance and take into consideration the CYP's needs.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Hearing Impairment	LSS HI Team to provide transition support visits to new educational placements as required.		
Fine and Gross Motor	Concerns about a child's physical needs should initially be raised with parents/ carers and discussed with relevant professionals e.g. SENDCo. Awareness of a child's physical needs and how these may impact on developmental mile stones, socialisation and learning. Use observation in a variety of settings and contexts e.g. home visits, indoor and outdoor play to identify any barriers that affect the child's access to play and participation. Discussions with parents/ carers to identify any strengths and needs can be helpful for planning. Teaching practice which facilitates access to the curriculum, inclusion and participation. Creation of a One Page Profile which is shared with all staff. Create a 'clutter-free' environment. It may be helpful to complete a risk assessment of the setting including indoor and outdoor areas and trips outside of the school. Consider the organisation of the classroom and seating plans to make sure that it enables CYP to move freely between them and allows for sufficient working space. Implement an accessibility plan to move around the school and give thought to if an individualised fire evacuation plan is required.	Access to support from an additional key person in the setting to facilitate access to the curriculum, help the child manage their condition, or move with safety around their environment. Flexible support in the setting to include personal care such as dressing and toileting, as required or requested by the CYP. Consider whether assistance or supervision is needed for outside play, break and lunchtimes to ensure mobility and safety of the CYP. Plan activities during unstructured times which are inclusive and promote the CYP's independence. Use appropriate size and height chairs and tables to encourage a correct posture and to support fine motor function and writing. Should appropriate height tables and chairs not be possible for all activities consider support for the CYP's feet. Provide hand rails on stairs. Consider grab bars or rails within the bathroom area or provide access to a disabled toilet. Ensure access to additional and specialist equipment, as advised by professionals such as Occupational Therapists (OT) and Physiotherapists (PT). Ensure all staff in the setting receive relevant training e.g. manual handling.	Seek advice from the appropriate health profession should the child have a diagnosis that affects their participation in activities. Undertake Co-ordination Matters activities and record outcomes. Request involvement from external services e.g. Occupational Therapy (OT) /Physiotherapy (PT) services. Staff accessing training provided by Learning Support Service e.g., fine motor skills, gross motor and co-ordination skills training. Inclusion of OT/ PT on any reviews and planning meetings for the child. Ensure any suggested specialist advice from OT/ PT is shared with all staff and incorporated into the CYP's IEP or SEN Support Plan. Allocated key person with time to adapt resources/ attend training and conduct individual work. SENDCo to support the key person in planning and using differentiated activities and more specialist strategies and resources to support the CYP. Early consideration and planning for transition through school or to alternative settings. Consider the need to differentiate physical curriculum and need to incorporate OT/ PT exercises into everyday routines and/ or general class/ PE lessons.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Consider positioning of child or young person in the classroom to minimise distractions. Provide additional equipment or resources such as sloping board, adapted cutlery/ chairs/ scissors and pencil grips etc. Include different physical play activities into as many aspects of the EY curriculum as possible to support specific skill development and targets. Reduce the amount of copying from the board. Incorporate physical play activities e.g. fine and gross motor opportunities into as many aspects of the curriculum as possible to support specific skill development and targets. Consider activities which focus on spatial awareness, planning and body awareness. Consider any additional support for self-care tasks, when required or requested by the CYP. Take account of potential fatigue and reduce the pace of structured lessons, providing regular opportunities for breaks and rest. Consider timetabling and location of rooms where possible to facilitate movement whilst continuing to take into consideration access to facilities and fatigue. Use technology to support learning including apps e.g. Dexteria Jr, Blobble Write and Hairy Letters.	Allow additional time for the CYP to complete tasks. Consider access arrangements for assessments and exams, and apply for and implement them, as necessary. Consider further assessment of handwriting e.g. DASH assessment if the child over 9 years. Consider alternatives to handwriting e.g., voice recorder, iPad, laptop or netbook. Consider use of pen rather than pencil to improve fluency. If pen licences are used within school, consider suitability for child and the potential to a give pen licence for reasons other than neatness etc. Consider modifying activities that CYP with perceptual difficulties may find challenging such as work sheets with lots of information, word searches or crosswords. Give consideration to transporting of food at lunchtime e.g. providing assistance with trays and seating. Consider sitting on a standard chair at the end of bench style folding tables rather than on attached stools to improve postural support. Allow CYP to leave lessons early when travelling between rooms or buildings to avoid large groups in corridors and enable extra travel time. Consider giving additional time to change for PE lessons.	Incorporate moving and handling plans and care plans into planning, as advised by professionals. Ensure any plans are meeting need. Request a review should any aspects change. Ensure any specialist equipment continues to meet the child's needs and contact relevant OT/ PT/ liaise with family regarding any repairs or alterations. Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning. Make advised adaptations to the school environment e.g. changing plinths/ ramps/ hoists. Consider space needed to accommodate specialist equipment e.g. walker, standing frame. Ensure access to specialised seating and/or height adjustable tables. Carry out lessons on ground floor if there is no suitable access to classrooms on upper floors. Consider adaptations required in practical lessons e.g. ovens in cookery to be wheelchair accessible.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor	Teach sequencing skills for everyday tasks to increase independence, for example putting on clothes in the right order etc. Encourage peer support through whole class awareness sessions. Provide lined paper with spaces sufficiently wide enough to for writing tasks. Use of appropriate height chairs and tables. Consider supporting of feet using step or box. Keep withdrawals from class to a minimum. Incorporate handwriting/ hand strengthening activities into daily plans e.g. using age appropriate resources such as Theraputty, elastic bands, shoe lace tying, aqua/iron on beads, tweezer and chopstick games, peg activities, threading, jigsaws, Lego, funky fingers and finger gym. Consider appropriate settings for educational trips as well as transport to and from e.g. Use of a vehicle with tail-lift, specialist car seat etc. Whole setting interventions: • Write Dance (suitable for KS1). • Motor Skills United • Clever Fingers • Teodorescu Write from the Start • Squiggle Whilst You Wiggle • Keyboarding without Tears • Ready Steady Write • Active Tameside • Physical Literacy • Balance bikes • Yoga	Provide a locker for child or young person to store books, bags and coats etc. rather than needing to carry them around during the day. Teach strategies to improve self -organisation, including use of diaries, planners, and checklists of daily equipment needed. Provide option for the child or young person to sit on a chair rather than on the floor at carpet time/ assemblies. Can have a classmate do the same if appropriate. Consider trialling of a move 'n' sit or disc 'o' sit to improve sitting posture and attention and concentration. Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing. Provide handrails on stairs and within bathroom areas or provide access to disabled toilet. Ensure child or young person is able to reach and use facilities e.g. hand basins/taps/coat pegs / lockers. Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc. Consider transportations of any required additional resources between lessons when appropriate. Staff understanding of Occupational Therapy and or Physiotherapy referral process. Links with other local schools to observe and share good practice.	

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Fine and Gross Motor		Opportunities for 1:1 and small group work e.g. Aqua beads, chopsticks game, Lego, iron on beads, finger gym, letter join and jigsaws. Consider additional support required for specific activities, such as swimming and PE lessons. Fine and gross motor skill interventions (previously listed) that may be carried out in small groups and targeted towards a child's needs. Detailed Assessment of Speed of Handwriting for children over 9 years of age.	
Sensory	In discussion with parents, talk about the child or young person's (CYP's) sensory preferences and dislikes in order to build a picture of their sensory needs. Look at how the CYP responds to the environment and make changes as appropriate e.g. lighting (i.e. reduce bright lights), noises and smells. Ensure a one-page profile is in place and shared with all teaching and non-teaching staff. Ensure staff are aware why these adaptations are needed and that the CYP does not receive consequences for engaging in sensory regulating behaviours or avoiding certain activities. Consideration of classroom environment, including low stimulus areas, use of hessian backgrounds for displays, use of cream coloured paint for walls and plain soft furnishings. Introduce new activities or play equipment in a multi-sensory way to the child or young person e.g. by showing, listening, saying, looking, writing, drawing.	Develop more in-depth understanding of sensory needs and behaviour amongst all staff. If appropriate, complete initial sensory processing audit and environmental audit checklists. Build access to activities which meet the CYP's sensory needs into the day, for example: timetabled movement breaks, sensory circuits and access to other personalised sensory activities dependent on the outcome of the sensory assessments conducted. Plan individual/small group activities dependent on the sensory needs identified such as state related resistance activities (activities to support the child to be more alert or calm) pushing against a wall, resistance bands and peer massage. These activities may form part of an individual 5 point scale or RAMP.	Carry out more detailed sensory assessments/ audits in collaboration with outside agencies such as Occupational Therapy and implement appropriate modifications. From the sensory assessment checklist(s) devise a bespoke sensory diet and implement. SENDCo and outside agencies to support the key person/Teaching Assistant to plan differentiated activities and strategies to support the CYP. Continue to liaise with any health professionals, as appropriate. Ongoing monitoring and reviewing of specific strategies and advice given by professionals e.g. Occupational Therapists and the Learning Support Service. Advanced sensory training and parent/carer training to further develop understanding of sensory behaviours and to develop a plan for the individual CYP.

SKILL	GETTING ADVICE	GETTING HELP	GETTING MORE HELP
Sensory	Make use of resources such as: • Move 'n' sit cushions • Busy legz • Movement breaks • Fiddle/fidget toys • Ear defenders • Wobble cushions • Chewelry • Putty • Therabands Considerations for good transitions between stages of education, and how to plan and prepare for these e.g. allowing the children to have extra visits and ensure transfer of information. Development of a transition plan for children moving between year groups, key stages, primary and secondary school, and on to Post 16 provision. General sensory awareness and sensory strategies training to develop understanding of sensory diet and behaviour. Ensure staff understand that sensory needs are typical for CYP with autism and also those that have experienced developmental trauma.	Consider whether it would be appropriate to allow an older child or young person to leave lessons early when travelling between rooms or buildings to avoid large groups in corridors and enable extra travel time. Providing access to small calm, quiet space, e.g. a small pop up tent or room with low level noise and lighting. Consider access to a workstation or a privacy board to create a low distraction working environment for focused tasks. If the child struggles with particular sensory materials, build up tolerance in activities slowly e.g. start off with dry resources and slowly add liquid. Incorporate adaptations for sensory feedback into planning e.g. Include specific activities to provide sensory feedback for the child or young person e.g. lifting and tidying heavy equipment away, putting on a backpack, using a weighted blanket. If they are unwilling to touch specific objects, offer alternatives such as using tools or putting cling film over objects and equipment.	Access to a sensory room or designated space.

Glossary

Social Emotional and Mental Health

Name	Description	Cost
.b Mindfulness	.b is a mindfulness curriculum for 11-18 year olds in schools. Each .b lesson (between 40 minutes and 1 hour) is designed for use in the classroom to teach a distinct mindfulness skill. '.b' stands for 'stop' and 'be', capturing an important life-skill: being able to step back from the busy-ness of habitual activity and the relentless chatter of the mind. This offers greater space and clarity to make choices that support well-being in many ways. Mindfulness trains us to direct our attention to whatever is happening in the present moment: our breathing, other physical sensations, thoughts, emotions, or even everyday activities like walking and eating. This awareness means we can respond more skilfully to whatever the present-moment throws at us.	On request from .b Mindfulness website
Blob Tree	Blob Trees are a visual stimulus, which consists of many blob figures on or around a tree. The tree represents a setting, such as a school or group, and the blobs represent different emotions and feelings. The tools can be used in a variety of settings and is especially useful in the classroom. Teachers can easily start a discussion by asking students which blob they relate to, especially since there is no right or wrong interpretation of the blobs. The tools give students an opportunity to share their issues and what they're feeling. It has been scientifically shown to be effective as a means of expressing feelings and emotions with pupils, pupils and adults. The Blob Tree can be easily used in the classroom by both teachers and students as no professional training is necessary. However, Blob Tree does offer blob training sessions either online or in person so that teachers can become experts on the communication tools and use them to their highest potential.	Minimum: £3 for a single stimulus Maximum: £30 for a pack of stimuli
Bounce Forward	Formerly known as How to Thrive, bounce forward is the UK implementation of the Penn Resiliency Programme. They are a UK-based organisation who specialise in training schools to help pupils become more resilient individuals using The Penn Resiliency Programme which is an intervention involving 18 hours of sessions based on the idea that beliefs about events activate and mediate our emotions and behaviours in situations. The programme teaches cognitive behaviours and social problem-solving skills. It encourages pupils to challenge negative beliefs and use evidence to more accurately appraise situations and the behaviour of others. It also supports the development of effective coping mechanisms for individuals to use. This intervention is based at pupils aged 5 to 16 years.	Costs vary depending on length and content of training and details can be found on the website
Boxall Profile	The Boxall Profile is an online resource for the assessment of pupils' social, emotional and behavioural development in all educational settings. The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of pupils through their education. The two-part checklist, which is completed by staff, is quick and identifies the levels of skills the pupils possess to access learning.	Minimum: Tokens for individual users (1 token = 1 assessment and 1 learning plan) aimed at users looking to assess a small number of pupils in their setting 20 tokens for £30.00+ VAT Maximum: Yearly subscription for organisations Up to 300 pupils £325.00+ VAT 301-600 pupils £500.00+VAT 601-2000 pupils £900.00+VAT

Name	Description	Cost
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Cool Connections with Cognitive Behavioural Therapy: Encouraging Self-esteem, Resilience and Well-being in Children and Young People Using CBT Approaches	Cool Connections is a workbook that provides a cognitive behavioural therapy (CBT) approach to positively modifying the everyday thoughts and behaviours of pupils aged 9 to 14. Combining a summary of CBT principles and step-by-step guidelines on how to use the materials appropriately with a mixture of games, handouts, home activities and therapeutic exercises, "Cool Connections" is designed to encourage resilience and self-esteem and reduce feelings of anxiety and depression. This workbook is fully photocopiable.	£17
DEAL: Developing Emotional Awareness and Listening	DEAL is a free resource for teachers and other educational professionals designed to help develop resilience in young people. DEAL includes lesson plans, activities, hand-outs, DEAL digital resources, teachers' notes and staff training materials can all be accessed and downloaded at any time from Samaritans website.	Free
Elklan	Elklan have a range of courses to suit you whether you are an early years worker, teacher or assistant working with children with Speech, Language and Communication Needs (SLCN). Their courses will enable you to develop the speech and language skills of ALL children but especially those with speech and language difficulties. Delivered by local tutors throughout the UK they give practical advice and strategies that are also suitable for children with English as an additional language and other special educational needs.	Price can vary according to provider If supplied by Elklan the current fee is £395 plus VAT to include the accreditation fee and the book. The current fee for eLearning courses is £350 plus VAT
ELSA Support Intervention Package	ELSA offer a range of downloadable and printable resources to support social and emotional learning, through both 1:1 and group work.	£1 - £30, depending on the resource
Emotion Coaching	Emotion Coaching is a whole school approach, which focuses on using emotional validation strategies when a child is upset, angry or distressed. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.	Contact Tameside EPS, for further information on their training package and intervention delivery.
Emotionally Friendly Schools	Emotionally Friendly Schools is a flexible whole-setting approach to improving children and young people's emotional health and well-being. The programme will support you to effectively identify and respond to a broad range of emotional needs of children and young people, raising their well-being to enable them to succeed and thrive.	£500 - £995 Contact emotionallyfriendlysettings@salford.gov.uk for further information on their training package and intervention delivery

Name	Description	Cost
Emotional Literacy Assessment	A standardised assessment measuring pupils' (aged 7 to 16 years) emotional literacy and providing ideas for intervention. The assessment is designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy, in order to provide a better understanding of these competences and, where necessary, to highlight areas for intervention. The assessments take the form of three checklists: Pupil, teacher and parent. The checklists can be carried out either on photocopiable paper forms, or onscreen using the supplied CD. The assessment also provides information about techniques to develop and support pupils, with specific activities to support each of the five subscales.	£157.45
FRIENDS Programme	FRIENDS is a cognitive behavioural intervention that develops pupils' emotional resilience and prevents or intervenes early in the course of anxiety and depression. It does so by developing social and emotional skills to effectively cope with challenging situations. FRIENDS has been delivered to an estimated 800,000 pupils and adolescents worldwide and has been noted as one of the most robustly supported programmes for internalising disorders. The intervention is aimed at pupils aged 4 - 16 years.	Online training: £150 per participant / £1,500 group training (up to 50 individuals)
HeartMath	HeartMath, which can be implemented by educators, clinicians or parents, usually consists of six to 12 sessions, although more sessions can be conducted as needed. Participants learn coherence-building techniques for emotional self-regulation, which teach them to focus on the physical area of the heart through deep, rhythmic breathing while thinking of positive feelings. This process is supported by emWave technology and using an ear or finger sensor connected to a computer running the emWave software, participants can view the different coherence levels produced by their heart rhythms (an indicator of physiological activity) in response to stressful and non-stressful thoughts. This visualisation allows them to monitor their pulse rates during different activities and learn how to self-regulate their emotions and maintain the breathing and heart rhythm pattern that is associated with non-stressful thoughts. The software also includes three age-appropriate games of varying length, which help participants to practise coherence-building techniques.	Site licences starts at £1500 per organisation
Lego Therapy	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic pupils, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, pupils work in groups of three with each participant having a distinct role to build a Lego model collaboratively. A comprehensive guide to setting up LEGO Therapy groups is available to promote social skills in children with autism spectrum disorders and related conditions through group LEGO building.	£10 - £30 for each Lego set Workbook: £14.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Lions Quest Skills	Lions Quest programs use a social and emotional learning curriculum to teach character education, drug and bullying prevention, and service-learning through downloadable lesson plans.	$199 + postage for Teachers Curriculum Kit
Mental Health First Aid Training	Mental Health First Aid training for staff will support their understanding of fostering positive peer relationships.	£125 per person for half day online training Reduced rates available for group training
Multidimensional Students Life Satisfaction Scale (MSLSS)	The MSLSS was designed to provide a multidimensional profile of children's life satisfaction judgments. It is suitable for children and young people aged between 8-18 years.	Free for research use

Name	Description	Cost
No Worries	No Worries is a practical resource to reduce anxiety in children. There are two resources; one for KS1-2 and one for KS3-4. The programme uses Cognitive Behaviour Therapy (CBT) and consists of 1½ days training delivered by the Telford & Wrekin and Shropshire Council Educational Psychology Service, together with an accompanying manual. Please contact Educational Psychology Service for training: eps@shropshire.gov.uk / 01743 258414	Contact the Shropshire Educational Psychology Service for a quote eps@shropshire.gov.uk 01743 258414
Nurture Groups	Nurture groups are an in-school, teacher-led psychosocial intervention of groups of less than 12 students that aim to replace missing or distorted early nurturing experiences for both pupils and young adults. They achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers.	A part-time nurture group (from 3-15 hours a week) costs an average of £48.58 an hour to run. A full-time nurture group (16+ hours) costs an average of £54.89 an hour to run
Philosophy for Children (Topsy Page)	A range of resources to support the development of effective child talk. Topsy also offers a Talk Audit where she will visit your school and analyse child and teacher talk, then provide recommendations.	£300 for a two-day training course Contact for school package prices
Pupils Attitudes to Self and School (PASS)	PASS is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. The survey takes about 20 minutes to complete as pupils read and comment on 50 statements. The PASS can be used with pupils aged 4 - 18 years.	Primary setup £150.00 per school Secondary setup £250.00 per school Individual pupil survey £1.00 per pupil Contact details: To buy PASS and discuss requirements, call 0330 123 5375
Pyramid Club	Pyramid is a targeted club that supports pupils who are shy, anxious and withdrawn and who therefore find it difficult to make friends and often underperform in school. Each club accommodates eight to 12 pupils and runs as ten weekly sessions of one-and-a-half hours, delivered by trained club leaders who could be school staff (teaching assistants, learning mentors, etc.) or internal or external volunteers. The Pyramid model has been successfully used for over 20 years and operates in schools across the UK. It is owned and overseen by the University of West London. The pyramid club is aimed at pupils aged 7 to 14 years old.	Training: £200 per school (up to three staff) for two half-day training sessions and materials Contact name: Bronach Hughes or the Tameside Educational Psychology Service Contact details: bronach.hughes@uwl.ac.uk 07810 853561 Contact Tameside EPS, for further information on their training package and intervention delivery
R Time	R Time is a structured programme that builds and enhances relationships for children and young people. Each R time session lasts 10 - 15 minutes and takes place once a week.	£3 - £70 per resource
Schools and Students Health Education Unit (SHEU) surveys	SHEU provides a range of questionnaires that are suitable for children and adolescents. The administrator has the option to choose from a range of topics about lifestyle and wellbeing. There are surveys for different groups such as children, parents/carers and staff and governors. The questionnaires can be adapted for special educational needs or English as an additional language status. SHEU is suitable for primary and secondary school students. Contact details: sheu@sheu.org.uk	Prices can range from less than £100 to carry out a primary school parent perception survey online, to some hundreds of pounds to do a full lifestyle survey on paper with secondary school children in two-year groups

Name	Description	Cost
Second Step	Second Step is a whole-school approach to social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.	See website for up to date pricing
Self Image Profile (SIP)	The Self Image Profile (SIP) allows you to quickly assess self image and self esteem in children and adolescents.	£119.49
Smart Moves®	Smart Moves® is a programme of evidence-based short sessions to give pupils small learn-able skills (Smart Moves) that increase resilience.	Free
Socially Speaking	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. It is suitable for 7–11 years and older pupils with SEN.	£20
Social Skills Improvement System (SSiS)	The Social Skills Improvement System (SSIS) Rating Scales enable targeted assessment of individuals and small groups to help evaluate social skills, problem behaviours, and academic competence. Three different forms are available to be completed by a teacher, parent and child. The scales are suitable for ages 3 to 18 years.	SSIS Rating Scales Manual £136.49 SSIS forms available in bundles of 25 hard copies or computer entry forms. Price of bundles varies from £65.99 - £78.59 depending upon type of form and age-range e.g. 25 hard copies teacher forms for ages 3 – 18 costs £65.99
S.S. Grin	S.S. GRIN (Social Skills Group Intervention) is a targeted intervention. Designed in a small group format, it addresses bullying, victimisation and social-emotional competence. Specific social-emotional skills are taught through dynamic instruction and practice. With fully scripted lesson plans, group leaders are guided in how to use modelling, positive reinforcement and cognitive re-framing to support the specific skills of each session. The S.S. GRIN programmes are appropriate for school, after-school, community and clinic settings. The techniques used during the programme include lectures, role plays, brainstorming, games and many other hands-on activities like collaborative drawing. The programmes have been tested and proven effective as a weekly intervention, but they can be adapted to meet the specific needs of a setting. This intervention is aimed at 5 to 16-year olds.	£85 per site per version (any staff member can access the materials)
Starving the Anger Gremlin: A Cognitive Behavioural Therapy Workbook on Anger Management for Young People (Gremlin and Thief CBT Workbooks)	This workbook supports pupils to control their anger effectively. Made up of engaging and fun activities, it helps them to understand why they get angry and how their anger affects themselves and others and teaches them how to manage angry thoughts and behaviours. The programme is based on effective cognitive behavioural therapy principles, can be worked through by a young person on their own or with a practitioner or parent, and is suitable for pupils aged 10+.	£13.00
Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People (Gremlin and Thief CBT Workbooks)	Starving the Anxiety Gremlin is a resource to help pupils understand different types of anxiety and how to manage them, including panic attacks, phobias, social anxiety, generalised anxiety and obsessive-compulsive disorder. Based on cognitive behavioural principles that link thoughts, feelings and behaviours, the techniques described help pupils to understand why they get anxious and how they can 'starve' their anxiety gremlin in order to manage their anxiety. This workbook uses fun activities and real-life stories and can be used by pupils aged 10+ on their own or with a parent or practitioner.	£12.00

Name	Description	Cost
Starving the Depression Gremlin: A Cognitive Behavioural Therapy Workbook on Managing Depression for Young People (Gremlin and Thief CBT Workbooks)	This workbook helps pupils aged 10+ to understand their feelings by explaining what depression is, how it develops and the impact it can have on the lives of pupils. Based on the principles of cognitive behavioural therapy, this workbook aims to empower the reader to change how they think and act in order to manage their depression. Starving the Depression Gremlin can help support and inform wider therapeutic work with pupils with depression, and it can be used independently or with a parent or practitioner.	£14.00
Stirling Children's Wellbeing Scale	A positively worded, holistic measure of children's psychological and emotional wellbeing. SCWBS is developed by the Stirling Council Educational Psychology Service (UK). It is a positively worded measure of emotional and psychological wellbeing in children. For children and young people aged between 8-15 years.	Free
The Strengths and Difficulties Questionnaire (SDQ)	A brief behavioural screening measure for early detection of strengths and emotional problems in pupils and adolescents. It covers five key areas of emotional development: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, pro-social behaviour. A full can profile to be gathered as it includes views from parents and staff as well as the pupil or young person.	Free
Think Good, Feel Good (2nd Edition)	This is a workbook that provides a range of flexible and highly appealing materials that can be used to structure and facilitate work with pupils. In addition to covering the core elements used in CBT programmes, it incorporates ideas from the third wave CBT therapies of mindfulness, compassion focused therapy and acceptance and commitment therapy. It also includes a practical series of exercises and worksheets that introduce specific concepts and techniques. This is a workbook written by an experienced professional with all clinically tested material. It includes a wide range of downloadable materials. A companion guide is also available.	Workbook £32.99. The book contains many practical materials which can be photocopied or freely downloaded from the online website www.wiley.com/thinkgoodfeelgood Companion Guide £27.99
Why Try?	The WhyTry program was created to provide simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. The WhyTry curriculum utilizes a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems).	On request
Zones of Regulation	Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	Free resources on website Contact Tameside EPS, for further information on their training package and intervention delivery

Cognition and Learning

Name	Description	Cost
Cogmed	Cogmed Working Memory Training is an evidence-based program for helping children, adolescents, and adults sustainably improve their attention skills and working memory. The effect of Cogmed has been demonstrated in controlled trials and is delivered through web-based training under the supervision of a qualified Cogmed coach. It can be used with small groups or an entire class.	Minimum: £150 for five accounts and one Coach Maximum: £960 for sixty accounts and six coaches
Cognition Matters	Cognition Matters is a training programme, used by teachers and parents, to improve the working memory, concentration levels and numeracy skills of typically developing children and those diagnosed with dyscalculia	On request
Comparison and Analysis of Special Pupil Attainment (CASPA)	CASPA is tool to assist with the analysis and evaluation of attainment and progress of pupils with Special Educational Needs. Gain access to unlimited telephone and email support for CASPA and unrestricted use of CASPA within one school.	Annual licence fee £1,015.00 plus VAT (single school licence)
Clicker 8	The Clicker 8 is a child-friendly word processing tool, which includes speech feedback, word prediction, voice notes, picture support and the ability to provide topic specific sentences sets and word banks. The Clicker 8 also includes mind mapping, matching activities and speaking and listening activities.	£350 for one school for a three-year licence
Jungle Memory	Jungle Memory is an online working memory intervention for children aged 7-16. It is a game-based intervention which is designed to be played four times per week for a period of eight weeks. Each session involves three games and lasts between 15-30 minutes. A 'log tracker' assesses how much access the child has had to the intervention and customised feedback is provided to users at the end of each training session. The intervention provides data relating to individual progress and score-comparison with peers of the same age.	Approximately £40 for an individual 8-week subscription
Empower 3000	Empower 3000 is an online program which is designed to accelerate literacy growth for all pupils from Year 2 to 12. The program provides high-interest current news event articles at the pupil's reading level.	On request
The Engagement Profile and Scale	The Engagement Profile and scale is a classroom tool for children with complex learning difficulties and disabilities. It supports focus on the child's engagement as a learner and personalised learning pathways can be created. It prompts student-centred reflection on how to increase the learner's engagement leading to deep learning.	
Secondary Language Builders	Secondary Language Builders contains advice and activities to promote the communication skills of secondary age pupils.	£22
Lexia Power Up Literacy	Lexia Power up Literacy is an evidence-based intervention to support reading, comprehension and vocabulary skills.	On Request
PIXL CODE	PiXL CODE is a reading accuracy intervention, which is designed to support those in Key Stage 3 and 4 who may be struggling to read. The intervention provides a systematic, personalised approach to learning to read and is informed by evidence-based methods to help pupils retain reading accuracy.	Over 125 pupils (2700 + VAT), for an academic year Under 125 pupils (£1985 + VAT) for an academic year

Name	Description	Cost
Word Shark	Word shark is a game-based programme which helps children from ages 5-15 learn how to read and spell. Word Shark is used across a range of schools for over 20 years and has practice-based evidence.	£270 for 30 children £338 for 100 children £563 for 500 children
1stClass@Number	1st Class@number is a programme which requires a specially trained teaching assistant to deliver up to 30 half-hour sessions to a group of up to four pupils, for 10-15 weeks. These sessions focus on developing pupils' mathematical understanding through using stimulating and enjoyable games. Each session starts with an assessment, which enables the teaching assistant to measure progress and tailor sessions to the pupils' needs. Version 1 is for pupils who need support at the level of the Year 1 curriculum, whilst Version 2 is for pupils needing further support at the Year 2 curriculum level. The approach can be adapted for older pupils who need to reinforce basic mathematical skills and concepts.	The charge for 2019/20 for a new 1stClass@Number teaching assistant, with their Link Teacher, is reported to be in the region of £990
Ravens Assessment	Raven's is a cognitive assessment which measures an individual's cognitive skills. The progressive matrices provide an assessment of non-verbal ability and the vocabulary scales provide scores in the verbal domain. This resource can be used with children aged 4-11years and 7-18 years.	£330.49
York Assessment of Reading Comprehension	The York Assessment of Reading for Comprehension is a one to one diagnostic reading assessment that enables teachers and practitioners to assess child's reading and comprehension throughout early years to the end of secondary school (4-16). There is a primary and secondary version of the assessment. There is also a free online Score Conversion Tool.	£520 (for the complete guide)

Communication and Interaction

Name	Description	Cost
Bedrock Learning	Bedrock offers Bedrock Vocabulary, a nine-year digital literacy and vocabulary curriculum designed for students of all abilities in KS2, KS3 and KS4 (Years 3-11), and Bedrock GCSE Literature schemes, a growing range of units to support learning of specific texts and terms for KS4 students.	Pricing on request
Black Sheep	Black Sheep Resources for teachers and speech and language therapists working with pupils with Developmental Language Disorder (DLD) and speech, language & communication needs (SLCN).	Individual resources from £5 Primary Bundle, £1796.00
Boardmaker	Boardmaker provides a wide range of symbol-based communication and visual supports which can be used around the environment, for displays and to create visual timetables.	Tiered pricing depending on number of installations/ packages Inclusive Solutions offer a 1 year subscription for multiple users to Boardmaker Online for £585 Boardmaker V6 is available for £203 and allows for two installations

Name	Description	Cost
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Communication Trust	The Communication Trust offer a range of information and tools to enable practitioners to improve their practice, many of which are free to download. Their resources include the communication development pyramid. Staff can be trained in the pyramid and to understand how to adapt their communication cues so that they can 'step up' or 'step down' with a child as necessary.	Free
Elklan	Elklan have a range of courses to suit you whether you are an early years worker, teacher or assistant working with pupils with Speech, Language and Communication Need (SLCN). Their courses will enable you to develop the speech and language skills of ALL pupils but especially those with speech and language difficulties. Delivered by local tutors throughout the UK they give practical advice and strategies that are also suitable for pupils with English as an additional language and other special educational needs.	Price can vary according to provider If supplied by Elklan the current fee is £395 plus VAT to include the accreditation fee and the book. The current fee for eLearning courses is £350 plus VAT
Language Link (Secondary)	Secondary Language Link can be used to support children (11-14 years old) with mild to moderate language and communication needs and those new to English.	£250 - £1095 dependent on number of pupils
Lego Therapy	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic pupils, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, pupils work in groups of three with each participant having a distinct role to build a Lego model collaboratively. A comprehensive guide to setting up LEGO Therapy groups is available to promote social skills in children with autism spectrum disorders and related conditions through group LEGO building.	£10 - £30 for each Lego set Workbook: £14.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Makaton	Makaton is a language programme that uses symbols and signs alongside speech.	Products range from £7 - £40 Full collection available for £325
Narrative Intervention Program	Narrative Intervention Program is a program to improve the story telling skills of young adults/pupils in secondary school.	£95
PECS	PECS [Picture Exchange Communication System] - an alternative / augmentative communication system in which simple picture cards are used to communicate simple needs initially, working towards more complex sentence structures.	£65 for training manual Additional products £5 - £50
PODD (Pragmatic Organisation Dynamic Display)	PODD is a book or device that contains symbols and words to support communication between people with complex communication needs and their communication partners (family, friends or teaching staff).	Software bundles to create communication books start from £199

Name	Description	Cost
Proloquo2Go	Proloquo2Go. Children, teens and adults who can't speak can use this Augmentative and Alternative Communication (AAC) app for iOS as a daily communication tool and to build language skills. From the first time someone opens the app, a few taps are all it takes to start talking to the world.	£250
Sliding in Technique	The 'Sliding in Technique' is a process that can be used to support a pupil to talk in front of new people, where the new person 'slides in' very gradually.	Free
Social Thinking	Social Thinking gives strategies to teach essential life skills such as socio-emotional learning and self-regulation across all environments.	$60 plus P&P from US
Socially Speaking	Socially Speaking will help you to introduce and practise skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practise. It is suitable for 7–11 years and older pupils with SEN.	£20
Social Use of Language Program (SULP)	The SULP [Social Use of Language Program] is a framework for personal, emotional and social development from a communication and thinking skills perspective, providing multisensory activity sequences with interactive stories.	Free video links on website
Superflex® A Superhero Social Thinking Curriculum	A Superhero Social Thinking Curriculum provides educators, parents and therapists ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger's syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioural curriculum helps students develop further awareness of their own thinking and social behaviours and learn strategies to help them develop better self-regulation across a range of behaviours. The curriculum works best with primary school children as well as with less developmentally mature older students who respond to visual books.	£47.60
TALC 2	The TALC 2 (Test of Abstract Language Comprehension) ELKLAN resource was designed to help speech and language therapists, education staff and the wider workforce to assess and develop the verbal reasoning skills of pupils aged 11 and over.	£45 plus P&P
Talkabout (inc. Talkabout for Teens)	Talkabout is a complete programme for developing self-esteem, social and friendship skills.	£10 - £40 per book
Talk for Writing	Talk for Writing is a teaching framework that enables pupils to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.	One day training with a school or small cluster (from 9am to 3.30pm) costs £1250 plus expenses for up to 50 delegates. If numbers exceed 50, then there is an additional fee of £50 per person. A day's consultancy from 9am to 3.30pm costs £850 plus expenses Resources £5 - £30 per book

Name	Description	Cost
TEACCH	The TEACCH approach aims to respond to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.	Free guidance on website
Topsy Page – (Philosophy for Children)	A range of resources to support the development of effective pupil talk. Topsy also offers a Talk Audit where she will visit your school and analyse pupil and teacher talk, then provide recommendations.	£300 for a two-day training course Contact for school package prices
Widgit	Widgit provides a wide range of symbols that can be used to signpost around the classroom environment, for displays and to create visual timetables.	Widgit Essentials Bundle has tiered pricing depending on number of installations. £289 – 1 installation Up to £1449 for 30 installations
Word Aware	Word Aware is a structured whole school approach to promote the vocabulary development of all pupils.	One day training currently £1100 plus expenses
Zones of Regulation	Zones of Regulation is an intervention that supports the development of self-regulation and emotional control.	Free resources on website Contact Tameside EPS, for further information on their training package and intervention delivery

Sensory and/or Physical

Name	Description	Cost
Approaches to support physical needs	Approaches to support physical needs is a downloadable pdf document from Cheshire East Local Authority providing ideas for physical play activities.	Free downloadable resource on website
Blobble Write	Blobble Write is an app that help young children develop their handwriting skills and learn to write letters and numbers.	£2.99
Circle of Friends	Circle of Friends is an approach to enhancing the inclusion, in a mainstream setting, of any pupil or young person who is experiencing difficulties in school because of disability, personal crisis or because of their challenging behaviour towards others. Circle of Friends works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. This intervention is aimed at pupils aged 5 to 18 years.	Creating Circle of Friends Book £17.99 Contact Tameside EPS, for further information on their training package and intervention delivery
Clever Fingers	Clever Fingers are creative activities that have been specifically selected to support children to develop their fine motor skills.	£49-£225 plus P&P
Dexteria Jr.	Dexteria Jr is an app that supports the development of fine motor skills and handwriting readiness through hand and finger exercises. The activities are suitable for children aged 2-6 years.	£3.99

Name	Description	Cost
Dough Disco	Dough Disco This free and simple activity involves moulding play dough in time to music such as rolling, squeezing and flattening to develop fine motor skills.	Free
Funky Fingers and Finger Gym	Funky fingers and finger gym encourages the development of fine motor skills and pre-handwriting skills using play activities.	Free
Hairy Letters	Hairy Letters is an app for children aged 4-6 years learn the letters of the alphabet and trace the letter shape using their fingers.	£2.99
Keyboarding Without Tears	Keyboarding Without Tears is a programme that teaches pre-keyboarding and keyboarding skills to children.	Resources range from $13.80-$26.34
Motor Skills United	Motor Skills United was developed by Stockport Children's Occupational Therapy Service and consists of 70 large and small room activities to support the development of fine and gross motor skills.	£59.94 inc. VAT
Move 'n' sit or disc 'o' sit	Move 'n' sit/ disc 'o' sit wobble cushions help to improve sitting posture and attention and concentration.	£22.99
Physical Literacy	Physical Literacy is a way of describing the movement skills that a child develops. Ideas for activities and different skill areas are included.	Free
Ready Steady Write	Ready Steady Write is a free Occupational Therapy programme to support children to improve their ability to produce fluent, spontaneous and legible handwriting.	Free
Squiggle Whilst You Wiggle	Squiggle Whilst You Wiggle is a Kinaesthetic approach to stimulate early writing.	£36
Write Dance	Write Dance incorporates music and dance to develop the skills needed for handwriting.	Books range from £30.99-£31.74 Training packages range from £395 to £850
Write From the Start (Teodorescu Perceptuo-Motor Programme)	Write From the Start (Teodorescu Perceptuo-Motor Programme) contains over 400 graded activities to support perceptual and fine-motor development.	£34.99

Tameside Metropolitan Borough

SEND Children Thrive
Matching Provision to Need

Getting Risk Support School Age

GETTING RISK SUPPORT

Managing risk alongside a graduated response to skill development

Introduction

It is commonly understood that children and young people (CYP) with Special Educational Needs and Disabilities (SEND) may display risky behaviours and/or be more vulnerable to risk than the wider population. It is important that alongside their skill development, as outlined through the graduated response tool, we keep CYP safe in school and the wider community.

This document has been produced as an addendum to the SEND Thrive tool, which covers the Getting Advice, Getting Help and Getting More Help parts of the Thrive model. It relates to the fourth part – Getting Risk Support – which covers aspects of SEND that typically present schools with challenges, such as responding to self-harm or harmful sexual behaviour, for example. It is intended as an initial guidance and signposting document, rather than an all-encompassing document with detailed guidance of how to respond to each need. It is intended that this document will provide schools and settings with some initial guidance for recognising, exploring and managing risk in relation to SEND. There are many other sources of information that will give a more in-depth understanding of managing risk, many of which we have provided links to. Due to the complex nature of the needs described within this document, it will be necessary for you to conduct further research into how best to respond, but we hope that this guidance will be helpful in getting you started.

A common thread that runs through each section of this document is the importance of working closely with others in relation to risk. It is important that professionals do not work in silo around matters relating to safeguarding and always involve the Designated Safeguarding Lead within their setting. Not only does a team approach benefit the child or young person, as there is increased opportunity for effective support, it also contributes positively to staff wellbeing, as staff working within teams around risk are more likely to feel well supported. It is essential that there are clear structures in place within all settings in relation to safeguarding CYP and transparent plans for managing any safeguarding concerns that are regularly reviewed alongside national and local guidance.

For any safeguarding concern or concern relating to risk, Multi Agency Request for Service (MARS) can be contacted for initial advice, support and signposting.

Distressed Behaviour

What do we mean by 'distressed behaviour'?

We can view all behaviour as a form of communication and children and young people (CYP) will at times communicate their distress through their behaviour, as a way of getting their needs met. One way they may do that is through displaying physically aggressive behaviour. Physically aggressive behaviour is defined as behaviour causing or threatening physical harm towards others. It includes hitting, kicking, biting and using weapons. It can also include breaking toys or other possessions.

There are two types of physically aggressive behaviour: 'proactive' and 'reactive'. Proactive physically aggressive behaviour refers to goal-directed behaviour in which the child/ young person is generally unprovoked by others. Reactive physically aggressive behaviour occurs when a child or young person is feeling angry and is provoked by others (Kaye & Eardley, 2011). Physically aggressive behaviour does not include general behaviour that challenges or verbal comments.

Why might some children and young people display physically aggressive behaviour?

Proactive physically aggressive behaviour: Understanding behaviour as communication

Understanding why a child or young person is displaying physically aggressive behaviour can enable you to provide them with effective support and reduce the risk of the behaviour reoccurring. Functions of behaviour include expressing emotion/ emotional regulation; gaining social interaction with adults or peers; obtaining things or events; avoidance of people, situations, events, activities etc.; and trying to gain control or feel secure. It is possible that the young person may have an unmet need relating to SEND or trauma that may be underpinning the behaviour. Completing an analysis of the possible functions of a young person's behaviour can be a helpful way of understanding their behaviour, in order to provide them with alternative methods to get their needs met. ABC (Antecedent, Behaviour, Consequence) Charts are a commonly used method of doing this. Further support can be provided by your school's Educational Psychologist.

Reactive physically aggressive behaviour: Understanding the 'fight or flight' response

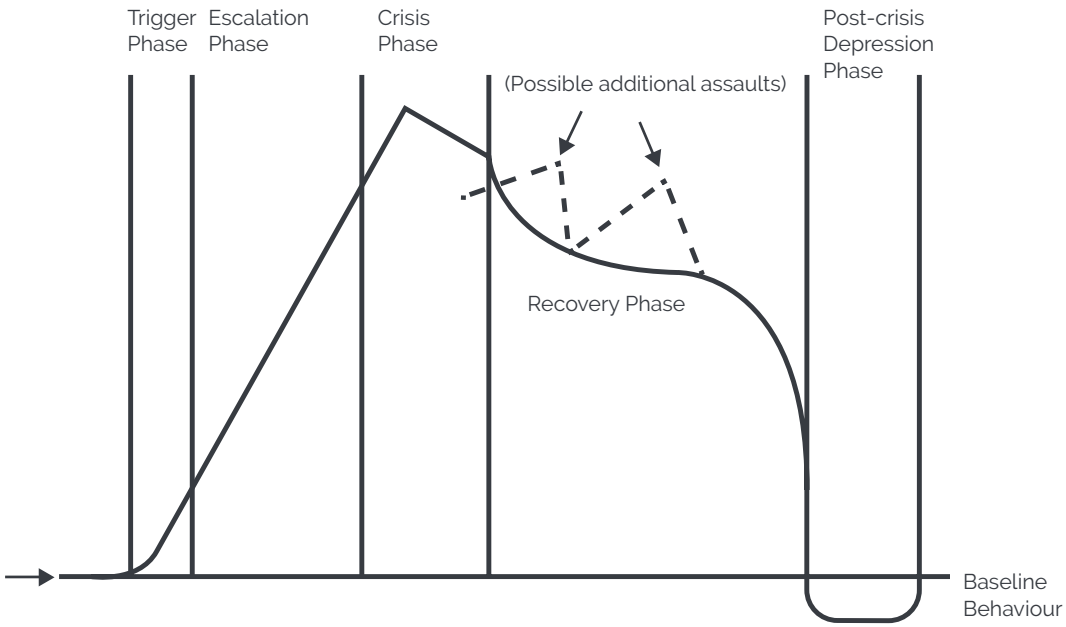
Flight/ flight is the body's automatic and unconscious response to a perceived physical or psychological threat/ danger within the environment. When this happens, the emotional part of the brain takes over and so we are unable to make reasoned or informed decisions. Some CYP may therefore display physically aggressive behaviour as a result of their body's fight/ flight response. Some CYP who have experienced trauma are more likely to enter the fight/ flight response and may appear to become emotionally heightened more quickly in in response to certain situations. The arousal curve (overleaf) is commonly used to depict the fight/ flight response and it can be helpful to create a plan for how you may support CYP at each stage of the curve (see table on page 232).

Further information about the flight/ flight response is available here:

https://www.nwbh.nhs.uk/healthandwellbeing/Pages/Fight-or-Flight.aspx

A note on Staff Wellbeing

Working with children and young people who display physically aggressive behaviour can have an emotional and physical impact upon staff who support them. It is important to consider the wellbeing of these staff and how they can be supported in school.



The Arousal Curve
(see page 232 for further exploration of behaviours that may be seen and strategies that may be used at each stage

Creating a calm classroom/ school environment

Developing a calm school environment may reduce the likelihood of CYP displaying physically aggressive behaviour and help promote feelings of safety at school. Things that can help to achieve this include:

- using behaviour management techniques that help CYP to understand and manage their emotions, such as **Emotion Coaching**;
- creating predictable classroom routines (e.g. through use of **visual timetables**);
- using **softer lighting**/ natural light and **reducing brightly coloured displays**;
- regularly engaging in **mindfulness** or **yoga**; and
- creating **calming corners** within the classroom.

De-escalation and proactive support:

Some CYP identified as being more likely to display physically aggressive behaviour may benefit from direct **teaching of emotional regulation skills**; the identification of a specific **key adult** with whom they can build a trusting relationship; the use of **social stories** in relation to the behaviour; and the development of an **agreed planned response** developed with the young person, emphasising prevention and de-escalation, e.g. **The Incredible 5 Point Scale**.

Physically aggressive behaviour and 'positive handling techniques'

There may be occasions where, despite using prevention and de-escalation strategies, CYP continue to move up the arousal curve and display physically aggressive behaviour. When this happens, adults may be required (in extreme circumstances) to use positive handling techniques. These should only be used when absolutely necessary (i.e. where safety is compromised) and for as short a time as possible. It is important that staff are trained in how to do this safely. Common approaches used within schools include Team-Teach. It is best practice to agree any positive handling techniques with CYP's parents/ carers. If it has been necessary to use positive handling, this needs to be clearly recorded and parents/ carers should be informed. It is best practice to ensure that staff are fully debriefed after any incidents. It is also important that reparative work is undertaken following any incidents, to reengage the young person and repair any relationships potentially affected by the incident. Please note that in cases where CYP have experienced previous trauma, behaviours can be exacerbated by the use of restraint.

For further information see: 'Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies' (Department for Education, 2013).

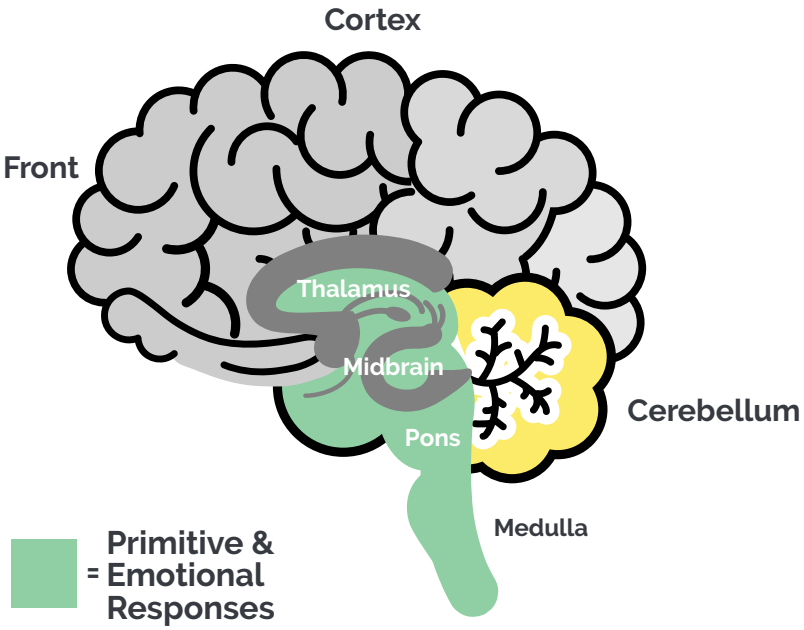
Stage	Characterised by....	Strategies
The Trigger Stage	A precipitating event, such as a perceived personal attack, threat to self-esteem or property – something happens. Feelings such as fear, anxiety or frustration leading to changes in behaviour, which may be subtle at first. The beginnings of physiological arousal.	At this point, if child/ young person wants to avoid getting to crisis stage, they can apply the gauge/ relaxation method to bring them down, e.g. a discussion of what particular triggers are. Pre-planned self-talk, visualisation or relaxation strategy. Previous trigger-identification. Distraction (change task/ activity or pre-planned alternative, e.g. favourite book). Relocation. Awareness of feelings about peer and adult physical proximity.
The Escalation Stage	The body preparing itself for fight or flight, e.g. tension in the muscles, rapid breathing. Reasoning and rational behaviour reduces. Energy level rises: pacing, talking more quickly/ loudly. Ability to listen reducing. Becoming focused on a particular issue. Others' behaviour becoming over-interpreted and perceived as threatening.	Some of those strategies used at the trigger stage may still be helpful together with: Individually tailored and well-practised interventions which are aimed at physical calming. Moving to a pre-agreed place to calm down, i.e. remove from the immediate environment. Adult needs to avoid using language which will escalate things more quickly, such as "pull yourself together!" Action by the adult to reduce non-verbal signals which may be perceived as aggressive; adult should sit down, 'soften' eye contact, and speak more quietly.
The Crisis Stage	A high state of physiological arousal. Control over aggressive impulses lessens. Violent behaviour, e.g. kicking, lashing out. Inability to make rational judgements. High egocentric frame of mind. Difficulty in responding to external stimuli. Confusion, combined with absolute focus.	The strategies open to use at this stage are few. The focus is on management of the situation. High rationality, low emotion. Assertive; aware of volume, tone, eye contact and proximity. Give plenty of space. Remove potentially dangerous things. Remove other children, if necessary. Send for help.
The Plateau/ Recovery Stage	The end of the immediate crisis. Slow subsiding of anger. The real possibility of re-escalation. Over sensitivity to triggers and others' behaviour. Vulnerability and confusion. Guilt feelings may be starting to emerge.	Awareness that the aroused state can last up to 90 minutes and that it can easily be ignited in this period, with little/ no build up. Need to protect from repeating/ fresh triggers. Provide a space and time which feels safe. Calm tone and body language from adult. No inquests at this point.
Post-Crisis/ Depression Stage	The need to rest and recover. The beginnings of a return to rationality. The likelihood of unhappiness about what has happened. Guilt leading to negative feelings about self. Further threat to self-esteem.	Help the child to distinguish between feelings about self and feelings about behaviour. Look for ways to help child start to put things right. Discuss how things can be done differently next time. Encourage child to believe you want to help them make it better.

The brain is divided into three areas: the reptilian brain, the limbic system and the neocortex.

The **reptilian brain** constitutes the most primitive brain region. It is responsible for the flight-or-fight response when there is a perceived threat to our survival and for many basic biological functions.

Emotions are concerned with the pull and push of the "here and now".

In contrast, rationality and problem solving are concerned with the *longer-term* view considering alternatives, foreseeing and evaluating the pros and cons of acting in a certain way.



Managing Self Harm

What is self-harm?

Self-harm is when someone hurts themself as a way of dealing with very difficult feelings, painful memories or overwhelming situations and experiences. It can be the thing people turn to when they feel they have no other option.

Self-harm is any behaviour, such as self-cutting, swallowing objects, taking an overdose or running in front of cars, where the intent is to deliberately cause self-harm.

There are lots of different forms of self-harm. Some people use the same one all the time, whereas other people hurt themselves in different ways at different times.

Self-harm is not:

- a form of manipulation;
- attention seeking;
- done for pleasure;
- a group activity; or
- only carried out by those who are interested in 'Goth' sub-culture.

Warning signs

There may be a change in behaviour of the young person which is associated with self-harm or other serious emotional difficulties, for example:

- changes in eating/ sleeping habits;
- increased isolation from friends/ family;
- changes in activity and mood, e.g. more or less irritable or aggressive than usual;
- lowering of academic grades;
- abusing drugs or alcohol; and/or
- expressing feelings of failure, uselessness or loss of hope.

There may be no warning signs, and often people who self-harm go to great lengths to conceal their injuries so it can be hard to know for sure if a person does self-harm.

If you notice any change in a child or young person that concerns you, it is important to start a conversation with that child or young person. If you do not feel able to do this, ask an appropriate staff member and follow your school's safeguarding procedures.

When assessing self-harm, it is important to consider how intentional the behaviour is, the lethality of the action and whether it is a one-off act or is something that a child or young person does frequently over a period of time.

What to do when a young person discloses that they self-harm

Whether someone tells you directly or you suspect that someone is hurting themselves, it can be difficult to know what to say and how best to approach the situation. You might feel shocked, helpless, responsible or any number of difficult emotions.

There are things you can do to make a difference to someone who self-harms. How you relate to them is one of the key things that can help them feel supported. Here are some things to keep in mind:

- Try to be non-judgemental to avoid reinforcing the guilt/ shame cycle associated with self-harm.
- Let the person know that you are there for them.
- Relate to them as a whole person, not just their self-harm. Remind them of their positive qualities and things they do well.
- Try to show empathy. Acknowledge that for them the self-harm may feel like an effective coping strategy for managing difficult emotions.
- Let them be in control of their decisions. Ask them what has helped them to deal with their difficult feelings in the past and which other adults should be part of their support team.
- Offer to help them find support.
- Encourage the young person to express their emotions, especially amongst young people who find it difficult to attach words to their emotions and where distress can be misunderstood as 'anger'.
- Encourage daily alternatives to managing emotions, such as physical activity and mindfulness, to help prevent a build-up of negative emotions.
- Support young people to practise coping strategies when in a state of calmness so they can be implemented more effectively when emotionally aroused.

Disclosures and confidentiality

The NSPCC states: "... strict reporting requirements have to be balanced out against young people's wishes and their wellbeing, which produces challenging moral, ethical and legal issues that will need to be fully debated. In any case, if a young person is prepared to disclose, their courage to do so needs to be acknowledged and their views on the pace of events, and on how things should be handled, should be respected."

It can be very challenging to decide whether to break a young person's confidentiality and disclose self-harm to their parents, or to other important adults in a young person's network. However, a young person who is hurting him or herself is often struggling to manage intense distress without enough support and/ or is struggling to communicate this. Very often, a reluctant young person can be persuaded to tell (or let you tell) their parents what has been happening.

It is important for young people to be aware of your policy for confidentiality and know what to expect if they disclose their self-harm to a teacher or member of staff. Confidentiality will, no doubt, be a key concern for pupils, and they need to know that it will not be possible for their support member of staff to offer complete confidentiality.

Self-harm and suicide

It is common to feel scared about the possibility of someone seriously hurting themselves or even taking their own life. While it is understandable to have these fears, it is useful to remember that self-harm doesn't necessarily mean that someone wants to end their life. There are, however, a small number of people who do go on to take their own lives, either intentionally or accidentally. It's therefore important to have an honest conversation about staying safe – for example, being aware when things are getting too much and knowing when to seek help.

How should school respond to self-harm?

In the school policy, there should be a protocol of how to deal with self-harm in school. The protocol should include:

- how and when a pupil's parents are informed;
- which staff are informed; and
- how to support staff dealing with incidents of self-harm.

There needs to be a designated member of staff to manage and co-ordinate the school's response to self-harm.

The school should also have a protocol of what to do if an adult finds a young person self-harming in school.

See 237 and 238 for example flow charts of how to support young people.

What can schools do to prevent self-harm?

- Devise a school policy, including a clear confidentiality policy
- Educate school staff
- Develop a support plan
- Educate students to be 'good friends' by reporting peers' distress
- Address emotional well-being, promoting coping strategies and self-harm as part of the PHSE curriculum
- Have crisis telephone numbers available and easily accessible to young people
- Be mindful of contagion (when self-harm becomes a common occurrence amongst a group of young people)
- Supportive environment in the school which is focused on building self-esteem and encouraging healthy peer relationships

IMPORTANT: Talking about self-harm does NOT lead to an increase in the behaviour or engage young people in self-harm

Remember

- Anyone from any walk of life or any age can self-harm, including young children.
- Self-harm affects people from all family backgrounds, religions, cultures and demographic groups.
- Self-harm affects both males and females.
- People who self-harm often keep the problem to themselves for a very long time which means opening up to anyone about it can be difficult.
- Empathy is an effective tool for responding to self-harm; we don't have to agree with how a young person manages their distress or 'fix' their problems, but we do need to have an empathic response.
- If the young person continues to self-harm, it's not because you have 'failed' to keep them safe or not been supportive enough.

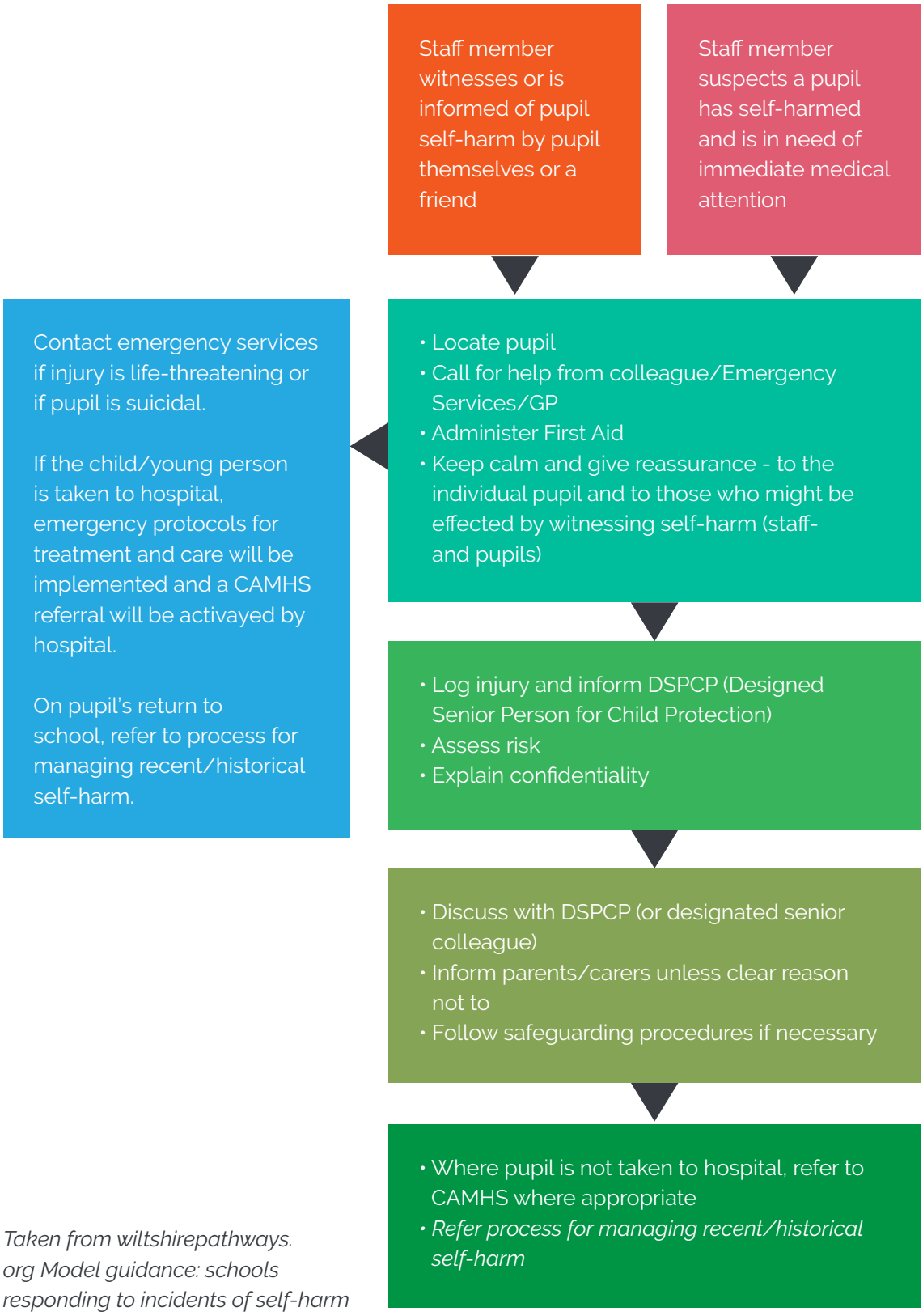
Further guidance and support:

Further support and advice can be accessed via Healthy Young Minds. Ring 0161 716 3600 for consultation regarding self-harm Monday – Friday, 9am – 5pm. See also https://www.tameside.gov.uk/mentalhealth/16-24

Young Person Support:
https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-harm/about-self-harm/
https://www.selfinjurysupport.org.uk/

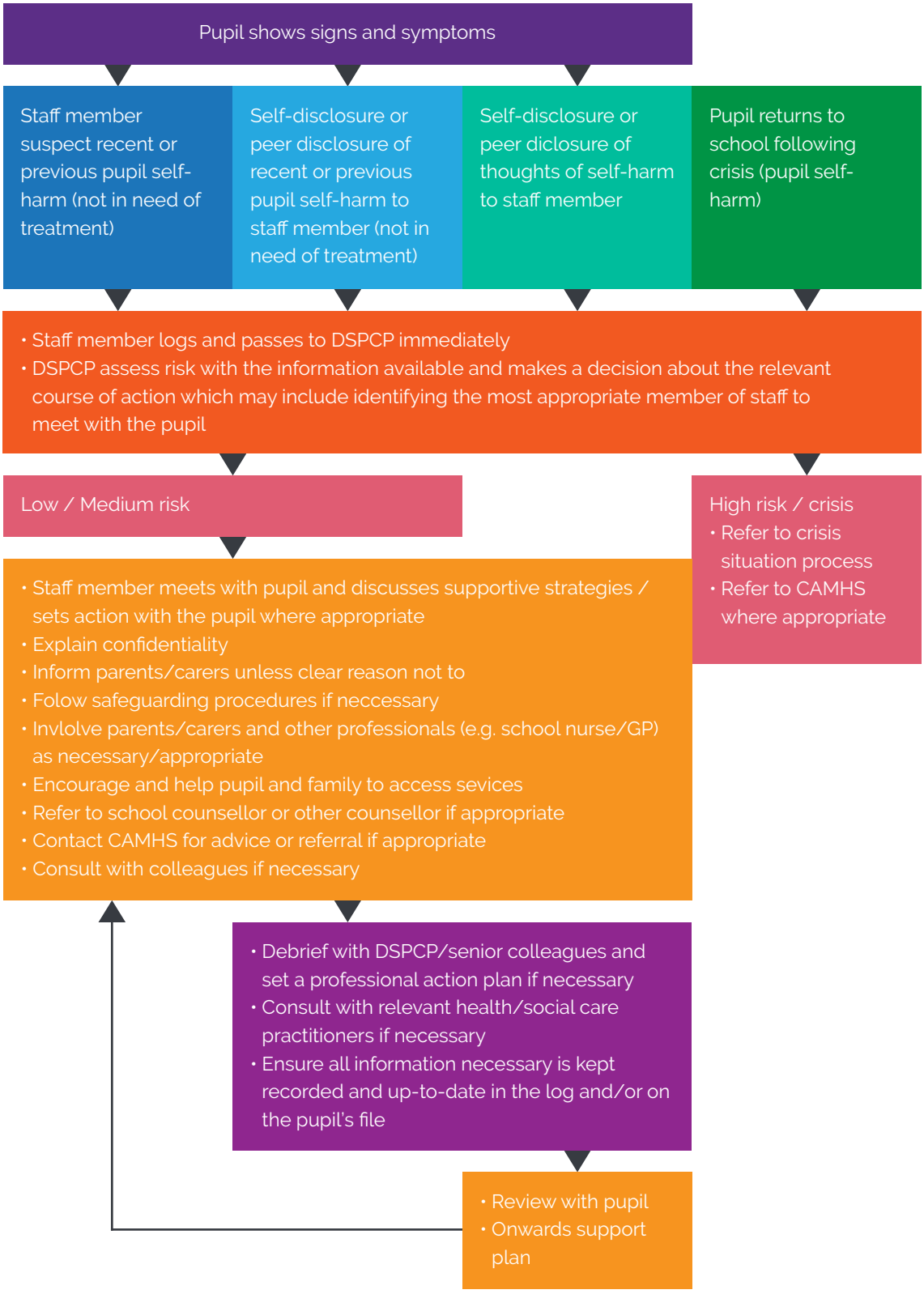
Apps for teenagers who are self-harming include Calm Harm, MoodGYM and Self-heal.

Flow Chart: Managing Self-harm in Schools in a Crisis Situation



Taken from wiltshirepathways.org Model guidance: schools responding to incidents of self-harm

Flow Chart: managing self-harm in schools (not in need of urgent medical treatment & return to school)



Suicidal Thoughts

Suicidal thoughts in children and young people

Many people may have thoughts about suicide at some point in their life, without actually wanting to go through with completing suicide. Whilst thinking about suicide is relatively common, very few young people will actually attempt to take their own lives. Suicidal thoughts can stem from a range of underlying difficulties and can range from fleeting thoughts to more considered plans. Young people with suicidal thoughts may feel unable to talk to family or friends but may seek out someone they trust in school to share their thoughts about wanting to end their life.

Young people who are having thoughts of suicide may or may not also be behaving in a way that puts their life in danger (suicide behaviours) and are potentially at risk of acting on these thoughts. Those who are already engaging in suicide behaviours are clearly at greater risk of harm or death.

Approximately one in ten (11%) teaching professionals said, on average, a student shares suicidal thoughts with them at least once a term.

However, only half (53%) said they would feel confident they could support a student who had shared suicidal thoughts with them (Papyrus, 2017).

Warning signs

Look out for children or young people who:

- have experienced a stressful event associated with a feeling of loss, including bereavement;
- show significant changes in behaviour which suggest they are asking for help, for example self-harm or giving away their possessions;
- use language associated with suicide, such as "I wish I wasn't here" or "It doesn't matter anymore";
- show physical indicators such as sleep disturbance and weight loss; and/or
- have overwhelming feelings of anger, hopelessness, loneliness or worthlessness.

Papyrus, a national charity for the prevention of young suicide, refers to the above indicators as 'invitations' which children and young people may use to ask for help. They advise that there is no definitive guide on how to know if somebody is thinking about suicide, however the above indicators are worth looking out for.

Often young people might refer to 'not wanting to be around anymore' or state 'I wish I was dead' as a way to express their distress. When young people make statements such as these, they should be explored further with them to accurately identify what they are trying to communicate rather than making your own interpretations.

Research has shown that asking a young person about their suicidal thoughts does not increase the likelihood that they will think about suicide more or act on their thoughts.

PAPYRUS
prevention of young suicide

What can schools do to respond to risk in relation to suicide?

Research indicates that the best way to protect life is to promote positive mental health. This can be done at the whole school level and through individual support for children and young people.

Whole school level

De-stigmatisation

A whole school approach to destigmatise talking about suicide and mental health is crucial. This may include taking opportunities through PSHE and other aspects of the curriculum to talk openly and honestly about suicide, without glorifying the act or public figures that have died through suicide.

Develop a school policy

Papyrus recommends that schools and colleges have a policy statement which is known by the whole community and which shows a strong commitment to suicide prevention. A model policy and further guidance about this can be found in the Papyrus guide: Building Suicide Safer Schools and Colleges

Improve connectedness

Connectedness is the extent to which a child or young person is able to connect with other individuals; to their family members; to community organisations (i.e. schools); and to their cultural traditions and history. Below are some ways to support connectedness:

- Support relationships between the young person and positive adults in their lives.
- Help build positive attachments between the young person, their family and school.
- Provide a range of activities that help the young person increase and strengthen their social networks, e.g. access to extracurricular activities and community clubs/ organisations.

Build Resilience

Research has shown that using a preventative approach focused on building resilience in the school community can help to reduce the risk of suicide. Whole school approaches such as Emotionally Friendly Settings can help to promote the emotional wellbeing of the whole school community, including staff (contact the Educational Psychology Service for further information).

ACE – achievement, closeness, enjoyment

To support and maintain positive emotional wellbeing, it is recommended that people aim to include a regular balance of activities in their life which give them feelings of:

- achievement, e.g. completing homework, learning a new skill;
- closeness, e.g. meeting up with a friend, phoning a family member; and
- enjoyment, e.g. playing computer games, watching TV, playing music.

It is helpful to communicate this idea to all children and young people and work with them to help them think about the kinds of activities they do in their lives and how these relate to ACE. It can be helpful to keep a log of activities under these headings so that they can see whether they have a good balance or would benefit from seeking new activities in a particular area. This could be done as a whole class or group PSHE activity as well as a more targeted activity for young people where you have concerns.

Individual level

It is important for people experiencing thoughts of suicide to first be encouraged to meet their basic needs of looking after themselves, such as eating, sleeping and keeping hydrated, as these can be difficult for someone in this situation. To ensure thoughts of suicide and low mood do not worsen because these basic needs are not being met, encourage the child or young person to do these first, and then think about some of the following **distraction techniques**:

- Physical activities, e.g. yoga, swimming, gym, scream/shout to loud music.
- Creative activities, e.g. painting, mindfulness colouring, blog, make a playlist of music that makes them feel good.
- Productive activities, e.g. cook/ bake, rearrange their room, write a to-do list.
- Relaxing activities, e.g. bath with candles, use their Hope box (see below), cuddle up in a blanket.

Distraction techniques allow us to focus on something else and can sometimes quieten intrusive thoughts enough to access support. ***It is important to explain that distraction techniques are useful when people are feeling overwhelmed, but generally it is better to acknowledge and feel our emotions at other times***.

You can help a child or young person to create, decorate and fill a Hope box with things that can make them feel better when they are having suicidal thoughts. It is important that the box is personalised in whichever way the child or young person wishes. The Hope box can be filled with a variety of self-soothing items, based on the five senses. Here are some ideas of things to include:

- ***See*** – images of loved ones, images that make you feel calm.
- ***Hear*** – relaxing sounds, favourite songs, audio books.
- ***Smell*** – scented candles, aromatherapy oils, scented lotion, favourite perfume.
- ***Taste*** – chocolate, sweets, hot chocolate.
- ***Touch*** – stress ball, soft fabrics, play dough, hand lotion, rubber bands to flick, fidget toys.

Creating a support plan

Helping a child or young person to make a support plan can contain the overwhelming feelings and plan some practical steps to help keep them safe. By creating a support plan and encouraging the child or young person to put it somewhere where they can find it easily, you are helping them with steps to follow to enable them to feel supported and stay safe when things become overwhelming. This will help them to get through the moment, prevent them from acting on thoughts of suicide and then allow them to access long-term support. This plan should be personal to the young person and as detailed as possible. It should be reviewed with the young person regularly and changed when they think of new things to add, or things to remove which they no longer find helpful. With the young person's permission, it can be shared with key people in their life. An example of a support plan can be viewed on page 245. It is important when working with young people around suicidality to be mindful of key dates and anniversaries that might be important for them and to be extra vigilant around their wellbeing around these times. It is advised that support plans are created alongside outside agencies.

Following discussion, if you feel that a young person is having suicidal thoughts, they would benefit from further support from mental health professionals such as your local CAMHS to Healthy Young Minds or other third sector organisations such as 42nd Street. You should also follow safeguarding procedures as the risk of harm to self is a child protection issue. Use the prompts on the following page to guide your assessment of risk.

If you have concerns that the young person is at immediate risk to self or others, please refer to local A&E for risk assessment.

Risk assessment prompts

Prior to embarking on a conversation with a young person about their suicidal thoughts, ask yourself whether you feel confident and competent enough to have the conversation. If the answer is no, it may be that a colleague needs to step in to help you to navigate this difficult conversation, for your own and the young person's wellbeing. There are training courses you can access to help you increase your confidence in having these conversations.

At the beginning of the conversation, it is important to re-visit and re-iterate confidentially (see 'Managing Self-harm' section for further information.)

During the conversation, ask questions such as the following to try to assess the risk of the young person acting on any suicidal thoughts. Be patient and give them time to talk so that it does not feel like an interrogation.

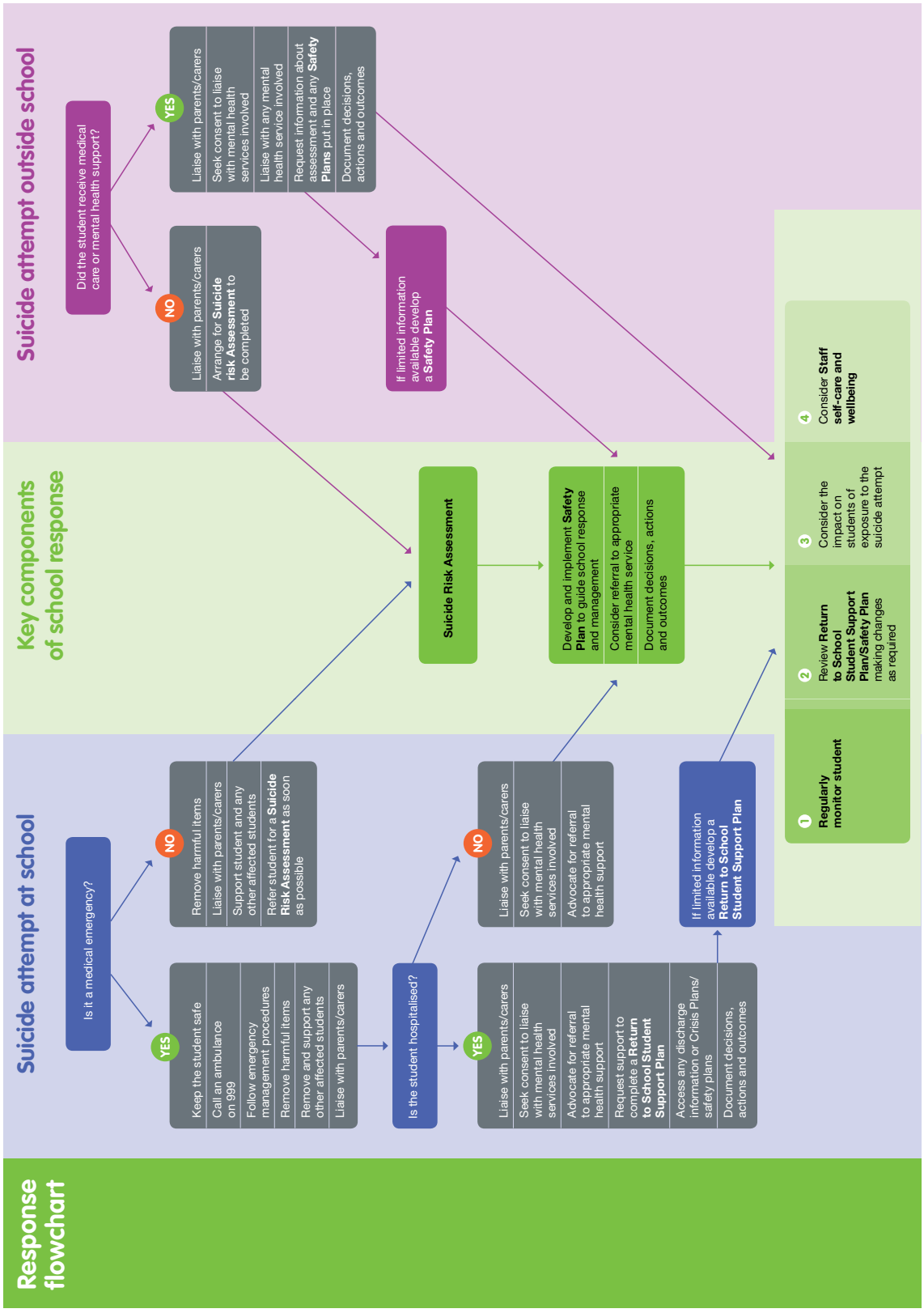
- Are they saying that they have a desire to end their life?
- How often do they feel like this? Is it constant, frequent, occasional or rare?
- Are they talking about wanting to end their life now?
- Have they thought about how they intend to attempt suicide?
- Have they made definite plans? If so, have they already started preparing (e.g. writing a note, gathering medication)? The greater the evidence of planning for a suicide attempt, the greater the risk of the young person acting on their thoughts.
- Have they made any attempts in the past? Was there something that helped to keep them safe?
- Are there any protective factors which can help to keep the young person safe? Protective factors are very varied and specific to the individual, but could include family, friends, pets, a sense of responsibility or religious/ spiritual beliefs.
- Do they have any plans for the future? How far into the future? For example, are they thinking about a holiday planned for next year, an event in a few months (e.g. a birthday or festival) or is there no evidence that they plan to be around for future events?

Generally speaking, higher risk correlates with greater frequency of suicidal thoughts, greater evidence of planning and preparation for suicide, less evidence of future plans, and less access to support and protective factors. If they have already taken steps to end their life, follow the responding to a suicide attempt flowchart on the next page.

Resources and signposting to further information:

This section has been informed by the Emotionally Friendly Settings manual and the Papyrus guide.

Further support and advice can be accessed via Healthy Young Minds. Ring 0161 716 3600 for consultation regarding suicidal ideation Monday – Friday, 9am – 5pm


Response flowchart
Suicide attempt at school
Is it a medical emergency?
YES
Keep the student safe
Call an ambulance on 999
Follow emergency management procedures
Remove harmful items
Remove and support any other affected students
Liaise with parents/carers
NO
Remove harmful items
Liaise with parents/carers
Support student and any other affected students
Refer student for a Suicide Risk Assessment as soon as possible
Is the student hospitalised?
YES
Liaise with parents/carers
Seek consent to liaise with mental health services involved
Advocate for referral to appropriate mental health support
Request support to complete a Return to School Student Support Plan
Access any discharge information or Crisis Plans/ safety plans
Document decisions, actions and outcomes
NO
Liaise with parents/carers
Seek consent to liaise with mental health services involved
Advocate for referral to appropriate mental health support
If limited information available develop a Return to School Student Support Plan
Key components of school response
Suicide Risk Assessment
Develop and implement Safety Plan to guide school response and management
Consider referral to appropriate mental health service
Document decisions, actions and outcomes
1 Regularly monitor student
2 Review Return to School Student Support Plan/Safety Plan making changes as required
3 Consider the impact on students of exposure to the suicide attempt
4 Consider Staff self-care and wellbeing
Suicide attempt outside school
Did the student receive medical care or mental health support?
YES
Liaise with parents/carers
Seek consent to liaise with mental health services involved
Liaise with any mental health service involved
Request information about assessment and any Safety Plans put in place
Document decisions, actions and outcomes
NO
Liaise with parents/carers
Arrange for Suicide risk Assessment to be completed
If limited information available develop a Safety Plan

Example of support plan

SUPPORT PLAN
Coping strategies What strategies have you or could you use that might help keep you safe?
One small step... What is one small step you could take that does not feel too big?
Support network Who can support you in helping you to make sure this plan happens (friends/family/staff/others)?
Review When? How?

Inappropriate or Harmful Sexual Behaviour

Sexual behaviour in children and young people

Expressing sexuality through behaviour is a healthy part of development. Professor Simon Hackett, an expert in the field of sexual behaviour in children and young people (CYP), has said that sexual behaviours sit on a continuum, from healthy, 'normal' behaviours, through to 'inappropriate', through to 'problematic', through to 'abusive', through to 'violent' (Hackett, 2010). It is important to be aware of which behaviours are part of healthy development and which are a cause for concern. Healthy sexual behaviour will typically occur between CYP of similar age; be on a voluntary basis; be balanced by curiosity about other aspects of life; and may on occasion result in embarrassment but would not usually leave children with deep feelings of anger, shame or anxiety.

What is harmful sexual behaviour?

Harmful sexual behaviour, or HSB, can be defined as "sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult" (derived from Hackett, 2014).

HSB may also be referred to as sexually harmful behaviour or sexualised behaviour. The term 'harmful' refers to the behaviour and not the person. It is harmful both to the individuals who display it, as well as those it is directed towards (NSPCC website).

HSB can take place online and may involve viewing pornography or sexting (Hollis & Belton, 2017).

Why might some young people engage in HSB?

There are many reasons why a young person may display HSB. It is common for CYP who display HSB to have experienced trauma. This does not necessarily mean that they have been sexually abused, although this will be the case for some.

We can view all behaviour as a form of communication. In the case of HSB, this may be a communication of an unmet need, be that social, emotional, sensory, or some other need, which the young person may be attempting to have met in an inappropriate, or in some cases harmful, way. Consideration should be given to the potential drivers of the behaviour, not solely the behaviour itself.

Why is it important for schools be aware of HSB?

Education is a universal service accessed by almost all CYP. Educational settings play a key role in the early identification and prevention of HSB (NSPCC website). School staff are well equipped to contribute significantly to holistic assessments of the young person displaying HSB, given their knowledge of and relationship with them. Within the context of a multi-agency network, school staff can support the message to young people that this behaviour is not OK whilst reminding them that support is available and helping to coordinate such support. Most young people who demonstrate HSB don't go on to become adult offenders, particularly with the right interventions and support (Hackett, Branigan & Holmes, 2019). Successful achievement of educational outcomes can prevent further sexual abusive behaviours and can promote positive life outcomes in CYP who have displayed HSB (Hackett & Masson, 2011).

A note on language

It is important to be mindful of the terminology we use when referring to those who display HSB. The NSPCC advise avoiding the use of the term 'perpetrator' and to instead refer to "children and young people who display HSB". This is because some of the language we use can be stigmatising.

"Educational establishments are often fundamental in the management of risk and continued facilitation of meaningful daily routine for children and young people who have displayed HSB, or who are under investigation. They are an integral part of partnership working and need to be included in information sharing and coordination of safety plans and supervision to maintain appropriate educational placements"

(Hackett, Branigan & Holmes, 2019)

Things to look out for

The following guidance is taken from the Brook Sexual Behaviours Traffic Light Tool (Brook, 2012). Brook define sexual behaviours in the following ways:

- **Green** behaviours reflect safe, healthy sexual development. These would be equivalent to 'normal' behaviour on Hackett's (2010) continuum model. They are displayed between CYP of a similar age or developmental level and are reflective of natural curiosity, experimentation, consensual activities and positive choices. **Green** behaviours are not considered harmful.
- **Amber** behaviours have the potential to be outside of safe and healthy behaviour. These would be equivalent to 'inappropriate' or 'problematic' behaviour on Hackett's (2010) continuum model. They may be of potential concern due to age/ developmental differences of participants, activity type, frequency, duration or context in which they occur. **Amber** behaviours have the potential to be considered harmful.
- **Red** behaviours are outside of safe and healthy behaviour. These would be equivalent to 'abusive' or 'violent' behaviour on Hackett's (2010) continuum model. They may be excessive, secretive, compulsive, degrading or threatening. They may involve significant age, developmental or power differences. They may be of concern due to the activity type, frequency, duration or context in which they occur. **Red** behaviours are considered harmful sexual behaviour.

For examples of **Green**, **Amber** and **Red** behaviours broken down by age/ stage, please refer to the information on the Brook Website.

It is essential when using this tool practitioners bear in mind that a young person's chronological age and their developmental stage may not be equivalent

Universal support for CYP

All CYP have the right to robust relationships and sex education which equips them with the information and skills they need to form healthy and positive sexual relationships; to feel confident about making the right choices; and to keep their traffic lights green. Examples of resources to teach children CYP about safe and healthy relationships can be found on the NSPCC Website.

It is important that schools foster a culture of safety, collaboration and respect so that CYP feel able to approach the right people should they have any concerns. CYP need to know that it is OK to speak out; that they will be taken seriously; and that, where needed, the right help and support will be provided swiftly and sensitively. They and their parents/ carers need to be able to easily access help and support when they need it and need to know where they can go to obtain further advice.

Universal support for professionals working with CYP

Schools need to foster a culture of safeguarding with CYP at the centre. All settings with a responsibility for educating CYP should have clear policies in place and a Designated Safeguarding Lead for Child Protection. Policies should cover HSB specifically. All staff working within such organisations should be made aware of relevant policies and procedures and their responsibilities in relation to these, so that they can act swiftly and appropriately if they observe or hear of CYP engaging in sexualised behaviour, just as they would for any other disclosure that might raise concerns around risk. It is important that staff who have the opportunity to respond early are educated in the identification of normal, problematic and harmful behaviours and know how to respond appropriately.

What can you do when a young person displays sexual behaviours?

It can be difficult to determine what is healthy sexual behaviour and what is not, which is why involving your Designated Safeguarding Lead to explore the behaviour further is advised. Specialist services can also support you in understanding the nature and extent of the risk. However, not all sexual behaviour will require a referral to a specialist service. According to Brook, all sexual behaviours require some form of attention and response, but the level of intervention will vary depending upon the type of behaviour:

- **Green** behaviours provide opportunities for adults to give positive feedback and additional information. This may come in the form of group or 1:1 discussion and signposting to reinforce healthy relationships, for example discussions regarding consent or signposting to sexual health services.
- **Amber**behaviours signal the need to gather further information to assess the appropriate action.
- **Red** behaviours indicate a need for immediate intervention and action.

The NSPCC advise that, once identified, HSB should be viewed within a child protection context and Children's Services should be contacted to provide assessment and recommendations if more specialist help is required. Please note that where referrals to Children's Services are indicated, the NSPCC advocates separate referrals for all CYP affected (i.e. separate referrals for the person(s) displaying HSB and the person(s) to whom the behaviour is directed), as their needs are different and need to be considered separately. In cases of serious sexual assault, the Department for Education advise that information be passed on to the Police alongside Children's Services.

Responding to HSB

Statutory government guidance in relation to HSB can be found in the document Keeping Children Safe in Education (Department for Education [DfE], 2019) and in Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE, 2018). In addition to the statutory guidance, the NSPCC, in collaboration with Professor Hackett, have produced detailed guidance on responding to HSB in CYP (Hackett, Branigan & Holmes, 2019). This should be read alongside the guidance from the National Institute for Health and Care Excellence (NICE, 2016).

CYP who display HSB are a varied and complex group with diverse needs that cannot be addressed by a 'one size fits all' approach. It will, therefore, be important for settings to refer to the guidance provided by the DfE, NICE and the NSPCC when developing their response to CYP who display HSB. General principles of this guidance include:

- pre-planning supported by effective training and policies to facilitate calm, considered and appropriate responses following reports of HSB;
- early identification and accurate data collection throughout the process;
- use of a multi-agency approach between the school, parents/ carers, external agencies and young people;
- consideration of ongoing risk and how to mitigate this, balanced with consideration of all CYP's entitlement to education and ongoing skill development;
- assessment that considers the wider context, including family, social and developmental factors, and that aims to identify any unmet needs;
- proportionate response to young person displaying HSB to the level of risk and need they present. Interventions should be evidence-based, holistic, strengths-based, proportionate, resilience-focused, and tiered—it should distinguish CYP whose needs can be met through parental monitoring, from those who need psycho-educative support, and from those who would benefit from more specialist intervention services and placements;
- consideration of support to young people to whom the HSB has been directed; and
- consideration of support for parents/ carers.

> Where agencies work in isolation to respond to HSB they to duplicate work, miss out vital communication…Working to address HSB is not the exclusive province of any one agency (Hackett, Branigan & Holmes, 2019)

Risk assessment prompts

Most CYP with inappropriate or harmful sexual behaviour can be managed safely in schools with appropriate levels of support and clear risk management plans (Hackett, Branigan & Holmes, 2019). If you are concerned that a young person may be displaying inappropriate or harmful sexual behaviour, please refer to the prompts below to ensure you are involving the right people and services to assess and manage the risk appropriately:

- Have you considered the sexual behaviour within the context of the young person's developmental age or stage?
- Have you notified the Designated Safeguarding Lead within your organisation to support you with your thinking?
- If a young person is displaying **Green** behaviours (according to the Brook tool), this should be viewed as an opportunity to provide positive reinforcement as well as further information and support. Referrals to other services may be appropriate, depending on the individual case.
- If you are unsure of the level of the behaviour or if you feel it is definitely not a green behaviour:
- It is important to ensure that you have the right support to help you to manage your own feelings and responses to complex situations you may be faced with within your work. Pulling together a team of supporting adults to help assess the potential risks linked to sexual behaviours is an important early step when responding to potential HSB.
- If it is agreed that a young person is displaying **Amber** or **Red** behaviours, has a referral been made to Children's Services for further advice and support within the context of a multi-agency team?
- Consider the immediate safety of young people and staff. It is important to be guided by relevant national legislation and guidance; organisational policies, procedures and guidance; human rights; the identified risks or needs of the young person; and the potential or real risks to others.
- Where HSB is indicated, are you using a multi-agency approach to inform a holistic assessment of and support for both the person displaying the HSB and the person to whom the HSB was directed?
- **It is essential to follow the procedures relevant to your local area.** The Greater Manchester guidance on HSB can be viewed in the Greater Manchester Safeguarding Children Procedures Manual. Please refer to link for further information on how to respond to inappropriate or harmful sexual behaviour within Tameside.

Extremism

Terrorism and extremism

Terrorism and extremism are sometimes used interchangeably. Both pose a threat to students, but they have very distinct definitions.

In the UK we define terrorism as a violent action that:

- endangers a person's life;
- involves serious violence against a person;
- causes serious damage to property;
- creates a serious risk to the public's health and safety; and/or
- interferes with or seriously disrupts an electronic system.

Terrorism Act 2006

What is Prevent?

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is one of the four elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

The Counter Extremism Strategy

Radicalisation

This refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. A radicaliser is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.

Need to know legislation

Since July 2015, schools have a legal responsibility to "have due regard to the need to prevent people from being drawn into terrorism". As a school leader, it's your responsibility to put in place robust procedures to protect your students, and to review and evaluate these procedures to ensure they are effective.

educate against. ~~hate~~

What steps should I take to ensure my school complies with Prevent?

As a school leader you should familiarise yourself with key documents including the Prevent duty guidance and Keeping children safe in education.

Key activities include carrying out a risk assessment, building on existing local partnerships, training staff and ensuring appropriate IT policies and practices are in place.

You should:

- assess the risk of children being drawn into terrorism;
- ensure your school understands the relevant risks to students;
- get practical information regarding the risks in your area;
- follow your Local Safeguarding Children Board policies;
- seek advice and support from the local authority, police, civil society organisations and families and parents;
- ensure your safeguarding lead undertakes Prevent awareness training;
- train other staff to identify children at risk;
- ensure your school has suitable online safety controls;
- equip your students to stay safe online; and
- integrate internet safety into the ICT curriculum.

What are the warning signs of radicalisation?

There is no single route to radicalisation. It can happen over a long period of time or sometimes it is triggered by a specific incident or news item and can happen quickly. The behaviours listed here are intended as a guide to help you identify possible radicalisation.

Online behaviour:

- Accessing extremist online content
- Sympathetic to extremist ideologies and groups
- Joining or trying to join an extremist organisation
- Changing online identity

Outward appearance:

- Not listening to other points of view
- Abusive towards people who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Converting to a new religion
- Being secretive of movements
- Increasingly argumentative
- Distancing themselves from old friends
- No longer doing things they used to enjoy

Which young people are vulnerable to radicalisation?

Children and young people from all backgrounds can become radicalised, but it's important to keep the risk in perspective. External factors such as community tension, global events, or having friends or family who have joined extremist groups all play a part. Any of these issues make children and young people more susceptible to believing that extremists' claims are the answer to their problems.
The following is a guide only, so use your professional judgment to assess students' vulnerability.

- Struggling with a sense of identity
- Becoming distanced from their cultural or religious background
- Questioning their place in society
- Family issues
- Experiencing a traumatic event
- Experiencing racism or discrimination
- Low self-esteem

What is the risk of radicalisation to children with Special Educational Needs and Disabilities (SEND)?

Although the risk is low, it is important to consider how children and young people with SEND may be at risk of being targeted by individuals aiming to radicalise young people. Educate against Hate reports that some young people with SEND might be vulnerable to radicalisation, if they have 'difficulty in interacting socially, lacking empathy or not understanding the consequences of their actions.'
Children and young people who experience communication difficulties can struggle to tell a trusted adult that they are worried about extreme content someone has shown them.

What should my staff be teaching in class?

- Schools should be a safe space where students can discuss social and political issues, including extremism and terrorism.
- Building young people's resilience will put them in a stronger position to reject extremist views.
- Teachers should build resilience to extremist narratives by giving students the skills and knowledge to explore issues critically, to weigh evidence, debate and make reasoned arguments. This can include:
  - age-appropriate conversations about extremism and radicalisation promoting fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and
  - discussing issues of identity, difference and tolerance.

What is Channel?

Channel is a multi-agency, voluntary programme which safeguards people identified as being vulnerable to radicalisation. A referral can come from anyone who is concerned about a person they think is at risk. It is not a criminal sanction and will not affect a person's criminal record.

Many types of support are available as part of the Channel programme, addressing educational, vocational, mental health and other vulnerabilities.

How to report concerns about individuals at risk

If you are worried about someone being radicalised to be involved in, or to support, violence or terrorism you can contact the Children's Multi Agency Safeguarding HUB on 0161 342 4101.

Further information and resources

http://educateagainsthate.com/

https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson

http://www.preventforschools.org/

www.gov.uk/government/case-studies/the-channel-programme

http://counterextremism.lgfl.org.uk/default.html

www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools