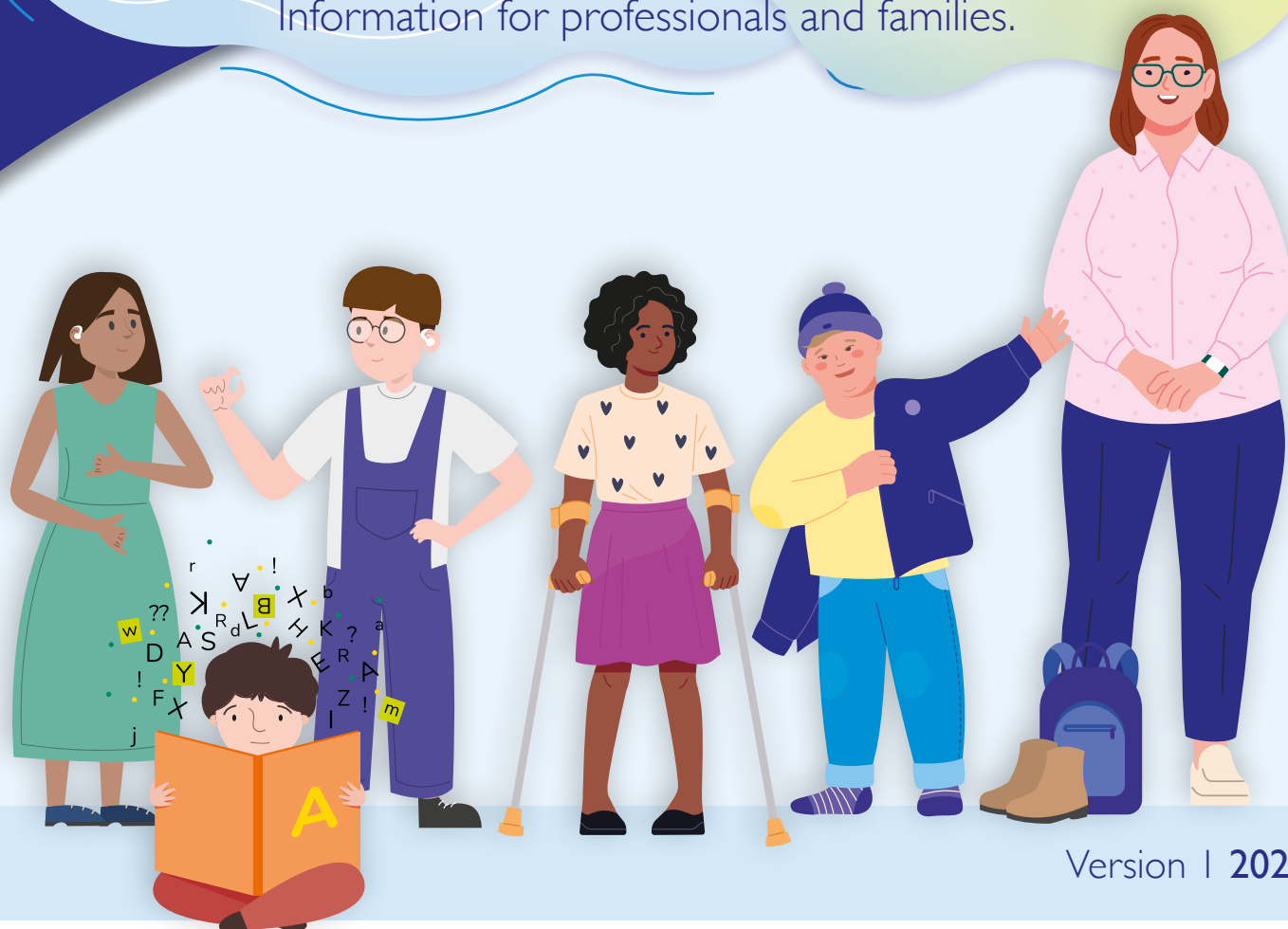


Ordinarily Available Inclusive Provision

East Riding of Yorkshire

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs and/or disabilities (SEND) in early years settings, schools and colleges.

Information for professionals and families.



Version | 2024



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OUR EAST RIDING OF YORKSHIRE ORDINARILY AVAILABLE INCLUSIVE PROVISION (OAIP) GUIDE

INTRODUCTION

Our East Riding of Yorkshire Ordinarily Available Inclusive Provision (OAIP) outlines examples of the provision and approaches that the local area expects to be available for children with Special Educational Needs and/or Disabilities (SEND), in all educational settings, including early years, schools and colleges.

The guide is not exhaustive, but describes some examples of inclusive practice, reasonable adjustments and high quality teaching strategies and provision, across the whole setting community. Small changes at the early stages of the graduated approach (Assess, Plan, Do and Review), when needs are first identified, will remove barriers to learning and support children to achieve in their education setting.

The OAIP is not just relevant for teachers and families, but for governors, support staff and other members of the early years, school, college and children's workforce. This guide can be used in many ways, for example, as a reference for Special Educational Needs Coordinators (SENCOs) and teachers to ensure the right support is available at the right time, in discussions with children and families to work together to identify the most helpful approaches, or in meetings with other professionals. It is our hope that this guide will support more inclusive learning environments and experiences for all children.

Any provision or support described within this guide should be 'needs led' and is not dependent on any formal diagnosis. Each child is an individual, with their own pattern of strengths and areas for development; not every intervention or strategy detailed within the guide will be necessary, or appropriate, for every child. The child's age and maturity must also be considered, with strategies and approaches reviewed.

Thank you to everyone who has been involved in the development of our OAIP through co-production with SENCOs, parents/carers through the Information Group, as well as colleagues across the Local Authority Children's Services and Health. It is also linked with work published by other local authorities (Portsmouth, Buckinghamshire, Bristol) and previous work with SENCOs in East Riding of Yorkshire.

For further details of services and support please visit East Riding of Yorkshire SEND [Local Offer](#).

SECTION 1: EXPECTATIONS OF ALL EDUCATIONAL SETTINGS

All settings must apply the principles underpinning the SEND Code of Practice 0 to 25 years: [SEND Code of Practice 0-25 Years - Gov.uk](#), and have regard to the Equality Act 2010: [Equality Act 2010 Guidance - Gov.uk](#)

The key principles of the SEND Code of Practice should be applied in all settings and throughout the child's learning journey.

- The views, wishes and feelings of the child and the child's parents.
- The importance of the child and parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child and the child's parents to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (SEND Code of Practice)

Broadly speaking much of this section will be an integral part of the provision for all children. This section outlines some of the practices and adaptations that are part and parcel of high-quality teaching. The provision and strategies outlined in this section may be required for children with SEND but will undoubtedly be of benefit to many of the children in the setting.

Expectations of all settings	Strategies
<p>The setting works in partnership with children and parents/carers in decision making.</p>	<p>The central importance of relationships between home and setting is recognised by all.</p> <p>The SEND information report is co-produced with parents/carers.</p> <p>Parents/Carers are signposted to East Riding Local Offer: East Riding Local Offer. This is referenced on the setting's website.</p> <p>Parents/carers are aware of the range of communication channels available for sharing information about their child.</p> <p>Parents/carers are aware of SEN status of their child and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child.</p> <p>Formal and informal events take place to seek views in relation to SEN provision in the setting. e.g. Child and parent surveys, coffee mornings.</p> <p>Use of a home school diary/book bag/text/email to support communication directly with parents/carers in addition to communication given via children.</p> <p>Consider use of home school liaison Apps such as 'ClassDojo' or 'Tapestry' to facilitate communication in the easiest way possible for parents/carers and staff, to ensure swift two-way communication with the child at the centre.</p> <p>Information (and reports) about children are shared between parents/carers and education settings.</p> <p>There is a shared understanding with parents/carers about which professionals and services are working with children and their families.</p> <p>Parents/carers tell their story once and there is good communication and record keeping of discussions.</p> <p>Staff are aware of local parent/carer support groups and the parent carer forum and parents/carers are signposted to this support.</p> <p>Feedback and follow up from any action taken in the education setting is shared with parents/carers.</p> <p>There is open two-way communication between home and setting with feedback provided following any action or changes.</p> <p>Parents/carers and children have regular opportunities to share what is working and not working for them in the education setting.</p>

Partnership with children and parents/carers

An effective partnership with children and parents/carers is evident through their participation in assessment and review processes.

Children and parents/carers are involved in the Graduated Approach; Assess, Plan, Do, Review process, setting and reviewing targets and identifying their own learning strategies.

Children are helped to understand their own barriers to learning and supported to value and celebrate their achievements.

Children understand and can contribute to the targets they are working to achieve.

A regular cycle of assess, plan, do, review	Expectations of all settings	Strategies
	<p>A regular cycle of Assess, Plan, Do, Review is used to ensure that Children with SEND are making progress.</p>	<p>Child's strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time, to inform planning.</p> <p>Staff are aware of children's starting points so that expected progress can be measured across each key stage.</p> <p>Assessment is used to inform planning and interventions.</p> <p>Consideration is given for individual child's developmental trends. Case studies are used to demonstrate holistic progress.</p>
	<p>Practitioners ensure that formative assessment and feedback is a feature of teaching and evident in marking and assessment policy.</p>	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of children.</p> <p>Children have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets.</p> <p>The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the child.</p>
<p>Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.</p>	<p>Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the child's normal way of working.</p> <p>Please refer to the relevant exam board guidelines. Arrangements could include:</p> <ul style="list-style-type: none"> ■ Rest breaks ■ Use of a reader/scribe/laptop/live speaker ■ Extra time <p>Adapted resources are used in class and assessments.</p>	

	Expectations of all settings	Strategies
Pastoral Care	The setting recognises and responds to the need for pastoral support for children with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.	<p>There is a calm and purposeful climate for learning where children feel they belong, and their contributions are valued.</p> <p>Children can identify an agreed safe space.</p> <p>Language used in the classroom demonstrates unconditional positive regard for learners (e.g., relational/restorative approaches).</p> <p>Ensure key adults know children personally, learning about their interests, strengths, skills etc.</p> <p>Awareness that children with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place.</p> <p>PSHE is used to develop wellbeing and resilience.</p> <p>Peer awareness and sensitivity towards difference (including SEND) are raised at a whole setting level. Work is done with classes and groups regarding specific needs or conditions as appropriate.</p> <p>Expectations of behaviour are high and consistent. Children are routinely taught what good behaviour looks like and supported to reach these expectations through modelled behaviours and an inclusive curriculum.</p>
	Children feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	<p>Named adults/key workers as a stable point of reference when required.</p> <p>Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society.</p> <p>Child's voice is encouraged and acted on.</p> <p>TYLER - Capturing Child's Voice (Video created by The Young Leaders of East Riding (TYLER) group with ideas about how to capture child voice).</p>

	Expectations of all settings	Strategies
The Physical and Sensory Environment	The physical environment is adapted to meet the needs of children.	<p>The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the setting's website and 'reasonable adjustments' are made according to individual needs.</p> <p>The furniture is the appropriate size / height for the child.</p> <p>Extra-curricular activities and educational visits are planned to fully include children with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. 'Reasonable adjustments' are made.</p> <p>Child's views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.</p>
	Practitioners are aware of sensory needs and issues that may impact on children.	<p>Children's sensory needs are known and used to plan seating arrangements and movement breaks, or sensory play opportunities.</p> <p>Left and right-handed children are able to use equipment comfortably.</p> <p>Children who wear glasses and/or hearing aids wear them and are seated in the optimum position for learning.</p> <p>Displays are meaningful and visually accessible to reduce sensory overload.</p> <p>Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.</p> <p>Use of pale background and accessible font styles on the whiteboard.</p> <p>Staff are aware of smells and noise in the room and any individuals who may be impacted by these. e.g. classroom next to the canteen or music room.</p> <p>Staff are aware of interoceptive needs and build in awareness of temperature, need for toilet breaks, snack breaks etc.</p>

	Expectations of all settings	Strategies
Teaching and Learning Strategies	<p>Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them.</p> <p>Planning incorporates more detailed specialist advice.</p>	<p>Aspects of structured teaching are used according to child needs e.g. objects of reference, visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions.</p> <p>Children are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps, these steps are shown explicitly.</p> <p>The pace and order of activities is varied to maintain interest and attention of all children.</p>
	<p>Practitioners differentiate to provide suitable learning challenges and cater for different learning needs and styles.</p> <p>Individualised and/or small group planning and programmes in more than one curriculum area.</p> <p>Use of steps-to-success or similar, to promote independence, scaffold and support children.</p>	<p>Modelling and scaffolding are used to aid understanding.</p> <p>Visual / audio demonstrations and visual cues / audio commentary are used.</p> <p>Key vocabulary is displayed with visuals. Subtitles to be used. Live speaker when appropriate.</p> <p>Alternatives to written recording are used routinely.</p> <p>Study skills are explicitly taught. Children have access to homework clubs, or additional support with homework.</p> <p>Homework is differentiated appropriately for children.</p> <p>Staff handwriting on the board and in children's books is clear and legible.</p> <p>Interactive whiteboard is used to effectively promote engagement and scaffold the learning.</p>
	<p>Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups and / or in pairs.</p> <p>Individualised and/or small group sessions.</p>	<p>Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources.</p> <p>Room organisation, learning zones, seating plans and groupings take account of individual needs, routinely providing opportunities for access to role models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults where they are available.</p> <p>Use of additional adults is planned to maximise their impact on learning.</p>
	<p>Practitioners ensure that collaborative learning and peer support is a feature of learning.</p>	<p>Strategies are used to build and maintain positive relationships across the whole setting community (e.g. relational/restorative approaches).</p> <p>There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities, both in and out of the classroom.</p>

Resources	Expectations of all settings	Strategies
	Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is scrutinised.	Resources are within easy reach of children, to promote independence and reduce stigma. Children have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, weighted blankets, footstools, spaces to stand to write and desk cubicles. Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Worksheets and PowerPoints are modified and enlarged up to and including size 14. Text and reading books that are very time consuming to modify, need to be prepared by a trained and dedicated member of staff. Adapted physical resources such as Physical Education (PE) and Maths equipment are adapted to promote independence e.g. different size balls. Adapted resources are provided where children have difficulty accessing them.
Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of Information and Communication Technology (ICT) resources.	Concrete apparatus and adapted resources are available for those children who require it. ICT is used to support alternatives to written recording, maths practice and to promote independent learning.	

Staff Skills and Training	Expectations of all settings	Strategies
	All practitioners, including Teaching Assistants, make a positive contribution to a child's progress.	Additional adults are deployed proactively in the classroom and their impact on the child is monitored carefully to ensure progress is supported. Grouping / seating arrangements and additional support are used to promote independent learning as far as possible. Strategies used in interventions are integrated into class teaching so that children can sustain progress.
	There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the children.	There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. There is a planned programme to support the development and maintenance of staff wellbeing. Best practice is shared within the setting and with other settings in the East Riding of Yorkshire.
	Staff collaborate and have effective links with other relevant outside agencies and specialists.	Practitioners know when to refer for extra support or advice. The setting is aware of and regularly communicates with any other professionals who are involved with each child. Advice received from other professionals is used to inform teaching and learning.

Transition and Transfer	Expectations of all settings	Strategies
	Support is in place for routine and life transitions when required.	Transitions include: <ul style="list-style-type: none"> ■ Moving around the setting. ■ Preparing for weekends and the start of holidays and beginning of term. ■ Moving from lesson to lesson. ■ Changing from structured to unstructured times. ■ Moving from break to lesson times. ■ Moving from one activity to the next within a lesson. ■ Changes of staff - permanent and temporary. ■ Special events: visitors, visits, celebrations. ■ Life events: birth of a sibling, change in parenting arrangements e.g. change in parents relationship status, loss and bereavement or contact visits. ■ Puberty. <p>Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes children who:</p> <ul style="list-style-type: none"> ■ May have difficulties forming attachments. ■ Have social communication difficulty including ASC. ■ Suffered trauma, loss or bereavement. ■ Are anxious. <p>Safe spaces are available within the classroom or an identified area of the setting for time out.</p> <p>Visual timetables/written lists are used, events are removed or ticked off when finished.</p> <p>Timers are used to show children how long they have to work for/how long they have to finish.</p> <p>Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/individual time-out.</p> <p>Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club, use of library for vulnerable children.</p>
	Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including entry and exit.	Information is actively sought and shared about children, to support successful transitions and manage change both within the setting and beyond. This information is available for the children's parents and carers, other colleagues within the setting and receiving or previous settings, as required. Practitioners are aware of children who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.
	Child's strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time, to inform planning.	Staff are aware of a child's starting point so that expected progress can be measured across each key stage. Assessment is used to inform planning and interventions. Consideration is given for to an individual child's developmental trends. Case studies are used to demonstrate holistic progress.

SECTION 2: SUPPORT FOR BROAD AREAS OF NEED

This section is divided by the four areas of need set out in the Code of Practice. This more specific provision should be made available in addition to the generic provision in Section 1.

Many children may have needs across more than one category and several areas may need to be consulted for the same child, certain conditions may not fall neatly into one area of need. Children are individuals and have their own pattern of strengths and areas for development and their age and maturity must be considered. It is important to note that not every intervention or strategy outlined will be appropriate for every child. The most helpful strategies should be agreed with the child and parents/ carers and reviewed and adapted as the child matures.

When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

I. Cognition and Learning

This provision should be in **addition** to the expectations in section 1.

Approaches and Strategies

- Differentiation to ensure the development of communication, expressive and receptive language, literacy, numeracy, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other children.
- Arrangements to support the use and delivery of approaches/materials for children with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness, motor skills programmes.
- Effective use of Information Technology (IT) equipment to support learning.
- Staff are trained and skilled in supporting children with general and specific learning difficulties, for example, those with attention, memory, or problem-solving difficulties.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learner
Difficulties with learning: e.g. despite appropriate differentiation - making inadequate progress over time across the curriculum and working below age related expectations (ARE).	<ul style="list-style-type: none"> ■ Assessment through teaching to identify the areas of need in consultation with the child. ■ Clear and simple instructions, breaking down longer instructions and giving one at a time. ■ Visual timetable. ■ Visual cues and prompts. ■ Social Stories. ■ Give time before response is needed. ■ Pre-teaching - e.g. staff to help prepare the child for a new topic. ■ Repetition of taught topics and reminders to refer to. ■ Shared next steps - so they know what to expect. ■ Differentiated resources - teach the curriculum appropriate to the child not their chronological age (e.g. year five child may be accessing year one objectives in the same context).
Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment. (N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia, or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child and is NOT dependant on any formal diagnosis)	<ul style="list-style-type: none"> ■ Assessment through teaching to identify the areas of need in consultation with the child or observation, if more appropriate. ■ Metacognition approaches - learning to learn e.g. by trying to understand the child's difficulty and asking them what helps. ■ A neuro-diversity approach to celebrate the strengths of each child. ■ Recognising and celebrating success in other areas of their life. ■ Use of evidence informed approaches to address the difficulty. ■ Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology. ■ Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation. ■ Evidence based interventions to develop skills e.g. spelling, handwriting, literacy, numeracy.
Generalised learning difficulties e.g. difficulties across the curriculum but with some areas of strength Children with an uneven profile of skills and attainment.	<ul style="list-style-type: none"> ■ Adjustment, modification and differentiation of the curriculum, right across the board, to enable the child to fully access the curriculum. ■ Active learning, concrete, pictorial and pragmatic approach to learning. ■ Emphasis on self-actualisation - activities designed to develop skills which will support them to become independent learners. ■ Support to manage self-esteem - celebration of strengths, reinforcement of success.
Resources, Advice and Consultation available once strategies have been implemented and reviewed	
<ul style="list-style-type: none"> ■ For Early Years: <ul style="list-style-type: none"> - Area SENCO team for advice regarding children attending private voluntary and independent settings - Portage for children 0-5 with needs in developing play skills with significant support needed in 2-3 areas of early learning - See Early Years Training Guide on The Knowledge Hub. ■ Group consultation, with parents, professionals, and setting. ■ Advice or support via Specialist Teaching and Support Service. ■ Education Psychology Service. ■ Evidenced based literacy and numeracy interventions. ■ Speech and Language Therapy Service. ■ See Cognition and Learning Section of the East Riding Central Training and Support Offer. ■ 📌 Cognition and Learning Whole School SEND 	

2. Communication and Interaction

This provision should be in **addition** to the expectations in section 1.

Approaches and Strategies


- Whole setting awareness and understanding of communication and interaction needs.
- Children will access strategies and resources typically available in the ordinary learning environment, with an emphasis on appropriate multi-sensory teaching aids to support learning and social activities.
- Tasks may need to be differentiated for the individual, by level/outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful.
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.
- Empowering children through the voice of person-centred practices.
- All staff are skilled in differentiating their language and adapting their use of non-verbal communication according to individual need.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learner
Difficulties using expressive language to communicate needs or a speech production difficulty and wants to adults and peers	<ul style="list-style-type: none"> ■ Modelling developmentally appropriate language. ■ Small group or individual language sessions and/or language sessions (e.g. expressive vocabulary and social skills). ■ Language programme devised by a Speech and Language Therapist (SALT) in line with service policies and protocols. ■ Allow time for child to process and respond (10 second rule). ■ Introduce a variety of language through rhymes, songs, drama. ■ Acknowledge and validate all forms of communication (e.g. non-verbal and spoken) and avoid correction to promote motivation for talking and self-esteem. ■ Providing additional alternative augmentative communication techniques. ■ Reducing pressure to speak by providing alternative means of expression (e.g. laptop, whiteboards).
Difficulties understanding receptive language and what is being said to them	<ul style="list-style-type: none"> ■ Gaining the child's attention before giving the instruction (e.g. using their name first). ■ Considering how much information a child can manage when giving instructions and differentiating language accordingly (e.g. reducing complexity of language and consideration of grammar). ■ Checking that hearing has been tested. ■ Ask children to repeat instructions to clarify their understanding or explain the instruction in their own words. ■ Emphasise key words/vocabulary when speaking. ■ Providing visual prompts including key vocabulary and visual timetables. ■ Allowing extra time to process spoken language. ■ Think about the environment and limiting any distractions. ■ Pre-teaching of topic vocabulary. ■ Instructions should be given in order of completion. ■ Access to exam modifications, e.g. an oral language modifier for assessments.
Difficulties understanding or using social rules of communication	<ul style="list-style-type: none"> ■ Modelling/role play. ■ Small group session to support development of social communication skills. ■ Social stories and comic strip conversations. ■ Prompts - symbols, signing systems. ■ Now (you are doing this) and Next (you are going to be doing that) boards.

Difficulties with social and pragmatic language skills	<ul style="list-style-type: none"> ■ Use the child's name first to draw their attention, followed by key word instructions e.g. Jamie, stop. ■ Simple instructions (avoiding idioms or explaining them). ■ Use positive language, telling them what you want them to do. ■ Using literal language (avoiding sarcasm and figures of speech) ■ Use of symbol communication. ■ Much of what we communicate is non-verbal and so be very aware of your own body language ■ Awareness of what would be an appropriate tone of voice (calm, not too loud). ■ Awareness of rate of speech (slow down). ■ Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout).
Difficulties with social imagination	<ul style="list-style-type: none"> ■ Role play and drama, use of props (e.g. puppets). ■ Modelling. ■ Story telling. ■ Photos used to talk through what might be happening. ■ Story planners. ■ Writing frames. ■ Sentence starters. ■ Direct teaching to understand and infer emotions and themes in a narrative. ■ Social mapping e.g. understanding consequences. ■ Peer support sharing experiences. ■ Mind mapping and helping them to make links between their learning.
Difficulty with social communication and developing relationships	<ul style="list-style-type: none"> ■ Small group/one-to-one tasks and activities to develop turn taking and social communication skills. ■ Clear communication of expectations of the learning environment. ■ Develop group work skills by targeted teaching to address specific skills and opportunities to generalise e.g. turn-taking. ■ Explicitly teach how to initiate, repair, and maintain relationships. ■ Opportunities for supported play with peers within the classroom and during unstructured times of the day. ■ Modelling successful play and social interactions. ■ Support to respond to conflict in relationships and resolve difficult situations. ■ Support to understanding their own emotions and emotions of other. ■ Good peer role models support to develop peer relationships.
Anxiety in busy unpredictable environments	<ul style="list-style-type: none"> ■ Preparation for change of activity or routine. ■ High degree of structure routine and predictability. ■ Small group/one-to-one tasks and activities. ■ Calm learning environment. ■ Clear communication of expectations. ■ Regular mentor support, including adults or peers. ■ Good communication between parents, carers and schools. ■ Visual timetable to be used in setting. ■ Use of social stories and comic strip conversations to explain new situations or changes to routines. ■ Alternative arrangements for transitions, such as leaving the room slightly earlier than peers to avoid busy corridors or coming into the setting before other children.

Sensory and physical needs relating to communication and interaction	<ul style="list-style-type: none"> Staff are aware that for some children, a sensory or physical disability could impact on their learning language and social interaction. Staff understand the importance of teaching children self-regulation strategies so that they can successfully manage their sensory needs. Nurturing groups. Implement strategies and programs on the advice of relevant professionals, e.g. SALT. Support for social interactions during unstructured time e.g. lunch/break.
Sensitivity to sensory stimuli	<ul style="list-style-type: none"> Sensory breaks and snacks. Flexibility with uniform policy. Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity. Flexible approach to transitions e.g. between lessons and to and from school Access to a 'safe haven'.
Physical outbursts causing harm to others and/or to self and/or damage to property	<ul style="list-style-type: none"> A consistent approach to managing individuals with 'reasonable adjustments' made. Understanding the frequency and location of triggers and avoidance of triggers when possible. Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don't work and relaying this information to staff. Preventative strategies in place. Safe area/reflection room. Appropriate de-escalation strategies in place (e.g. time out card). Risk management plan. Reintegration plans. A clear plan of action, agreed with parents/carers regarding physical intervention.
Limited attention span compared to developmentally appropriate milestones	<ul style="list-style-type: none"> Regular, short breaks. Differentiation. Chunking, breaking tasks down. Visual timetables. Backward chaining - chain parts of the task together (e.g. build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task). Named instructions. Asking the child to repeat back what activity they are going to do. Use of timers, so they know they only must focus for a comfortable amount of time. Individualised timetables.

Resources, Advice and Consultation available once strategies have been implemented and reviewed

- For Early Years:
 - Area SENCO team for advice regarding children attending private voluntary and independent settings.
 - Portage for children 0-5 with needs in developing play skills with significant support needed in 2-3 areas of early learning.
 - See Early Years Training Guide on The Knowledge Hub.
- Education Psychology Service.
- Advice or support via Specialist Teaching and Support Service.
- Speech and Language Therapy Service.
- Consultation with Children's Neurodiversity Service Single Point of Access (SPA).
- SENCo Sensory Toolkit for information.
- Sensory Processing HUB.
- See Communication and Interaction Section of the East Riding Central Training and Support Offer.
-  **Communication and Interaction | Whole School SEND**

3. Social, Emotional and Mental Health

This provision should be in **addition** to the expectations in section 1.

Approaches and Strategies

Settings should assess social, emotional and mental health (SEMH) needs to help staff understand the barriers to learning that children face. Learning needs should also be reviewed using setting own screening or assessment tools, or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty. Settings should have a senior mental health lead to help develop their whole school approach to mental health and wellbeing.

- Use of whole setting approaches to promote wellbeing and resilience - consider completing whole setting audits, such as the East Riding whole school audit for relational practice.
- A relational policy underpinned by a clear ethos and values.
- Use of relational/restorative approaches to build, maintain and repair relationships.
- Anti-bullying policy and work.
- Identification of key adult to build positive and trusting relationships.
- Use of social stories.
- Small group or one-to-one work with Emotional Literacy Support Assistant (ELSA)/Learning Mentor or equivalent.
- Support available for staff working with children with SEMH via group or individual supervision or debrief sessions.
- Emphasis on giving the child choice rather than adult control and 'take up time' to respond to choice whenever possible.
- Use of distraction techniques and giving responsibility.
- Explicitly teaching de-escalation and self-management strategies.
- Use of positive language to assist children to make sense of their own feelings (e.g. using an emotion coaching approach).
- Use of PSHE, circle time and curriculum.
- Approaches to explicitly teach rules and routines, build self-esteem, and develop social and emotional skills to all learners.
- Use of Nurture Groups.
- Developing attachment/restorative/trauma informed aware strategies.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learner
Difficulties participating and presenting as withdrawn or isolated	<ul style="list-style-type: none"> Understand the basis for the behaviour e.g. what is the history/context? Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child? What is 'x' trying to tell us with their behaviour? Assessment through teaching - e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence Small group work e.g. friendship or social skills, nurture groups. Play based activities. Skills based curriculum focus. Establish interests. Buddying/peer mentoring. Giving responsibility for looking after someone else.

<p>Displaying high levels of distress or dysregulation, e.g., refusal to follow instructions, aggression, damage to property</p>	<ul style="list-style-type: none"> ■ Understand the basis for the behaviour e.g. what is the history/context? ■ Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child? What is 'x' trying to tell us with their behaviour? ■ A consistent message but flexible approach, e.g. I want you to be in class learning is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs. ■ Use of appropriate supportive language through scripts and or emotion coaching. ■ Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning. ■ Helping the child to substitute other, more acceptable, behaviours. ■ Use of choices to allow the child some control with the same result e.g. Would you like to talk to me now or in one minute? ■ Teach the child different ways to get their needs met? e.g. develop social skills, strategies to manage anger. ■ Ensuring needs are met to enable learning. ■ Consideration of the timetable and transitions. ■ Detailed transition between year groups/phases of education. ■ Professionals meeting to unpick the behaviour. ■ Risk assessment. ■ Communication with home/family e.g. what is going on at home, other agencies involvement. ■ Regular review of plan. ■ Whole school approach to support strategies - consistency. ■ Structure should be clear and explicit - what are the expectations? ■ Backward chaining - bringing child in at the end of assembly or school day.
<p>Behaviours that may reflect:</p> <ul style="list-style-type: none"> ■ Anxiety/low mood ■ Self-harming ■ Substance misuse ■ Eating disorders 	<ul style="list-style-type: none"> ■ Where appropriate, seeking to understand and be curious to what the behaviours may be communicating. ■ Multi-professional approach. ■ Have staff members available to listen non-judgementally. ■ Looking at the history, when did the behaviour start to change? ■ Liaison and collaboration with home is essential to understand the wider picture. ■ Staff to seek advice and support from Designated Safeguarding Lead and/or Senior Mental Health Lead in school. ■ Staff to be trained in Youth Mental Health First Aid.
<p>Physical symptoms that are medically unexplained e.g. soiling, stomach pains</p>	<ul style="list-style-type: none"> ■ Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, forest school. ■ Keep a log and analyse pattern or trends to identify triggers. ■ Age-appropriate psychosocial education to help child understand feelings in their own body. ■ Liaison with school nurse and relevant health professionals.
<p>Attention difficulties related to SEMH</p>	<ul style="list-style-type: none"> ■ Having a whole class and/or individual 'check in' at the beginning of the school day to identify and resolve any worries. ■ Understanding the reasons, is there a pattern? ■ Allowing plenty of time for movement or frequent small concentration periods. ■ Have a clear structure to the day. ■ Have clear expectations regarding behaviours and a clear and consistent response to behaviours. ■ Being aware of times of the day that may be more difficult. ■ Consideration of behaviour policies and any reasonable adjustments that need to be made in line with equalities legislation.

<p>Attachment difficulties or difficulties forming relationships N.B. any provision or support should be provided in line with the needs of the child and is NOT dependant on any formal diagnosis</p>	<ul style="list-style-type: none"> ■ Team around the child. ■ Nurture group/nurture ethos. ■ Liaise with parents and carers for shared understanding. ■ A good transition when the child starts a setting and between each year group/stage/setting, checking the history. ■ Supportive, structured setting curriculum. ■ Staff to be trained and aware of any child with attachment difficulties, trauma informed practice and relational approaches and how to support them. ■ Consideration of relational practice/behaviour policies. ■ Consideration of family context and the range of children that may have attachment difficulties e.g. adopted, forces children, Children Looked After (CLA), children who are care experienced and/or children with a social worker. ■ Liaison with the Virtual School for training and advice.
<p>Low level disruption or attention needing behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects</p>	<ul style="list-style-type: none"> ■ Differentiated use of voice, gesture, and body language. ■ Focus on reducing anxiety and thereby behaviours. ■ Flexible and creative use of rewards and consequences e.g. 'catch them being good'. ■ Positive reinforcement of expectations through verbal scripts and visual prompts. ■ Time out/quiet area in the setting. ■ Time in with an adult, holding in mind strategies/quiet area in the setting. ■ Giving/allowing/agreeing to a fiddle object/self-soothing object.
<p>Difficulty in making and maintaining healthy relationships</p>	<ul style="list-style-type: none"> ■ Small group or individual/nurture group activities to support personal social and emotional development. ■ A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time. ■ Relational/restorative approaches.
<p>Difficulties following and accepting adult direction</p>	<ul style="list-style-type: none"> ■ Look for patterns and triggers to identify what may be contributing to behaviours. ■ Positive scripts - positive language to re-direct, reinforce expectations e.g. use of others as role models. ■ Calming scripts to de-escalate, using activities with natural endings that support self-regulation such as word searches/mazes/finger tracing etc. ■ Limited choices to engage and motivate. ■ Flexible and creative use of personalised, appropriate rewards which are meaningful to the child. ■ Praise appropriate and genuine, tailored to the child. ■ Visual timetable and use of visual cues.
<p>Presenting as significantly unhappy or stressed</p>	<ul style="list-style-type: none"> ■ Having staff members available to listen non-judgementally. ■ Identify triggers of stress/unhappiness. ■ Identify and build on skills and strengths including preferred learning styles. ■ Safe place/quiet area in the setting. ■ Feedback is used to collaborate and plan with parent/carer, to ensure consistency between the home and setting. ■ Use of social stories, visuals, 5-point scale to identify triggers and means of overcoming them.
<p>Patterns of non-attendance</p>	<ul style="list-style-type: none"> ■ Feedback is used to collaborate and plan with parent/carer and child, to ensure consistency and communication between the home and setting. ■ Use of strategies as suggested in the EBSA (Emotionally Based School Avoidance) Toolkit.

Resources, Advice and Consultation available once strategies have been implemented and reviewed

- For Early Years:
 - Area SENCO team for advice regarding children attending private voluntary and independent settings.
 - See Early Years Training Guide on The Knowledge Hub.
- Use of Early Help Assessment.
- Advice or support via Specialist Teaching and Support Service.
- Education Psychology Service.
- Mental Health Support Team.
- Consultation with child and adolescent mental health service (CAMHS) contact point.
- School Nursing Service.
- Advice from Education Welfare Officer (EWO) attendance team when considering the use of re-integration timetables.
- For CLA or learners with EHCPs seek advice from EWO attendance team, and virtual school or SEN, when considering the use of part-time timetables.
- See Social, Emotional and Mental Health Section of the East Riding Central Training and Support Offer.
- **📍 Social Emotional and Mental Health | Whole School SEND.**

4. Sensory And or Physical Needs

This provision should be in **addition** to the expectations in section 1.

Approaches and Strategies



- All staff are aware of individual children's sensory/physical disability and implications in all teaching and learning environments.
- Favourable seating arrangements are identified.
- Staff are aware that for some children, a sensory or physical disability could impact on their language and social interaction.
- Staff should ensure that children use aids and equipment to support their needs.
- Staff should ensure that all children have understood all instructions.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learner
Visual impairment	<ul style="list-style-type: none"> ■ Staff to work together with other professionals to share strategies and advice to support the child. ■ Use of a Braille and Braille Training (via Specialist Teaching and Support Service). ■ Use of ICT e.g. iPad connected to whiteboard (via Join Me). ■ Talking books and literature/books in Braille. ■ Reading apps. ■ 3D printer. ■ Mobility/cane training. ■ Talking equipment for life skills/curriculum activities.

Hearing impairment	<ul style="list-style-type: none"> Seated towards the front of the class so that the speaker and visual materials can be seen by the child while also being able to turn to see peers. Instructions delivered clearly and in a normal speaking voice. Check the lesson content has been heard and understood, particularly when delivering new information, instructions, or homework; and/or using unfamiliar vocabulary. Repeat contributions made by others and rephrase if necessary. All children with a hearing loss rely on lip reading and visual cues to some extent. Make sure you face the child when talking and that your face is not covered or in direct sunlight. Stand still when talking. Be aware that during P.E. or Games lessons it will be more difficult to follow instructions. Words spoken on an audio/visual recording may need a person to repeat what is being said, i.e. a live speaker, subtitles and scripts should be used and provided for all visual and audio media. Background noise should be kept to a minimum e.g. doors closed, carpeted floors, soft furnishing, rubber feet on the table and chair legs etc. Seat away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the classroom etc. Encourage good listening behaviour: sitting still, looking, and listening. Encouraged to ask when not sure what to do. A quiet working environment, particularly for specific listening work. All staff who work with a learner with Hearing Impairment should be made aware how best to support in the setting. All adults who work with children with a hearing impairment should have Deaf Awareness training. Visual timetable and use of visual cues i.e. pictures and real objects. Staff to work together with other professionals to share strategies and advice to support the child.
Physical or coordination difficulties	<ul style="list-style-type: none"> Staff to work together with other professionals to share strategies and advice to support the child. Additional equipment may be needed, including specialist seating, mobility aids, manual handling aids. Appropriate hygiene facilities. Staff trained in manual handling and personal care. Risk assessments, personal care and emergency evacuation plans. Accessibility planning including for off site visits. Equipment e.g. cutlery, scissors, writing tools.
Severe and complex medical needs including a life-threatening diagnosis or condition	<ul style="list-style-type: none"> Reasonable adjustments in line with the Equality Act 2010 and Supporting Pupils at School with Medical Conditions, DfE Guidance, 2015. Support equipment such as lockable medicine cabinets, first aid bags, fridges. Rotated medication/care training. Liaising with specialist colleagues for up-to-date training. Clear bereavement training and policies. Regular home- setting contact when/if a child is not in setting, to maintain 'sense of belonging' with peers and setting community and minimise any learning missed.

Sensory needs (hypo and hyper responsiveness)	<p>In addition to the sensory provision outlined in section one:</p> <ul style="list-style-type: none"> Staff to work together with other professionals to share strategies and advice to support the child's sensory diet. Sensory/movement workouts, movement breaks/sensory integration. Sensory reduction planning. Staff training on sensory needs and arousal. Individual workstations. Build resilience using timers. Sensory workouts for hypo and hyper movement/sensory break for hyper. Flexibility with uniform policy. Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity. Flexible approach to transitions e.g. between lessons and to and from school. Access to a calming space.
Sensory based dysregulation	<ul style="list-style-type: none"> A consistent approach to manage transitions. Understanding the frequency and location of triggers. Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don't work and relaying this information to staff. Preventative strategies in place. Safe area/sensory calming activities or space. Appropriate de-escalation strategies in place (e.g. time out card). Risk management plan. Re-integration plans. A clear plan of action, agreed with parents, regarding physical intervention.

Resources, Advice and Consultation available once strategies have been implemented and reviewed

- For Early Years:
 - Area SENCO team for advice regarding children attending private voluntary and independent settings
 - Portage for children 0-5 with needs in developing play skills with significant support needed in 2-3 areas of early learning.
 - See Early Years Training Guide on The Knowledge Hub
- Education Psychology Service
- Advice or support via Specialist Teaching and Support Service
- Occupational Therapy Service
- Children with Disabilities Team
- Physiotherapy Service
- School Nursing Service
- SENCo Sensory Toolkit
-  **Sensory Processing HUB**
- See Sensory and or Physical Needs Section of the East Riding Central Training and Support Offer
-  **Sensory and Physical | Whole School SEND**

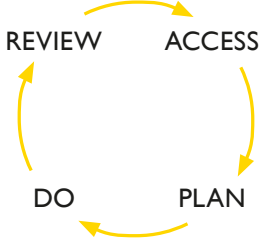
TERMINOLOGY

For consistency and ease of reading in the guide we have used the following terms:

Child / children	To describe all students, children and learners across the 0-25-year age range, including those with SEND, additional needs, from groups with protected characteristics and those from disadvantaged families.
SEND	is used for Special Educational Needs and Disabilities. It is important to acknowledge that guidance may use variations in terminology, e.g. SEN.
Parent / carers:	to describe all those who have a caring responsibility for a child or young person including foster carers and those with informal care arrangements.
Staff	for all adults who support the child or young person at the school/setting. This includes teachers, teaching assistants, learning mentors, early years practitioners and other support staff. School/setting's as a generic term which includes mainstream, special, free schools and academies as well as Early Years and Post-16 education settings.
SENCO	is used for SENDCOs (Special Educational Needs and Disabilities Co-ordinator), SENCo (Special Educational Needs Co-ordinator), Inclusion Co-ordinators/Managers or equivalent and reflects the language used in the SEND Code of Practice, 2015.
Outcomes	When we talk about positive outcomes, we are referring to a holistic view of a child or young person's development. This would include physical, emotional, social and educational aspects, and the development of independence skills.
Protected characteristics	The 2010 Equality Act protects children from discrimination and harassment based on 'protected characteristics'. The duty provides a framework to help schools tackle persistent and long-standing issues of disadvantage, such as underachievement of boys from certain ethnic groups, gender stereotyping in subject choice and bullying of disabled young people. The protected characteristics for the schools provisions are Disability. Gender reassignment. Pregnancy and maternity. Race. Religion or belief. Sex. Sexual orientation.

GLOSSARY

Definitions of specific vocabulary

Assess, Plan, Do, Review (APDR)	<p>From the very early stages of the graduated approach where needs are first identified, a regular cycle of Assess, Plan, Do, Review (APDR) should be used to ensure that CYP with SEND are making progress. The identification of SEND through this cyclical process should be built into the overall approach to monitoring the progress and development of all CYP and enable early and accurate identification. This cycle should include observing and monitoring strengths and difficulties in learning and behaviour in different settings and contexts for a short period of time to inform planning. Staff should be aware of the starting points of the CYP so that expected progress can be measured across each key stage. Assessments should be used to inform planning and interventions with consideration given to the developmental trends of CYP.</p> 
ARE	Age Related Expectations.
ASC	Autistic Spectrum Condition.
CAMHS-SPA	The one point of access for professionals making a referral for Child and Adolescent Mental Health Services.
CIC	Children in care.
CIN	Children in need.
CLA	Children and young people who are in the residential care of the local authority.
CP	Child Protection.
CPD	Continuing professional development.
ELSA	Emotional Literacy Support Assistants.
Emotional coaching approaches	Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. 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.
Graduated Approach or Response	<p>A model of action and intervention in early education settings, schools, and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. The graduated response includes assessing need, planning, implementing and reviewing the plan.</p> <p>The Code of practice (COP) describes the graduated approach as the cyclical process of assessing specific needs, planning intervention, putting provision in place and then reviewing progress. From the earliest stage of making special educational provision, partnership with parents / carers and the CYP is crucial. In successive cycles, a greater understanding of needs develops, plans are revised and may draw on more detailed assessments and interventions being made, which can involve more specialist expertise. Advice and consultation may be sought from outside agencies to help with assessment, planning and provision. Everyone working in a person-centred way keeps children, young people and their families at the centre of the process.</p>

<p>East Riding of Yorkshire Graduated Approach:</p>	
<p>LA</p>	<p>Local Authority.</p>
<p>Local Area</p>	<p>The education, health and social care arrangements across a city or area.</p>
<p>Local Offer</p>	<p>Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.</p>
<p>MASH</p>	<p>Multi-agency safeguarding hub.</p>
<p>Quality Teaching</p>	<p>High Quality Teaching is a style of teaching that focuses on high quality and inclusive teaching for every child in the learning environment. High Quality Teaching relies on a variety of learning strategies to be effective, which can include differentiated learning and the use of SEND resources. High Quality Teaching, close working with families and clear cycles of evaluation are all important components to ensure education is fully inclusive and most children thrive. High Quality Teaching is an approach that highlights the need for a personalised learning experience and supports greater inclusion of children with SEND needs. Timely identification and well-planned support is essential to secure the best outcomes for children and young people (CYP) with SEND.</p> <p>The additional needs of most children and young people (CYP) can be met by inclusive high-quality teaching and reasonable adjustments from the funding and resources that are already or 'ordinarily' available in their mainstream setting. This is known as 'Ordinarily Available Provision'. The Special Educational Needs and Disability (SEND) Code of Practice (COP), 2015 links high quality teaching with ordinarily available provision: 'higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support.' (Para 6.15).</p>
<p>Relational/ restorative approaches</p>	<p>Relational and restorative practice places emphasis on building meaningful and respectful relationships first, as opposed to focusing solely on process or policy. It focusses on practitioners working 'with' children and families, instead of doing 'to' them or 'for' them. This allows provision of high levels of support and challenge so that they are empowered to be involved in decisions that affect them, and more likely to make positive sustained changes in their lives.</p> <p>Relational and restorative practice promotes the focus on relationships all the time to prevent harm occurring, rather than just repair them after harm has occurred (as in restorative justice). It is not a model or a tool, it is a way of thinking and working, that is strengths based and values driven.</p>
<p>SALT</p>	<p>Speech and Language Therapy.</p>
<p>SEMH</p>	<p>Social, emotional, and mental health needs</p>
<p>SEND</p>	<p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</p>

<p>SENCO / SENDCo:</p>	<p>A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.</p>
<p>SEND COP</p>	<p>Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.</p>
<p>SEND Ofsted Inspection</p>	<p>An inspection of the SEND services across a local area by Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.</p>
<p>Special Educational Provision</p>	<p>Special educational provision is provision that is different from, or additional to that normally available to children or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.</p>
<p>Setting</p>	<p>Any educational setting, school, early years provider or post 16 providers.</p>
<p>Setting based stages of the SEND COP</p>	<p>The stages of the code of practice that happen within in educational settings. This is different to the statutory stages of the SEND COP where a needs assessment maybe applied for. Typically, the setting-based stages are exhausted before consideration is given to the statutory stages.</p>
<p>Standard Inclusive Practice</p>	<p>The Early Years Framework makes it clear that all providers have a responsibility to ensure that diversity of individuals and communities is valued and respected and that no child or family is discriminated against. Standard inclusive practice is the terminology used by early years practitioners for inclusive practice.</p>
<p>SLE</p>	<p>Specialist leader of education.</p>
<p>SpLD</p>	<p>Specific learning difficulty.</p>
<p>Virtual School Head (VSH)</p>	<p>The Virtual School Head (VSH) is an officer of a local authority who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge this duty.</p>
<p>WSOA</p>	<p>Written Statement of Action following a local area SEND OFSTED inspection. The written statement of action is the detailed plan to improve key areas identified in the OFSTED/QCC inspection report.</p>

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