



ORDINARILY AVAILABLE PROVISION AUTUMN 2023

This document should be used by School Governors, Leaders and Managers when determining the school's SEND approach and associated policies.

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INTRODUCTION



INTRODUCTION

All children and young people should have the opportunity to reach their full potential. The London Borough of Waltham Forest's ambition for children and young people is that they are safe, have access to a local education setting, feel included and heard in their community and have future opportunities to look forward to in our borough and the wider area.

Being visible and having a sense of belonging is key to a strong inclusive education provision and community. We strongly believe that all children and young people should feel part of their community, whether that's in school, their neighbourhood, borough, or city. This guidance sets out our approach to inclusion and the steps you can take to help address and respond to the diversity of needs of all children and young people.

This guidance will help meet this ambition by supporting settings, practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity.

OUR MISSION STATEMENT

We want to be a borough that delivers the best outcomes for our children and young people. We want to:

- Make sure we support our schools and educational settings to deliver the best education possible
- Make sure we support our children with additional learning needs to achieve their full potential
- Improve the proportion of schools that are good or outstanding across the borough, to:
 - Improve educational progress of children
 - Reduce the number of exclusions from school
 - Improve school attendance
 - Support children who are educated away from the school

QUALITY FIRST TEACHING



THE IMPERATIVE FOR CHANGE

‘Quality First Teaching’ considers the needs of learners which then informs planning and delivery to make learning accessible. This may involve teachers using a range of strategies, detailed in this toolkit to support learners to access and engage with the curriculum.

The toolkit can also be used to facilitate conversation between learners, parents, and educational settings. The toolkit references reasonable adjustments, which can be understood as the requirement for a school to take positive steps to ensure that all pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities, and services that the school provides for pupils.

Graduated Response

All schools must identify children and young people who have special educational needs. They should take steps to remove barriers to learning and put effective special educational provision in place using the graduated approach.

Schools must work together with parents/carers and follow a four- stage approach as shown below:



Assess – Settings should assess the child’s needs to establish what the barriers are to their learning and development. This could include the involvement of external agencies, such as the Educational Psychologist or Speech and Language Therapist. Settings will complete an Early Help Assessment (EHA).



Plan – Settings should plan with relevant external professionals, child and family what support is required to meet their special educational needs or disability. This should be in the form of a plan which includes the outcomes, interventions and provision.



Do – Settings should put in place the agreed support/interventions required Review – Settings should review the support/interventions three times each year. This process will involve both the child/young person and their parent(s)/carer(s).

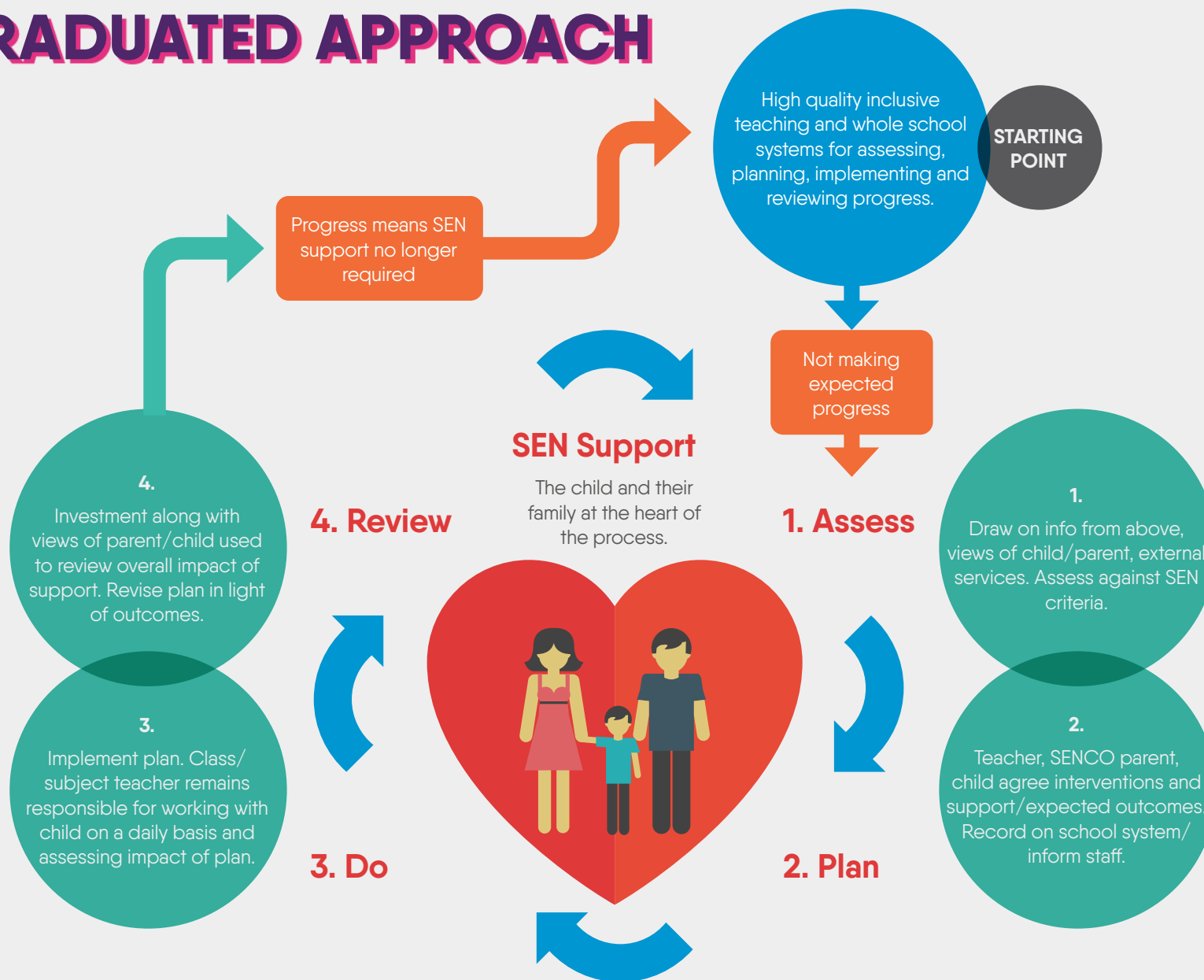


Review – Settings should review the support/interventions three times each year. This process will involve both the child/young person and their parent(s)/carer(s).

If there are longer term greater needs, schools should develop a SEN support plan.



THE GRADUATED APPROACH



TEACHING STANDARDS



SUPPORTING TEACHERS

Supporting teachers to achieve and maintain their Teaching Standards through Quality First Teaching.

As a trainee Teacher working towards QTS, an ECT or as a Teacher maintaining your standards, we are all bound by this framework Teachers' standards – [GOV.UK](https://www.gov.uk) (www.gov.uk). By implementing the quality first strategies suggested in this toolkit, and striving to ensure that your delivery and assessment is fully inclusive, you will also be successfully meeting your teaching standards.

The SEND Code of Practice 2014 makes it clear that teachers are responsible for the progress and development of all the pupils in their class – and that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupil needs (6.4)



TEACHING STANDARDS



1. Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils



2. Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these capabilities
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study



3. Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies



4. Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)



5. Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them



6. Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback



7. Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary



8. Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being



LEGAL DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)



LEGAL DEFINITIONS

The 2014 Child and Families Act, under Section 20, defines a child with SEN as one with a “learning difficulty or disability which calls for special education provision to be made (for them).” Having a learning difficulty might mean experiencing “significantly greater difficulty in learning than the majority of others of the same age” or having “a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

The 2010 Equality Act considers a person to have a disability if they have a “physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.” In this case, such activities might include dressing, or cleaning, and long-term is considered at least one year. Physical impairments might include sensory difficulties, while mental impairments include a broader range of SEND including Autism, Dyslexia and Attention Deficit (Hyperactivity) Disorder (ADHD/ADD).



TYPES OF SEND DIFFICULTIES

Children and young people with SEND may experience difficulties in one or more of four key areas, and as such require additional support or specialised provision to meet specific needs.



Cognition and Learning:

children may struggle with reading or spelling for example, or it could be the case that learning as a whole proves difficult.



Speech, Language, Communication, and Interaction:
children may find it difficult to express themselves, or to understand what others are saying to them. Sometimes they struggle to make friends, which could be related to difficulties with interaction, such as being able to “take turns”.



Physical and Sensory:
children may have a medical condition that impacts upon their learning, or a visual impairment, deafness, or experience under or over-sensitivity in their processing.



Social, Emotional, Behavioural and Mental Health:
children may display tendencies such as being anxious or having low self-esteem, or struggle to adhere to behavioural norms especially in a mainstream school setting. There could also be underlying conditions affecting mental health.

A Closer Look at Cognition and Learning

While each of the previous categories are vast and can include many examples and variations, difficulties related to cognition and learning are often the elements of SEND that schools are most closely aligned in supporting. As such, it might be helpful to know that learning difficulties are classified in four ways:



Moderate Learning Difficulty (MLD):

children with MLD may take longer to learn skills than the majority of their peers and are likely to require extra support in school.



Profound and Multiple Learning Difficulty (PMLD):

children with PMLD will have complex learning needs. In addition to severe learning difficulties, they may have physical difficulties, sensory impairment or a severe medical condition. A high level of specialist support will be needed at all times.



Severe Learning Difficulty (SLD):

children with SLD will have significant learning impairments which will impact their ability to learn without high levels of specialist support.



Specific Learning Difficulty (SpLD):

Specific difficulties may include Dyslexia, Dyspraxia and Dyscalculia. Children with SpLD may require some support in school targeted to their specific area of difficulty such as spelling or numeracy.

Please refer to further resources available from Flourish Specialist Education Services [Welcome to The Flourish Specialist Education Services](#) our SEND Outreach team.



Flourish

Specialist Education Services

ROLES & RESPONSIBILITIES WITHIN SETTINGS



Early Years

A maintained nursery school must ensure that there is a qualified teacher designated as the SENCO in order to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEN

Co-ordination or relevant experience. The EYFS framework requires other Early Years providers to have arrangements in place for meeting children's SEN. Those in group provision are expected to identify a SENCO. Childminders are encouraged to identify a person to act as SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

Area SENCOs

To fulfil their role in identifying and planning for the needs of children with SEN, local authorities should ensure that there is sufficient expertise and experience amongst local Early Years providers to support children with SEN. Local authorities often make use of Area SENCOs to provide advice and guidance to Early Years providers on the development of inclusive early learning environments. The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Typically, the role of the Area SENCO includes:

- Providing advice and practical support to Early Years providers about approaches to identification, assessment and intervention within the SEN code of practice
- Providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- Strengthening the links between the settings, parents, schools, social care and health services
- Developing and disseminating good practice
- Supporting the development and delivery of training both for individual settings and on a wider basis
- Developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes
- Informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the Early Years

The Area SENCO plays an important part in planning for children with SEN to transfer between Early Years provision and schools. Where there is an Area SENCO in place, they will want to work with Early Years providers who are registered with either Ofsted or a childminder agency. They should consider who they work with and provide advice to childminder agencies and their registered providers in supporting children with SEN.



Primary & Secondary

A designated teacher will be responsible for coordinating SEN provision, known as the SEN Coordinator or SENCO, and close collaboration with parents and carers in making supportive arrangements is required. School governors may help to develop and monitor a whole-school SEN policy, and ensure adequate provision is a key part of the school development plan, as well as ensuring related budgets are spent effectively. Schools should work closely with local authority partners, particularly where an Education, Health and Care Plan (EHCP) is determined to be a required part of the support provided. Refer to our checklist later in the toolkit for more specifics about roles.



Post-16

Colleges should make sure they have access to specialist skills and expertise to support the learning of students with SEN. This can be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly. They should ensure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Coordinator (SENCO) in schools.



**WHAT IS
ORDINARILY
AVAILABLE
PROVISION?**



WHAT IS ORDINARILY AVAILABLE PROVISION?

Provision that the local authority expects to be made available for Children and Young People with Special Educational Needs and/or disabilities, formally diagnosed or not.

This document outlines our 18 Principles that we expect settings to use when considering their Ordinarily Available Provision. These principles outline resources, strategies, approaches, and reasonable adjustments that the Local Authority expects to be made available for children and young people with special educational needs and disabilities across mainstream schools. This document should be used by School Governors, Leaders and Managers when determining the school's SEND approach and associated policies. It will also support conversations between schools and parents so the right support can be prioritised at the right time. In the appendix you will find recommended reading that include national circulated in-depth toolkits and resources for further training.

Why is Ordinary Available Provision Important?

The SEN Code of Practice 2014 states that, where possible, children and young people (CYP) should attend mainstream schools in

their local area and should be encouraged to feel included and part of their local community. All parents/carers of children and young people with SEND have the right to choose a mainstream school place for their child. The culture and ethos of all mainstream schools must be welcoming for all children and young people, including those with SEND and their families. Therefore, it is the responsibility of every school to create an environment and community where all children and young people feel safe, happy, included and supported. This guidance outlines the ordinarily available provision that the local area expects to be made available to support the inclusion of children and young people with SEND in all mainstream schools. This is commonly referred to as SEND support or the school/setting-based

stages of the graduated response, which schools should provide from their notional funding in meeting their obligations set out in the SEND Code of Practice.



HOW IS ORDINARILY AVAILABLE PROVISION RESOURCED?



WHAT RESOURCES ARE AVAILABLE

The term 'Ordinarily Available Provision' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings are expected to provide for a child or young person through their agreed funding and resource arrangements.

Schools should use some of their budget to buy resources and make provision for children and young people who need extra help. Children and young people with SEND might need:

- Changes to the curriculum
- Special equipment
- To use extra information technology
- Small group work
- Additional support in the classroom
- Somewhere quiet to work
- The people who work with them to get specialised professional advice



Mainstream schools

All mainstream schools have funding for SEND support and resources. The local authority:

- Makes sure there are enough school places for all pupils, including those with SEND
- Allocates additional high needs top up funding for pupils whose needs cost more than most other pupils' in the school

All mainstream schools are funded based on their pupil numbers. The amount of funding each pupil attracts into the school varies according to that pupil's circumstances. Every pupil will attract a Basic Entitlement amount, which varies by Key Stage. Pupils may also attract additional funding into a school if they:

- Get free school meals
- Live in an area of deprivation
- Have English as a second language
- Have low attainment

Schools use this funding to make general provision for all pupils in the same school. Some of this funding must be used to support pupils with SEND. This is called the school's 'notional SEND budget'.

How much different educational settings get:

- Pre-16 special units and resource bases get £6,000 per place and top up where applicable
- Post-16 special units and resource bases in schools get £6,000 per place and top up where applicable
- Pre-16 and post-16 maintained special schools, special academies and free schools get £10,000 per place and top up where applicable
- Non-maintained special schools get £10,000 per place and top up where applicable
- Pupil Referral Units (PRUs) get £10,000 per pre-16 place
- Independent special schools currently sit outside the high needs place funding system
- Further education institutions get £6,000 per place per student with SEND places



What SEND funding pays for:

Schools use their SEND funding to pay for things like:

- Buying specialist resources and equipment, including simple auxiliary aids like a pen grip to additional specialist software that supports spelling
- Employing additional specialist support staff
- Professional advice from local area partners such as educational psychologists or speech and language therapists
- Arranging specialist staff training

The SEND Code of Practice says that schools, academies and colleges need information on their website about:

- The kind of support available and how children and young people can access it
- How settings should involve parents, carers, and young people
- How the setting will adapt teaching to meet the pupil's needs
- Any staff that can provide support
- How progress is reviewed
- What support is provided when moving up from school to college

You can read more about school funding and eligibility for additional financial support on the government website

www.gov.uk/education/school-and-academy-funding

More information around High Needs Funding can be found on the government website

www.gov.uk/government/collections/high-needs-funding



LONDON BOROUGH OF WALTHAM FOREST SEND RESOURCE LADDER



LONDON BOROUGH OF WALTHAM FOREST RESOURCE LADDER

In March 2020, the Council approved a Cabinet Paper outlining proposed changes to High Needs Block (HNB) funding arrangements with the aim of achieving good outcomes; maintaining standards; and developing a new Resource Ladder for the allocation of Element 3 'top up' funding for children and young people from 0-25 years old with Education Health and Care Plans (EHCPs).

A task and finish group was set up in December 2019 consisting of partners from health, education, Early Years, the Parent Carer Forum, commissioning and others, to look at existing models of funding and to design a new Resource Ladder to be implemented from September 2020.

The Resource Ladder is underpinned by the key legislation of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 years, 2014. It is a 'needs led' model spreading across seven ladder levels relating to the four areas of SEN identified in the SEN Code of Practice-: cognition and learning; communication and interaction; social emotional and mental health; and physical and sensory needs.

Some young people who have been in receipt of an EHCP prior to May 2020 may be funded through the banding system that precedes the Resource Ladder

[Resource Ladder v2 20 October 2020. pdf](#)
(walthamforest.gov.uk)



GOOD PRACTICE IN EARLY YEARS PROVISIONS



GOOD PRACTICE

Early Years Provisions including School nursery classes and Ofsted registered Childcare provision

The SEND Code of Practice 2014 makes it clear that Early Years providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. (5.4). All Early Years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.



Early Years Practitioners are expected to employ the following strategies:



Focused opportunities to offer teaching through the curriculum with access to regular small groups/enhanced support from additional staff



Children with autism to have structures in place to support their profile of need such as visual timetables, now and next boards- access to a calm space



Some differentiation of the learning environment and additional targets presented involving multisensory learning opportunities, considering the prime areas of learning, cognitive strength, and areas of development



Referral to Special Educational Needs Inclusion Funding (SENIF) to support child's needs prior to any referral for statutory assessment of Education, Health and Care needs (EHCP)



Strategies employed to encourage engagement, i.e., pre-learning, individual support and assessment



Support to consist of small achievable steps that are measurable, and progress achieved is evidenced



'Teaching' opportunities throughout the environment and within the curriculum, some additional support from a key person and/or another adult in the provision and a clear evidenced plan as part of a staged approach (assess, plan, do and review)



Language modelling and level of questioning is appropriately adjusted to developmental level to meet the needs of the child e.g., use of Makaton, visual timetables, and props



Young children who display behavioural difficulties should be referred to appropriate services, the learning environment offered should give opportunity for success and development of self-esteem



For children with sensory needs which require emotional regulation, maintenance of attention and concentration, curriculum and learning environment are to give opportunity for building resilience and wellbeing



Specialist access equipment will be provided via SENIF application or any successive service. Staff will be trained to use any equipment effectively in the EYs provision



Staff to access Early Years SEND team for additional information, advice and training



Consultation advice accessed via the Early Years SEND team regarding onward assessment and onward referrals to external specialist services such as universal Children and Family Centre Speech and language services, specialised Speech and Language services, Occupational Therapy, Physiotherapy, and other NELFT/NHS service

EYs providers are expected to have implemented the strategies above as well as used SENIF funding as part of a staged approach before applying for an Education, Health and Care needs assessment. This will provide evidence that despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child including involving appropriate specialists and additional funding, the child has not made expected progress.

QUALITY FIRST TEACHING STRATEGIES & CONSIDERATIONS



CONSIDERATIONS AND STRATEGIES

The SEND Code of Practice 2014 makes it clear that teachers are responsible for the progress and development of all the pupils in their class – and that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupil needs (6.4). In schools, the provision includes a universal offer of high-quality teaching ('Quality First Teaching').



School staff are expected to employ the following strategies:



Assessment and consultation advice accessed through referral to external specialist services such as educational psychology service, CAMHS, speech and language, occupational therapy, physiotherapy and other NELFT/NHS services



Key words/vocabulary emphasized when speaking and displayed visually with picture cues range of multi-sensory approaches used to support spoken language e.g., symbols, pictures, concrete apparatus, artefacts, role-play. Instructions broken down into manageable chunks and given in the order they are to be done



Focused teaching through the curriculum and some additional help from the teacher and/or another adult in the classroom and evidenced as part of a staged approach (assess, plan, do and review)



Strategies employed to encourage engagement, transference and generalisation of learning i.e., pre-learning, individual support and assessment



Alternative ways of recording i.e., use of a scribe, reader or ICT equipment as well as exam concessions



Language modelling and level of questioning is appropriately adjusted to developmental level in order to meet the needs of the child.



Checklists and task lists – simple and with visual cues



Support to consist of small achievable steps that are measurable, and progress achieved is evidenced



System of visual feedback in place to show if something has been understood



Pupils are encouraged – and shown – how to seek clarification



'Rules' of good listening displayed, taught, modelled and regularly reinforced pupils aware of pre-arranged cues for active listening (e.g., symbol, prompt card)



Pupil's name or agreed cue used to gain individual's attention – and before giving instructions



Delivery of information slowed down with time given to allow processing



Pupils are given a demonstration of what is expected



Photographs of staff and pupils displayed in foyer and classrooms



Focused teaching through the curriculum with access to regular small groups/1:1 from support staff



Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words



Some differentiation of the curriculum by presentation, activity, pace and/or outcome changes to schemes of work, materials and recording multisensory learning opportunities, considering cognitive strength and areas of development



Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher



Support staff are used effectively to explain and support pupils to ask and answer questions



Access to a quiet, distraction free workstation if needed



When working with deaf students, consider pupil seating position, background noise, good lighting, clear opportunities for lip reading, additional visual cues, including gesture



Parents advised of new vocabulary so it can be reinforced at home



Appropriate use of visual timetables – personalised to the child



Minimise use of abstract language



Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school



'Word walls' or similar to develop understanding of new vocabulary



Talking buddies or similar used to encourage responses

THE 18 PRINCIPLES



THE 18 PRINCIPLES OF ORDINARILY AVAILABLE PROVISION IN LONDON BOROUGH OF WALTHAM FOREST

London Borough of Waltham Forest have devised a set of 18 principles in line with Quality First Teaching, the Teaching Standards, and the Ofsted Framework for Early Years, Schools, Colleges and Supported Internships.

Settings will be invited to self-assess themselves against these principles and will be supported by the Local Authority Schools Improvement Team and SEND Service Improvement Officer to ensure they are achieving adequate and demonstrable outcomes against each principle.

The Local Authority SEND Support offer, commissioned through Flourish Specialist Education Services, will use the checklists and feedback from the Improvement Team to shape their training offer. Training from Flourish Specialist Education Services is already

available to all schools in the borough and it is expected that SENCOs are an active part of the SENCO Forum (facilitated by Flourish Specialist Education Services).

The principles are broken into sections for the various roles of responsibility within settings. Each role has their own principles and associated examples of good practice in demonstrating their ability to meet that principle. This toolkit should be shared with all staff within settings, and its execution led by the Senior Leadership and Governors. In line with the SEND Reforms, (Green Paper) it should form part of their annual SEND planning, any reviews or audits, and support settings to be transparent and accountable when considering the needs of children and young people with SEND.



LEADERSHIP AND MANAGEMENT:

PRINCIPLE 1

Provision Special Educational Needs and Disabilities (SEND), including those with additional needs and disadvantaged groups, is well-led and managed.

Examples of Good Practice:

- Governing bodies/trusts and the leadership team ensure that all staff are supported through effective professional development. This includes advice, guidance and support to understand their role in supporting children and young people with SEND, additional needs and those from disadvantaged groups.
- The school/setting has a shared comprehensive SEND and inclusion training programme that enables all staff to

understand their statutory responsibilities regarding SEND legislation and the Equality Act 2010. Staff must have an understanding of children and young people and their families with protected characteristics as outlined in the Equality Act 2010, including those from minority ethnic backgrounds, and proactively seek to support inclusion of all.

- Staff are confident that the senior leadership team, including governing bodies/trusts and support staff, are knowledgeable about inclusion of all children and young people and this is reflected in the vision, values and practice. The senior leadership team

takes a supportive, pro-active stance towards inclusion on a day-to-day basis and actively problem-solves to overcome barriers to enable all children and young people to achieve their potential.

- All staff understand that governing bodies/trusts have a responsibility to monitor attendance and exclusions for all children and young people. This is to ensure equality of access to education. Staff contribute to this process by providing accurate information in a timely manner.
- The schools/settings' inclusive ethos is reflected in all policies and procedures.

LEADERSHIP AND MANAGEMENT:

PRINCIPLE 1

- The school/setting's own Local Offer is available for parent carers to view. It details how the needs of children and young people with SEND or additional needs will be met. In schools the SEND Information Report is published on the website and updated annually. All staff understand its content, the role they have played in the development of the SEND Information Report and are involved in its annual review.
- The school/setting has a nominated SENCO, who is either part of the senior leadership team or liaises regularly with it. The SENCO supports all staff to develop their inclusive practice, for example, by supporting class teachers to assess, identify and meet needs as part of the Assess, Plan, Do, Review cycle (graduated approach).
- The leaders of the school/setting, as well as the SENCO, act as champions for inclusion of all children and young people. Effective mechanisms are in place to keep governors/trustees up-to-date and well-informed about the impact of provision in place for those with SEND, additional needs and children categorised as disadvantaged. Staff are aware that governing bodies and trusts have a role to ensure that legislation is appropriately adhered to and hold leaders to account for provision and outcomes for children and young people with additional needs. All staff are aware of the discussions which are accurately documented in governing body/trust minutes.



LEADERSHIP AND MANAGEMENT:

PRINCIPLE 2

Leaders are ambitious for children and young people with additional needs and this ambition is shared by staff.

Examples of Good Practice:

- Staff know that they work in an inclusive school/setting, where diversity is valued and welcomed, and can provide examples of how they establish and maintain an inclusive environment within day-to-day practice.
- The curriculum design and implementation consistently reflect leaders' high aspirations for all children and young people, including those with SEND, additional needs and from disadvantaged groups.

- Leaders ensure that the curriculum is well planned to give all children and young people the knowledge and skills they need to be independent, achieve their goals and contribute to their community. In Early Years settings, the Early Years Foundation Stage (EYFS) informs the curriculum.
- The curriculum is planned to meet the needs of all children and young people within the setting, considering intent, how plans will be implemented and reviewed to determine the impact on individual children.
- The school/setting regularly reviews its provision and the experiences offered to ensure that no child is disadvantaged by not being able to access the full

range of experiences as a result of SEND, additional needs or disadvantage. This includes the parent carer's ability to pay for additional activities.

- Staff provide information in a timely manner to enable leaders to evaluate the provision and participation in after school and extra-curricular activities, to ensure that children and young people including those with SEND, additional needs and from disadvantaged groups are benefiting from these experiences.

CURRICULUM STAFF:

Led by Managers and Teachers, cascaded by Support Practitioners

PRINCIPLE 3

Staff are aware of children and young people with SEND, from groups with protected characteristics including children from minority ethnic backgrounds, and those from disadvantaged groups. Staff understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice. The curriculum is successfully adapted to be ambitious and meet the needs of all children and young people. Children and young people's skills, knowledge and abilities are developed so that they can apply what they know and can do so with increasing fluency and independence.

Examples of a Quality First approach:

- Curriculum planning carefully considers the needs of all children and young people. Staff assess children and young people's understanding, strengths and interests, identify any misconceptions or gaps in knowledge and skilfully adapt teaching accordingly.
 - Additional resources and teaching are used according to individual needs. Consistent approaches and routines are in place.
 - Staff should use appropriate methods of communication and ensure that all children and young people have understood what is being communicated to them.
 - Children and young people are given time to process information before being invited to respond in a communication style that is accessible to them.
- Learning experiences are made accessible and are engaging. Experiences can be broken down into small, manageable, and logical steps. These steps are demonstrated explicitly. In Early Years, staff plan open-ended activities based on their observations of children's interests and skills.
 - The pace and order of experiences and activities is stimulating to maintain the interest and attention of all children and young people, including those who are above expectations for their chronological age.
 - The environment, availability and use of resources are regularly reviewed and adapted to meet the needs of children and young people. This is embedded as part of positive setting practice.
 - Staff are committed to developing their expertise, skills and understanding of individual children and young people and undertake relevant professional development.
 - Preparation for adulthood is built into the curriculum from the earliest opportunity. Over time children and young people develop the skills, knowledge and experience they need to be independent and ready for their adult life.

CURRICULUM STAFF:

Led by Managers and Teachers, cascaded by Support Practitioners

PRINCIPLE 4

Every practitioner understands SEND and can deliver to meet the needs of those with SEND. Staff adapt learning approaches to provide suitable learning challenges. Staff cater for different learning needs and styles, with individualised and/or small group planning and programmes where appropriate.

Examples of a Quality First approach:

- Learning is carefully adapted, taking into account individual children and young people's previously acquired knowledge, skills and experiences. Flexible and personalised approaches to learning are used effectively.
- Learning is carefully planned and sequenced (broken down and visually

supported) so that new knowledge and skills build on what has been taught and experienced, using the child's interests as a starting point. All children and young people have identified next steps for learning.

- Staff effectively interact with children and young people to scaffold learning and provide positive feedback. Staff evaluate the child or young person's engagement in the experiences, the learning environment and progress made. They use this information skilfully to plan children and young people's next steps in learning and make adaptations as required.
- The school/setting uses 'Steps to Success' or similar, to promote independence, scaffold and support children and young people.



- Reading and communication are at the heart of the curriculum because staff understand the paramount importance of these skills for future learning and independence. In Early Years settings, communication and language; including talk, stories, rhyme and songs, is the basis of the curriculum.
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.
- Multi-sensory teaching approaches (auditory, visual, kinaesthetic) are used. Children and young people have lots of opportunity to move as they engage in play and learning activities.
- Modelling is used to aid understanding e.g., use of appropriate language and movement.
- Key vocabulary is displayed with visuals and pre-taught if appropriate.
- Visual/audio demonstrations, strategies and visual cues/audio cues and commentary are used when appropriate.
- Where applicable, interactive whiteboards are used to promote engagement and scaffold learning. Where children and young people are not able to access information on the whiteboard, alternatives are provided.
- Alternatives to written records are used routinely.
- Teachers' handwriting is clear and legible, modelling the school's handwriting style when appropriate. Visual strategies are used effectively and appropriately.
- Planning and schemes of work should highlight the use of the above approaches and appropriate resources to support children and young people's engagement and learning.
- Age-appropriate study skills are explicitly taught.
- Homework/home learning is adapted appropriately for children and young people, and they have access to homework clubs, or additional support with homework, where relevant.
- Resources are within easy reach of all children and young people to promote learning, independence, respect and reduce stigma.



CURRICULUM STAFF:

Led by Managers and Teachers, cascaded by Support Practitioners

PRINCIPLE 5

Staff ensure that children and young people have opportunities to work in different ways e.g., independently, in a variety of small groups and/or in pairs

Examples of a Quality First approach:

- Strategies are used to actively promote independent learning e.g., through pre-teaching, overlearning, appropriately adapted resources. In Early Years, it is recognised that repetition can be important to a child's development. Adults scaffold learning, carefully observing and taking the lead from the child to identify where repetition is appropriate and where they need to be supported to move on in their learning.
- Seating plans and groupings of children and young people take account of individual

needs. They routinely provide opportunities for access to role models, mixed ability groups, structured opportunities for conversation/sharing of ideas and access to additional adults when appropriate.

- Strategies are carefully selected for a specific purpose, linked to assessed needs and work towards agreed next steps.
- Use of additional adults is planned to maximise their impact on learning, bearing in mind the need to promote independence where possible.
- Adults are clear about their role and how they are contributing to the child or young person's learning.
- There are opportunities to develop peer awareness/sensitivity and support for different needs both in and out of the classroom/learning environment.



- Strategies are used to build, maintain and restore positive relationships (including peer and staff) across the whole school/setting community e.g., consistent use of restorative approaches. These are regularly reviewed and evaluated.
- The school/setting promotes a culture of peer support and challenge providing opportunities for peer observations and providing constructive feedback.

ASSESSMENT & REVIEW:

PRINCIPLE 6



A cycle of 'Assess, Plan, Do, Review', three times a year, is used to ensure that all children and young people are achieving the best outcomes.

Examples of a Quality First approach:

- Staff are aware of children and young people's starting points, next steps and targets so that progress towards outcomes can be measured.
- Assessment is used to inform planning and interventions.
- Where appropriate, children and young people understand and can contribute to the outcomes and/or targets they are working towards.
- All children and young people have equal opportunities to experience the full curriculum.

- Children and young people's strengths, interests and difficulties in learning and behaviours are observed and monitored in different settings and contexts for a short period of time to inform planning: during assembly, lunch, lessons, breaktime, home time and extracurricular clubs. In Early Years' settings, observations, assessment, and planning are built on a shared understanding of the child's strengths, interests and next steps at home.
- If a child or young person attends more than one setting, these settings share information and planning in order to support a more consistent experience for the child.
- Planning considers the needs of the cohort. Cohort assessment data is reviewed in order to identify any gaps in provision e.g., differences in attainment by particular

characteristics (gender, ethnicity, area of disadvantage) or learning area. If gaps are identified, the environment, curriculum or teaching strategies are modified to improve outcomes. The impact of these changes on outcomes for children is regularly reviewed.

- Regular reviews inform next steps.
- Appropriate tools which capture the 'voice of the child' are used to ensure that effective support is put into place, e.g., person centred planning and One Page Profiles.
- Children and young people are helped to recognise and value their achievements and understand their own barriers to learning. Children and young people are encouraged to identify and use support strategies to overcome their barriers.

ASSESSMENT & REVIEW:

PRINCIPLE 7

Staff ensure that formative assessment and feedback are a feature of daily practice. In schools and settings this should be reflected in marking and assessment policy.

Examples of a Quality First approach:

- Experiences consider prior learning and are based on assessment for learning.
- A wide range of assessment strategies and tools, including observational assessments, are used to ensure a thorough understanding of children and young people and their starting points.
- Children and young people have regular opportunities to reflect upon their own achievements and learning.
- The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for children and young people.
- Children and young people's records e.g., learning journals, electronic systems, demonstrate the next steps in their learning journey.
- Within marking there is clear communication about what the children and young people need to do next in order to improve.



ASSESSMENT & REVIEW:

PRINCIPLE 8

Expertise is in place to manage access arrangements for tests, national tests and public examinations (where relevant).

Examples of a Quality First approach:

- School and settings make adaptations to access arrangements as part of their everyday practice and share these with parent carers at the earliest opportunity.
- Class teachers identify children and young people who may need assessment for access arrangements and refer to the appropriate member of staff.
- Procedures are in place for informing parent carers about access arrangements.
- Where children and young people meet the criteria for access arrangements, these should be in place for all forms of assessment throughout the year. This is used to establish their normal way of working and there are systems in place to make sure this is consistently implemented. The school/setting refers to the relevant exam board guidelines. Arrangements could include rest breaks, use of a reader/scribe/laptop or assistive technology, extra time and/or a quiet space.
- Adapted resources or equipment that are used in assessment conditions are the child or young person's normal mode of accessing learning.



PARTNERSHIP AND CO-PRODUCTION:

With Children, Young People and Families/Carers

PRINCIPLE 9

The school/setting works in co-production with children and young people and their parent carers in decision making. Expectations from both school/setting and parent carers are realistic and support the child or young person's learning, development and, in turn, outcomes.

Examples of a Quality First approach:

- The SEND Plan and associated reports are co-produced with parent/carers (schools).
- Parent/carers are aware of the range of communication channels available for sharing information about their child and are actively encouraged and supported to contribute. This includes parent/carers groups and forums.

- The school/setting sensitively discusses with parent/carers how strategies can be reinforced at home. Equally the school/setting seeks, uses and adapts the strategies that are effective at home.
- Parent/carers are supported to access available funding to support them and their child.
- The school/setting sensitively considers how communications about the child's day are shared with parent/carers, i.e., not in collection areas or in public. Communication is planned to consider the child's feelings and family privacy.
- Where a school/setting receives additional funding for a child or young person, the use of this is planned and evaluated with parent/carers and their child. This is to

make sure the funding is being used effectively and having a positive impact on the child or young person.

- The school/setting links with other agencies and signposts families to other support where appropriate.
- In schools and post-16 settings, information is provided to parent/carers about other support available, e.g., Disability Living Allowance (DLA).
- Parent/carers are provided with information about local and national support groups e.g., London Borough of Waltham Forest Local Offer, Advice and Support (SENDIAS), The London Borough of Waltham Forest Parent Carer Forum and other local and national helplines.



- In Early Years, information is provided to parent/carers about other support available e.g., Disability Living Allowance (DLA), 2 years free entitlement, Early Years Pupil Premium and Disability Access Fund (DAF). Parent/carers are supported to access available funding to support them and their child.
- There are formal and informal events to seek the views of the whole school/setting population, including those with SEND, additional needs or at risk of disadvantage. For example, the school/setting might use child and parent/carer surveys, coffee mornings, stay and play sessions.
- Use of a communication book/home diary/book bag/text/email to support communication directly with parent/carers in addition to communication given via children and young people.
- There is regular feedback to families, and in Early Years, this is daily. Parent/carers know about their child's experiences within the setting which ensures there are no surprises for families if concerns are raised. Practitioners have developed trust and transparency with parent/carers.
- Communication methods are adapted to meet the needs of the family. For example, engagement with working families, English as an additional language (EAL) families, literacy difficulties or mental health barriers, e.g. anxiety, which may impact on engagement.



WHEN WORKING WITH POST-16 SETTINGS

There are many changes when a young person transitions between secondary school and settings and college, not least the increased ownership of their outcomes, support and provision. Under the Children's and Families Act (2014) once a young person enters post-16 provision, their voice is paramount in planning their Pathway for Adulthood and they should be the first people that colleges and the Local Authority communicate with. That is not to say the voice of their family, support network and professionals are not important, but the young person is now treated as central, giving them the opportunity to co-produce their provision. These legal rights, alongside recent GDPR legislation, give the young person the right to privacy and non-disclosure of their information, including support needs and provision. This means that unless there is a significant safeguarding risk or where medical professionals have assessed that the young person does not hold mental capacity, professionals should not share their information without their express permission.

PARTNERSHIP AND CO-PRODUCTION:

PRINCIPLE 10

Children and young people are enabled to participate in their assessment and review processes.

Examples of a Quality First approach:

- Children and young people actively participate in their own 'Assess, Plan, Do, Review' process. Their views and feedback link directly to this process. School and settings should be aware and use effective resources to gain genuine children and young people's voices.
- Adults share each child and young person's next steps with them in an appropriate way and celebrate their efforts and achievements with them.
- Children and young people know their identified next steps and where appropriate, their end of year targets.
- Person centred approaches are routinely used to evaluate and inform support and planning.



SUPPORTING SOCIAL AND EMOTIONAL DEVELOPMENT:

PRINCIPLE 11

The school/setting recognises and responds to the social and emotional support needs for children and young people with additional needs. Staff should take into account the individual's social and emotional needs and other relevant contextual circumstances such as family breakdown, family illness, moving home, bereavement and other key challenges and changes.

Examples of a Quality First approach:

- There is an awareness that children and young people with SEND, additional needs and from disadvantaged groups are vulnerable to bullying and an appropriate level of support and monitoring is in place.
- The school/setting proactively promotes the emotional regulation of all children and young people to ensure they are ready to learn. Emotions are regularly discussed and explored.
- Peer awareness and sensitivity towards different groups are raised at a whole school/setting level, usually informally and sometimes in small groups, perhaps using appropriate books to generate discussion. Work is done with classes and groups regarding specific needs or conditions as appropriate.
- Practitioners actively reflect on the emotional environment to ensure there is a calm and purposeful climate for learning, where children and young people feel they belong and where their contributions are valued.
- Children and young people can identify an agreed safe/calm space, or the key person uses observation to determine the most appropriate safe/calm space.
- Relationship, Sex and Health Education, (RSHE) is used to develop wellbeing and resilience.
- Language used in the classroom/setting demonstrates unconditional positive regard for children and young people. There is an understanding of the impact that negative language and reward systems can have on the children and young people. (Therapeutic/Restorative Approaches).

SUPPORTING SOCIAL AND EMOTIONAL DEVELOPMENT:

PRINCIPLE 12

Children and young people feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.

Examples of a Quality First approach:

- Every child or young person has a named and trusted member of staff as a stable point of reference, in Early Years this is usually their key person, who they can turn to if they need support or have any concerns.
- Negative attitudes, beliefs and perceptions towards individuals and groups are challenged in the learning environment and the wider school/setting and society.
- The voice of the child or young person is central to school/setting improvement and is encouraged and acted on.
- School councils, or equivalent, are established where possible – the impact of this is reviewed and documented in terms of whole school development.



PHYSICAL & SENSORY ENVIRONMENT:

PRINCIPLE 13

The physical environment is adapted to meet the needs of children and young people.

Examples of a Quality First approach:

- A purposeful, organised and well-resourced learning environment is provided to encourage independence and active engagement. This includes effective classroom management practice in school and post-16 settings, learning through play in Early Years. Routines should be understood and followed.
- Physical accessibility checks of the building and individual learning spaces are regularly carried out, various tools such as an environmental audit can be used to support this. The Accessibility Plan in schools, post-16 and maintained Early Years settings, is on the website and a hard copy is also available. “Reasonable adjustments” are made according to individual needs. Other Early Years settings should be encouraged to follow this approach.
- The furniture and equipment are the appropriate size/height for the child or young person. Favourable seating arrangements are identified, and the individual’s plan provided by specialists is checked e.g., hearing and visual needs.
- In Early Years, consider the use of Disability Access Fund, to improve the learning environment, for example purchasing acoustic panels to reduce background noise within the setting.
- Extra-curricular activities and educational visits are planned to fully include children and young people with additional needs (in line with the Equalities Act 2010), including those with social, emotional, and mental health (SEMH) needs and physical disabilities. “Reasonable adjustments” are made.
- Children and young people’s views are routinely sought and are used to inform planning for physical support that they may require.

PHYSICAL & SENSORY ENVIRONMENT:

PRINCIPLE 14

Staff are aware of sensory needs and issues that may impact on children and young people.

Examples of a Quality First approach:

- The child or young person's sensory needs are known and used to plan activities, seating arrangements and movement breaks. Tools, such as sensory bags, are readily available and can be independently accessed as required.
- Staff are aware that for some children and young people, a sensory or physical disability could impact on their language and social interaction.
- Left and right-handed children and young people can use equipment comfortably.
- Children and young people who wear glasses and/or hearing aids wear them and are seated in the optimum position.

Staff should encourage children and young people to wear appropriate sensory equipment and use physical aids. This information should be included in Support Plans, One Page Profiles, or Individual Plans.

- Displays are meaningful and visually accessible to reduce sensory overload.
- Children and young people have access to low arousal spaces or regulating activities when needed.
- A pale background and accessible font styles in a clearly visible marker pen are used on the whiteboard. Consider the amount of stimulation in the form of display areas including the use of colour and surrounding whiteboards.
- Staff are aware of lighting in the room e.g., use of natural light, glare from surfaces such as interactive white boards, light

streaming through the windows, how fluorescent lighting may have an impact on the child or young person. This includes where the child, young person or teacher is positioned in relation to the light.

- Staff are aware of smells and noise in the room and any particular individuals who may be impacted by these. For example, position of the kitchen/canteen/music room, refuse collection day.
- Staff are aware of the sensory impact that floor surfaces may have on children and young people and alternatives are offered.
- Staff are aware that some children and young people prefer certain clothing, and their needs are considered if there is a need to change clothing or for it to be removed. This includes shoes. Some children and young people also find it challenging to wear protective equipment such as water aprons, art apron and lab coats because the material challenges their sensory integration. Staff should use their awareness of the needs of the individual child and young person and respond consistently to support their preference.
- All sensory experiences are risk assessed to ensure children and young people are kept safe and the risk of any infection being spread is minimised.

EQUIPMENT & RESOURCES

PRINCIPLE 15

Specific resources and strategies are provided to overcome potential barriers to learning. Resources are available in every classroom or learning environment for all children and young people to access when appropriate.

Examples of a Quality First approach:

- All resources, including adapted resources, are available for those children and young people who require them.
- Information Computer Technology (ICT) is used to help access the environment e.g., switch buttons, talk buttons to help children with routines.
- For school age children and young people, ICT is used as an alternative method for written recording and to promote independent learning.
- ICT is planned and used effectively to support learning. Resources are within easy reach of all children and young people to promote learning, independence and reduce stigma.
- Resources are clear and uncluttered, labelled using text and images. Print size and font are appropriate. Coloured backgrounds and paper are used to reduce visual stress.
- Children and young people have easy access to sensory equipment that they require, e.g., writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, weighted resources. They also have regular access to a variety of age and stage appropriate sensory activities such as dried pasta and cornflour (EYFS).
- Physical resources such as PE and Maths equipment are adapted to promote independence e.g., different size balls.

STAFF SKILLS, TRAINING, & EXPERTISE:

PRINCIPLE 16

There is an annual plan for on-going Continuing Professional Development (CPD) in relation to the needs of the children and young people, with a focus on SEND.

Examples of a Quality First approach:

- There is a planned programme of ongoing CPD in relation to SEND and inclusion for the whole school and settings/setting.
- Best practice is shared within the school/setting and with other education settings e.g., through locality networks, Early Years SENCO meetings SEND leadership forums, areas partnership.
- Leaders make provision for all setting staff to attend and participate in training regularly, encouraging skills sharing and professional development.



STAFF SKILLS, TRAINING, & EXPERTISE:

PRINCIPLE 17

All staff, including teaching assistants, make a positive contribution to the progress of children and young people. All staff understand the process for gaining further advice and guidance as appropriate.

Examples of a Quality First approach:

- Additional adults are deployed proactively. They are not necessarily 'attached' to one particular child, but all the adults work with all the children in the learning environment to scaffold independent learning. Their impact on the children and young people is monitored carefully to ensure progress is supported.
- There is clear and regular communication between all adults to ensure that the support given is appropriate to the

environment and experiences that are on offer to enable the child or young person's needs to be met.

- Strategies used in interventions are integrated into class teaching so that children and young people sustain progress.
- Staff are well trained and skilled in supporting children and young people with individual needs e.g., social, emotional and mental health (SEMH), general and specific learning difficulties.
- Adults review and evaluate the environment and how it is used by children and young people. Adaptations are made to support children and young people's engagement e.g., adults modelling how to use equipment/learning areas or adapting the environment.

- All staff are aware of who to contact for extra support, advice and guidance within and beyond the school/setting; SENCO, Inclusion Lead, Pastoral Lead, Designated Safeguarding Lead, Early Help, Area SENCO etc.
- There is a clear process including observations and classroom monitoring for expressing concerns and referring onto advisory services and external organisations, which is understood and followed by all in a timely manner.

TRANSITION AND TRANSFER:

PRINCIPLE 18

Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. All transitions throughout the day are planned for and well-managed and provide the opportunity for the children and young people to develop the skills to manage change. Procedures are in place for ensuring smooth progression through school and settings, particularly during all transition phases, including on entry and exit.

Examples of Good Practice:

- Information is actively sought and shared about the child or young person to support successful transitions and manage change both within the school/setting and beyond. This should include information on support strategies and arrangements that have been useful for the child or young person as well as on their interest and likes.
- A pre-entry 'Team around the family' meeting is recommended for children moving between pre-entry to Early Years settings. 'Team around the family' meetings are also recommended for children with additional needs as they transition from Early Years settings to school. 'Team around the family' meetings should include the new and old

school/setting, parent carer and other professionals working with the family.

- Information gained should be made available for the child or young person's parent carers, other staff within the school/setting and receiving or previous school/setting to support a smooth transition and to plan for the first few weeks of the child or young person's time at the new setting. Staff prepare children and young people with additional support needs for daily transitions by using appropriate communication methods. E.g., reduced language, Makaton, Picture Exchange Communication System (or PECS), Now/Next or First/Then boards, visual or aural timers.

Transitions include:

- Getting ready for and coming into school/setting.
- Moving around the school or setting.
- Preparing for weekends, the start of holidays and the beginning of term.
- Moving from lesson to lesson or between experiences.
- Changing from structured to unstructured times.
- Moving from break to lesson times or one activity to the next.
- Changes of peers and staff (permanent and temporary). e.g., key staff.
- Special events: visitors, visits, celebrations.
- Life events: birth of a sibling, change in parenting arrangements e.g., change in parent's relationship status, loss and bereavement or contact visit.

TRANSITION AND TRANSFER:

PRINCIPLE 18

- Plans are made for unstructured times. Safe/calm spaces are available and chosen in agreement with the children and young people as far as possible. The space is used to reduce anxieties during transition periods. There are also structured alternatives such as games clubs or use of the library.
- If the child or young person needs specialist equipment, including medical equipment, this should be transported where possible, or re-sourced for the new school/setting. Staff should be trained by relevant professionals on how to use the equipment. This should all take place prior to the child or young person's transition. Where appropriate, healthcare plans, risk management plans and One Page profiles are in place before the child or young person starts and should be reviewed regularly once they arrive.
- Staff are aware of children and young people who need additional support while transitions and adjustments are made. Effective strategies to facilitate transfer from one school/setting/teacher to another. These could include pupil passports, One Page Profiles, meet the teacher PowerPoints, empty classroom visits, virtual online tours, maps and familiarisation book, additional visits to a new setting/classroom with a familiar trusted adult, creating social stories, photo books, video clips and opportunities for staff and parent carers to share support stories.
- The 'All about me', or equivalent, information should be regularly updated and inform successful transition planning.
- These transition arrangements are planned in advance, involving all appropriate parties including parent carers and receiving school and setting. The plans are clearly communicated with all parties and include actions that will benefit the child or young person.
- Schools and settings encourage parent carers to consider the steps they can take at home to help prepare their child or young person for learning



**ADDITIONAL
SUPPORT**



ADDITIONAL SUPPORT & SIGNPOSTING

Flourish Specialist Education Services

Flourish Specialist Education Services aims to empower mainstream schools in Waltham Forest to meet the needs of their pupils with SEND and help them to thrive and make progress.

We support pupils who have sensory impairments, autism, learning and cognitive disabilities and their families. We also deliver a comprehensive training programme for staff.

Flourish Specialist Education Services is made up of an experienced team of teachers with specialist qualifications in vision impairment, teachers of the deaf, SEND advisory teachers, an audiology technician and an advisory support worker for the Deaf. We also have an ICT specialist and a habilitation officer.

To ensure that staff are implementing the recommended strategies, it is an essential minimum requirement when working with deaf students to attend Deaf Awareness training run by the Flourish Deaf Support Service.

www.flourishspecialisteducationservices.org.uk

CAMHs London Borough of Waltham Forest

Here you will find a wealth of resources to support children and young people with SEND, health conditions, mental health, and much more, including;

- Eating disorders
- Cancer
- Exam Stress
- Anxiety
- OCD
- Tics and Tourette's
- Bereavement
- LGBTQ+

www.nelft.nhs.uk/waltham-forest-camhs



ADDITIONAL SUPPORT & SIGNPOSTING

NASEN

“We are the National Association for Special Educational Needs (NASEN) – a charitable membership organisation that exists to support and champion those working with, and for, children and young people with SEND and learning differences.

Rooted in research and evidence-informed best practice, our information, training and resources ensure that our community members in the UK and across the globe are provided with the most up-to-date knowledge and support required to become effective, inclusive practitioners. Together we are able to contribute to the debate and effect change to improve provision within Early Years, schools, post-16 and wider settings and, ultimately, outcomes for the children and young people that they serve.”

The working group that co-produced this Ordinarily Available Provision toolkit particularly recommend the NASEN Teachers Handbook, as it has broken down strategies by curriculum area and is a brilliant resource for finding specific adjustments to suit every subject

“This handbook has been developed as a resource for teachers to use over time as they embed inclusive practice in their classrooms: it is not intended that it is read cover-to-cover. It has been written for both primary, secondary and specialist colleagues: teaching assistants, teachers, senior leaders and headteachers. The handbook includes whole-school and whole-class approaches as well as subject-specific and condition-specific guidance.”

[nasen.org.uk](https://www.nasen.org.uk)

Source: www.nasen.org.uk



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