STOCKPORT

METROPOLITAN BOROUGH COUNCIL

STOCKPORT ENTITLEMENT FRAMEWORK

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A DOCUMENT FOR EARLY YEARS SETTINGS, PRIMARY SCHOOLS, SECONDARY SCHOOLS AND COLLEGES.

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INTENTION

This Entitlement Framework provides advice and guidance to support leaders in early years settings, schools and colleges to continue to build upon and enhance their offer for some of our most vulnerable learners. Good teaching for children and young people children and young people with Special Educational Needs and Disabilities (SEND) is good teaching for all and this document seeks to support leaders in the promotion of high quality SEND practice in every classroom. It details key features of Quality First Teaching (QFT) and how to support emerging and increasing need at SEN Support. The Entitlement Framework builds upon Stockport's SEND guidance 2016 and should be used in conjunction with that document. This document will be published on the Local Offer to provide information for parents and carers about how SEND needs can be met in settings, schools and colleges.

INTRODUCTION

The findings from the recent Local Area SEND inspection (September 2018), and moderation of need assessment requests, have highlighted that the current Stockport guidance document is not being used consistently across all settings and that Stockport children and young people and their families have a very different experience around having their needs identified and met depending upon which school they attend.

Following the SEND inspection, Stockport has created a Written Statement of Action (WSOA) with a key aim **'To ensure that there is a more consistent support offer**

across settings, schools and colleges for children and young people with SEND, particularly for those at SEN Support.' This framework defines the expectations on settings, schools and colleges as to the offer for children and young people with SEND to bring about improved consistency and coherence.

RATIONALE

We know that 'An uncompromising focus on improvement and recognition of what works and what doesn't for those identified with SEND will raise attainment and make a difference to all children and young people.' (London Leadership Strategy, 2018: 6). We also know that all settings must 'use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN.' (SEND Code of Practice 0-25 years, 2015: 6.2).

One of the key principles in Stockport, and reinforced through the SEND Code of Practice (2015) is that children and young people should attend mainstream settings, schools and colleges in their local community. Specialist provision should only be appropriate for a minority of SEND learners.

The aspiration is that **the needs of all learners are identified early** and that any required adjustments, intervention or support are provided at the earliest opportunity. As such, the Entitlement Framework links closely to the Equality Act (2010) which states that: "[Schools,] **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers..." This links to the 2019 Ofsted inspection handbook, which states that **'Inspectors will evaluate the experience of particular individuals and groups… For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice.' (Ofsted 2019, Paragraph 208)**. In line with the inclusion statement within the national curriculum document (2013), this framework recognises that 'With the right teaching, that recognises their individual needs, many disabled children and young people may have little need for additional resources beyond the aids which they use as part of their daily life....'(4.4)

AIMS:

'Our vision for children and young people with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.' (Introduction to SEND Code of Practice 0-25 years, 2015: 11).

We also hope this Entitlement Framework will:

- Define the expectations as to the offer for children and young people with SEND to ensure that this is consistent across all settings, especially for those at SEN Support. In the words of our parents, the framework should be used 'To support leaders to support their teachers in order to ensure good universal SEND practice in all settings.'
- Ensure that settings understand effective ways to meet the requirements of all learners, so that all children and young people in all settings have improved outcomes.
- Support senior leaders, governors and SENCOs in developing and implementing good practice.
- Support all practitioners, teachers and leaders with 'the development of strong teaching practice that is not only limited to those with a designation of SEND.' (London Leadership Strategy, 2018:4).
- Ensure that SEND needs are identified at the earliest point with universal strategies routinely put in place as part of a whole school approach which seeks to avoid families reaching crisis point.
- Support settings to consider the perceived 'small things' which can make a huge difference to a children and young people with SEND and highlight the legality of many of these minor 'reasonable adjustments' that can and should be made (Equality Act 2010).
- Ensure previous good practice can be repeated as a children and young people transitions to a new teacher, class or school/setting.
- Help parents/carers know what can be reasonably expected of all settings, schools and colleges.

EVERY LEADER A LEADER OF SEND, AND EVERY TEACHER A TEACHER OF SEND.

This Entitlement Framework is based on the understanding and overall premise that every leader is a leader of SEND, every teacher a teacher of SEND and that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' (SEND Code of Practice 0-25, 2015: 1.24). It links directly to the Ofsted framework which is clear that the expectation is that 'all learners will receive a high-quality, ambitious education' (Ofsted 2019: 15) and that to be judged good for leadership and management, leaders must 'have a clear and ambitious vision for providing high-quality, inclusive education and training to all'. This clearly has implications for training of all staff as well as time implications for SENCOs and Senior Leadership Teams to support and monitor teaching and learning.

The framework relates directly to the Early Years Foundation Stage Statutory Framework (DFE 2017) - Key person role and practitioners' role (Para 1.6, 1.8 and 3.27).

It also relates to the following aspects of the teacher standards (DfE, 2011) which define the **minimum** level of practice expected of teachers from the point of being awarded qualified teacher status (QTS):

Teacher Standard 1. Set high expectations which inspire, motivate and challenge children and young people: establish a safe and stimulating environment for children and young people rooted in mutual respect / set goals that stretch and challenge children and young people of all backgrounds, abilities and dispositions/ demonstrate consistently the positive attitudes, values and behaviour which are expected of children and young people.

Teacher Standard 2. Promote good progress and outcomes by children and young people: be accountable for children and young people's attainment, progress and outcomes/ be aware of children and young people's capabilities and their prior knowledge, and plan teaching to build on these/ demonstrate knowledge and understanding of how children and young people learn and how this impacts on teaching.

Teacher Standard 5. Adapt teaching to respond to the strengths and needs of all children and young people: know when and how to differentiate appropriately, using approaches which enable children and young people to be taught effectively/ have a secure understanding of how a range of factors can inhibit children and young people's ability to learn, and how best to overcome these/ demonstrate an awareness of the physical, social and intellectual development of children and young people and know how to adapt teaching to support children and young people's education at different stages of development/ have a clear understanding of the needs of all children and young people, 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.

Teacher Standard 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 children and young people's needs in order to involve and motivate them/ maintain good relationships with children and young people, exercise appropriate authority, and act decisively when necessary.

Teacher Standard 8. Fulfil wider professional responsibilities: 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/carers with regard to children and young people's achievements and well-being.

PARENTS AND CARERS

To achieve the best outcomes for children and young people with SEND it is vital that settings, children and young people and parents/carers work together effectively. Since the inspection several hundred parents and carers have talked with us directly and have shared with us how they would feel if they believed they were identified as key partners and provision was truly co-produced. The words they used are illustrated through this infographic:

Believed Proud Relieved Hopeful Excited Helpful Successful Informed
Positive Hopeful Gratefulness Confident Euphoric Thankful Listened Home
Finally Shock Secure Relief Accomplished Understood Empowered
Supported Grateful Involved Comfortable Valued Wonderful
Independent Happy Heard Emotional Important Vindicated Heart Worthwhile Relaxed

When asked what parents/carers want from schools and settings, these are some of the comments received:
- Look at all my child's needs holistically.
- Prepare my child for the real world; help him be resilient.
- Use the strategies and advice from outside agencies and within SEN Support/EHC plans consistently.
- Be compassionate listeners….listen to us…hear us…work with us.
- Be flexible, willing to adapt – each child is unique.
- Ensure SENCOs have enough time to meet with us to invest in relationships with us.

This framework sits alongside the agreed Stockport definition for co-production with parents and carers:

'CO-PRODUCTION HAPPENS WHEN ALL VOICES ARE ACTIVELY LISTENED TO FROM THE START OF THE PLANNING PROCESS. THIS INVOLVES A MUTUAL RESPECT FOR EACH OTHER'S VIEWS, WITH AN OPEN AND HONEST RELATIONSHIP, THAT IS TRANSPARENT AND CONTINUALLY EVOLVING TO ACHIEVE MEANINGFUL AND POSITIVE OUTCOMES'.

This level of active listening requires time. SENCOs will need adequate time to work closely with parents/carers and implement actions arising from these discussions. See the following national guidance re SENCO time allocation by school size and cohort

Visit https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/senco-workload/SENCOWorkloadReport-FINAL2018.pdf

THIS FRAMEWORK WILL BE AVAILABLE ONLINE FOR PARENTS/CARERS AND OTHER STAKEHOLDERS VIA STOCKPORT'S LOCAL OFFER.

Listening exercises with parents and carers have identified the following values and behaviours, which should underpin our collaborative relationships with all parents, carers and children and young people to ensure best outcomes for all children and young people in our settings:

We must all follow the principles to ensure we achieve co-production so that we have a good transition into adulthood.

HOW MIGHT THIS FRAMEWORK BE USED?

Whilst settings will use this Entitlement Framework in different ways, all settings should ensure that it is used by the whole staff team as the starting point of a pathway towards best practice for SEND, as part of the graduated response (COP, 2015: 6.44). The framework has been designed for use by all settings in line with the 0-25 COP (2015). As such, the framework covers appropriate strategies for children and young people from early years settings up to colleges; strategies should be chosen according to need and developmental stage rather than age.

Leaders may wish to use the Entitlement Framework to:
- Carry out audits across the setting on a particular strand from the framework. For example, this could begin with an audit of the physical environment. There are likely to be some resource implications for some settings but it is envisaged that these will be part of providing reasonable adjustments under the Equality Act (2010) and compliance duties linked to the development of accessibility plans. As such, these would be included within what schools/settings are expected to provide from their delegated funds/ Early Years grant funding (DSG).
- As an identification tool within the cycle of self-evaluation and development; use aspects of the framework to support observations or learning walks as a tool for revisiting and maintaining a focus on inclusive QFT for all.
- Direct the work of external agencies in terms of auditing and reviewing provision (perhaps one particular strand at a time), on an ongoing basis, and identifying where additional guidance /support/training is needed.
- Inform and consider specific performance management targets on a whole school/ departmental basis.
- Direct Key Stage Leaders/Heads of Departments to use the framework for establishing departmental development plans and actions.
- Consider how the key messages from the framework will be incorporated in to all appropriate policies.
- Provide support and challenge within pupil progress meetings.
- Form part of the work with the identified SEND governor to provide a clear view of current provision, including updates on areas of strength and areas for development.

- Gain views around provision from parents/carers of children and young people with SEND …."What should we keep doing/start/stop?"
- Share ideas for meeting the needs of individual children and young people; as such the framework should be seen as a preventative tool as well as a solution based approach as a response to increasing need.
- Evidence, celebrate, share and develop good SEND practice across the setting/school/college.

School leaders should ensure there is a link to this framework within their school SEND information report.

N.B. Audits are likely to identify CPD needs; inclusive provision has to be supported by skilled and knowledgeable staff. As such, it is vital that alongside this Entitlement Framework, leaders of all settings consider how they can support all staff to understand SEND issues. Leaders will need to ensure that enough time and support is given to introduce this framework and then to deliver associated training within a co-ordinated whole setting approach, linked to QFT.

Training: All external agencies will discuss bespoke training opportunities for your setting, including: Early Years Improvement Team (see annual training offer on Learning Leads Early Years Network) Stockport Learning Support Service, Stockport Behaviour Support Service, Stockport Inclusion Service, Occupational Therapy Services, Stockport Speech and Language Service, Educational Psychology Service, Healthy Young Minds Stockport (HYMS) and Stockport Ethnic Diversity Service.

On line 'Focus On SEND training' can also be used to provide a baseline of expertise amongst all staff – designed for educational practitioners working across Early Years, Primary Secondary or Post 16: http://oln.nasen.org.uk/

Individual practitioners may wish to use the Entitlement Framework to:
- Reflect upon current practice and identify areas to work on, including seeking support for associated CPD needs.
- Identify possible strategies within the framework to use with a specific children and young people, in liaison with parents/carers, SENCOs and outside agencies, where appropriate.
- Trial different strategies from the framework, as part of the Assess-Plan-Do-Review cycle, and as part of building evidence of what is and is not working for a specific children and young people.

ENTITLEMENT FRAMEWORK

SECTION 1: UNIVERSAL PROVISION: PAGES 11-20. THE UNIVERSAL PROVISION SECTION LAYS OUT THE COMMON, UNIVERSAL, CORE EXPECTATIONS FOR QFT IN LINE WITH THE AIMS AND RATIONALE STATED ABOVE. IT OUTLINES THE BASIC PROVISION THAT IS LIKELY TO BENEFIT MOST CHILDREN AND YOUNG PEOPLE IN ANY SETTING. IT SHOULD NOT BE SEEN AS AN EXHAUSTIVE LIST AND NEITHER WILL EVERY STRATEGY OR RESOURCE BE NEEDED FOR EVERY CHILD. DISCUSSIONS AND CLOSE PARTNERSHIPS WITH PARENTS/CARERS AND SENCOS ARE VITAL FROM THE START.

ENTITLEMENT FRAMEWORK: SECTION 1: UNIVERSAL PROVISION.	ALWAYS	SOMETIMES	NOT YET	NEXT STEPS
EXPECTED PROVISION TO MEET NEED: **Curriculum** • A broad and balanced curriculum which promotes belonging, identity, confidence and inclusion of children and young people with SEND, including on school trips. • A curriculum which is appropriately differentiated; for example, key learning outcomes draw on earlier programmes of study, concrete resources are provided to ensure a multi-sensory approach to teaching and learning, additional time is given to complete tasks, opportunities are given for repetition, children and young people demonstrate or record understanding and information in different ways, e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, text to speech software, writing frames. • A curriculum that recognises developmental norms and builds upon the child's developmental achievements across a range of learning, life skills and independence skills, not merely on academic aspects. • A curriculum that promotes experiential learning. **Assessment and Feedback:** • Ongoing formative assessment is used to adjust content and teaching approaches to meet children and young people's needs. • Accurate and ongoing tracking of progress of all children and young people (including those working below age related expectations); abilities across domains profiled to show strengths and difficulties. • Observations and/ or first language assessments (for EAL learners) have been carried out to inform next steps. • Suitable dyslexia friendly teaching and learning strategies are used, including positive marking, underpinned by the whole school policy and in line with Stockport Dyslexia guidance. • Feedback encourages the development of metacognitive approaches to teaching and learning so children and young people can reflect on which strategies have worked for them. • Specific verbal praise and feedback recognises progress and effort, not just achievement of outcomes and academic attainment.				

Learning intentions/objectives and links to prior knowledge
- Clear lesson structure with objectives shared orally and/or visually (at some point in the lesson) so all children and young people know that they are learning. Children and young people have a clarity of what is expected through a demonstration of what the finished product looks like and encouragement to explain understanding (verbally or through visuals/symbols such as signs, symbols or objects of reference).
- Differentiated objectives are used to meet the individual children and young people's developmental level; capacity and demands are matched. This may mean reducing demands or increasing the challenge based on the children and young people's level.
- Explicit modelling and ongoing links to prior knowledge and supports memory. Teaching and learning proceeds in steps from the 'known' to ensure the appropriate amount of challenge. Planning links to next steps in learning and development.
- Opportunities are given for children and young people to practice and apply previously learnt knowledge or skills through independent activities.
- Adults pre-teach key vocabulary before starting a new topic with experiential learning opportunities, using signs/symbols to support knowledge and recall of the words and the vocabulary learning word wheel where needed. (Available on Learning Leads)

Groupings
- A range of collaborative learning opportunities and groupings are used e.g. 'buddy' systems, paired writing, talk partners, random pairing activities, small group, alongside a sensitivity to the difficulties of working in a group for some children and young people (In some cases, consistent seating and grouping arrangements will need to be considered).
- Support for social and emotional development is provided – such as small group learning opportunities to boost relationships with peers and reduce isolation.
- The duration of group activities is appropriate and responds to individual need.
- Supportive groupings are available at break times, using strategies such as nurture rooms, clubs, games leaders etc

Listening and attention
- A calm learning environment ensures that as many distractions are removed from the environment as possible to enable the children and young people to concentrate on the teacher/task.
- Background noise is reduced, e.g. felt on chair legs, carpets on floors, projectors off when not in use, etc. External background noise coming in to the classroom is reduced by closing doors and windows (where possible). N.B. Contact Stockport Sensory Support Service for training on 'developing hearing and vision friendly environments' including the option to look at specific environmental adjustments that can be made.
- Children and young people's name and eye contact is established (if appropriate) and adults make sure attention has been gained before giving an instruction.
- Adults provide clear and simple instructions, repeated, simplified and accompanied with gestures, pictures, objects of reference, Makaton signs. Appropriate amount of processing time is given. Key words are emphasised.
- Adults provide clear strategies and expectations around listening/being prepared to learn; these are displayed, taught, modelled and regularly reinforced.
- Language provides a simple commentary; gestures, signs and images support children and young people's understanding. Language used is at an appropriate developmental level. Attempts by children to communicate are always valued and responded to.
- When children and young people use single words, adults repeat and expand as a model.
- Capacity/demands are balanced for the children – i.e. the amount of language used, the amount of time sitting in one place is planned to ensure the children can achieve what is expected.

Routines and behaviour
- Positive and explicit communication and instructions are used… adults say what they mean (explaining double meanings, avoiding sarcasm, abstract vocabulary etc.)
- Consistent approach to behaviour management is used by all adults working with the children and young people including the use of rewards, sanctions and motivators for specific children and young people, linked to clear whole school behaviour policy.
- Structured, consistent routines and guidelines are used. Preparation is given for change of activity or transitions. Differentiated use of Now/Next/Then is used for specific children and young people, such as morning timetable, whole day time table or visual weekly timetable – using the amount of information relevant to individual needs.

- Positive relationships and connections are made with every child using evidence based positive behaviour support approaches – adults know them as individuals.
- Restorative Approaches are used as a preventative framework as well as a first response to encourage active listening, relationship development and effective resolution of any conflict e.g. check ins are used on a daily basis to check for any issues a child has faced from the previous day.
- Approaches set out in Stockport's strategy for improving wellbeing in education settings are used consistently and support children and young people to thrive. (See PSHE network on Learning Leads).
- Management of inappropriate behaviour is achieved through: Tactical ignoring and non verbal signals/ Asking about relevant rule/ Restating relevant rule/ Catching the children and young people being good/ Praising other children and young people doing the rule/ Distracting away/ Re-explaining/ Using language of choice/ Using the 3 part 'I' statements (eg When you……/ I feel…./ because….).
- Adults say the behaviour they expect to see – they frame language in the positive e.g. "Walk" rather than "Don't run".
- Sensory or physical needs are responded to. Children and young people are offered opportunities to meet their sensory needs, for example using fiddle toys or accessing breaks for physical activities which allow children and young people to manage their arousal levels to promote improved levels of concentration and engagement.
- Agreed time-out systems are used to enable specific children and young people to excuse themselves from the class or signal that they need a break - to a designated quiet, safe withdrawal space. 'Time Out' systems are clearly explained and taught to children and young people within clear boundaries and agreed approaches.
- Adults recognise how tiring some conditions can be (such as language difficulties/dyslexia) when facing a whole school day using these skills. Provision maps build in 'down time' for children exhibiting symptoms of overload in their behaviour.
- Adults recognise that many behaviour symptoms are a result of the environment not a problem 'within child' so they endeavour to change the environment to meet needs rather than expecting the child to change.

Parents and Carers
- Clear communication with parents/carers, using an interpreter when needed, ensures close partnerships from the start. Regular meetings are held to review plans and consider individual next steps/actions. Professionals actively listen to parents/carers and jointly agree how to achieve best outcomes for their child. Professionals acknowledge that children and young people behave differently in different situations; they listen to the voice of families even when similar behaviours do not manifest at school.
- TAC/TAF or multi-agency meetings are arranged where needed.
- EHAs (Early Help Assessments) are completed with parents/carers to access support at the earliest point.
- One-page profiles are created alongside parents/carers and children and young people to ensure that all voices are actively listened to and inform next steps.
- Parents/carers are fully involved in how to support the learning journey at home.
- Adults are aware of what is on the Local Offer so they can sign post parents/carers to the appropriate support.
- Parents/Carers who have concerns are supported by involvement in the development of a provision map to meet the children and young people's need or (if required) by signposting them to speak to services directly (rather than suggesting GP appointments for referrals).

Physical Resources – whole school/setting:
- Well-organised shared spaces have equipment and resources clearly and consistently labelled with visuals, (bilingual, if appropriate) located for independent access and kept in the same place. Resources appropriate to children and young people's developmental stage are easily available.
- Tables and chairs are at appropriate height so that feet can be placed flat on the floor, as this will support attention, listening and behaviour.
- Preferential seating is used for specific children and young people in large spaces such as halls.
- Areas around the main teaching areas have minimal visual distraction; avoid poor contrast, 'busy' backgrounds and visual clutter.

- All areas of the shared space is appropriately illuminated to support any children and young people with visual impairments, ensuring no dazzle on shiny surfaces. Window blinds help reduce glare.
- Calm learning environment ensures that as many distractions as possible are removed.
- Signage around the setting/school is clear and presented in a communication friendly approach, for example symbols, photographs are consistently used and accessible to all stakeholders.
- All equipment is kept to appropriate standards e.g. servicing for equipment under LOLER / PUWER regulations (6 monthly for slings / hoists or other equipment where the purpose is to lift a load).
- Displays reflect people from different backgrounds, disabilities, cultures and faiths to promote belonging, identity and inclusion.

Physical Resources – classrooms:
- Well-organised setting/classrooms with equipment and resources clearly and consistently labelled with visuals, (Bilingual labels if appropriate) located for independent access and kept in the same place. Resources appropriate to children and young people's developmental stage are easily available, e.g. reading books.
- Table-top resources and texts minimise copying from the board. Pre-prepared date/ LO etc., where needed.
- Range of practical and supportive aids/equipment (including left-handed resources) is easily available to support independence and personal organisation.
- Tables and chairs are at appropriate height so that feet can be placed flat on the floor. Seating allows all children and young people to clearly see the practitioner. Preferential seating is used for specific children and young people, with children and young people facing and near to the teacher; teacher's face in good light for lip reading and best reception of speech. Use of seating spots, wobble cushions if appropriate.
- Writing slopes/ pencil grips/ sit and move cushions etc are made available for specific children and young people to use.
- Seating arrangements ensure that all children and young people are working in comfort and with appropriate space.
- Electronic copies of work are made available for key children and young people and options such as using personal ipads and free apps like 'Join me' or 'Team Viewer' are used to display whiteboard content onto a personal i-pad to avoid copying from the board.

- Displays and visuals around the main teaching area are not overly busy and support attention and focus.
- A small distraction-free learning area/work station is made available for specific children and young people to use if needed.
- Access to i-pads/ whiteboards to record ideas, maths jottings for working out, coloured pens, post-its, mind map frames, concrete objects and visual images are available to support children and young people with short term and working memory difficulties.
- Differentiated texts are accessible to all children and young people – e.g. they are at an appropriate reading level, the format and content are clear. Visuals support meaning. Use of bilingual talking books, talking pens, talking mats are available for bilingual children and young people who actively use their first language.
- Appropriate fonts are used for worksheets and documents for reading, most often Ariel size 12-14, with more personalised font used where needed.
- Lined paper and margins are used to provide visual clues about where to start writing.
- Sensory Tool Kit is used consistently (training is available via OT NHS).

Visual Resources
- Key vocabulary is displayed and accessible to all, bilingual where appropriate.
- Class visual timetable is available for all children and young people to use including the use of Boardmaker Symbols (or similar) if needed. Visual timelines for the lesson structure are used routinely.
- Visually supportive environments support learning e.g. working walls, word mats, number lines, phoneme and alphabet strips on desks etc.
- Instructions/steps to success, are visually displayed to support independence and avoid task abandonment. Independent copies are made available for specific children and young people where needed.
- Presentation of texts avoids white on black text, especially IWB backgrounds. Efforts have been made to minimise poor contrast, 'busy' backgrounds and visual clutter.
- Good quality print and photocopying is used to ensure clear visual information. Glossy paper is not used for copying.
- Symbols software such as Clicker or Boardmaker are used to create resources.
- Makaton resources are available in school.

Lighting
- All areas are appropriately illuminated, ensuring no dazzle on shiny surfaces. Window blinds help reduce glare. Consideration is given to children and young people's access to activities in different lighting conditions and at different times of day, when children and young people moves from bright to dimly lit areas.
- Adults do not stand with back to the window as this casts their face into shadow.

Adults in the classroom, including support staff (where applicable)
- All adults act as partners and facilitate learning.
- There is an expectation that children and young people with SEND have at least the same amount of time working with the teacher as their peers do. Support staff add value rather than replace the teacher.
- One page profiles/ All About Me pages/ Pupil Passports or simlar are used to communicate key information to all adults employed by school who work with the children and young people. Practitioners' plans include these strategies.
- Classroom support is deployed to maximise learning and promote independence. Adults have appropriate information about the pupil's needs and the learning intentions/objectives.
- Bilingual assistants offer opportunities for bilingual children and young people to use first language to activate prior knowledge, and learn new vocabulary, skills and concepts.
- Adults give time to children and young people having difficulties communicating or who need additional time to process thinking.
- Where appropriate, adults offer opportunities for a children and young people to practice new skills or to reinforce and consolidate emerging skills/ pre-teach and explain subject specific vocabulary/provide opportunities for discussion of new concepts before they are introduced.
- All staff scaffold learning through the appropriate use of questioning, modelling and explaining, knowing when to step back to ensure increased independence.
- All staff use effective questioning alongside an emphasis on learning through talk and discussion.

Attendance
- Systems to find out and address the reasons behind school refusers include looking for any patterns to the absences, examining the level of anxiety, checking sensory overload, exploring whether different interventions or more appropriate, different curricular provision might re-engage the pupil etc. This takes an holistic approach, working with School Age + worker, Stockport Family, Education Welfare Officers etc.
- Systems for attendance are monitored and any factors impacting on attendance such as medical needs/ issues with exhaustion are carefully considered with parents/carers.

Transition
- Carefully planned transitions recognise the additional challenges faced by many children and young people with SEND and ensure that key information is shared, additional visits are organised, parents/carers are fully involved, etc. Teachers pass on the individual strategies for a child or young person to the next teacher.

Awareness and developing empathy amongst peers
- Opportunities which develop awareness of needs (in close discussion and collaboration with children and young people and parents/carers) provide empowerment for children and young people and families and ensure that all children and young people feel that they are accepted, included and valued.
- Restorative Circles and Social and Emotional Aspects of Learning are included in the curriculum to support understanding of each other.

Pupil Voice
- Different systems are used to find out what works for the children and young people and how we can help them.
- Opportunities are given to 'teach' the children and young people how to use specific tools and approaches such as time out cards.

SECTION 2: EMERGING AND INCREASING NEED: SEN SUPPORT: PAGES 21 – 28.

This section is linked to the 4 areas of SEND and provides a list of possible strategies for children and young people with increasing needs, likely to be those children and young people who are on SEN Support. Where there is evidence of increasing need, the children and young people is likely to require '… provision different from or additional to that normally available to children and young people of the same age..' (COP, 2015: 6.15). As such, professionals can use this section of the framework to consider different approaches to create a more personalised plan as part of a tiered approach which increases in intensity in line with need. Aspects from this framework can be used to form key strategies within an SEN Support plan and support practitioners with ideas that could be useful for tracking and recording progress and outcomes for specific children and young people. Again, this should not be seen as an exhaustive list and strategies should be chosen according to the children and young people's individual needs.

At the point of considering provision 'different from' or 'additional to', the setting must work increasingly closely with parents/carers so that they understand that special educational provision is being made for the child or young person. Liaison will be required between teaching staff, parents/carers, the and SENCO to co-produce a workable plan of support. Individual SEN Support plans, provision maps or similar will need to be co-produced, with SMART targets, linked to individual outcomes with children and young people. Progress should be monitored closely in line with A-P-D-R (assess, plan, do review) and reviewed at least termly with the child/young person and parents/carers to make adjustments.

The majority of students will have their special educational needs suitably addressed by arrangements in school. There will, however, be some who continue to experience a much higher level of difficulty than their peers. Some of these students may need a strong co-ordinated approach between a range of professional agencies. Following a number of cycles at A-P-D-R, if current provision is still not meeting need, consideration should be given to whether a formal needs assessment needs to be completed.

Following several cycles at SEN Support there may be consideration as to whether a needs assessment is required.
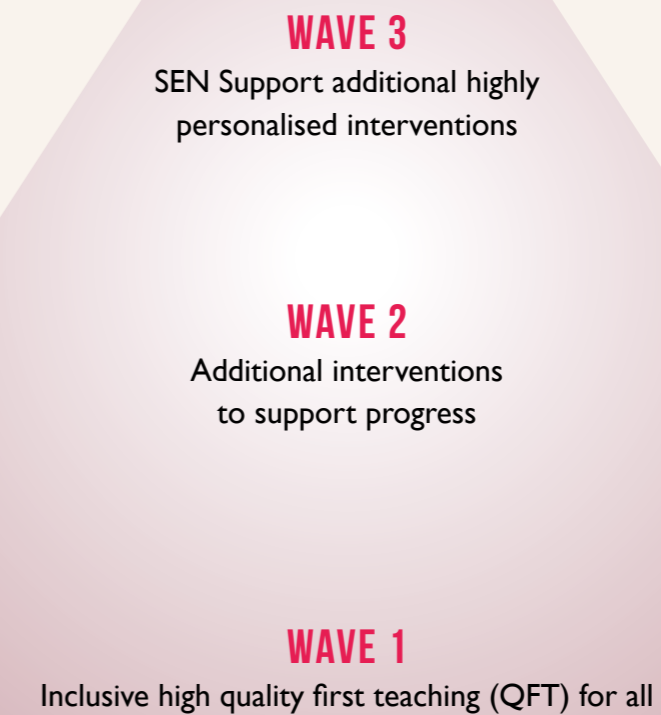
Before this decision is made a person-centred review meeting should take place, to include parents, the young person, school, health, social care and the SEN team to review whether a needs assessment is required.

(N.B. As noted in further detail on page 28, additional, individualised and specialist advice should be sought immediately from Sensory Support Service for any children and young people with a sensory impairment)

WAVES OF PROVISION MODEL:

INCLUSIVE TEACHING IS ABOUT MEETING THE NEEDS OF ALL AND HAVING HIGH EXPECTATIONS FOR ALL

SPECIAL EDUCATIONAL PROVISION IS UNDERPINNED BY HIGH QUALITY TEACHING AND IS COMPROMISED BY ANYTHING LESS.

WAVE 3
SEN Support additional highly personalised interventions

WAVE 2
Additional interventions to support progress

WAVE 1
Inclusive high quality first teaching (QFT) for all

COGNITION AND LEARNING (C&L)

Identification/Notes

Learning difficulties covers a wide range of needs including; General Learning Difficulties (GLD), Moderate Learning Difficulties (MLD), and Specific Learning Difficulties (SpLD), which affect one or more specific aspects of learning and encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

There is likely to be evidence of some delay in meeting expected milestones or slow progress in some or all aspects of the curriculum, despite effective QFT at universal level.

The child may have difficulties with:
- Attention and listening/ on task behaviour,
- Self-organisation including planning and initiating tasks,
- Making links between different areas of learning and generalising to every-day experience,
- Problem solving,
- Fine and gross motor skills,
- Retention of information,
- Literacy and/or numeracy skills.
- Working memory difficulties, evidenced through difficulties with recall, following instructions, task abandonment,
- Some speech and language difficulties- e.g. generalising information, understanding abstract language.

Possible Strategies and Interventions to implement, monitor and evaluate
- Lesson delivery is further modified to ensure more opportunities for multi-sensory and practical tasks, related to every day experiences, with an increased emphasis on direct experience and over learning,
- The child's developmental levels is clearly profiled and objectives based on the individual's needs
- Instructions (in small steps) are visually displayed to avoid task abandonment and increase independence,
- Visual/ sound timers are used so that the child can pace their effort,
- Targeted/ guided sessions develop a range of working memory strategies,
- Aid memoires are displayed for frequent repeated procedures,
- Regular, targeted time is provided for pre-teaching of vocabulary or new concepts, Bilingual support is provided if appropriate.
- Phase 1 phonics activities are used to develop children and young people's early phonological awreness skills,
- Structured phonic programmes are delivered, based on multi-sensory approaches,
- Additional time is given for oral composition and rehearsal before writing,
- Touch-typing sessions provide an alternative to writing by hand,
- Use of behaviour support techniques used to ensure the child is relaxed and ready to learn before learning begins,
- Built in breaks ensure demand is appropriate and cognitive overload is avoided,
- Experiential learning techniques continue to be used beyond the age, so child is still learning by doing,
- Assessment of needs and skills inform appropriately targeted, high quality and evidence-based intervention programmes, planned in partnership with parents. Stockport Learning Support Service currently offer training on the following evidence-based interventions: Talk Boost (Early/KS1 and 2), SERI, Boosting Reading at Primary/ Secondary, Write Away Together, Motor Skills United.

Settings may seek further advice from: Early Years Improvement Team, Early Years SEND consultant, Portage, Stockport Learning Support Service, Ethnic Diversity Service (for EAL learners with SEND), Occupational Therapy, Stockport Psychology Service, Stockport Inclusion Team.
Settings should make every effort to follow advice given by such agencies in order to meet the needs of the children and young people. This advice must be passed over to the next teacher and further training requested if staff change.

COMMUNICATION & INTERACTION : SOCIAL COMMUNICATION

Identification/Notes

Children and young people with a Social Communication Condition, or a diagnosed Autistic Spectrum Condition (ASC), experience difficulties typically affecting social interaction and relationships, social communication, flexible thinking, behaviour and sensory challenges. Some of the difficulties students may experience include:
- Difficulties in understanding social situations,
- Difficulty in intuitively sensing other people's feelings and intentions,
- Inappropriate or limited social initiative and problems with reciprocal relationships,
- Rigidity of thinking and a tendency to follow personal agendas,
- Difficulty with open-ended or unstructured situations and with change,
- High susceptibility to anxiety and stress,
- Limitations in expressive or creative activities extending to obsessive interests or repetitive activities,
- Impaired use of language, either expressive or receptive,
- Difficulty in processing and navigating environments; e.g. transitioning from activities, rooms, year groups and settings,
- High susceptibility to hyper/hypo sensitivity.

(See Red Flags for Autism for further information)

Possible Strategies and Interventions to implement, monitor and evaluate
- Ask the children and young people what helps them and agree strategies with them wherever possible For all children and young people with autistic spectrum disorders, the expectations associated with change that may require contact with more people in a wider range of social settings, may compound their existing difficulties and make their special needs more complex. Lesson delivery should be further modified to ensure calm working environments and transitions.
- Increased level of visual prompting and cues of timetable, instructions, demarcating areas.
- Systematic organisation of independent learning tasks and activities.
- Emotional literacy lessons in class.
- Overt expectations made explicit.
- Prompt cards for group roles and conversation skills.
- Whole school awareness and training.
- Regular mentor support, including adults or peers.
- TEACCH approaches (following necessary training).
- Regular, short sensory breaks.
- Personalised Social Stories (following necessary training on visual apporach to autism - available via NHS therapy services).
- Comic Strip Conversations (following necessary training, as above).
- Whole school approach to support communication so all staff can support the child e.g. teachers, assistants, mid-day staff, office staff have had Autism awareness training.
- Use of behaviour support techniques ensure child is relaxed and ready to learn before learning begins.
- Use of bilingual support if the child can communicate in his/her first language.
- Built in breaks for this group of children and young people to ensure demand/capacity is appropriately balanced but not to the detriment of inclusion within the classroom.
- Assessment of needs and skills should inform appropriately targeted and evidence- based intervention programmes, planned in partnership with parents, such as small social skills group, small friendship skills group, Lego therapy.
- Understanding the learning challenging and the need for children and young people to be relaxed before learning is started. Recognition that this group of children and young people start the day feeling challenged due to the social challenge and need to be taken back to a relaxed state before learning starts or they will be pushed into stress. (See BSS chart on relax, challenge, stress).

Settings, may seek further advice from: Early Years Improvement Team, Early Years SEND consultant, Portage, Stockport Inclusion Team, Stockport Behaviour Support Service, Occupational Therapy, Speech and Language Therapy, Stockport Psychology Service, Healthy Young Minds Stockport, Ethnic Diversity Service (for EAL learners with SEND).
Settings should make every effort to follow advice given by such agencies in order to meet the needs of the CYP. This advice must be passed over to the next teacher and further training requested if staff change. N.B. Once a diagnosis has been made of ASC there will be a planning meeting to identify the individual plan that must be followed to meet the CYP's needs. Visit The Local Offer Autism Page for more information: **https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=RYZfS3YTtAc**

COMMUNICATION & INTERACTION: SPEECH, LANGUAGE AND COMMUNICATION DIFFICULTIES (SLCN)

Identification/Notes

For some children and young people, such difficulties may be confined to problems with their production of speech. For others, it may be hard to find the right words or join them together meaningfully in expressive language. They may have problems in communicating through speech and other forms of language use and may find it hard to acquire language and express thoughts and ideas.

Some of the difficulties children and young people may experience include:
- Difficulties or delays in understanding or responding to verbal cues from others,
- Difficulties in understanding could be due to concepts not being understood OR not being able to process longer sentences,
- Difficulties in understanding and using appropriate language for social interaction,
- Difficulties generating sentences,
- Difficulties with working memory that impacts on understanding or expressing themselves,
- Associated feelings of frustration or anxiety which may in turn lead to some behavioural difficulties and/or deteriorating social relationships with peers and adults alike.,
- Some children and young people may be unable to speak in certain situations due to a severe anxiety disorder. This is known as selective mutism.

N.B. The fact that the student may not speak and understand English as an additional language does not in itself constitute a speech and language difficulty. If the child has a delay in their first language it is appropriate to refer to SLT via the triage system or by phoning for advice.

Possible Strategies and Interventions to implement, monitor and evaluate

Language:
- Model correct sentences,
- Increased visual support across the curriculum e.g Makton, pictures/ symbols,
- Broad range of sentence activities, e.g. description, news telling,
- Whole school awareness and training, in language difficulties, capacities and demands
- Vocabulary teaching with phonological and semantic cues, use of the word wheel, pre-teach new vocab.,
- Colourful Semantics programme (an approach to develop grammar, rooted in meaning of words – i.e.semantics; – a specific programme which SLT can provide advice on)
- Use of information carrying words when giving instructions,
- Concept development programme,
- Whole school approach to support communication so all staff can support the child e.g. teachers, assistants, mid-day staff, office staff etc
- Increasing use of sign/ symbols e.g. Makaton across the school day to support understanding/ expression

Speech:
- Follow letters and sound curriculum from the start regardless of the child's age to ensure the development of the key foundation skills- go back to these if not achieved in the previous/ expected year group,
- Attention and listening activities, ready steady go games, barrier games etc (ask SLT for advice sheets)
- Oral blending and segmentation linked to reading and spelling, topic and functional vocabulary,
- Check the children and young people's spoken speech sounds against the chart for expected age range and refer to the SLT when to refer document to ensure referral at appropriate age for the sounds the child is having difficulty with. (See Local Offer)
- For disruption of fluency (stammering) or reluctance to speak refer to NHS SLT as soon as possible,
- Application of specific speech targets during the day,
- Assessment of needs and skills should inform appropriately targeted and evidence-based intervention programmes, planned in partnership with parents, such as Speechlink group, Specific phonemic awareness programme linked to letters, Language Link (vocabulary, verbs,negatives, questioning,reasoning), Wellcom, ELKLAN, Narrative Therapy, Talk Boost, Leicester Inference Programme, Language Link (Every school was funded by the LA to have this package set up - if this has lapsed please speak to your school SLT), Talk About – Alex Kelly packages, Talking Partners.

Selective Mutism:
- Adults must recognise that this is different to being shy - these children and young people need early referrals and intervention to prevent this escalating. Settings / schools would be expected to work with SLT to carry out intensive programmes such as 'Breaking down the barriers'. All schools should have awareness training so they can recognise this difficulty as early intervention is essential. Training can be organised by contacting the NHS SLT team on 204 4153

Settings, may seek further advice from: Stockport Speech and Language Therapy via a triage discussion in school; (Refer to SLT in line with Stockport Guidance as on the Local Offer/ Early Years pathways/ school triage system/ Speech Link/ Language Link guidance), Stockport Psychology Service, Stockport Inclusion Service, Ethnic Diversity Service (for EAL learners with SEND).
Settings should make every effort to follow advice given by such agencies in order to meet the needs of the child. This advice must be passed over to the next teacher and further training requested if staff change. The school based NHS team offer includes an assessment and recommendations which the school must follow to meet the child's needs. See the Local Offer for more information about Speech and Language: https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=nwGwUZJj_1U&familychannel=13-4

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

Identification/Notes

Children and young people may experience a wide range of SEMH needs which manifest themselves in many ways. Behavioural difficulties do not necessarily mean that a children and young people has SEN. However, consistent disruptive or withdrawn behaviours are often an indication of unmet SEN. Where there are concerns about behaviour there should be an assessment to determine whether there are any factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Some of the difficulties children and young people may experience include:
- Remaining on task and seeking frequent adult support,
- Disruption or attention-seeking behaviours,
- Signs of frustration and indications of disaffection,
- Making and maintaining healthy relationships with peers,
- Often isolated and alone/ presenting as withdrawn,
- Significant fluctuations in mood and unpredictability over attitudes to learning,
- Uncooperative,
- Increasing inability to follow instructions/routines,
- Presenting as significantly unhappy or stressed,
- Increasingly unable to manage emotions,
- Poor or non-attendance,
- Frequent episodes of aggression towards peers and adults,
- Poor academic progress as a result of inattention and poor impulse control,
- Self-exiting lessons,
- Extreme emotional outbursts,
- Anxiety.

Possible Strategies and Interventions to implement, monitor and evaluate
- Discussion and activities to understand the children and young people's view and the view of parents/carers,
- A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time, and a taught curriculum such as Restorative Approaches and SEAL in place,
- Small, carefully thought-out group settings or one-to-one working,
- Enhanced personal, social and health education programmes,
- Counselling and peer support inlcuding supportive peer systems,
- Reinforcement of rules- visual prompts to support if needed,
- Social seating and proximity to teacher (within eye line),
- Increased use of choice and motivation,
- Work chunking,
- Use of learning mentors (or key workers or equivalent) to prompt attention and reinforce instructions,
- Notice more often and in a planned way,
- 'Ask me what I've done' badges,
- Counselling and peer support,
- Class and school mediation strategies,
- Positive intervention strategies,
- Flexible approaches to a range of different behaviours,
- Calming strategies are outlined in children and young people's One Page Profile and understood by the whole team.
- Use of a key adult for meet and greet and regular 'checking in'/ Use of learning mentors (or equivalent),
- Planned scripted responses to undesirable behaviour,
- Using Graded Exposure (the Step Ladder approach); a step-by-step way of helping children with anxiety, tackling little things before you face really scary things. **https://raisingchildren.net.au/toddlers/ health-daily-care/mental-health/anxiety-stepladder-approach**
- Assessment of needs and skills should inform appropriately targeted and evidence- based intervention programmes, planned in partnership with parents, such as programmes for managing and controlling behaviour and anxiety, anger-management techniques and turn-taking programmes, small group work (concentration, relaxation, turn-taking, mindfulness techniques such as relaxation and deep breathing.), group work on 'good to be me' topics.

Settings, may seek further advice from: Early Years Improvement Team, Early Years SEND consultant, Portage, Stockport Behaviour Support Service, Virtual Schools Team for advice regarding LAC (Looked After children and young people) and previous LAC, Healthy Young Minds Stockport HYMS (previously Child and Adolescent Mental Health Services CAMHS), Stockport Inclusion Team, Stockport Psychology Service, Ethnic Diversity Team (for EAL learners with SEND). Professionals can access the Wellbeing strategy and resources, plus guidance on responding to self-harm and on responding to children and young people with anxiety issues by going to the PSHE section of Learning Leads.
Settings should make every effort to follow advice given by such agencies in order to meet the needs of the children and young people. This advice must be passed over to the next teacher and further training requested if staff change. See the Local Offer for further information about HYMS: **https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=JKC2x6nBg4s&familychannel=999**

Identification/ Notes	Possible Strategies and Interventions to implement, monitor and evaluate
a. Physical Needs- Educational staff will need to have manual handling training and appropriate equipment if a child or young person needs adult assistance for transfers, e.g. from chair to chair, toileting or on and off the floor. b. Medical Needs (SEN)- A medical diagnosis or a disability does not necessarily imply a special educational need SEN. It may not be necessary for the student with any particular diagnosis or medical condition to have any form of additional educational provision. It is the child's educational needs rather than a medical diagnosis that must be considered. Some students may have medical conditions that, if not properly managed could hinder their access to education.	• Follow Motor Skills United intervention (N.B Must use the full programme, as prescribed in the pack), • Pre-writing and warm up activities, • Letter formation and fine motor skills activities – dot to dots etc, • Grip development activities, • Chairs, feet on the floor / step on floor to place feet on/ carefuly chosen position for child to sit with back supported, eg against a wall, at floor sitting times, • Obstacle courses, • Trunk stability games, • 'Tummy time' or floor work for younger children and young people, • Increased gross motor play opportunities eg ball games, large play equipment, • Extra time for dressing for PE, toileting, eating, • Playing spatial games and puzzles, • Mentor support, • Generic handwriting programmes, • Small groups, • Assistance to access PE and games at playtime with peers, • Assessment of needs and skills should inform appropriately targeted and evidence- based intervention programmes, planned in partnership with parents, such as Motor Skills United, • Sensory toolkit (OT can provide training), • Please also refer to the Supporting Pupils Medical Conditions policy (link below), • **Please attend the OT training on Motor Skills United / Sensory needs before referring children and/or call to discuss the appropriateness of referrals / for signposting to strategies before referring via 204 4154.** N.B. Many sensory seeking behaviours are normal – and basic strategies can help; only severe needs which are severely impacting on functionality should be referred on to OT.

Settings, may seek further advice from: Early Years Improvement Team, Early Years SEND consultant, Portage, Stockport Occupational Therapy, Physiotherapy (Gross motor skills/ Mobility issues / Pain), School Nursing Team, Stockport Inclusion Team.
Settings should make every effort to follow advice given by such agencies in order to meet the needs of the children and young people. This advice must be passed over to the next teacher and further training requested if staff change. See the Local Offer for further information about Occupational Therapy: **https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=NIn6y7zISyU&familychannel=13-4**

Identification/ Notes	Strategies and Interventions:
Sensory Needs: Vision Impairment or Hearing loss/ Deafness: Stockport Sensory Support Service (SSS) should be contacted if they are not already involved to provide guidance, direct teaching or advisory support where there is a diagnosed permanent visual impairment that is not corrected by wearing glasses, where children and young people are receiving visual occlusion therapy (patching), or where there is long term or permanent hearing loss/deafness. If the children and young people has not had a recent eye or hearing test and there is concern about vision or hearing then the service can be contacted for advice about what steps to take next as visual impairment or hearing loss, even 'mild', can impact significantly on a children and young people's learning, language, social communication and behaviour. Following assessment of a children and young people the following might be provided: • Direct teaching OR regular monitoring from a qualified Teacher of the Deaf or qualified Teacher of Vision Impairment may be available, depending on assessed needs. • Specialist Teaching Assistant support for access to learning via language modification and /or communication support, i.e. British Sign Language for deaf children and young people, or for tactile and visual modification which may include Braille for children and young people with vision impairment. • Technical support and specialist equipment may be provided. • Curriculum resources and tests, (including public examination materials) may be modified and specially adapted by SSS staff. • Mobility support for children and young people with visual impairment from the Orientation and Mobility Officer.	• This is general guidance. Additional individualised, specialist advice should always be sought from SSS for children and young people with a sensory impairment. Each children and young people's sensory needs will require adjustments and intervention specific to the nature and degree of their visual impairment/deafness/hearing loss. Sensory Support Service will respond within 5 days to a new referral for a children and young people and typically provide advice within 2 weeks following referral. • Teach important group work or 1-1 work in quieter spaces/rooms. • Small group work and 1-1 attention where possible. • Use preferential seating children and young people; horse-shoe seating ideal. • Take steps to reduce noise and visual 'clutter'. • Talk to the children and young people at their height level, face to face for best auditory and visual communication. • Consider personal presentation, i.e busy patterned clothing makes it harder for children and young people with sensory impairments to focus on seeing adult faces or sign language and listening to voices. • Consider access to subtitles on audio visual material, where possible for children and young people who are deaf/have a hearing loss, even in the Early Years. • Use additional cues to support 'tuning in' to what is being taught, e.g. auditory such as 'We are going to talk about fruit now' or visual, show a picture of a fruit and say 'we are going to talk about fruit now.' • Consider subject specific classroom learning modifications. SSS can advise about particular adaptations that might be needed. • Use sensory stories for literacy to support access via other senses. • Promote independence, e.g. through buddy systems. • Support the children and young people's social and emotional development- vision impairment and deafness impact significantly on this area of development. **Useful links:** **https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=ZfbFKr650kc&familychannel=999** **https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=NIn6y7zISyU&familychannel=13-4**

ADDITIONAL RESOURCES

Stockport resources:
Local Offer **https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page**
Mental health tool kit – available on PSHE network on Learning Leads
Supporting Pupil's Medical Conditions in Early Years settings and Schools Policy (This is a model policy to be personalised by each setting)
https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=CWtCmcrZjvI&familychannel=999
Support with Anxiety and school avoidance: available on PSHE network on Learning Leads and also at:
https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=Krj-ppyy3FM&familychannel=999
EYFS SEND pathway cards - available on EYs network on Learning Leads
Guide for supporting children with English as an Additional Language Pupils and SEN - available on SENCO network on Learning Leads
Stockport's strategy for improving wellbeing in educational settings: **http://democracy.stockport.gov.uk/mgConvert2PDF.aspx?ID=140263**

Transition resources:
Stockport Local Offer Transition page: **https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=QIPLj3c_wgs**
'Rise above: Transition to Secondary School' resources - available on PSHE and Well Being network on Learning Leads
Early Years Transition Guidance and transition booklet- available on EYS network on Learning Leads
The NASEN mini guide to transition: **www.nasen.org.uk/.../download.E57C5F2E-CFE0-4B75-BA50C7BF00085DBE.html**

Further information
Anxiety In Autism Guide: **https://www.city.ac.uk/__data/assets/pdf_file/0010/466039/Anxiety-in-Autism-A5-guide.pdf**
Blacksheep press publications- resources to support speech and language needs **https://www.blacksheeppress.co.uk/**
Preparing for Adulthood resources **https://www.preparingforadulthood.org.uk/**
Advice re communication friendly environments:
https://www.thecommunicationtrust.org.uk/media/643570/making_your_place_great_for_communication_final_1__june_2018.pdf
Advice and resource about CYP's mental health: **https://www.minded.org.uk/**

Advice re interventions:
www.thecommunicationtrust.org.uk/whatworks
www.nice.org.uk
https://educationendowmentfoundation.org.uk/tools/promising/