



SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND) POLICY

This policy should be read in conjunction with the following policies:

SEND Code of Practice (2015)
Section 69 of the Children and Families Act 2014
Accessibility Plan
Admissions Arrangement
Behaviour Policy
Child Protection Policy & Keeping Children Safe in Education
Equality Information and Objectives Statement
Home-School Agreement
Medical Conditions Policy
Personal and Intimate Care Policy

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Intent

Statement of Intent

We are committed to inclusion, working together to make our school a place where every child feels happy, safe and is fully included in all aspects of school life. We implement Quality First Teaching (Appendix 1) across the curriculum to enable every child to achieve to their best, become confident individuals living fulfilling lives, whilst removing barriers to their learning. We promote provision that drives pupil's wellbeing, attainment and progress whilst identifying any additional needs as they arise and ensuring that the provision for pupils with Special Educational Needs or Disability (SEND) are not treated less favourably than others. We believe that early intervention is key, therefore we strive to identify and provide effective early support to children who may be at risk of poor outcomes.

SEND areas of need

Many children require additional support at some stage in their educational journey, this does not necessarily mean they are identified as having SEND.

Children with special educational needs or disabilities (SEND), can find it difficult to access the curriculum alongside their peers, may need extra support because of a range of needs. There are four categories of need defined by the SEND Code of Practice 2015:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and/or Sensory

Due to the age of our children, we believe it is most important to initially support their prime areas of learning: personal, social and emotional development (PSED), communication and language (CL) and physical development (PD). These areas enable children to understand and manage their emotions, set and achieve positive goals, establish and maintain positive relationships and develop their gross and fine motor skills to access the provision effectively.

If a child is identified as requiring additional support, assessed by using our specific criteria which is based on the Communication & Interaction scales and the Emotional & Behavioural scales, it may be appropriate for them to access **The Hive**.

The Hive is our additional support provision targeting social and emotional well-being needs through small group interventions such as: Emotional Literacy, Social Skills, LEGO Therapy and Therapeutic Play. **The Hive** follows a Personal Development Curriculum based on the individual needs of the children who have met the criteria. These follow a progression of skills over a 6-week period (Appendix 2) and children will receive a "Hive Passport" (Appendix 3) earning a stamp after each visit. Once a child has attended for a maximum of 6-weeks, they will graduate from **The Hive** and the impact will be monitored for a further 6 weeks.

Play underpins the development of our children until fundamental skills and knowledge have been embedded. **The Hive** provision is set up to reflect this, with continuous provision enhancements within the environment.

SEND Code of Practice 2015

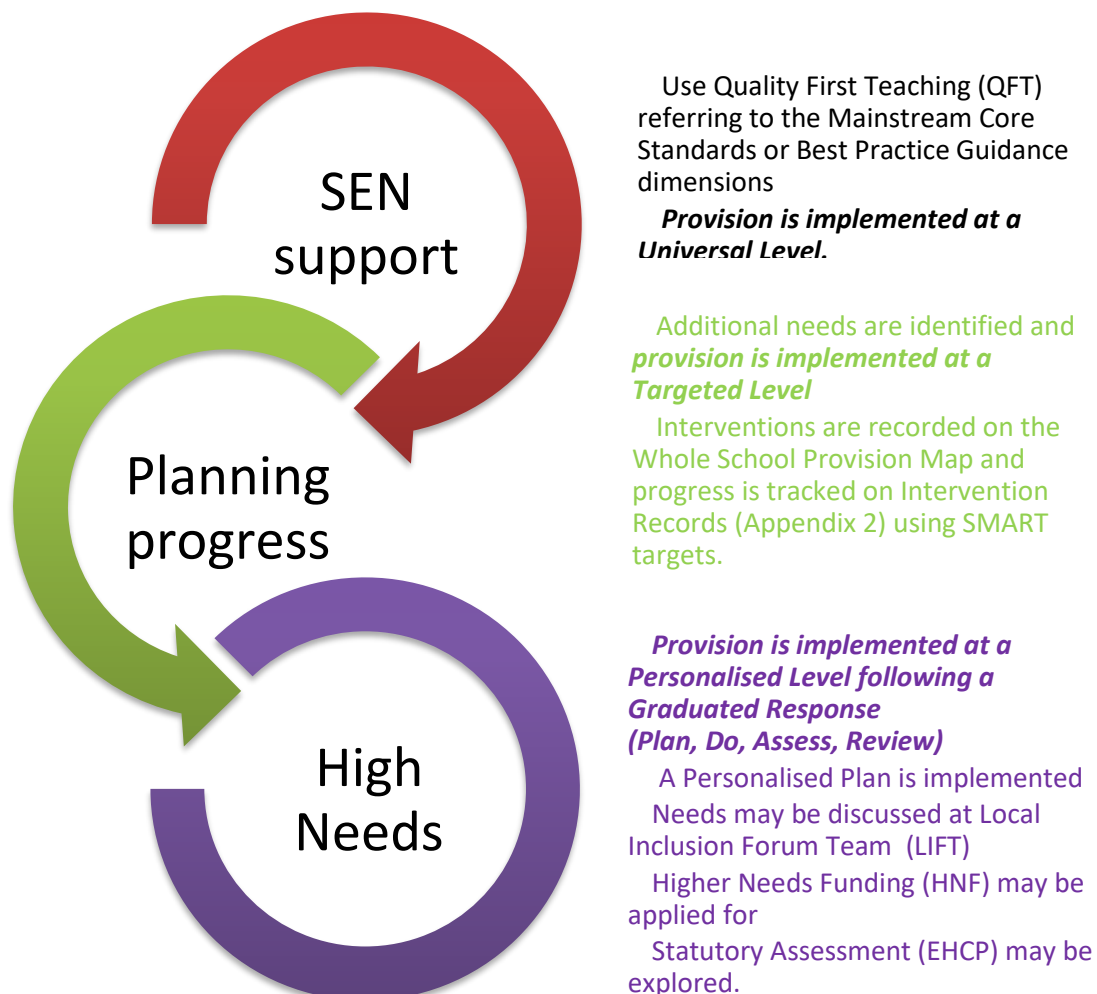
High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Early years providers and schools should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and children
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Implementation: Teaching and Learning

Planning

Teachers should refer to the Mainstream Core Standards (KS1) and the Best Practice Guidance (EYFS) to inform and steer practice. These are available at: [The Mainstream Core Standards](#)



Teachers should follow the subsequent steps to ensure the most appropriate intervention is in place at a **universal**, **targeted** and **personalised** level so that children can make progress both in their well-being and attainment.

Five Step Plan for SEN Concerns

Teachers should follow the Five Step Plan for SEN Concerns (Appendix 4) to guide them in addressing specific areas of need, implementing appropriate support and intervention and communicating all steps of intervention and support with parents at regular intervals.

QFT → Interventions → SIFT → SEN Clinic Review → SEN Register & External Support

SIFT

Once QFT and Interventions via the Whole School Provision Map have been implemented and further additional support and guidance is still required, teachers may refer a child to the **School Inclusion Forum Team (SIFT)** by completing a SIFT Referral Form (Appendix 5). This is submitted to the SENCO who will lead a SIFT Meeting at the next available Staff Meeting. A SIFT Meeting consists of all teaching staff, SENCO and Family Engagement Leader (FEL) discussing the needs of the child and suggesting recommendations for strategies and support. Actions are agreed on the SIFT Recommendations Form (Appendix 6) and a date for review at SEN Clinic is set (between 6-12 weeks after the SIFT Meeting).

SEN Clinic

Any staff member can discuss the progress, attainment and/or support for a child/ren they work with by booking into the SEN Clinic. This takes place weekly, run by the SENCO. Appointments can be booked via the Google Calendar by entering "NAME: SEN CLINIC" at the desired time.

Teaching - "*All teachers are teachers of SEN children*" (Code of Practice, 2015)

Teachers are expected to make reasonable adjustments to their teaching practice and, where necessary, bespoke educational opportunities are planned for to ensure that all children can be included in the learning. Effective learning will be assessed in a range of ways, for example but not exhaustive of: written record, scribed or transcribed by an adult, video or voice recording, photographs.

Children should always have access to a range of resources in line with the expectations of Quality First Teaching (Appendix 1). Where additional, personalised resources are required, these should be sought out in a timely manner, in discussion with the SENCO and parents if appropriate. All children should be exposed to rich, subject-specific vocabulary alongside their peers however, if this is not accessible for an individual then personalised, targeted vocabulary should be provided; planned for by the teacher.

Resources

- SEN resources are stored in the cupboards in The Hive.
- Individual classes may store child-specific resources throughout the year when they are used on a regular basis – these must go up to the next class with the child or returned to the resource cupboard when no longer required.
- All staff members may access the resource cupboard with the expectation that resources are returned once they are no longer required.
- Teachers are expected to create individualised resources for specific children where necessary e.g. now/next boards, visual timetables, behaviour charts.
- Any additional resources required that staff have difficulty making or sourcing must be brought to the attention of the SENCO and Headteacher for approval.
- Teachers should use Quality First Teaching classroom display guidance and "communication-friendly" classroom display guidance where possible (Appendix 7).

Assessment

All children's academic attainment and progress is assessed in line with the school's normal practice of inputting subject specific data into SIMS. Children receiving Targeted Provision (outlined on the Whole School Provision Map) will have their SMART target reviewed after 6 weeks, recorded on the Intervention Record Sheet (Appendix 8). If the SMART target has been met, targeted intervention would cease for at least 6 weeks to allow the impact of the intervention to be monitored. If the SMART target has not been met, the child's provision would be reviewed by the class teacher (in discussion with the SENCO and parents if appropriate) to determine the next course of action to support the child's needs.

Children with a Personalised Plan or an Education, Health and Care Plan (EHCP) will have their SMART targets reviewed at least 3 times per year where progress and next steps are shared and agreed with parents. Children with an EHCP will have their overarching outcomes reviewed annually at their Annual Review where parents and any outside agency professionals are invited.

SENCO, Teachers or Support Staff can use a range of assessment tools and checklists to determine specific needs of children. These may include:

- Neurodiversity Checklist
- Emotional & Behavioural Scales
- Communication & Interaction Scales
- Sensory Checklist
- Speech and Language: ICAN Chart
- School Stress Survey
- SDQ Questionnaire
- Parent/Teacher/Child Voice Questionnaire
- The Leuven Scales

Children accessing **The Hive** will be assessed using *The Hive* Criteria at the beginning and at the end of a 6-week intervention.

Vulnerable Learners

All pupils should be constantly supported/challenged as necessary. Careful consideration in the 'barriers to learning' will enable teachers to form a picture as to how a child's life experiences/opportunities hinder their development in each area of the curriculum.

- SEND and EAL pupils: resources and support should be planned for, as outlined in this policy, to enable all children to have access to the learning. Suitable aids that are relevant to the child should be reviewed for their suitability and impact. Where necessary a risk assessment should be undertaken.
- Disadvantaged pupils: children have external circumstances that affect their ability to access certain aspects of school. This could affect their punctuality, attendance or ability to access the curriculum. The school is expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL.
- In-year admissions and Persistent Absentees: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills. All children that are new/returned to school following a period of absence should be carefully monitored to ensure support is implemented without delay. In some cases, it may be necessary to undertake a risk assessment.

Extra-Curricular Activities

All children have the opportunity to sign up to extra-curricular clubs linked to our school's teaching and learning. The same expectations in terms of equality, accessibility and reasonable adjustments are required to ensure all children have the opportunity to take part. All children are included in extra-curricular trips and reasonable adjustments and additional support is implemented as required.

Parent Partnership

Liaising with parents regarding the Special Educational Need or Disability of their child(ren) is imperative. Where possible, before a child starts at Joydens Wood Infant School, the SENCO will liaise with the parents and the child's nursery/pre-school or previous school to gain an insight into the needs of the child(ren) and the level of additional support required. Information gathering and sharing of information is vital in ensuring an effective transition into our school.

Throughout the child's journey at school, parents will be regularly informed of their child's attainment and progress twice yearly at parent consultation meetings. If a child has a Personalised or Provision Plan, these plans are reviewed at least 3x per year in consultation meetings with parents. Staff must use the Five Step Process to SEN Concerns to inform them of specific intervals when parents should be informed and the nature of the information shared. Any additional meetings or conversations will be arranged as and when required. All communication and information shared must be inputted on CPOMs.

Impact

The SENCO is responsible for:

- Developing the school's SEND Policy.
- Coordinating interventions and support in liaison with the Class Teacher.
- Ensuring parental involvement in supporting children's provision, progress and attainment, in liaison with the Class Teacher.
- Liaising with outside agencies and professionals who may be involved.
- Updating the school's SEND register.
- Updating the school's Provision Map.
- Taking children's cases to the Local Inclusion Forum Team (LIFT) to seek further specialist support and advice where required.
- Completing and submitting outside agency referrals in liaison with the Class Teacher.
- Working collaboratively with Class Teachers and SLT to ensure that SEND Provision is robust, effective and transparent.
- Ensuring SEND children's records are kept up to date.
- Reviewing SEND Provision and interventions annually.
- Monitoring provision and interventions throughout the year in a variety of ways e.g. include environment and learning walks (recorded on an impact form) and review of intervention records (Appendix 8).

Continued Professional Development

- SEND updates and training will be provided termly by the SENCO and the training provided will be relevant to the current needs of the school.
- All staff have received basic awareness training of speech and language difficulties, Epilepsy training and safeguarding/child protection training, a number of staff are also trained in ASD/ADHD awareness.
- In addition, some staff members have received the following enhanced and specialist training:
 - Sensory Circuits
 - Language for Learning
 - Maths Mastery Interventions
 - Better Reading Partnership
 - Speech and Language Link
 - ASD support
 - Therapeutic play
 - Lego therapy
 - BEAM

Additional support

The local authority's local offer is published on:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Key Contacts

SENCO

Miss Emma Barnett senco@joydens.org

Acting SENCO

Miss Amy Vinton senco@joydens.org

Family Engagement Leader (FEL)

Mrs Carly Adams c.adams@joydens.org

Appendix 1

Strategies for all learners – Quality First Teaching checklist **(including but not exhaustive)**

Well organised classroom with labels: words, symbols and/or real life photographs	
Plan by deciding what everyone can learn and then add or remove scaffold	
Clear lesson structure using “chunking” as a teaching method and using a range of learning styles e.g. listening, seeing, doing	
Implement a range of Active Learner strategies e.g. talk partners, movement breaks, random questioning (named lolly sticks)	
Understanding is demonstrated in a variety of ways e.g. explain to your partner, explain to the class, give an example	
Use of whole class timer	
Use of whole class now/next and break down instructions	
Visual timetable	
Range of groupings within the class e.g. random pairing, mixed ability	
Five positive comments to one negative	
Praise is specific and often	
Memory supported by explicit demonstrating and modelling of memory techniques	
Classroom assistants well planned for and used to maximise learning	
Key vocabulary is evident and used consistently	
Pupil expectations are high and clear	
Behaviour management strategies are clear and used consistently	
Resources and stimulus are used regularly and consistently e.g. wow moments to hook learning, number lines, word mats, maths boxes, phonics prompts	

Appendix 2

Emotional Literacy – Progression of Skills

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Being me in my world	Express yourself	Express yourself	Mindfulness	Being kind	Scenarios: "what would you do if..."
	- Share information about ourselves and our families - "I like me because..." (or something similar)	- Understand/know different feelings (pick 2-3 to focus on) - Practical strategies to use to deal with these feelings	- Understand/know different feelings (pick 2-3 to focus on) - Practical strategies to use to deal with these feelings	- Meditation - Design a worry/calm me down box you can make at home	- What it means to be a good friend - Using positive words/compliments - Boosting self-esteem	- Predict how people/characters would feel in certain situations
Home challenge:	All about me/draw a picture of family for display	"When I'm Feeling..." cards	Make a poster of practical strategies – practice at home	Make a "calm me down box"	Kindness diary	Teach someone else (friend or family) the strategies you have learnt
Link to PSHE Jigsaw Year 1	Celebrating difference I can tell you some ways I am different from my friends I understand these differences make me special	Dreams and Goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store my feelings of success in my internal treasure chest	Healthy Me I can tell you why I think I am amazing and can identify ways to keep safe and healthy	Healthy Me I can recognise how being healthy helps me to feel happy (link to having a healthy mind not just physically)	Relationships I can tell you why I appreciate someone who is special to me and express how I feel about them	Celebrating difference, Dreams and Goals, Healthy Me, Relationships (← see previous weeks)
Year 2	I can identify some ways which my friend is different from me I can tell you why I value this difference about him/her	I can explain some of the ways I worked cooperatively in a group I can express how it felt to be part of a group	I can name some things I need to keep safe from and I can tell you who I can go to for help if I feel unsafe	I know how to tell someone how I feel	I can identify some of the things that cause conflict between me and my friends	(← see previous weeks)
Year 3 +	- Our words affecting others - Give/receive compliments - Accepting people for who they are - Understand effects of bullying (at age appropriate level) - Showing empathy	- Evaluate own learning & suggest how to make it better - Understand resilience and having a positive attitude - Working with others to make the world a better place	- Identify things, people, and places that I need to keep safe from & know strategies to keep myself safe - Expressing how being anxious or scared feels - Feeling under pressure	- Identify things, people, and places that I need to keep safe from & know strategies to keep myself safe - Expressing how being anxious or scared feels - Feeling under pressure	- How others influence me - Explain different points of view - Respect and value my body	(← see previous weeks)

Lego Therapy – Progression of Skills

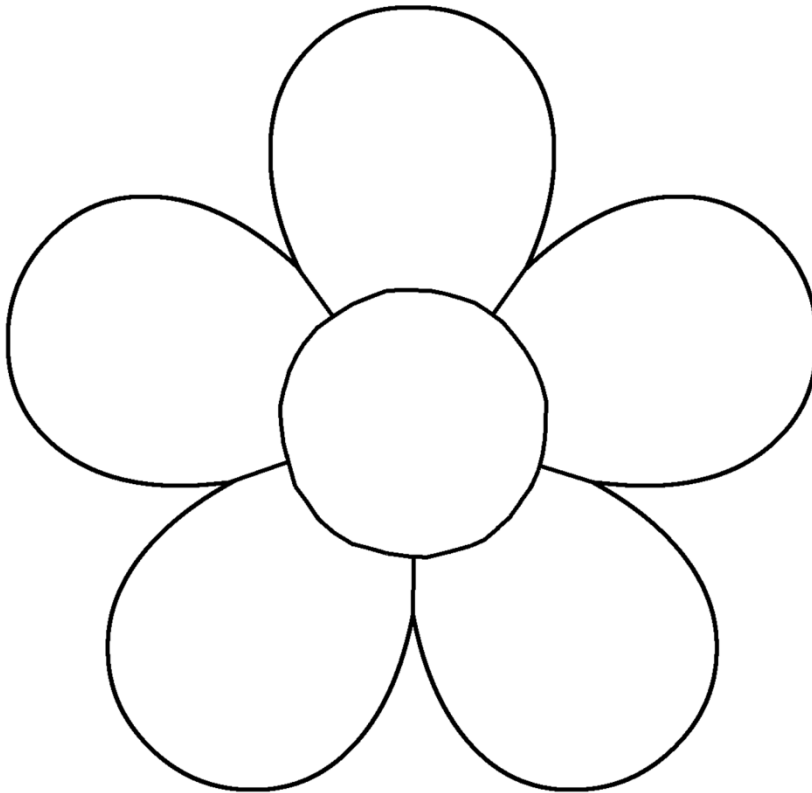
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Expectations	Turn Taking	Attention and Listening	Social Skills	Helping hand	Freestyle
Age/need expected:	- Sitting appropriately with adult prompting - Listening to the adult - Follow 1 step instruction	- Turn taking with peers, with adult prompting - Listening to peers – adult led	- Listening to instructions given by peer(s), with some prompting from adult - Showing patience when others are taking their turn	- Listening and responding appropriately to instruction given by adult and peers - Making appropriate eye contact	- Work cooperatively with peers with increasing independence - Good turn-taking - provide encouragement to and compliment peers	- Demonstrate learnt social skills in a freestyle situation - Showcase your finished product - Be able to talk about what you have achieved
Link to SEAL Year 1 & 2	Understands that he/she has the power to make choices (e.g. about behaviour and friendships)	Can set, work towards and achieve a self-selected short term goal, breaking it down into small steps.	Understands, contributes to, and keeps to rules in classroom.	Makes people feel welcome and respected in the classroom.	Will work towards a reward, including the satisfaction of completing a task. Can usually resist distractions. Has some strategies for overcoming feelings of boredom and frustration	Can work well in a group. Can evaluate how well his/her group have worked together.
Year 3+	Understands that he/she can influence outcome by his/her choices.	Can set, work towards and achieve a self-selected medium-term goal, breaking it down into small steps, identifying and planning for obstacles, setting success criteria and evaluating outcomes and learning.	Understands, contributes to, and keeps to rules in classroom, recognising his/her own and others' rights and responsibilities.	Makes others feel welcomed and respected at school. Uses a range of strategies for helping others	Can motivate self to work. Can concentrate and resist distractions. Perseveres with a task. Manages frustration when tasks are difficult or boring.	Can take turns in a group and contribute to the overall outcome helping others to reach a goal. Can evaluate how well a group is working together.



My Hive Passport

Bee's Name: _____

Collect a stamp on your flower for every time you visit The Hive



Appendix 4

Five Step Plan for SEN Concerns						
	Step 1: Quality First Teaching	Step 2: Interventions	Step 3: Discussion with Parents followed by referral to SIFT (submit referral form to Emma/Amy)	Step 4: 6 week implementation of SIFT recommendations & review at SEN Clinic During this period Class Teacher & SENCO can carry out observations/checklists to gather more evidence:	Step 5: Meet with CT, SENCO, Parents <u>ADD TO SEN REGISTER</u>	
Communication with parents	Face-to-face or over the phone: Make parents aware of initial concerns by speaking to them informally "I just wanted to let you know that we have noticed (NAME) is struggling a little bit with XXX therefore we have put in place XXX to support them". LOG RECORD OF CONVERSATION ON CPOMS	Face-to-face or over the phone: Make parents aware that concerns are still there by speaking to them informally. "(NAME) is finding XXX difficult and therefore they are getting some additional support via XXX group..." LOG RECORD OF CONVERSATION ON CPOMS	Face-to-face or over the phone: Make parents aware that you are going to seek advice from the SENCO for other support and strategies that could be implemented "(NAME) is still finding XXX difficult and therefore I am going to seek further advice/support from our school SENCO" LOG RECORD OF CONVERSATION ON CPOMS	Face-to-face, over the phone or via email (NOT DOJO): Keep parents informally updated on the progress their child is making. (Speak to Emma/Amy of how to word this if unsure) LOG RECORD OF CONVERSATION ON CPOMS	Face-to-face or over the phone: Class Teacher to request a meeting with parents and SENCO to discuss the next steps for their child. LOG RECORD OF CONVERSATION ON CPOMS	
Cognition and Learning (CL)	<ul style="list-style-type: none"> - Differentiated planning, delivery, activities – plan for stage not age - Pre-teaching - Visuals, mind maps, diagrams, practical equipment - Scaffold writing task - Moving and doing, rather than sitting - Now/Next or Task Board - Word banks/Sentence starters - Longer processing time - Chunk and repeat instructions - Buddy with more confident peer - Agree a private signal/card for pupils to communicate if they have not understood - Talking tin/voice recorder - Use alternatives to writing: posters, oral presentation, mind maps, drama, matching labels to diagrams, sorting statements or pictures, scribe - Use cloze procedure (child fills in missing sounds or words within words/text) 	<ul style="list-style-type: none"> - Targeted focus groups - Phonics Phased Groups - Daily Reading - Five Minute Box - Mathematics Club (need dependent) 	<p>Steps 1 & 2 have been carried out for at least 6 weeks but concerns are still there:</p> <ol style="list-style-type: none"> 1) Discuss concerns with parents in an informal chat between Class Teacher and Parent(s) 2) Refer to SIFT (complete SIFT referral form and email to SENCO) 3) Book in a review meeting at SEN Clinic after suggested support from SIFT has been implemented for at least 6 weeks 	<ul style="list-style-type: none"> - Neurodiversity Checklist - Nessy Dyslexia Questionnaire 		
Communication and Interaction (C&I)	<ul style="list-style-type: none"> - Visual timetable - Simplified/modified language - Repeat instructions back in the order that you want them to be carried out - My turn, your turn - Increased visuals & modelling - Use visuals alongside any written/verbal instructions - Word banks (using Widget Online) - Structured routine (social story if there are changes) - Pre-teach topic vocabulary - Carefully planned seating position to support attention and listening 	<ul style="list-style-type: none"> - Lego Therapy - Social Skills Group - Speech and Language Link (parent resources to be shared) <p>(or some SEMH interventions may also be appropriate, see below)</p>			<ul style="list-style-type: none"> - Communication and Interaction Scales - ICAN Chart (for speech and language concerns) - Language for Learning Checklist 	<p>Consider Referral to external agencies e.g. LIFT, Educational Psychologist (EP), Speech and Language Therapy (SALT)</p>
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> - Rewards (Dojo or individual) - Worry monster - Circle time - Peer support (buddy) - Emotional check-in (FEI) - Jobs & responsibilities - Whole school/class rules - Frequent 'brain breaks' - Say what you want the child to do, not what you don't want them to do - Teach specific behavioural expectations e.g. how to ask for help - Use the 'catch me' approach - catch the children being good and reward/praise this - Social stories (individual or whole class) - Communicate routine changes in advance - 'I need a break' card 	<ul style="list-style-type: none"> - The Hive: - Emotional Literacy - Social Skills - Play Therapy - Art Therapy - Reading Dog - Time to Talk 			<ul style="list-style-type: none"> - Emotional and Behavioural Development Scales - School Stress Survey - Emotional Literacy Checklist (Pupil, Parent and Staff) - Motivational Assessment Scale 	<p>Consider the need for a Personalised Plan</p> <p>Monitor and review every 6-8 weeks as part of the Assess, Plan, Do, Review cycle</p>
Sensory and Physical (PD)	<ul style="list-style-type: none"> - Ear defenders - Frequent movement/sensory breaks - Wobble cushion - Fiddle toy - Weighted blanket/jacket - Choose resources that don't require manipulation in maths e.g. number line instead of counters - Pencil grips/alternative writing equipment - Differentiated tasks 	<ul style="list-style-type: none"> - Sensory Circuit - Sensory Diet (sensory activities incorporated into classroom provision) - BEAM (Balance Education & Movement) - Clever Fingers 		<ul style="list-style-type: none"> - Sensory Checklist - Risk Assessment 		

Saved: Google Drive - SEND - ALL - SEN Register - Five Step Plan for SEN Concerns



Appendix 5

SIFT – School Inclusion Forum Team

<i>Pupil Name & Class:</i>	<i>Completed by:</i>	<i>Date:</i>
<i>Identified area of need (highlight/circle all applicable)</i>	Cognition & Learning (CL) Social, Emotional, Mental Health (SEMH) Communication & Interaction (CI) Physical/Sensory (PD) Speech, Language & Communication Needs (SLCN) Unsure	
<i>Mainstream Core Standards (MCS)</i>	Have you referred to the Mainstream Core Standard? Yes/No If no, please refer to the MCS for any additional support you can implement either at Universal (QFT) or Targeted level (Whole School Provision Map)	
<i>Outline of Concerns:</i>		
<i>What other strategies/interventions have you implemented so far? (Include frequency and impact where possible)</i>		
<i>What is the impact on attainment/progress?</i>		
<i>Have parents been informed?</i>	<i>Yes / No</i> <i>If Yes – please include a brief outline of their response</i> <i>If No – please outline why</i>	
<i>What further help would you like to receive?</i>		



Appendix 6

SIFT – School Inclusion Forum Team - Recommendations

<i>Pupil Name & Class:</i>		<i>Completed by:</i>	<i>Date:</i>
<i>Concerns raised:</i>			
<i>Key discussion point (what does the child/teacher find difficult)</i>			
<i>Recommendations/agreed action at SIFT:</i> <ul style="list-style-type: none"> - Class Teacher actions - SLT/SENCO actions 			
<i>Review date:</i> <i>Book into SEN Clinic to discuss/review actions.</i>			

Communication-friendly classroom

1. **The language learning environment**, which could include the following features:

✓ **Space, light and layout**

Are there cosy, comfortable places to talk? Can you see people's faces when they are talking? Can you rearrange the layout of the room to suit different opportunities for talking – as pairs, or in small or large groups?

✓ **Noise levels**

What is the general level of noise like? Are there noisy distractions from inside or out? Are there ways to gain people's attention? Can everyone hear and be heard? Are there times of quietness?

✓ **Using visual support**

Signs, symbols, photographs and sometimes writing are features of many approaches to a communication-friendly classroom. How widely and consistently are they used? Are they used as labels, to support routines, or as timetables? Are parents shown how they work? Is there the right amount and kind of visual support for the age and development of the children or young people?

✓ **Clear and consistent routines**

How does the classroom environment help children to know what to expect and when? How well are visual supports used to help children understand and follow routines?

Some ideas for communication-friendly classrooms

Here are some simple things you could try...

- Have a comfortable space in your classroom or around school for quiet times to talk
- Label areas of your classroom or whole school with photographs, pictures or symbols; develop interactive displays to support communication
- Build in an opportunity for pupils to have structured conversations with you or other adults
- Introduce activities where pupils have structured opportunities to talk with their peers
- Make a poster using visual support for classroom routines
- Try out different room layouts for group work and discussions
- Model and teach students how to use their language for thinking and learning



Appendix 8

Intervention Record

Intervention: Lead by:

Start date: End date:

Reason for the children in this group:

Aim(s) of intervention:

SMART Target (something that is measurable e.g. for Clever Fingers "By XXX I will be able to thread the lace on the shoe on 3 consecutive occasions" this can be the same target for multiple children if appropriate)									
Name	Week 1 (no./tally of sessions attended that week)	Week 2 (no./tally of sessions attended that week)	Week 3	Week 4	Week 5	Week 6	Week 7	Additional week	Outcomes (results of child attending intervention for 6-8 weeks – linked back to original aim).

Observation of children in their classroom by intervention leader (to be done once per round of interventions e.g. every 6 weeks):

Name:	Date:	What was seen (link to SMART target where possible) – think about the skills you are teaching them in your intervention, can you see any example of them being transferred into the classroom, make brief notes e.g. <i>able to sit calmly on the carpet for 3 minutes during teacher led activity (could be linked to sensory circuit), able to wait their turn with their hand up (could be linked to LEGO therapy)</i>