

# A Parent/Carer's Guide to Support and Ordinarily Available Provision for children and young people in Enfield Schools

Resources, approaches and reasonable adjustments that the Local Authority expects to be made available for children and young people with special educational needs and disabilities across mainstream schools in Enfield

Information for parents/carers of children and young people with special educational needs and/or disabilities

July 2024



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# Introduction

This guidance has been co-produced with parents/carers, special educational needs coordinator (SENCO) representatives from schools, and a wide range of education, social care and health services. This document has also been written with reference to the Ordinarily Available Provision for Enfield Schools (link below).


“Our vision is for all our children and young people with SEND to feel safe, healthy, happy and included in their educational setting and communities. We want our children and young people to discover and achieve their goals and we want to enable them to be at the heart of decision making, so that they can make positive choices about their lives and futures. Together our collective ambition is to make Enfield an inclusive borough where “SEND is everyone’s business.” An inclusive Enfield is a place where diversity and difference are understood and where barriers are minimised or removed.”

Vision Statement: [Enfield’s SEND Partnership Strategy \(2023 – 2027\)](#)

The SEN Code of Practice states that, where possible, children and young people (CYP) should attend mainstream schools (Local Authority Maintained, Free Schools, Faith Schools or Academies) in their local area and should be encouraged to feel included and part of their local community. All parents/carers of CYP with SEND have the right to choose a mainstream school place for their child therefore the culture and ethos of all mainstream schools has to be welcoming for all CYP, including those with special educational needs and/or disabilities (SEND) and their families.

Enfield is a needs-led borough and any provision or support should be provided in line with the needs of the CYP and is not dependent on any formal diagnosis. This guidance outlines the ordinarily available provision that the local area expects to be made available to support the inclusion of CYP with SEND in all mainstream schools (Reception age to Year 11 i.e. 4-16 years). This parent/carer version is designed to provide a bite-sized summary of the more detailed school’s version. If further information on any of the areas is required or to find further information on local services, please refer to the [school’s version](#). The adjacent picture below shows an example of the ordinarily available provision table of strategies that can be found in the school’s version.

For further information about services and provision in Enfield please visit our Local Offer website. [www.enfield.gov.uk/services/children-and-education/local-offer](http://www.enfield.gov.uk/services/children-and-education/local-offer)

Autism	
What we see	What may help
<p><b>(Some of these presentations may overlap within and across sections)</b></p>  <p><b>Differences in social understanding and interaction</b></p> <ul style="list-style-type: none"> <li>• May use non-verbal behaviours such as eye gaze and body posture differently to other CYP and may not understand the body language of peers.</li> <li>• Difficulties developing and maintaining peer relationships.</li> <li>• Difficulties understanding how their actions and responses may impact on others.</li> <li>• Solitary or parallel play with their own toys or objects may be preferable (less stressful) to interactive play with shared resources.</li> <li>• May enjoy interacting with things such as electronic gadgets, machinery, toys or classroom resources more than with other people.</li> </ul> <p><b>At school and at home:</b> Zola is in Year 4 at a mainstream primary school. Academically she is very able and articulate. At school she has 1 or 2 people she calls friends but gets on okay with most people in her class. She is consistently described as fine and doing well by school with perfect behaviour. At home she complains that school is boring and too easy. She becomes dysregulated very easily, will scream and be physical with her parents. She needs a lot of downtime to do what she wants; being creative, watching tv or spending time with her best friend. The demands of school are increasingly resulting in her not being able to get to school. Her brother is also autistic and often their needs are the opposite!</p>	<ul style="list-style-type: none"> <li>• Reducing verbal language and stressing key words and being prepared to wait for a response.</li> <li>• Knowing what level of social interaction the CYP is comfortable with in different situations and giving them space when necessary.</li> <li>• Providing a social skills programme (e.g. PEERS).</li> <li>• Modelling and practising language associated with games (e.g. using playscripts)</li> <li>• Teaching social ‘rules’ and behaviours that are appropriate to different social situations.</li> <li>• Accepting that some CYP may never have innate understanding of social conventions and that they may need lots of opportunities to practise skills.</li> <li>• Explaining why social etiquette is important to other people e.g. using Social Stories™ or comic strip conversations.</li> <li>• Encouraging interaction through shared interests and accepting individual choice in terms of levels of interaction.</li> <li>• Not insisting on eye-contact as the CYP may need to focus on their listening and not be able to look at the same time.</li> </ul>

# Useful Definitions

## Special Educational Needs (SEN)

A CYP has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(SEN Code of Practice, 2015 and Section 20 Children and Families Act, 2014)

## Disability

A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

(Equality Act, 2010)

## Reasonable Adjustments

Public sector organisations, including schools, have to make changes in their approach or provision to ensure that services are accessible to disabled people as well as everybody else. Reasonable adjustments can mean alterations to buildings by providing lifts, wide doors, ramps and tactile signage, but may also mean changes to policies, procedures and staff training to ensure that services work equally well for people with disabilities. This duty is anticipatory which means that schools should be considering where adjustments may be required in the future for any CYP or parent/carer to access education and school facilities.

(Equality Act, 2010)

## SEN Support

When a CYP has been identified as having SEND, schools should take action to remove barriers to learning and put 'additional to and different from' special educational provision in place. This is known as SEN Support.

(SEN Code of Practice, 2015)



# How do I raise a concern about my child's learning with the school?

**If you are worried about the progress that your child is making at school or their behavioural/emotional presentation, you should approach your child's class teacher or form tutor in the first instance to discuss your concerns and find out about their progress and behavioural/emotional presentation in school. You may also need to meet with the school SENCO.**

A concern could include a parent/carer being worried that their child isn't able to do something that others of the same age have mastered e.g. reading or regulating their emotions.

The school will be able to offer advice and support as required. This may involve some of the strategies that can be found in the school's version of Ordinarily Available Provision which outlines the resources, approaches and reasonable adjustments that the Local Authority expects to be made available for children and young people with SEND in mainstream schools in Enfield.

# How do schools identify children and young people with SEND?

**Where there are continued concerns about aspects of a CYP's development, lack of educational progress, persistent behaviours of concern and/or frequent emotional dysregulation, the school SENCO will discuss the provision of SEN Support interventions and resources with you.**

This will include the implementation of an individual education plan or learning support plan. As part of this plan, further assessments may be done to understand your child's needs. Holistic assessments can include observations, group work and in-school assessments. The plan will outline the Assess, Plan, Do, Review cycle (the graduated approach). The plan should be put in place and reviewed with you at least every term to allow for regular monitoring and review of the planned support in place. See further details about the Assess, Plan, Do, Review cycle in the section [How do schools include children and young people with SEND?](#)

This [identification flowchart \(PDF, 179.1 KB\)](#) is a guideline for parents/carers and carers, which shows the process outlined in the SEND Code of Practice. The process may vary between schools, but the flowchart will support your conversations with your SENCO and education setting.

The table below shows the journey from having no identified SEN to SEN Support and the type of support and assessments that should be taking place within school at each stage.

No identified SEN	Possible SEN	SEN Support
Ordinarily Available Provision		Ordinarily Available Provision and SEN Support Interventions
School assessments	Regular monitoring	Termly Assess, Plan, Do, Review

# How do schools support children and young people with SEND?

Following school assessments, your child may have additional interventions. In most cases, this will be provided by the school from within the funding they receive to support CYP with SEND. When a CYP has been identified as having SEND, schools should take action to remove barriers to learning and put 'additional to and different from' special educational provision in place. This is known as SEN Support.

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To find information on what specific schools do to support pupils with SEND, visit your child's school website and look for their SEND Information Report. This will explain how each school identifies and meets the needs of CYP with SEND, and how they identify, assess and support your child to make progress.

Examples of support may include:

- Language and Social Skills groups
- Nurture Groups to support emotional development
- Emotional Literacy Support Assistants (ELSA) programme
- Counselling and mentoring support
- Tiger Teams to help pupils with their motor skills
- English and Maths interventions

The school will work with you, and may also work with other agencies, to support your child's learning journey so they can progress. These agencies work at universal, targeted and specialist levels to support pupils SEND.

**Universal support** is accessible to all CYP and their families. This includes quality first teaching and reasonable adjustments made to the learning environment.

**Targeted support** is additional, tailored support for CYP who need more help. It may include small group interventions, additional staffing and/or the use of assistive technology.

**Specialist support** is intensive, individualised support for pupils with more complex and long-term learning needs. It may include the involvement of external agencies e.g. Educational Psychologists (EP), Occupational Therapists (OT), Speech and Language Therapists (SALT) etc. in planning with the school to meet the needs of pupils with SEND.

An EP may be consulted by the school as part of the 'assess, plan, do, review'. However, an EP can be involved at any point in the journey towards identification of need and for CYP whose needs that have already been identified and where progress is not being made. A discussion with the school will establish whether or not this is required.

A table of the universal, targeted and specialist support offered by different Local Authority and health agencies can be found in Appendix 1.



# What should I do if I think my child is not getting the support they need?

Parents/carers should speak to their child's teachers to discuss their concerns in the first instance. A further discussion with the SENCO may be required.

The implementation of strategies from Ordinarily Available Provision may be useful and/or SEN Support interventions. If parents/carers are still concerned, they should communicate their worries to the school through meetings with the school SENCO. If concerns persist and parents/carers still feel that their child is not getting the support they should be, they can arrange a meeting with the Headteacher. If concerns remain unresolved, parents/carers should follow the school's complaints procedure which will be available on the school's website. Parent/carers can also contact advocacy groups, such as SENDIASS, for advice.

## How do schools include children and young people with SEND?

Enfield has developed an Inclusion Charter in partnership with schools and partners across the local area.

Education settings are invited to sign up to The Charter and demonstrate their commitment to promoting more inclusive Enfield for CYP with SEND across the following 8 principles:

### Enfield Inclusion Charter

A charter for early years settings, schools and colleges committed to providing an inclusive education for children and young people in Enfield.

Signing the Inclusion Charter is a commitment to:

- ✓ Provide clear, visible and strong leadership for inclusion
- ✓ Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities
- ✓ Understand that all behaviour happens for a reason
- ✓ Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives
- ✓ Celebrate difference and diversity
- ✓ Work with families, professionals and practitioners across our community to help all children and young people to thrive
- ✓ Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care
- ✓ Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.

*The Charter has been developed by children and young people, headteachers, teachers, parents and carers, council officers, health partners and voluntary sector organisations.*



[www.enfield.gov.uk](http://www.enfield.gov.uk)



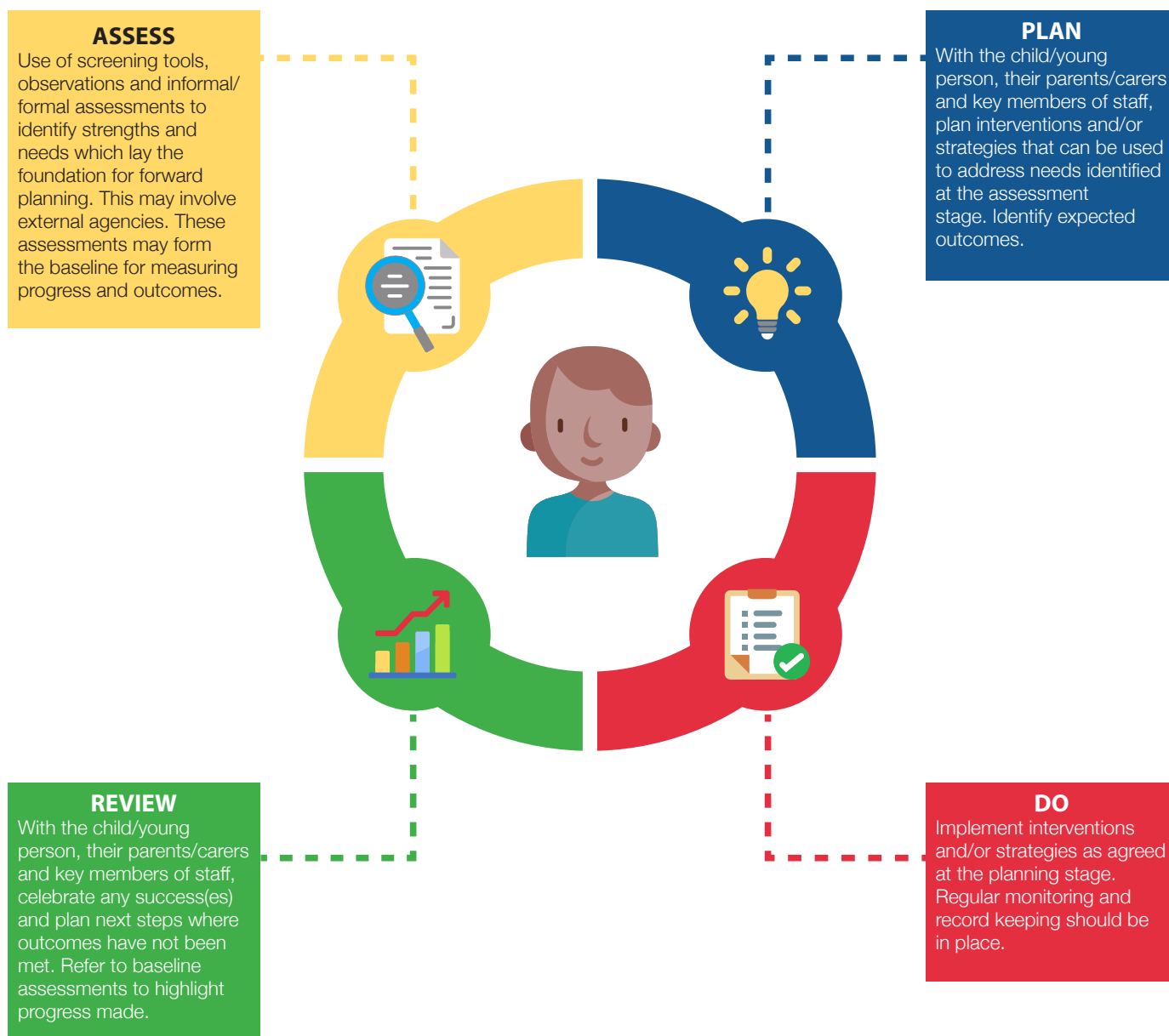
# Expectations for Educational Settings in Enfield

## 1. The Assess, Plan, Do, Review (APDR) Cycle and The Graduated Approach

The APDR cycle is used to regularly review support and allows staff to evaluate what teaching approaches and support works best for the CYP, ensuring that they can be included and make progress across the curriculum.

Where expected progress is not seen at the review stage, increasing specialist expertise should be sought for the subsequent cycle. This is known as the Graduated Approach (SEN Code of Practice, 2015 p100). This process will be shared with parents/carers through termly school support plans (e.g. Individual Education Plans or Learning Support Plans).

### The Graduated Approach (APDR)





# Partnership with children and young people and their parents/carers

## Partnership with CYP

CYP's voices are at the centre of decision-making with their views actively sought and valued. This can be done in a variety of ways:

- CYP are involved in the graduated approach and understand, identify and contribute towards the targets they intend to achieve. This is documented on school support plans.
- CYP are helped to value their progress and achievements and to recognise and understand their own barriers to learning.

## Partnership with parents and carers

Parents/carers of CYP are encouraged to be part of all decisions made about their child. This can be done in the following ways:

- Parents/carers and schools meet regularly and/or use home school diaries/planners/book bags/texts/emails to exchange information about the CYP.
- School support plans are used to record information relating to identified SEND and interventions in place over time. Parents/carers are fully involved in setting and reviewing targets and outcomes.
- Parents/carers are signposted to Enfield's local offer e.g. Enfield Advisory Service for Autism for parent/carer support.
- Schools work closely with parents/carers and parent/carer advocacy groups (SENDIASS).
- The school SEN Information Report is published on its website and the views of parents/carers are sought to inform this.

## 2. Staff skills and training

Schools have a planned programme of ongoing Continued Professional Development (CPD) in relation to SEND for the whole setting to develop their knowledge, skills and confidence. This enables them to use effective strategies in interventions so that CYP can make and sustain progress.

## 3. Transition and transfer

Change can be a difficult experience for many of our CYP with SEND and their parents/carers. Routine and life transitions can include:

- Moving between educational settings.
- Moving around the setting.
- Preparing for weekends, the start of holidays and the beginning of term.
- Moving from lesson to lesson.
- Changing from unstructured to structured times e.g. break to lesson times or moving from one activity to the next within a lesson.
- Changes of staff - permanent and temporary.
- Special events: visitors, visits, celebrations.
- Life events: birth of a sibling, loss and bereavement, puberty, moving home, change in parenting arrangements (e.g. change in parents'/carers' relationship status or contact visits).

Supportive strategies can include:

- A key person who can notice changes in a CYP's emotional state and provide a supportive space to understand and value their concerns.
- Safe spaces are available within the classroom or an identified area of the setting when needed.
- Structured alternatives for unstructured times, e.g. games club, use of library for vulnerable CYP.
- Visual timetables.
- Signalling change in advance to prepare the CYP, use of countdown reminders and/or timers.
- Transition objects.
- Parent/carers making schools aware of transitions at home and vice versa so that these can be discussed and planned for.



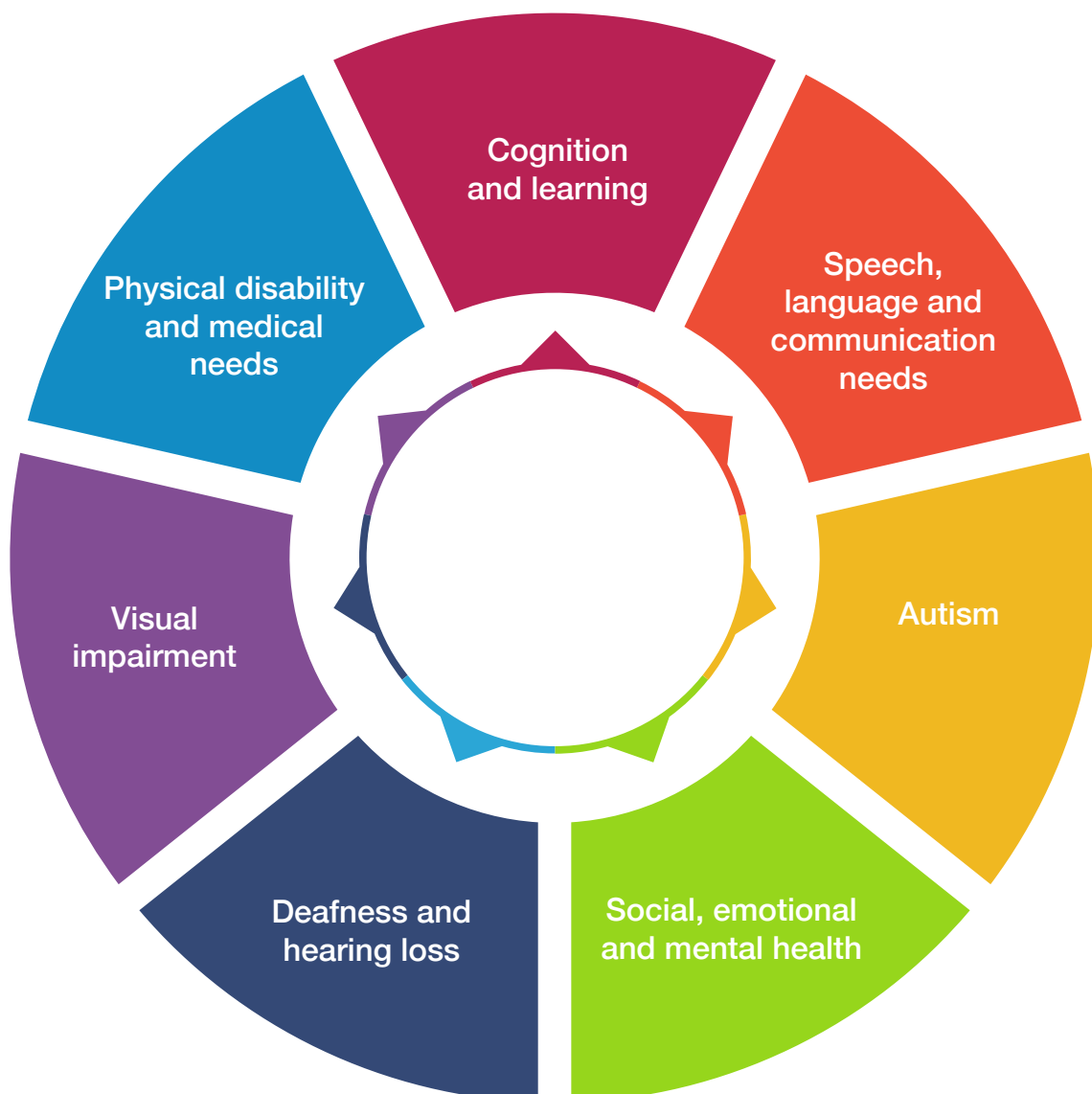
# Ordinarily Available Provision for different areas of special educational need

The next section covers Ordinarily Available Provision under the main categories of SEND and medical needs.

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Within this parent/carer version there are examples of Ordinarily Available Provision for different types of need, for more detailed information please refer to the [school's version](#).

Ordinarily Available Provision includes the strategies, interventions, reasonable adjustments and support mechanisms that should be ordinarily available in all mainstream schools to meet the needs of CYP with SEND.



# Cognition and Learning

## Child or Young Person's Voice

'When teachers highlight the important words in the lesson.'

'Printed sheets help me so I do not have to rush copying off the board.'

A secret way I can ask for help – I don't like to put my hand up.'

'I find long instructions difficult to remember, when teacher's shorten them it really helps.'



'I like talking through my answers I find it better than writing it down.'

'Give us time to listen and time to answer questions.'

Illustration by a pupil at Enfield Grammar School

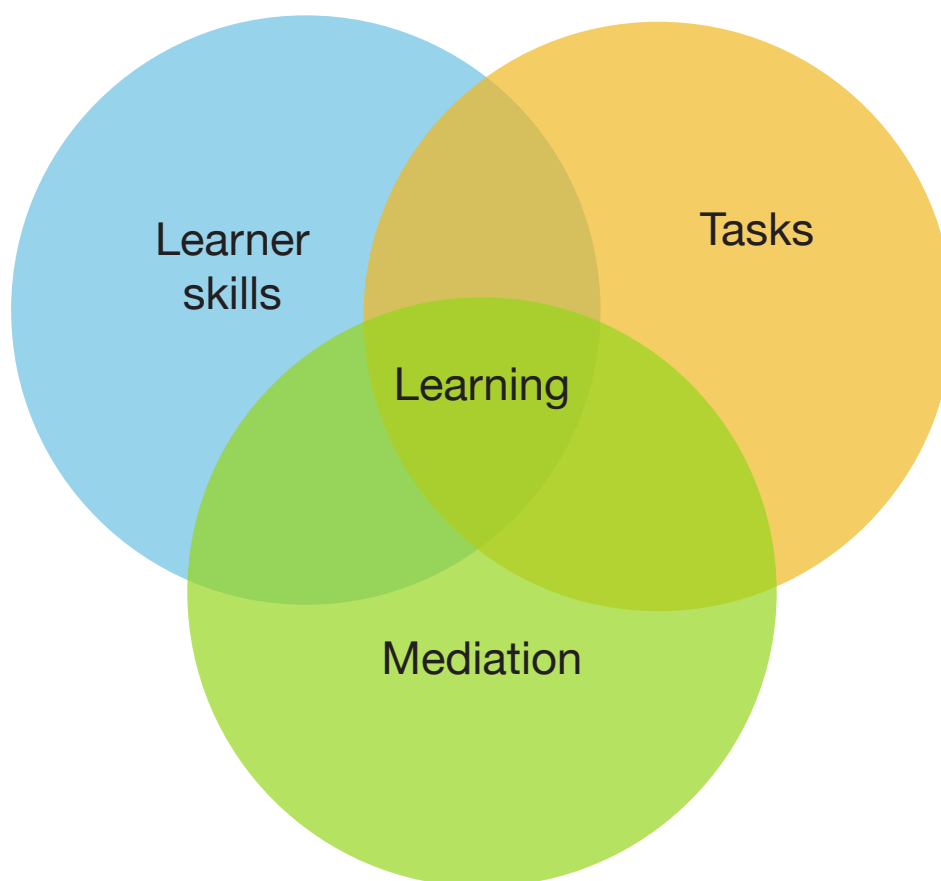
'Let us ask questions – check that we are doing it right.'

# Whole School Approaches

## See also [Speech, language and communication needs](#)

It is important that everyone in the school community has an understanding of how children learn and know how crucial effective adult support is for children to learn and develop. Children start to learn from the day they are born and their experiences enable them to acquire and develop increasing knowledge for everyday living as well as for academic life. Every child's life experiences will be different and these will affect their future learning in different ways.

Children learn best through the provision of high quality and appropriate amount of adult support (mediation) so that they can access appropriate learning experiences (tasks) to help them develop 'tools of the mind' (learner skills). Therefore, when thinking about how to support learning it is important to consider the interaction between these three aspects of the learning situation:



When school staff plan to meet the needs of CYP who have cognition and learning needs, they will consider the following adaptations.

<b>Aspects of the learning situation</b>	<b>Adaptations</b>
<p><b>Learning Skills</b></p> <p>These include perceptual skills (the skills needed for processing sensory information, what we see hear and touch, in the world around us), conceptual skills (e.g. memory, comparison and grouping, inference and reasoning), regulation skills or executive functions (e.g. attention and impulses, working memory, planning and organisation, regulating our emotions and thinking flexibly)</p>	<p>Staff plan and deliver lessons with a knowledge and understanding of individual CYP’s perceptual (e.g. visual-spatial, auditory etc), conceptual (e.g. ability to make connections) and regulation (e.g. impulse control, planning, emotion regulation etc) skills.</p>
<p><b>Mediation Techniques</b></p> <p>School staff need to assess which learning skills need to be supported to enable children and young people to access classroom tasks. This involves the adult acting as a ‘bridge’ between the child or young person and the task, aiming to equip them with the ‘tools of the mind’ to work with increasing independence.</p>	<p>Adaptations should be made to the physical learning environment e.g. whole class visual schedules, tinted whiteboard, seating, visual and practical learning resources, visuals for key vocabulary etc.</p> <p>Teaching Assistants/Learning Support Assistants should have access to planning in advance of lessons and are deployed effectively to support individual and groups of CYP with clear guidance of how to mediate learning.</p> <p>Staff plan for CYP to work in different groupings (independent, pairs, small group or whole class) to develop independent learning skills, interpersonal skills and opportunities for social learning and peers to act as mediators.</p> <p>All staff are trained and skilled in supporting CYP through effective mediation and learning with the aim of increasing independence. For example; listening to and practising rhymes or songs or matching letters to sounds through fun and motivating games.</p>
<p><b>Appropriate tasks</b></p> <p>Tasks that are set should stretch and develop learning skills so that they present some aspect of challenge but be motivating and relevant. To facilitate deeper learning they should draw on some existing skill and knowledge with connections to prior learning being made explicit.</p>	<p>Use visual organisers to show how lessons link together within a topic.</p> <p>Tasks build on previous learning and are tailored to needs.</p> <p>Self-esteem, resilience and ambition are promoted through opportunities to engage in tasks that are achievable so that successes can be celebrated.</p>

## When working with children and young people with Cognition and Learning needs in school and at home, we may see:

- General Learning Difficulty
- Specific Learning Difficulties with reading, writing and/or Maths

### Examples of Ordinarily Available Provision:

- Teaching new vocabulary and concepts through pre-teaching.
- Deploying teaching assistants to encourage the development of skills for independent thinking and learning.
- Use real-life experiences and visuals.
- Providing a structured phonics, sight vocabulary and/or evidence-based reading programme which is carefully planned and monitored.
- Providing simple adaptations to the presentation of texts, e.g. font, coloured background, spacing, lighting.
- Encouraging use of writing frames and other alternative forms of recording, e.g. visual representations of ideas, speech-to-text software.
- Providing a list of high-frequency words and/or a word bank of topic words from the lesson that can be referred to when writing.
- Access arrangements, e.g. use of a laptop, additional time, scribing, transcripts, rest breaks for lessons, tests and exams should be considered.
- Opportunities for oral rehearsal before writing.

# Speech, language and communication needs

## Child or Young Person's Voice

I would like help in Maths, but I don't want to be singled out. My 'help' cue card helps me to discreetly ask for help.

Reading is not my favourite thing to do. Words can be long, word pronunciations can be hard. I use online tools to help read out loud, for my understanding.

The teacher gets cross with me because he thinks I don't do what he tells me to - but I didn't understand him and I couldn't remember what he said.

Lego Group helps me to improve my vocabulary and take turns.

I pay attention but can blank out if the information is too long, a task plan helps me to stay on task if I forget what to do

Colourful Semantics helps me with my talking and writing.



Illustration by a pupil at Prince of Wales Primary School



# Whole School Approaches

## [See also Deafness and Hearing Loss](#)

It is important that everyone in the school community has an understanding of how to support CYP develop speech, language and communication skills as they are so embedded in our learning and everyday life. Speech, language and communication skills underpin the basic skills of life and are necessary for understanding and achieving in all areas of the curriculum. More than 10% of CYP have long term SLCN which create a barrier to communication and learning. Without support in the education setting CYP will struggle to understand instructions, access the curriculum, use coping strategies to manage their emotions/behaviour and achieve in school to their full potential.

The consequences of not getting this support right are far-reaching and can result in: lower academic achievement, risk of developing SEMH needs, social isolation, school exclusion and a higher risk of being involved in criminality.

When school staff plan to meet the needs of CYP who have speech, language and communication needs, they consider the following:

- Providing resources to support with learning new vocabulary.
- Good language models are used by all staff, including using clear sentences.
- Visually displaying listener expectations e.g. good sitting, good listening and good looking alongside a hierarchy of what to do if you are stuck (i.e. look at the display, check the materials available on the table, look in the text, ask your talk/work partner, ask the teacher).
- Realistic expectations of sitting, including allowing the CYP to stand at their table if they find it hard to sit still as this may help them to focus on their learning instead of trying to sit still.
- Actively encourage the asking of questions and praise the use of questioning from students.
- Using visual aids to support understanding e.g. pictures/photos to reinforce understanding of rules around the school.
- Wording rules in a way that CYP with language difficulties can understand them.
- Explicitly teaching children what learning strategies are and when to use them (a meta-cognitive approach).
- Preparing CYP for any planned changes in timetables, both verbally and visually.
- Teachers should be able to loan stationery or other equipment required to CYP for their lessons.
- Explicitly teaching the language of exams and assessments as these may be worded in complex ways.
- Information on CYP's needs, what helps and relevant targets e.g. communication passports or pupil profiles is shared with all staff working with them. Including staff covering play and lunch times so they can be aware of how to support them if there is a misunderstanding between friends.
- Using Talking Mats to gain CYP's views and to help with achieving outcomes that are important to them.



## When working with children and young people with a Speech, Language and Communication Needs in school and at home, we may see difficulties with:

- Understanding what they are being asked to do
- Understanding and responding to questions
- Paying attention (this may be linked to not understanding)
- Following expectations and school rules
- Making sentences to express needs and ideas
- Telling/retelling stories or events in the right order using the right language
- Remembering the word they want to use
- Organisation
- Playing and talking with other children
- Clarity of speech due to speech sound difficulties
- Stammering
- Behavioural eating and drinking
- Talking in different situations

## Examples of Ordinarily Available Provision:

- Obtaining the student's attention before giving them an instruction.
- Pre-teaching and over teach new vocabulary.
- Breaking down instructions into key words/parts – deliver one step at a time.
- Visually supporting the language you are using – pictures, photos, gesture, written key words etc.
- Practically demonstrating/modelling of what they have been asked to do.
- Giving CYP extra time (at least 10 seconds) to process what has been said)
- Using familiar vocabulary and explain in simple words.
- Using simpler questions to scaffold child's thinking.
- Providing lots of praise and encouragement.
- Giving a choice of answers.
- Offering a designated workstation that the CYP can choose to use if they are becoming distracted.
- Helping CYP to understand and reflect on their behaviour using visual supports such as Comic Strip Conversations or decision trees.
- Checking CYP's understanding of the words used when talking about their behaviour/consequences.
- Providing models - repeat back what has been said and add additional information or model the correct grammar.
- Providing visual approaches to constructing sentences - Colourful Semantics.
- Differentiating the amount of written work expected, e.g. simpler questions requiring shorter answers (initially 'what, who where and when' and then moving onto 'why, how and what ifs').
- Teaching story components (e.g. who, where, when, what happened).
- Using visual supports such as story planners and narrative frames.
- Developing task planners.
- Providing colour coded timetables.
- Developing a check list to use at home to ensure all the correct equipment is being brought to school (to be put on the bedroom door or near the front door).
- Using of Social Stories™ to teach social rules/skills.
- Using games to promote phonological awareness (e.g. syllable clapping)
- Not finishing words or sentences for the CYP who has a stammer.
- Reducing distractions in the environment.
- Avoiding putting pressure on CYP to speak if they are selectively mute.

# Autism

## Child or Young Person's Voice

Quotes inspired by the Autism Education Trust's 8 Promises, created by the AET's Young Experts Panel

"I know all about the planets as they are my passion but I need lots of help with other areas of learning and other subjects."

"Please be aware of my differences when you are helping me. I don't always like people too close."

"I might not be able to tell you about myself in words but you can ask my family and friends."

"My skills and interests might be very different to yours. Help me to do what I'm good at and tell me when I'm doing well."

"I need to know why I am learning something and how it will help me in my future."



I like simple drawings.



I like pressure from tight hugs.



I notice emergency vehicles and they all sound different.



I sometimes get angry and worry that people don't understand that.

"I wish everyone knew about autism and understood me better."

"I need people I can trust to help me feel safe, happy and ready to learn."

Illustrations by a pupil at Bowes Primary School

"Sometimes I want to work or play with my friends but I don't know how to join in."

# Whole School Approaches

It is important that everyone in the school community understands autism through training and learning opportunities for staff and CYP. Autistic people have differences in the way they process information and things around them. The Autism Education Trust (AET) describes these processing differences as affecting three key areas of development:



**Social understanding and communication.**



**Flexibility, information processing, and understanding.**



**Sensory processing and intergration**

Differences in these areas give rise to strengths and challenges and they will affect each autistic CYP differently. There is no 'typical' autistic person. Further information can be found on the AET's website ([www.autismeducationtrust.org](http://www.autismeducationtrust.org)). Autism is not an illness, disease or mental health condition. Autistic people have unique strengths and skills because they see things differently. Gradually, society's perception of autism is changing and we are moving away from terms such as 'disorder' and 'impairment' and to talk about autism more positively. Many autistic people are proud to be called autistic and wish for people to understand, accept and embrace their differences.

When schools plan to meet the needs of autistic CYP, they should consider four important themes:

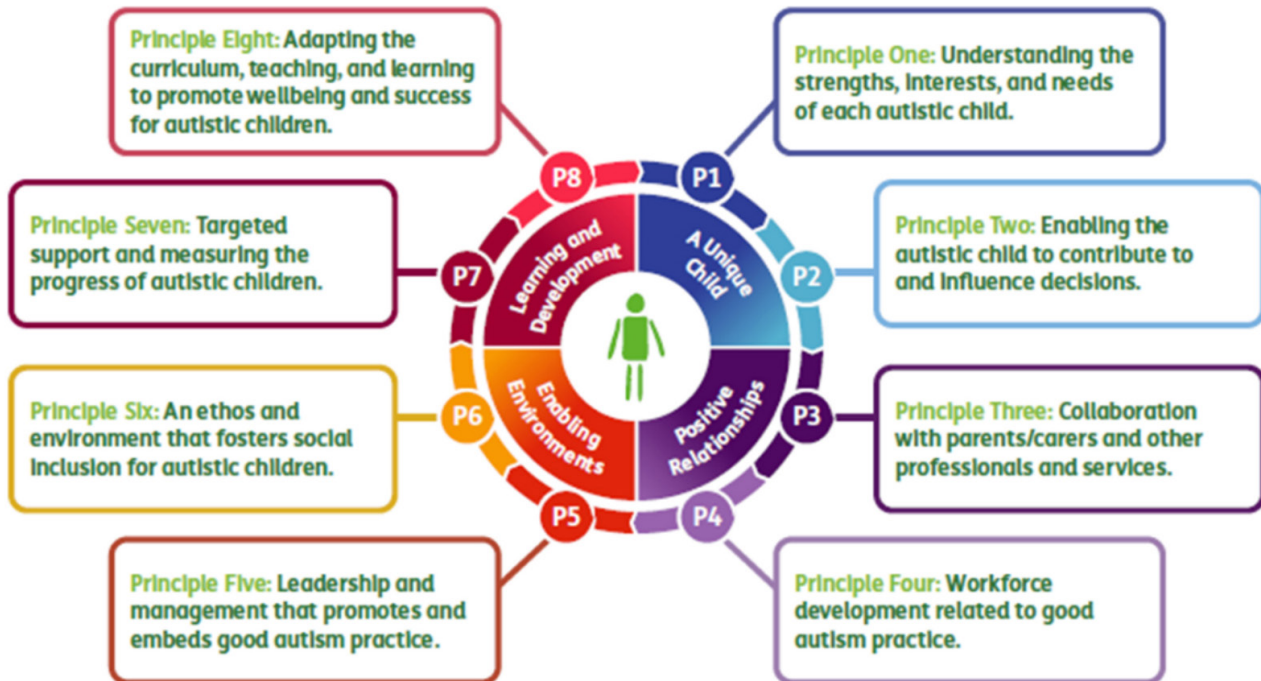
1. Understanding and listening to each unique CYP.
2. Building relationships with and around each CYP.
3. Making reasonable adjustments to the environment.
4. Providing a curriculum that can be adapted for the learning and development needs of autistic CYP.

The Autism Education Trust training modules which are freely available to all Enfield staff through the Enfield Advisory Service for Autism enable school staff to learn about these. It is highly recommended that all school staff access relevant training modules every 2 years as these are updated in line with current research.

This is how the Eight Principles of Good Autism Practice are embedded in the four themes:

## The AET Eight Gap Principles

This is how the Eight Principles of Good Autism Practice are embedded in the four themes.



Schools Competency Framework



- Implement good autism practice and strategies so that learning and support needs are addressed as soon as possible to help each individual feel understood and well supported. Do not wait for a CYP to receive a formal diagnosis of autism.
- Listen to the views of the CYP themselves, and their families, about what is working for them and do not make assumptions about how autism might affect them and their learning.
- Recognise that autistic CYP can be very talented but need the right support and environment to shine.
- Understand that autistic CYP can find school very overwhelming, confusing and stressful; they may find it difficult to understand social and behaviour expectations and feel they do not 'fit in'.
- Help autistic CYP understand what is expected of them and help them to feel included rather than punishing them for not conforming. Small adjustments to approaches and expectations can make a big difference to an autistic CYP's chances of fitting in and succeeding, e.g. allowing small variations to clothing, or letting a CYP eat lunch in a quieter place.
- Consider what can be done to alleviate stresses and challenges for autistic CYP who find school so challenging that they may refuse to attend. Seek advice on ways to re-integrate and include these CYP at the earliest opportunity.

## When working with autistic children and young people in school and at home, we may see differences in:

- Emotional wellbeing e.g. anxiety, self-harm, withdrawal
- Physical wellbeing e.g. fatigue, digestive problems, tightened Achilles tendons caused by toe walking
- Social understanding and interaction e.g. solitary or parallel play, avoiding eye contact
- Social communication e.g. repetitive or echolalic language, difficulty with turn taking in conversations
- Interests, engagement with activities and processing information e.g. intense focus on particular topics, preoccupation with parts of an object or picture
- Sensory processing and integration e.g. over sensitivity, under sensitivity, sensory seeking

## Examples of Ordinarily Available Provision in school:

- Allowing use of individual work spaces/ workstations.
- Reducing uncertainty by maintaining use of structure and predictable routines.
- Understanding the individual triggers that lead to the CYP feeling heightened anxiety in different situations.
- Communicating with parents/carers regularly. Sharing information about things that might be bothering the CYP and things that might help calm him/her.
- Providing a social skills programme (e.g. PEERS).
- Modelling and practising language associated with games (e.g. using playscripts)
- Teaching social 'rules' and behaviours that are appropriate to different social situations.
- Not insisting on eye-contact as the CYP may need to focus on their listening and not be able to look at the same time.
- Reducing expectations of communication when the CYP is stressed or anxious.
- Using special interests to motivate and engage in school activities.
- Teaching the CYP to use schedules/lists or other visual aids to help structure their day and know what to expect.
- Allowing 10 seconds for CYP to process what has been asked of them.
- Making alternative arrangements for situations which might lead to sensory overload, e.g. eating lunch in a separate, quiet space; listening to assembly from a distance or with a fidget toy.
- Making reasonable adjustments to the uniform policy such as allowing different shoes or materials that the CYP is able to wear comfortably.

# Social, emotional and mental health

## Child or Young Person's voice

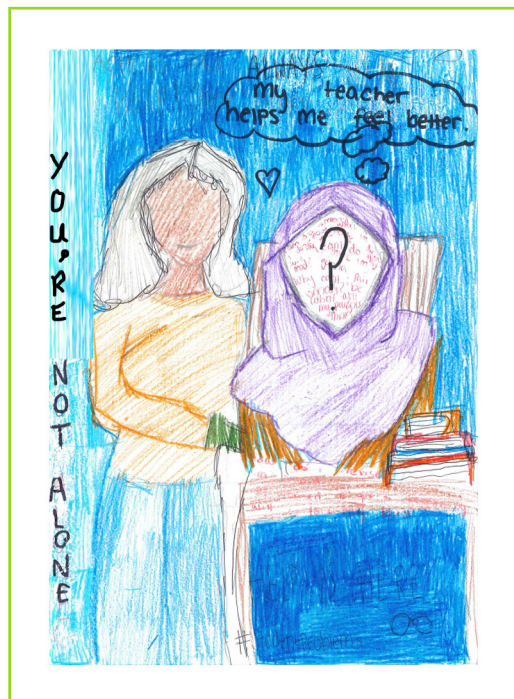
“When you did not have a ‘good day’ what helped you to feel better?”

‘Speaking to a teacher.’

‘Call my friend as he calms me down.’

‘...that I get to spend time with one of my 5 trusted adults.’

‘Go to the adults who will listen to me and sometimes I will have a fidget toy to help me - a squishy toy is best.’



‘My teachers and friends remind me not to give up, so I keep trying.’

‘Go to my corner, colour or read or sometimes do my work there.’

‘Going for a walk or finishing somewhere to sit – sometimes outside.’

Illustration by a pupil at Enfield County School

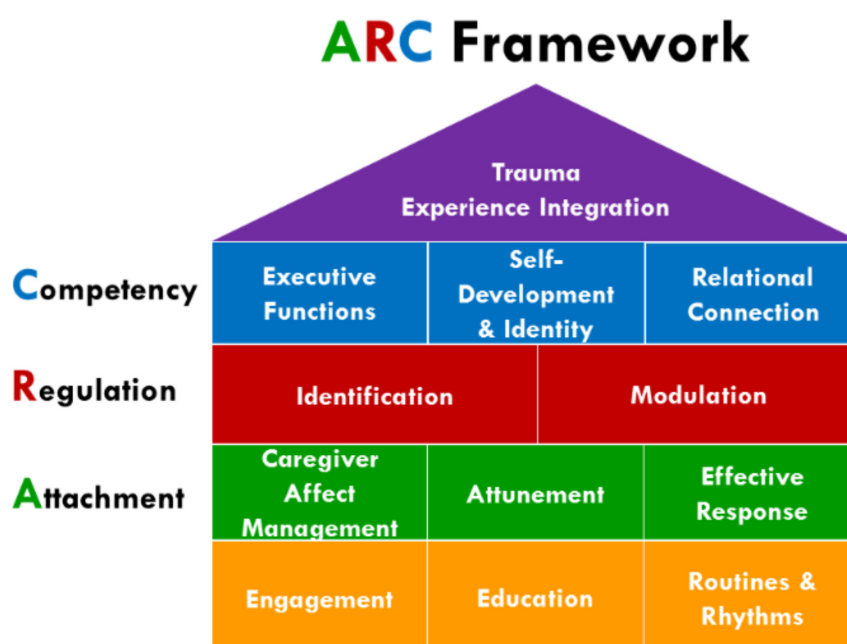


# Whole School Approaches

## See also [Speech, language and communication needs](#)

It is important that everyone in the school community has a trauma informed understanding and approach to supporting CYP's social, emotional and mental health (SEMH) development and behaviours of concern. Schools will recognise, and respond to, the need for pastoral support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances. Many young people with SEMH needs have unrecognised and unmet language needs. When school staff plan to meet the needs of social, emotional or mental health needs of CYP, they will consider the following:

- Assigning a **Senior Mental Health Lead** who can work with the school community to develop and implement a whole school approach to mental health and wellbeing.
- Adopting or strengthening a **trauma informed approach** to emotional, mental health and behaviour by accessing Enfield's Trauma Informed Practice in Schools and Settings (E-TIPSS) programme. E-TIPSS embraces the [Attachment Regulation Competency \(ARC\) framework](#) (Blaustein & Kristine, 2019). This approach understands that children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying behaviours of concern. These behaviours can be seen as a "survival response" to an unmet need. Some of our CYP have nervous systems which are continually on high alert for danger and threat. This can be for a variety of reasons that may be based on their past traumatic experiences<sup>1</sup>, their individual differences associated with autism or other special educational needs. It could also be related to their current experience of school and sense of safety. There could be an underlying emotional wellbeing and mental health needs such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some CYP may have had an assessment which has resulted in a diagnosis such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD). Regardless of whether a diagnosis is provided, educational settings should have clear processes to support pupils with SEMH needs including a Risk Assessment and/or a Regulation Management Plan which outlines strategies to meet the CYP's needs. This will include how they will manage the effect of any behaviours of concern including wider support for staff, family and peers (where appropriate).
- ARC is organised around three key areas that cover 8 key areas of support (illustrated below).



Graphic by Jeremy Karpen, 2017; Adapted from: ARC, Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

<sup>1</sup> [Short Film on impact of childhood trauma \(UK Trauma Council\)](#)

- In a whole school setting, this framework encourages practise that includes:
  - **Structures, routines and rhythms** as CYP do better when they have a clear understanding of rules and when adults' behaviour is predictable.
  - Identified staff (caregivers) in the school who can provide **safe relationship-based care** for CYP.
  - **'Attuned' support** provided by staff who observe, make sense and respond appropriately to CYP's needs.
- **A trauma informed behaviour policy** that seeks to understand and make sense of behaviours of concern, ensure there is an **effective response** approach and ensure that suspensions and exclusions of CYP with SEND are avoided for any reason related to their disability.

Enfield promotes the [THRIVE Framework \(Wolpert et al, 2019\)](#) so that children with SEMH needs and their families receive the right support in the right place at the right time.

## When working with children and young people with social, emotional mental health needs in school and at home, we may see:

- Withdrawn symptoms e.g. isolated and find it difficult to form relationships.
- Distress and anxiety e.g. high levels of stress that lead to withdrawal or avoidance
- Physical symptoms e.g. stomach aches and disturbed sleep.
- Attention and engagement e.g. frequently calling out, difficulty accepting adult direction.
- Physical and verbal conflict e.g. use of inappropriate verbal language, injuring staff or pupils
- Attachment relationships e.g. trying to gain control of situations, rejects being comforted when distressed, difficulty forming positive relationships.
- Quiet, overlooked presentations e.g. lack of engagement, friendship issues.
- Reduced access to the learning, the curriculum and school due to emotional based school non attendance.

## Examples of Ordinarily Available Provision:

### Attunement – Making sense

- Using frameworks and assessment tools (e.g. Boxall Profile or 5-P Approach) to make sense of the CYP presentation and plan support.
- Consultation with CYP and parents/carers to develop a shared understanding of CYP's experiences.
- Communicating/sharing information with parents/carers regularly.
- Conducting sensory audits of the environment for CYP and identify modifications or support.
- Draft a risk assessment to keep CYP and everyone safe.
- Identify a member of staff who already has a relationship/connection to meet with the CYP at the start of the school day.
- Being mindful of the shame and vulnerability associated with the presenting symptoms/behaviour.
- Contact specialist service for advice and guidance if there are concerns about any risk to the CYP's safety. See below.

## Routines & Rhythms

- Providing clear structures and routines.
- Carefully setting classroom rules with agreed adaptations for CYP who may have difficulties with executive functioning (These skills underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others).
- Considering the CYP's seating positioning in class.
- Providing a regular morning routine so CYP know what to expect on arrival, e.g. include a repetitive simple task.
- Offering a regular safe space for breaktimes and lunchtimes with activities such as craft, Lego or play dough.
- Providing a visual timetable for the day to provide predictability.
- Developing fun class rituals throughout the day, e.g. morning routine or celebrations.
- Consider arrangements for breaktime and lunchtime periods.
- Involving the CYP in planning for future changes, transitions, staffing and phase/year group transfers.
- Provide opportunities to visit new classes or schools and ask questions.
- Having clear plans in place when CYP are dysregulated, unsettled or overwhelmed in school and how support is provided.
- Supportive, structured school curriculum.

### Attachment - Addressing the need for relational safety:

- Identifying a key person in school who is attuned to CYP's needs to provide regular check-ins, become a safe point of contact, provide reassurance and prompt to a quiet and calm space when needed.
- Adults to join CYP with tasks.
- Accompanying CYP when they are dysregulated, unsettled or overwhelmed e.g. a key adult being present, attuning to the CYP and modelling coping/calming strategies.
- Teachers to reassure CYP that they are held in mind without singling CYP out in the class. Provide regular check-in subtly during the lesson.
- Building relationship with the CYP gradually and over time so trust can develop.
- All adults to ensure they regulate and manage their own emotional triggers and responses when teaching.

## Regulation

- Providing up-regulation activities that get CYP moving, e.g. action songs.
- Providing grounding techniques, e.g. deep breathing.
- Agreeing on a symbol or a code word so CYP can leave the class to an agreed quiet space.
- Teaching ways to request supportive sensory equipment, e.g. ear defenders.
- Developing quieter spaces (inside and outside) where CYP can go during breaks and lunchtimes and during lessons.
- Supporting communication of feelings e.g. Zone of Regulation.
- Helping CYP to identify triggers at school/home: how this influences their behaviour.
- Teaching CYP how to read other body clues, e.g. rate of breathing.
- Teaching regulation techniques that are external to the body, e.g. drawing.

- Providing fiddle objects.
- Allowing movement breaks.
- Accept that the CYP may not understand or recall what happened during any incident.
- Providing a communication system for describing emotions e.g. emojis.
- Allowing a space to calm after an incident without any pressure (no language used or questions asked).
- Asking simple questions about an incident after the CYP has calmed using who, what and where questions before why.

**Competency:**

- Using visual ways to help CYP to identify and evaluate times, places or situations that can worry them.
- Provide CYP with choices.
- Involving CYP in evaluating situations and setting goals.
- Teaching executive functioning skills, e.g. organisation and planning.
- Providing a small group interventions to teach strategies e.g. self-monitoring.
- Supporting CYP to develop a positive sense of self through strength based approaches.
- Supporting the CYP to repair connections with others and problem solve
- Having conversations about CYP hobbies, interests and views.
- Small group/nurture group activities to support personal, social and emotional development.
- A range of differentiated opportunities for social and emotional development e.g. buddy systems.

# Deafness and Hearing Loss

## Child or Young Person's Voice

"It's fun and joyful going to a school with other deaf children. I like how they teach you how to sign, good eye contact, good listening and respect. I'm very proud because I can sign and talk...I can do both."

"All deaf people and types of deafness are different. Also, that how they became deaf will be different."

I explain how best they can communicate with me by getting my attention, speaking clearly, facing me so I can lip read, then I explain that I use British Sign Language."

"Sometimes when the teacher turns away or I need to watch videos and told to take notes I can't because I need to watch the Communication Support Worker. Sometimes it's too loud in the canteen or class and I miss information. Some teachers go too fast. I can't have time to think so I need more time."

"I miss important information. At times I do not understand my subject teacher. Sometimes my teachers carry on talking with their backs turned to me. Some teachers do not use the radio aid correctly. Some teachers use subtitles when they show video clips. I always sit near the front in a good position to see the teacher. I sometimes miss what my friends are saying. I value sitting at the front. I like it when the Teacher of the Deaf or the Communication Support Worker repeats what the teacher says because this helps me with my work. The Teacher of the Deaf helps me when I don't understand – this makes learning easier for me."

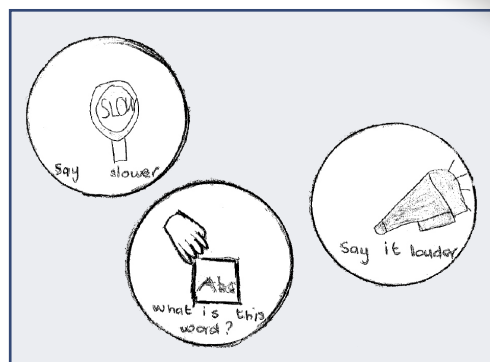


Illustration by a pupil in Brimsdown Primary School's Hearing Impairment Resource Base

# Whole School Approaches

## [See also Speech, language and communication needs](#)

It is important that everyone in the school community understands deafness/hearing loss so that staff can ensure that these CYP are maximising their learning opportunities within the learning environment. The term deafness is used to describe sensori-neural, conductive or a mixed hearing loss. This can be a mild, moderate, severe, or profound level of deafness in one or both ears.

Deafness is not a learning disability and deaf pupils have the potential to attain and achieve the same as any other pupils, given the right support and access to the curriculum. Deafness may impact on a CYP's attention & listening, language development, self-esteem and social & emotional wellbeing.

When school staff plan to meet the needs of CYP who are deaf or have hearing loss, they will consider the following to support communication in the classroom, create an acoustically/visually friendly environment and promote emotional wellbeing and identity:

- Facing the student when speaking to them.
- Speaking clearly and at a steady pace.
- Repeating back comments made by students in the class.
- Using visual supports (e.g. objects, symbols, pictures, photos, diagrams, natural gesture, signing, written words).
- Ensuring that video clips are subtitled.
- Providing vocabulary support (pre-teaching topic words, providing definitions for complex words during the class).
- Speaking directly to the student even if an interpreter, Communication Support Worker or Teacher of the Deaf is present.
- Ensuring hearing aids are worn consistently.
- Ensuring that the classroom is adapted to maximise listening access (e.g. consistent use of hearing equipment and radio aids if issued, background noise is reduced, the child is seated close to the main speaker).
- Reducing reverberation by using materials which absorb sound waves (e.g. using fabric in classroom wall and table displays, having as many carpeted areas as possible).
- Ensuring the child is seated closest to the main sound source.
- Having good lighting to make it easier to pick up on visual cues.
- Being mindful that it can be more difficult to lip-read someone if their mouth is covered or if they have a beard/moustache.
- Encouraging open conversations about deafness.
- Reading books about children who are deaf.

## **When working with children and young people with Deafness and Hearing Loss in school and at home, we may see difficulties with:**

- Attention and listening
- Following instructions
- Expressive language

- Speech sounds
- Memory and organisation
- Social interaction
- Cognition and learning related to hearing loss
- The listening environment
- The physical impact of hearing loss

### **Examples of Ordinarily Available Provision:**

- Checking whether the child has understood and encouraging the child to let you know if they have understood.
- Maintaining a steady pace when delivering lessons.
- Ensuring the CYP can see your face when presenting information and giving instructions.
- Checking you have the CYP's attention before presenting information and giving instructions.
- Pre-teaching vocabulary daily as deaf children often miss out on incidental language opportunities (i.e. learning by overhearing).
- Using visual supports, e.g. Colourful Semantics, photos, diagrams, symbols, gestures, Makaton, British Sign Language.
- Providing extra time for the CYP to express themselves.
- Checking that noise levels within the classroom are appropriate.
- Checking understanding of the topic being covered and that key vocabulary has been pre-taught.
- Repeating key information.
- Asking the CYP how they are feeling and encouraging them to express themselves. Having a key adult to support with this may help.
- Creating opportunities to discuss deafness in assembly and lessons.

# Visual Impairment

## Child or Young Person's Voice

'An embosser is very useful for lessons since the lesson or a particular part of it is brailled for me and I can get involved with everything everyone else is.'

'The laptop is also very useful in lessons since it has a screen reader installed on it so it allows me to access it very well.'

'I have a lot of adapted resources to help me out in lessons which helps since they are very useful and allows me to access lessons easier.'

'The braille note is very useful in lessons and it helps me very much.'

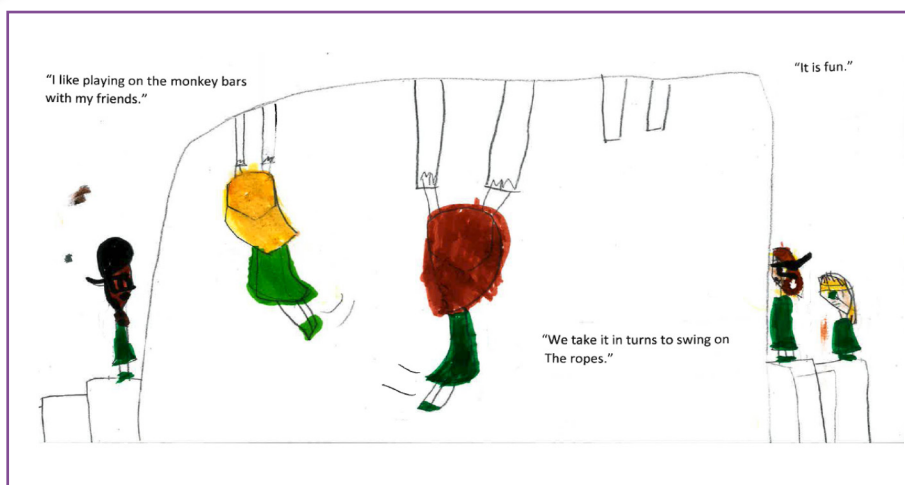


Illustration by a pupil at St Monica's RC Primary School



# Whole School Approaches

It is important that everyone in the school community understands vision impairments and the impact that these have on learning so that staff can ensure that CYP with vision impairments are maximising their learning opportunities within the learning environment. Young children with early onset severe vision impairment can experience delayed motor, language, emotional, social and cognitive development, with lifelong consequences. School-age CYP with vision impairment may also experience lower levels of educational achievement.

Vision impairment is the term used to describe a loss of sight that cannot be corrected using glasses or contact lenses. There are two main categories of vision impairment for which a CYP may be registered with a Certificate of Vision Impairment (CVI):

- Registered sight impaired (SI), which means the level of sight impairment is moderate
- Registered severely sight impaired (SSI), which means a severe sight impairment where activities that rely on eyesight become impossible

CYP with visual impairments will experience varying degrees of sight loss; the majority will have some sight. These impairments may be caused by conditions, such as amblyopia (also known as 'lazy eye'), strabismus (crossed eyes), brain or eye injuries, or a birth defect.

When school staff plan to meet the needs of CYP who have a visual impairment, they will consider the following:

- Colour schemes for walls and furniture have good contrast and clear edges to help people who are partially sighted.
- Signage and notices around the school should be in sufficiently sized print and in bold colours.
- Corridors and passageways should be kept clear of obstructions.
- Lighting should be consistent throughout school buildings.
- Steps in stairways should be highlighted in some way (consider an environmental audit from a Habilitation Specialist).
- Vision impairment awareness sessions should be part of schools' overall equality and diversity programmes.
- Students must be able to sit in the position that best suits their vision, usually at the front.
- All school staff, including teachers, teaching support staff and non-teaching staff must have an appropriate level of training (either in teaching students with visual impairment or in visual impairment awareness).

## When working with children and young people with a Visual Impairment in school and at home, we may see difficulties with:

- Reading and writing
- Participating in PE and games
- Participating in social groups
- Accessing the curriculum

## Examples of Ordinarily Available Provision

- Normal teaching materials can also be modified, for example, by printing resources in larger fonts and in bold.
- Using a screen or text reader such as Immersive Reader in Word.

- Providing additional time for completion of all written/reading activities and 'down time' offered to reduce the effects of visual fatigue.
- Using modified exercise books with bolder lines for writing and bolder boxes for maths.
- Using darker pencils for written work.
- Providing modified/adapted equipment e.g. larger tennis rackets, foam balls, high contrast pitch markers.
- Providing lunchtime social clubs.
- Using screen sharing technologies to enable access to content on separate devices.
- Adjusting expectations of the volume of work to be produced whilst still fulfilling the objectives of lessons.

# Physical Disability and Medical Needs

## Child or Young Person's Voice

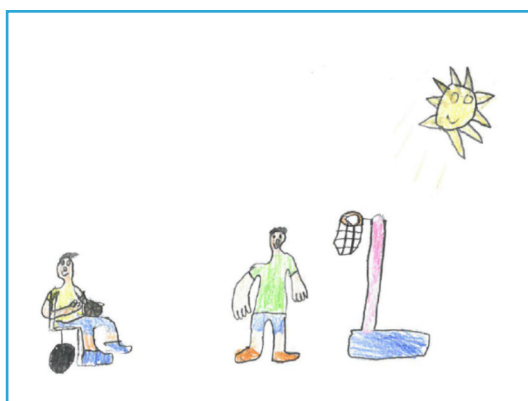
'My friends help me to play and my teachers help me in class.'

'I am diabetic. I have an alarm which beeps to remind me to go to welfare to check my levels. The welfare staff help me check my levels and take my insulin.'

'It makes me feel good and safe that people at school care about me.'

'I like my teachers reading books to me.'

'The teaching assistant walks me to the toilet and waits outside in case I hurt myself. The welfare staff take me and collect me from my class, we go in the lift.'



'I have a spinal injury. Sitting with a pillow on my chair and walking around for a few minutes relieves the pressure in my back; I don't feel so achy.'

Illustration by a pupil at Carterhatch Infant School

# Whole School Approaches

It is important that everyone in the school community has an understanding about some of the physical and medical conditions of the CYP in the school so that reasonable adjustments can be made to the physical environment and to teaching and learning. Some CYP with physical disabilities will require additional support and equipment to enable them to access the same opportunities as their peers. Others will need access to staff who have been trained to manage medical conditions; these pupils will have medical health care plans.

A CYP has a physical disability if they have an impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. This can be a result of a congenital or progressive medical condition, injury or disease. Some CYP with physical disabilities may be very cognitively able so the level and type of support must be tailored to a person-centred needs analysis.

All schools have an accessibility plan which outlines how CYP can access the curriculum and access the school building. In addition, schools have Equality Objectives that aim to eliminate discrimination, harassment and victimisation; advance equality of opportunity between different groups and foster good relations between different groups.

When school staff plan to meet the needs of CYP who have a physical disability or medical needs, they will consider the following:

- Adjustable height work surfaces especially in specialist areas e.g. science labs, food tech, music suites.
- Allow flexibility around uniform requirements.
- Where specialist equipment has been provided e.g. hoists it should be stored safely, maintained and be easily accessible for when students require it.
- Ask the child/young person how they would like to be supported and within the guidelines try to accommodate this whilst also striving for independence e.g. a buddy to support them.
- Plan to manage evacuation procedures.
- Plan how to access school trips.
- Special access arrangements onto the school site for parents/carers at drop off and pick up times.
- Help parent/carer with applying to the LA for transport if required.
- Peer awareness of inclusivity and diversity.

## When working with children and young people with a Physical Disability and/or Medical Needs in school and at home, we may see:

- A child or young person who uses a wheelchair
- Limited mobility (this may be temporary or permanent)
- Difficulties with balance
- Difficulties with continence
- Poor fine and gross motor skills
- Difficulties swallowing

## Examples of Ordinarily Available Provision:

- Manual Handling training for key staff and updated as per legislation purchase of recommended equipment to assist with this.
- Ensuring classroom layouts are uncluttered and wheelchair friendly.
- Redesigning outdoor areas to allow ground access to activities, use of ramps, specialist equipment.
- Adapting the curriculum e.g. PE lessons – where everyone has to move on the floor.
- Installing bannisters on both sides of the stairs.
- Planning flexible timing for CYP when changing lessons.
- Provision of a lift pass (if a lift is available).
- Respecting privacy and dignity when assisting with personal care making use of any necessary specialist equipment and ensuring private accessible spaces across the school site. This should be included in the intimate care plan.
- Providing alternative pens, pencil grips, writing slopes.
- Factoring in regular movement breaks.
- Encouraging participation in the mealtime dining routine at school.
- Going out to lunch 15 mins before everyone else for more time to eat.

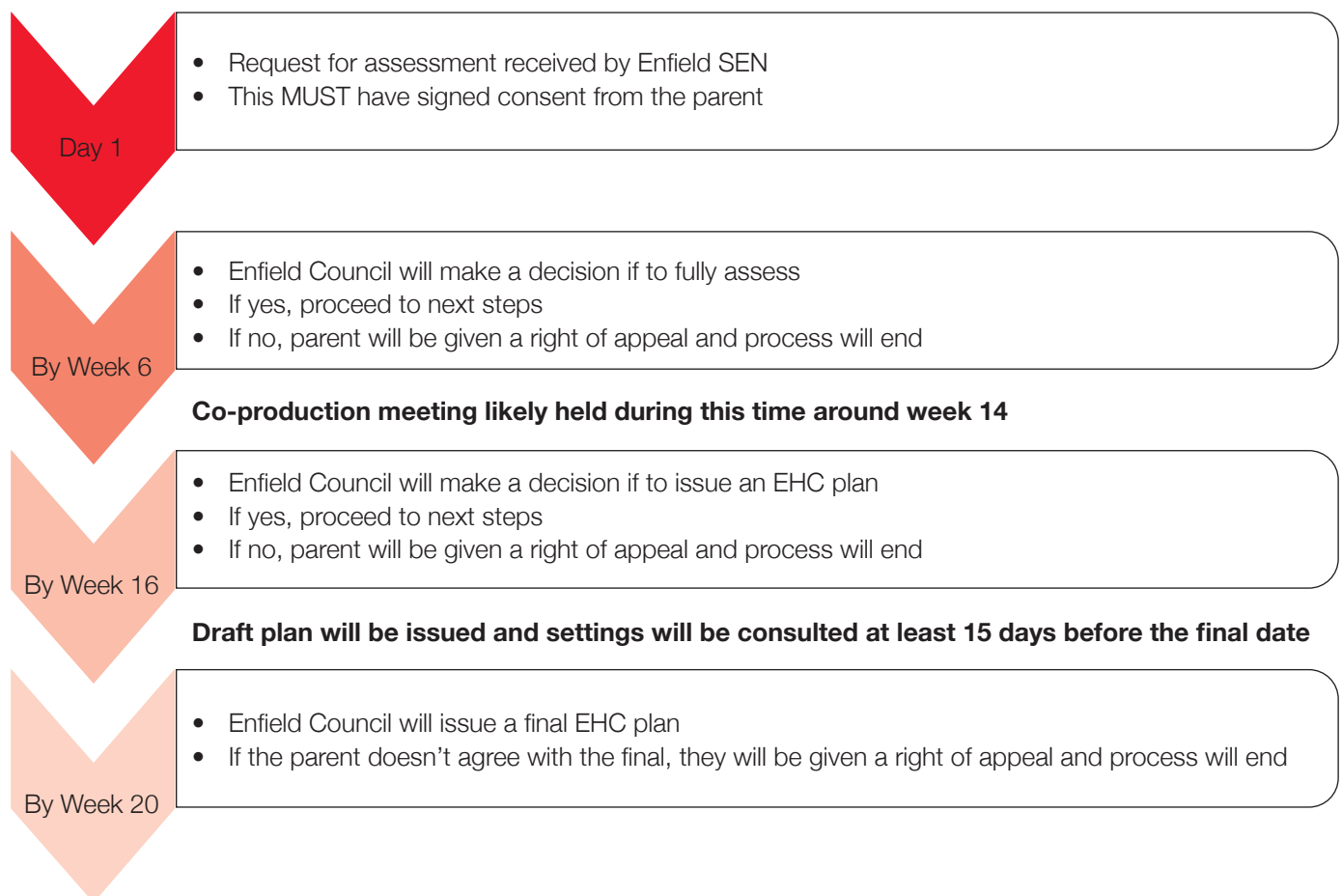
# What do schools do when CYP need more than Ordinarily Available Provision and SEN Support interventions?

As part of SEN Support, the school may engage with universal services e.g. Enfield Advisory Service for Autism or the Educational Psychology Service to meet your CYP's needs and support them to make progress.

If after two termly reviews of the educational support plan your child is still not making progress, then the SENCO will discuss with you further options to support your child. This may include a request for further input from external agencies or an application to the Local Authority for a statutory needs assessment. A parent/carer can also request a needs assessment from the Local Authority at any time. The form for this can be found [here](#).

## The statutory assessment process and getting an Education, Health and Care Plan

### Statutory Needs Assessment Timescales



For further information about Education, Health and Care Plans, please see the [Local Offer](#).

# Glossary

Academy	An academy is a mainstream school which receives funding directly from the Government and is independent of the Local Authority.
Access Arrangements	Access arrangements are special arrangements that some students with SEND are entitled to in their public exams so that they can demonstrate their ability without their disability being a barrier. Schools are required to undertake assessments to establish eligibility for access arrangements and to show evidence that any adjustments are part of usual classroom practice.
Child and Adolescent Mental Health Service (CAMHS)	CAMHS assess and treat CYP with emotional, behavioural or mental health difficulties.
Designated Unit	These are sometimes referred to as Units. CYP accessing Units should have access to mainstream provision, such as assembly, lunchtime, PE, Music, Art or other mainstream curriculum classes where appropriate. The amount of integration in mainstream will be significantly less than that of CYP in ARPs.
Differentiation	Differentiation is the first step in meeting the needs of every CYP. It is any way in which the content, presentation, environment or expectations of teaching and learning is modified. It may be something which has been planned in advance (such as a specific activity) or adapted in the moment (based on a CYP's needs or their response to teaching). Differentiation may be 'big' (e.g. using a Teaching Assistant (TA) to support a particular CYP) or 'small' (e.g. rephrasing a question to make it simpler).
Early Help	Early Help is an assessment and offer of support to a family to help identify needs and offer intervention at an early stage. It can involve multiple agencies.
Educational Psychologist (EP)	Educational Psychologists have a qualification to masters or doctorate level and are trained to apply psychology to the educational context. All EPs are registered with the Health and Care Professions Council (HCPC). They are experienced in working with CYP in schools, colleges and early years settings and work in partnership with parents, carers, schools, nurseries, education, health and social care services
Education, Health and Care Plan (EHCP)	An EHCP is a legal document describing a young person's needs, their expected outcomes, the provision required to achieve those outcomes and the most suitable educational placement. A CYP's EHCP must be person centred taking into account their views, wishes and feelings and that of their family.
Higher Level Teaching Assistants (HLTAs)	Higher level <b>teaching assistants</b> (HLTAs) do all the things that regular teaching assistants do but they have an increased level of responsibility e.g. teaching classes on their own to cover planned absences and allow teachers time to plan and mark.
Individual Education Plan (IEP)	This is used by schools to document the Graduated Approach (Assess, Plan, Do, Review). It is a non-statutory document meaning that schools can choose how and when they use it. They can also have different names in different schools such as: SEND Support Plans or Pupil Passports.
Looked After Children (LAC)	The term 'looked after' refers to children, under 18, who have been provided with care and accommodation by children's social services.
Local Offer	The Local Offer, published by every local authority, tells you what support is available for CYP with SEND and their families. It includes information about education, health and care provision. It also gives information about training, employment and independent living for young people with SEND.

Maintained School	Schools in England that are funded by the Local Authority including any community, foundation or voluntary school, community special or foundation special school.
Mainstream School	This is a school that provides education for all children, whether or not they have special educational needs or disabilities.
Multi-Agency Safeguarding Hub (MASH)	This is the first point of entry for referrals about CYP made by professionals, families and the public where there are concerns about the safety of a CYP.
Outcome	Outcomes describe the difference that will be made to a CYP as a result of special educational and other provision. These must be specific, measurable, achievable, realistic and time-bound (SMART).
Reasonable Adjustments	Reasonable adjustments are changes schools and other settings are required to make in order to make the physical or learning environment more accessible. Examples include changes to physical features such as creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment).
Scaffolding	Scaffolding describes a process that supports a CYP with what they can't yet do independently, until their understanding, skills (and often confidence) grow to a point where they can. The goal is to provide help a small stage beyond what the CYP is currently capable of on their own without support. With support, or scaffolding, the CYP can access the concept or skill and gain experience until they are able to become more or fully independent. This scaffolding process needs to change in line with the confidence and competence of each CYP. This is sometimes from the point of requiring direct adult for the whole task, to initial help or intermittent help, often with the use of learning materials or aids.
Special Educational Needs and Disabilities (SEND)	Special educational needs often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age.
Special Educational Needs Coordinator (SENCO)	A SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.
Specially Resourced Provision (SRP)	Resourced provision within mainstream schools where CYP are either withdrawn to a resource for specialist input, or teachers from the resource deliver specialist help to the CYP within the classroom. A resource provision usually has a specialist focus such as hearing impairment or autism.
SEN Code of Practice	This is the statutory guidance that supports Part 3 of the Children and Families Act 2014. It tells local authorities, early years settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for CYP with SEND.
SEN Information Report	All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This should be updated annually.
SEN Support	When a CYP has been identified as having SEND, schools should take action to remove barriers to learning and put 'additional to and different from' special educational provision in place. This is known as SEN Support.
Special School	A school which is resourced and organised to provide for the education of CYP with an Education, Health & Care Plan who need a high degree of support in the learning situation and in some cases specialist facilities, equipment and teaching.



Speech and Language Therapist (SALT)	Speech and language therapists are the lead professionals for children who have speech language and communication needs and or difficulties with eating and drinking. They are registered with and regulated by the HCPC.
Teaching Assistant/ Learning Support Assistant (TA/LSA)	Non-teaching support staff who work with children with special educational needs in the classroom under the direction of a teacher.



# Appendix 1 - The SEN support offer from LA/Health Agencies

Local Authority agencies that work with children and young people on SEN Support and their parents/carers include:

Local Authority/ Health Agency	Universal	Targeted	Specialist
<a href="#">Enfield Communication Advisory Support Service (ECASS)</a>	<p>Universal training offer</p> <p>Elklan (Training to support children’s language and learning) Parent/Carer training</p> <p>EP/OT/SALT Top Tips for identifying pupils with SLCN</p> <p>Successful start to secondary and Rising to Reception Transition packages</p>	<p>Interventions planned and supported by a specialist speech, language and communication needs (SLCN) teacher</p> <p>Elklan training for school practitioners (Level 2 &amp; 3)</p> <p>Elklan Communication Friendly Schools support and tutoring (Level 4 &amp; CFSe)</p> <p>Strand 5 pathway and associated assessment and support using NHS Verbo screening: Assistive S&amp;L Software</p> <p>NHS Verbo Assistive Speech and Language Screening and Support Licence for Target Schools</p>	<p>Interim speech and language provision for pupils with an Education, Health and Care Plan in Target Schools (Mainstream, ARP and Unit Provision)</p>
<a href="#">Enfield Advisory Service for Autism (EASA)</a>	<p>Universal training offer including Autism Education Trust (AET) training</p> <p>Parents Cuppa and Chat sessions</p> <p>Website information and resources</p>	<p>Mentoring for TAs and LSAs</p> <p><i>PEERS (Programme for the Education and Enrichment of Relational Skills) Abridged Programme</i></p> <p>Tree of Life Groups</p> <p>Time to Play sessions</p>	<p>All About Me: Psychoeducation</p> <p>Case Study Consultations</p> <p>Attendance at Team Around the Family (TAF) and Child in Need (CIN) meetings if requested and dependent upon availability</p>

Local Authority/ Health Agency	Universal	Targeted	Specialist
<a href="#">Supporting Wellbeing, Emotional Resilience and Readiness for Learning (SWERRL) – Primary Behaviour Support Service</a>	<p>Joint partnership working with other Enfield services to implement the <a href="#">ETIPPS programme</a> across Enfield schools</p> <p>Bespoke training for schools on promoting social and emotional development</p> <p>PRICE training, i.e. Restraint Reduction Network certified training with approved curricula for use in education when supporting CYP who are distressed and restrictive intervention is required to protect the CYP and staff and others within the school community.</p>	<p>Consultative and strategic input to develop SEMH sensitive practice</p> <p>CYP-IAPT qualified trainers offer support through the Incredible Years (IY) parenting programme for 5 to 11 year olds</p> <p>Modelling supportive approaches to promote children’s social, emotional and mental health development</p>	<p>Part-time attendance at the SWERRL base for a limited number of pupils who have experienced developmental trauma. Some may be undergoing the statutory process</p> <p>Specialist interventions in school relating to individual children following a school request for involvement.</p>
<a href="#">Secondary Behaviour Support Service (NEXUS)</a>	<p>Annual Behaviour Leads conference</p>	<p>Mentoring and transition support for students who have been placed on managed moves</p>	<p>Learning mentors who work closely with CYP, through one-to-one mentoring and group interventions</p> <p>Advice and support to seek alternative provision for CYP who are at serious risk of permanent exclusion, those who have already been permanently excluded, and CYP who are without a school place</p>
<p>Early Years SEN Team/Early Years Social Inclusion</p>	<p>SEND support for educators of children from birth to 5 years including:</p> <p>Consultation</p> <p>Advice</p> <p>Training</p> <p>Networking</p> <p>SENCO Forums</p>	<p>Nurture Group Support</p> <p>Language and Social Skills Groups and support</p> <p>Language and Social Skills Groups Early Years (LASSEY) groups and Support</p> <p>Tiger Team/ Cubs Gross Motor Skills Programme</p>	

Local Authority/ Health Agency	Universal	Targeted	Specialist
<p><a href="#">Educational Psychology Service (EPS)</a> (The EPS is commissioned by schools, partner services and the SEN Service.)</p>	<p>Lead service for the <a href="#">ETIPPS programme</a> across Enfield schools and settings</p> <p>Bespoke training for schools on a variety of topics relating to CYP development and areas of needs</p> <p>EPS Telephone support line for parents/carers.</p>	<p>Supporting the school's assess-plan-do-review process for children with SEND via:</p> <p>Observation</p> <p>Consultation</p> <p>Assessment</p> <p>Individual and group interventions</p> <p>Bespoke training</p> <p>Emotionally-Based School Non-Attendance (EBSNA) workshops for schools, professionals and families</p> <p>Training and supervision for school-based Emotional Literacy Support Assistants (ELSAs) and Mediated Learning Support Assistants (MeLSAs)</p> <p>Targeted support delivered by EPs and Assistant EPs in ECASS, EASA, My Young Mind Enfield (MYME), Youth Justice Service, SWERRL, Admissions Service, Attendance Support Unit, Virtual School for Looked After Children/Children in Need and those with a Child Protection Plan</p>	<p>Assessment and psychological advice for CYP subject of an Education, Health and Care Needs Assessment</p> <p>Supporting children with Education, Health and Care Plans (where schools purchase the EP service)</p> <p>Supporting children in special schools (where schools purchase the EP Service)</p> <p>Supporting CYP and families accessing the Attendance Support Unit</p>
<p><a href="#">Enfield Trauma Informed practice in Schools (ETIPSS)</a></p>	<p>Trauma-informed practice implementation programme that includes central training, briefings and workshops for schools and early years settings delivered by the services across the Enfield partnership (led by the EPS)</p>	<p>Whole school training and follow up support for schools and identified early years settings</p>	

Local Authority/ Health Agency	Universal	Targeted	Specialist
<a href="#">School-Age Speech and Language Service</a>	<p>In early years:</p> <p>LEAP Project (Learn Language, Aspire, Play) – in N9 N18 (inequalities Project)</p> <p>In special schools: working in class, teacher training, coffee morning, advice on school policies, attending meetings.</p> <p>In mainstream schools:</p> <p>Whole school training on Developmental Language Disorder (DLD)</p>	<p>In early years:</p> <p>Let's Play's for under 2's presenting with speech &amp; Language difficulties in collaboration with Children's Centres</p> <p>In special schools: work with groups in school modelling to staff to support implementation of strategies/support.</p> <p>Supporting with the embedding of the intervention into curriculum areas.</p>	<p>In early years:</p> <p>Packages of care for children with:</p> <p>Social communication difficulties</p> <p>Language difficulties</p> <p>Speech difficulties</p> <p>Complex needs</p> <p>Stammering</p> <p>In special schools:</p> <p>SALTs providing specialist assessment and advice to support communication difficulties.</p> <p>SALTs provide intervention to support the development of a new skill with an adult who works daily with the CYP also present. The skill will be introduced to the CYP's routine to encourage generalisation in a functional setting.</p> <p>SALTs providing specialist training to support school/home, for example to establish new forms of AAC techniques (including selecting communication systems). SALTs providing specialist assessment and management of CYP with feeding and swallowing difficulties</p> <p>In mainstream schools:</p> <p>Statutory assessment and provision of statutory advice.</p> <p>Provision of intervention for CYP with an EHCP.</p> <p>Clinical lead assessment/diagnosis:</p> <p>Speech sound/stammering/DLD/ situational (selective) mutism interventions</p>

Local Authority/ Health Agency	Universal	Targeted	Specialist
<a href="#">Occupational Therapy Service</a>	<p>Early writing skills training</p> <p>Handwriting training</p> <p>Independence skills training</p> <p>Website</p> <p>HV clinics</p> <p>OTs that sit in ECASS, EASA, EYSI services</p>	<p>Arts and Crafts Group</p> <p>Self-Care parent/carer Group</p> <p>Running club</p> <p>Football Club</p> <p>Beyond behaviours and mindful mealtime- Joint parents/carers training with psychology and SLT</p> <p>Autism; Training, Links and Support (ATLAS) parent training - joint with other allied health professionals</p> <p>Discharge drop-in clinic</p> <p>SENCO drop-in clinics</p> <p>OTs within Russet/Durants/Waverley and West Lea schools</p>	<p>Advice and consultation pathway (maximum of 4 sessions)</p> <p>Complex pathway e.g. Constraint Induced Movement (CIMT) and bimanual therapy, post Botox treatment, home equipment for under 5s, specialist seating for school</p> <p>Motor coordination pathway joint with Physiotherapy and paediatrician</p> <p>Splinting clinics</p> <p>Seating clinics</p> <p>CO-OP (cognitive orientation to Occupational performance) individual and group</p> <p>SEN Service OT</p> <p>OTs within Russet/Durants/Waverley and West Lea schools</p>

Local Authority/ Health Agency	Universal	Targeted	Specialist
<a href="#">Physiotherapy Service</a>	<p>Reasonable adjustments made by school or school staff to enable maximal functional participation in all aspects of school life e.g. consideration for:</p> <p>Fire evacuation procedures</p> <p>Specialist transport requirements</p> <p>Manual handling training needs for school staff</p> <p>Environmental requirements – e.g. level access, lift access</p> <p>Storage of any equipment</p>	<p>Implementation of physical activity/ exercise/postural management programme which has been taught to school staff, that school staff help to implement – usually activities are integrated into the school routine as much as possible to encourage inclusion.</p> <p>Adaptation to the school physical curriculum with using advice from the physiotherapist e.g. practice standing activities</p> <p>School staff will be taught how to safely facilitate a child to use a standing frame.</p>	<p>Physiotherapy provision outlined in EHCPs for CYP</p> <p>This may include:</p> <p>1:1 visits / assessments / review /intervention /meetings</p> <p>Creation and adaptation of exercise/activity programmes, and teaching to school staff</p> <p>Physio specific advice to school staff</p> <p>Recommendation of any physiotherapy equipment needed for school – e.g. standing or walking frames.</p> <p>Management of orthotics and any other specialist equipment</p> <p>Attendance to annual review meetings</p> <p>Completion of any reports needed.</p> <p>Liaison with other professionals as needed.</p> <p>Referrals to other health services/professional as indicated</p>

Local Authority/ Health Agency	Universal	Targeted	Specialist
<a href="#">Child and Adolescent Mental Health Service</a>	<p><a href="#">My Young Mind Enfield (MYME)</a> offer early intervention and prevention through:</p> <p>Whole school approaches and psychoeducation to prevent mental health difficulties</p> <p>Promoting increased awareness of mental health and aim to reduce stigma</p> <p>Evidence based intervention support and guided self help</p> <p>Working collaboratively with schools, NHS, Local Authority and the voluntary sector</p> <p>Working collaboratively with CYP and their parents</p>		<p>BEH CAMHS Single Point of Access is the single point of referral for children and young people from professionals</p> <p>BEH CAMHS 0 – 5 is a multi-disciplinary service that work with parents/carers and babies/ young children where parents have concerns over their children’s temperaments or present with behaviours that challenge</p> <p><a href="#">Generic CAMHS</a> (including neurodevelopmental disorders) provide assessment and therapy for CYP with behaviour or emotional difficulties and their families in consultation with other professionals</p> <p><a href="#">Service for Adolescents and Families in Enfield (SAFE)</a> offer mental health support for young people aged 13 – 18 and their families. A range of intervention and support is offered to young people who experience overwhelming stresses and difficulties</p> <p><a href="#">Health, Education, Access and Resource Team (HEART)</a> offer diagnostic mental health assessments, a range of treatments and consultations for looked after children and care leavers</p> <p><a href="#">CAMHS Dialectical Behavioural Therapy</a> for young people aged 13 – 17 experiencing a wide variety of emotional difficulties, stresses and problems</p>



Local Authority/ Health Agency	Universal	Targeted	Specialist
<a href="#">Health Visiting Service</a> (under 5s)	<p>Healthy child clinics on weekdays at different children's centre and library locations</p> <p>Telephone contact for advice and guidance</p> <p>Individual contacts offered:</p> <p>28 - 32 weeks in pregnancy</p> <p>10 -14 days after baby's birth</p> <p>6 - 8 weeks after baby's birth</p> <p>8 -12 months developmental review</p> <p>2 - 2.5 years developmental review</p>		
<a href="#">School Nursing Service</a>	<p>Duty service – telephone advice and guidance for schools parents/carers and young people</p> <p>Training on asthma and the administration of medication for epilepsy and anaphylaxis</p> <p>Secondary school health drop ins providing information and guidance to students</p> <p>Health promotion and health education</p> <p>National Child Measurement Programme – height and weight measurements for eligible children in primary school</p>	<p>Referrals to other agencies e.g. Dietitians and signpost families to specialist organisations to support with any specific health concerns including the family GP</p>	<p>Health needs assessments for children and young people referred to the service</p> <p>Advice and support for schools and families with student care plans</p>

Local Authority/ Health Agency	Universal	Targeted	Specialist
Special School Outreach Services	<p>PRICE training / positive handling for secondary schools in partnership with SWERRL</p> <p>Advice for pupils with emotional based school non-attendance</p> <p>Specific Learning Difficulties (dyslexia and dyscalculia)</p>	<p>Supporting inclusion and curriculum access for pupils with Complex Needs in primary and secondary</p> <p>Care and practical management of pupils with Complex Needs</p> <p>Increasing attendance and inclusion of pupils with Complex Needs in Primary and Early Years</p>	<p>Positive Behaviour Support (PBS) for Specially Resourced Provisions (SRPs) and Designated Units (Units)</p> <p>Attendance Support Unit</p> <p>Home Hospital Medical Tuition Service</p> <p>Increasing attendance and inclusion of pupils with SEMH who have EHCPs</p> <p>Curriculum guidance and support for Specially Resourced Provisions (SRPs) and Designated Units (Units)</p> <p>Teacher of the Deaf outreach support for Deaf Resource Bases (DRBs)</p>
<a href="#">Flourish Outreach Service for the Vision Impaired</a>	<p>Training and workshops to raise awareness about vision impairment and how best to support CYP with a vision impairment</p> <p>Environmental audits of educational settings to make recommendations on adaptations needed to the physical environment</p>	<p>Advice to educational settings, which could include using large print books and Braille materials</p> <p>Supporting parents with pre-school children at home, which could include advice on creating a sensory environment at home and which toys are suitable for younger children</p>	<p>Qualified Teachers of the Vision Impaired provide:</p> <p>Assessment of how a child is managing their vision impairment and how they might best be supported to achieve best outcomes</p> <p>Appropriate support following assessment and monitoring of progress, including advice on how to access the curriculum and exams</p> <p>Habilitation Specialist provides:</p> <p>Orientation and mobility training, encouraging CYP to independently and safely move and explore their environments, engaging in road safety training, long cane training and public transportation use</p> <p>IT Manager provides:</p> <p>Advice on technology and how this can help – including assessment, recommendations and training on suitable software and hardware</p>

Local Authority/ Health Agency	Universal	Targeted	Specialist
<a href="#">Haringey and Enfield Sensory Support Service (Deafness)</a>	<p>Training on deaf awareness and deaf friendly teaching</p>	<p>Fortnightly toddler group for pre-school deaf children and parents/carers</p> <p>Monthly deaf youth club</p> <p>Visits to homes, settings and schools in accordance with the national eligibility criteria from National Sensory Impairment Partnership (<a href="#">NATSiP</a>)</p>	<p>Advice from Qualified Teachers of Deaf on understanding deafness and its impact, language and communication development (including British Sign Language if needed), social inclusion, deaf identity, exam modifications, assistive technology and acoustic environments</p> <p>Deaf instructor to promote deaf identity and early interaction skills</p> <p>Set up, monitoring and technological support for assistive listening devices e.g. radio aids</p> <p>Liaison with multi-agencies e.g. Audiology, SEN, SALT and EPS</p>
<p>SENDIASS</p>	<p>Access to free, impartial and confidential advice, information and support for families with CYP with SEND</p> <p>Information regarding the local offer, local policy and SEN/ disability law from independently trained staff</p> <p>Signposting CYP and parents to alternative and additional sources of local and national information, advice and support</p>	<p>Advice for parent/carers, CYP on gathering, understanding and interpreting information and applying it to their own situation</p> <p>Information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress</p>	<p>Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the CYP.</p> <p>Support for parents/carers and young people in managing mediation and appeals to the SEND Tribunal.</p> <p>Personalising personal budgets</p>

