The Derby Way

Supporting Ordinarily Available
Provision in Our Schools

Derby City Council

The Derby Way

This document outlines evidence-based strategies to support children and young people with SEND as part of a whole school, whole setting graduated approach.

This list is not exhaustive, but indicative of what could be included at each level. We understand that inclusion is contextual, and that there may be a range of other school and community-based needs when considering the whole picture of support around a child/young person.

Context is key as is thinking holistically about your whole school demographics – if 50% of your students need support with reading, this provision **could** be ordinarily available rather than targeted.

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The Derby Way – Working in Partnership

Expectations of all settings	How can we do this?
The setting works in partnership with parents, carers, children and young people in decision making	The school SEND information report is co-produced with parents/carers. Parents/carers are signposted to the **Derby Local Offer** This is referenced on the setting's website, and in SEN Information Reports and Policies. Parents/carers are aware of the range of communication channels available for sharing information about their child, including local forums. Parents/carers are aware of the SEN status of their child and the provision to support, including any individually tailored interventions in place. They are involved in setting and reviewing targets for their child. SEND provision is made with the consent of the parents. Formal and informal events take place to seek views in relation to SEN provision in the settings e.g. CYP and parent/carer surveys, coffee mornings, use of a home and setting diary or other communication tool where appropriate.
The effectiveness of this partnership is evident through their participation	CYP are involved in the Graduated Approach; assess, plan, do, review, process: setting and reviewing targets and identifying their own learning strategies and developing their own outcomes. CYP are helped to understand their own barriers to learning and the strategies that can support them. CYP are supported to value and celebrate their achievements. CYP understand and are able to contribute to the targets they are working to achieve and are instrumental in developing their outcomes.

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The Derby Way – Assessment of Needs and Seeking Support

Expectations of all settings	How can we do this?
A regular cycle of Assess, Plan, Do, Review is used to ensure that CYP with SEND are making progress.	CYP's strengths and difficulties in learning and behaviour are observed and monitored in a range of environments to inform planning. Staff are aware of CYP's starting points so that expected progress can be measured. Observation and assessment are used to inform planning and interventions starting from their strengths, interests and what they can do. Consideration is given for individual CYP's unique journey. Case studies are used to demonstrate holistic progress.
Staff ensure that formative assessment and feedback are a feature of teaching and learning, taking a range of opportunities to gather this information and knowledge.	A wide range of assessment strategies and tools are used to ensure a thorough understanding of CYP. CYP have regular opportunities to evaluate their own learning. Self-Assessment is used to inform individual targets. The impact of provision and interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the CYP.
A system is in place to manage reasonable examination arrangements for assessments, national tests and public examinations.	Settings make adaptations to assessment arrangements based on the CYP's normal way of working and reasonable adjustments used to enable the CYP access their learning. Arrangements guidance are available for Secondary at: JCQ

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The Derby Way – Using Pastoral Support

Expectations of All Settings	How can we do this?
The setting recognises and responds to the need for pastoral support for CYP with SEND bearing in mind the individuals social, emotional and mental health needs and other relevant contextual circumstances	Reference should be made to Keeping Children Safe in Education, in particular, Page 50 – S199KCSIE Pg 50 S199 There is a calm and purposeful climate for learning where CYP feel they belong, and their contributions are valued. CYP can identify an agreed safe space. Language used demonstrates unconditional positive regard for CYP, for example, using relational approaches. Awareness that CYP with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place. Aspects of the curriculum are used to develop wellbeing and resilience. Peer awareness and sensitivity towards difference (including SEND) are raised at a whole setting level. Work is done with classes and groups regarding specific needs or conditions as appropriate.
CYP feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.	A named adult/key person provides a stable point of reference when required. Negative attitudes, beliefs and perceptions towards individuals and groups are challenged. CYP voice is encouraged and acted on.

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The Derby Way – Teaching and Learning Strategies

Expectations of all settings	How can we do this?
Staff are aware of the additional needs of their CYP, understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.	Aspects of structured teaching are used according to CYP needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions. CYP are given time to process information before being asked to respond. Tasks are broken down into small manageable steps. These steps are shown explicitly. The pace and order of activities is varied to maintain interest and attention of all CYP.
Staff differentiate to provide suitable learning challenges and cater for different learning needs and styles. **Use of success criteria or similar to promote independence, scaffold and support.**	Modelling, cueing, prompting, and self-scaffolding is used to aid understanding and promote independence. Visual/audio demonstrations and visual cues/audio commentary are used. Key vocabulary is displayed with visuals. Alternatives to written recording are used routinely. Skills to promote independent learning and/or study skills are explicitly taught. CYP have access to homework clubs, or additional support with homework. Homework is differentiated appropriately for CYP. Technology e.g. interactive whiteboard, tablets etc are used to effectively promote engagement and scaffold the learning.
Staff ensure that CYP have opportunities. to work in different ways e.g. independently, in a variety of small groups and/or in pairs. **Staff provide opportunities for collaborative learning and peer support.**	Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources. Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults where they are available. Use of additional adults is planned to maximise their impact on learning. CYP are explicitly taught appropriate skills to manage routines and independence.

The Derby Way - Resources

Expectations of All settings	How can we do this?
Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is reviewed.	Resources are within easy reach of CYP to promote independence and reduce stigma. CYP have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets. Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress. Physical resources such as PE and Maths equipment are adapted to promote independence e.g. different size balls.
Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.	Tangible apparatus and adapted resources are available for those CYP who require it. CYP are taught how to use these resources effectively. Technology is used to support alternatives to written recording and to promote independent learning. The skills to use specific resources are taught e.g. touch typing.

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The Derby Way – The Physical and Sensory Environment

Expectations of all settings	How can we do this?
The physical environment is adapted to meet the needs of CYP.	The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is on the website and "reasonable adjustments" are made according to individual needs. The furniture is the appropriate size/height for the CYP. Extra-curricular activities and educational visits are planned to fully include CYP with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. "Reasonable adjustments" are made. CYP's views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.
Staff are aware of sensory needs and issues that they may impact on CYP.	CYP sensory needs are known and used to plan the environment, including seating arrangements and movement breaks. Left and right-handed CYP can use equipment comfortably and seated so that they don't knock each other as they write/draw. CYP who wear glasses and/or hearing aids wear them and are seated in the optimum position. Displays are meaningful and visually accessible to reduce sensory overload. Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where you stand in relation to the light. Use of pale background and accessible font styles on the whiteboard. Staff are aware of smells and noise in the room and any individuals who may be significantly impacted by these, for example, classrooms next to the canteen, music or DT rooms.

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The Derby Way – Staff skills and training

Expectations of all settings	How can we do this?
All staff make a positive contribution to progress.	Additional adults are deployed proactively and their impact on the CYP is monitored carefully to ensure progress is supported and maintained. See guidance around MITA Grouping/seating arrangements and additional support are used to promote independent learning as far as possible. Strategies taught and used in interventions are integrated into teaching so that CYP can sustain progress within the classroom.
There is a plan for ongoing Continuing Professional Development (CPD) in relation to the needs of the CYP.	There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments. Best practice is shared via local SENCO Forums and Cluster meetings. Training offer from the Local Authority available and aligns with wider needs of local area.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	Staff know when and how to refer for extra support or advice. The setting is aware of and regularly communicates with any other professionals who are involved with each CYP. Advice received from other professionals is used to inform teaching and learning.

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The Derby Way – Transition and Transfer

Expectations of all settings	How can we do this?
Support is in place for routine, and life, transitions when required.	Transitions include: • moving around the setting, preparing for weekends, the start of holidays and beginning of term • moving from lesson to lesson, changing from structured to unstructured times, moving from one activity to the next within a lesson • changes of staff - permanent and temporary • special events: visitors, visits, celebrations • life events: birth of a sibling, change in parenting arrangements e.g. change in parent/carers relationship status, loss and bereavement or contact visits • puberty Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes CYP who: • have insecure attachment, including but not limited to Looked After Children, Children who are subject to Child in Need or Child Protection Plan and Service Pupils • have social communication difficulty, are neuro-diverse (ND) have suffered trauma, loss, or bereavement, are anxious Plan should be made for unstructured times: safe spaces are available; there are structured alternatives such as games club or use of the library for vulnerable CYP
Procedures are in place for ensuring smooth progression within and between settings, particularly during all transition phases, including on entry and exit.	Information is actively sought and shared about CYP to support successful transitions and manage change both within the setting and beyond. This information is available for the CYP's parents/carers, other colleagues within the setting and receiving or previous settings as required. Staff are aware of CYP who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories. For CYP with additional needs, a SEND Transition Plan should be coproduced by the exiting and receiving setting and parent/carer and CYP, as well as any relevant professionals/key people.

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The Derby Way

This section of the framework sets examples of the ordinarily available approaches that schools and settings in Derby should take to successfully deliver positive outcomes for children and young people with SEND, prior to considering a request for assessment.

As this document is a working document, additional guidance from Health and Social Care will be added in the next revision to this guidance.

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The Derby Way – Communication and Interaction

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
Difficulties saying what they want to and being understood.	• Small group or individual language sessions • Language programme devised by a SALT • Allow time for child to process and respond (10 second rule) • Introduce a variety of language through rhymes, songs, good quality texts • All attempts to speak are supported and valued Providing an additional method of communicating e.g. use of technology, symbol communication (e.g. Makaton, PECS, Aided Language Boards) • Selective mutism is a communication difficulty that has anxiety at its core, support could be provided under the SEMH umbrella (See SMIRA) • Modelling language
Difficulties understanding what is being said to them.	Check you have engaged the CYP's attention before talking to them, use their name. • Consider how many information carrying words a CYP can manage when giving instructions • Tailor delivery style according to the CYP needs e.g. assertive language (give name and clear short instruction) or language modification techniques • Provide visual prompts including key vocabulary and visual timetables • Allow extra time to process what has been said • Review and adapt the environment and limit any distractions • Check that hearing has been tested • Pre-teaching of key vocabulary • Use of first, then, next… • Access to an oral language modifier for assessments

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The Derby Way – Communication and Interaction

CYP does not understand the social rules of communication…	• Modelling/role play • Small group sessions (e.g. circle of friends, Time to Talk, Socially Speaking etc) • Social stories • Prompts – symbols, signing systems • Now (you are doing this) and Next (you are going to be doing that) boards • Use the CYP's name first to draw their attention, followed by key word instructions e.g. Jamie, stop. • Simple instructions (avoiding idioms) • Using literal language (avoiding sarcasm and figures of speech) • Use of symbol communication such as Picture Exchange Communication System (PECS) • Be very aware of your own body language (70% of what we communicate is non-verbal) • Awareness of what would be an appropriate tone of voice (calm, not too loud) • Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout) • Ensure language use is developmentally appropriate for the CYP Difficulties with imagination • Role play and drama, use of props (e.g. puppets) • Modelling • Story telling • Photos used to talk through what might be happening
Difficulties understanding what is being said to them.	Check you have engaged the CYP's attention before talking to them, use their name • Consider how many information carrying words a CYP can manage when giving instructions • Tailor delivery style according to the CYP needs e.g. assertive language (give name and clear short instruction) or language modification techniques • Provide visual prompts including key vocabulary and visual timetables • Allow extra time to process what has been said • Review and adapt the environment and limit any distractions • Check that hearing has been tested • Pre-teaching of key vocabulary • Use of first, then, next… • Access to an oral language modifier for assessments

The Derby Way – Communication and Interaction

Difficulties with social communication and developing relationships	• Calm learning environment • Clear communication of expectations • Preparation for change of activity or routine • Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Regular mentor support, including adults or peers • Visual timetable to be used in setting/school • Social stories Sensitivity to sensory stimuli • Sensory breaks and snacks • Flexibility with uniform policy • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity • Small group/1 to 1 tasks and activities.
Physical outbursts causing harm to others and/or to self and/or damage to property	• A consistent approach to managing individuals with reasonable adjustments made • Recognise that behaviour is a communication and understand the CYP unmet needs Understanding the frequency and location of triggers • Communication with families about what might be happening at home (e.g. divorce, bereavement, illness), strategies that work/don't work and relaying this information to staff • Preventative strategies in place • Safe area/reflection room • Appropriate de-escalation and regulation strategies in place • Risk management plan • Reintegration plans • A clear plan of action, agreed with parents/carers with regard to physical intervention

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The Derby Way – Communication and Interaction

Limited attention span compared to developmentally appropriate milestones	• Calm learning environment • Clear communication of expectations • Preparation for change of activity or routine • Small group / 1 to 1 tasks and activities • Calm learning environment • Clear communication of expectations • Regular mentor support, including adults or peers • Visual timetable to be used in setting/school • Social stories Sensitivity to sensory stimuli • Sensory breaks and snacks • Flexibility with uniform policy • Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity

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The Derby Way- Graduating our approach to cognition and learning

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
Difficulties with learning, e.g. despite appropriate differentiation, making less than expected progress over time across the curriculum and working below age related expectations	• Assessment through teaching to identify the areas of need in consultation with the CYP • Clear and simple instructions, breaking down longer instructions and giving one at a time • Visual cues and prompts , social stories, visual timetables • Give time before response is needed • Pre-teaching – e.g. provision of staff to help prepare the CYP for the new learning • Shared next steps – so they know what to expect • Differentiated resources - teach the curriculum appropriate to the CYP not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context
Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment. Provision or support should be provided in line with the needs of the CYP and is NOT dependant on any formal diagnosis.	• Assessment through teaching to identify the areas of need in consultation with the CYP or observation if more appropriate • Metacognition approaches – learning to learn e.g. by trying to understand the CYP's difficulty and asking them what helps • Recognising and celebrating success in other areas of their life • Appropriate adaptations made e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology - led by the needs of the CYP and what they find helpful • Staff will have been informed of what strategies or approaches to use Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy (Education Endowment Foundation)

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The Derby Way- Graduating our approach to cognition and learning .

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
Generalised learning difficulties, e.g. difficulties across the curriculum but with some areas of strength.	• Adjustment, modification and differentiation of the curriculum, right across the board, to enable the CYP to fully access the curriculum • Active learning, concrete, pictorial and pragmatic approaches to learning • Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent and resilient learners • Support to manage self-esteem – celebration of strengths, reinforcement of success

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The Derby Way- Social, Emotional and Mental Health

Settings should assess SEMH needs to help staff understand the barriers to learning that CYP face, for example, social inclusion needs that may present as SEND. Learning needs should also be reviewed using setting's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an <u>unmet learning need or communication difficulty.</u>

The Derby Way- Graduating our approach to Social, Emotional and Mental Health.

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
All behaviour should be understood as a form of communication	• Use of whole setting approaches to promote wellbeing and resilience • Policy and practice underpinned by relational approaches • Use of relational and restorative practice to build, maintain and repair relationships • Anti-bullying work • Identification of key adult to build positive and trusting relationship • Use of social stories • Small group or 1 to 1 work with ELSA/Learning Mentor or equivalent • Support available for staff working with CYP with SEMH via group or individual supervision or debrief sessions Emphasis on choice rather than control and "take up time" to respond to choice whenever possible • Use of distraction techniques and giving responsibility Use of trauma informed approaches or nurture principles depending on needs. Explicitly teaching de-escalation and self-regulation strategies – adults as stress and shame regulators through co-regulation, explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all CYP including through use of PSHE, circle time and curriculum approaches
Difficulties participating and presenting as being withdrawn/isolated	• Assessment through teaching – e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence • Small group work e.g. friendship or social skills, nurture groups • Play based activities • Establish interests, create opportunities for CYPs to practise new things • Buddying/peer mentoring • Giving responsibility for looking after someone else • Develop relationship with key adult - using relational practice and the PACE approach, attune to understand, share and acknowledge the CYP's experiences • Flexibility in curriculum and routine – Look at EBSNA Pathways, for example.

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The Derby Way- Graduating our approach to Social, Emotional and Mental Health

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
Displaying behaviours that challenge e.g. refusal to follow instructions, aggression, damage to property	• A consistent message but flexible approach, e.g. "I want you to be in class learning" is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs • Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning • Understand the basis for the behaviour e.g. what is the history/context? • Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the CYP? What are they trying to tell us with their behaviour? What need are they trying to meet? What skills do they need to be taught? • Use of choices to allow the CYP some control with the same end result e.g. would you like to complete this on the computer or write? • Teach the CYP different ways to get their needs met? E.g. develop social skills, strategies to regulate their emotions • Develop readiness to learn through regulation strategies • Use of individual behaviour plans, Pastoral Support Plans and risk assessments Consideration of the routine, timetable, and transitions. Make stress as predictable, moderate, and controllable as we can • Staff to be aware of and monitor their own regulation and swap with another staff member when needed • Drawing on relational approaches, a culture of self-reflection to be encouraged, modelled and supported whereby staff can reflect on their own interactions and responses and consider whether an alternative response could lead to a different outcome? • Use of tools to assess and understand behaviour • Communication with home/family e.g. what is going on at home, other agencies involvement? Structure should be clear and explicit – what are the expectations?

The Derby Way- Graduating our approach to Social, Emotional and Mental Health

Be aware that behaviours may reflect other concerns.	• Self-harming • Substance misuse • Eating disorders • Developmental trauma • Understanding what lies behind the behaviours Looking at the history, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture • Sensory or regulatory breaks • Substitutes for self-harming behaviours e.g. elastic bands, marbles - after training on self-harm or seeking advice from MH professionals (MHST or CAMHS) National Self-Harm Network • Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, outdoor activity and play, messy play, sensory activities • Keep a log and analyse pattern or trends to identify triggers • Liaison with school nurse • Be curious and listen to the CYP Attention Difficulties • Understanding the reasons, is there a pattern? Allowing plenty of time for movement or frequent small concentration periods, sensory breaks and regulation activities • Have a clear structure to the day • Have clear expectations regarding behaviours and a clear and consistent response to behaviours • Being aware of times of the day that may be more difficult • Supportive, structured curriculum • Staff to all be trained and aware of any CYP with attachment difficulties and how to respond to them • Consideration of teaching and reparative opportunities using natural consequences, rather than discipline procedures. • Use relational influence rather than rewards Consideration of family context and the range of CYP that may have attachment difficulties e.g. adopted, forces children, previously CIN, LAC

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The Derby Way- Graduating our approach to Social, Emotional and Mental Health

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
Low level disruption or attention needing behaviours, e.g. frequent interruptions to learning, fiddling with objects	Differentiated use of voice, gesture and body language • Focus on reducing anxiety and thereby behaviours • Flexible and creative use of rewards and consequences e.g. 'catch them being good' Positive reinforcement of expectations through verbal scripts and visual prompts • Safe space in the setting • Sensory or regulatory breaks. 4 R's of co-regulation – Regulate, Relate, Reflect and Repair • 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, friendship strategies, circle time • Look for patterns and triggers to identify what may be causing behaviours • Calming scripts to de-escalate, including for example, use of sand timers for calming and de-escalation time • Limited choices to engage and motivate • Follow-Lead-Follow activities (reciprocal interaction) • Provide structure-consistency without rigidity Visual timetable and use of visual cues i.e. sand timers to support sharing • Identify and build on preferred learning styles Ensure a named, trusted adult is available for some 1:1 time in a safe place • Be aware of patterns of non attendance. • Feedback is used to collaborate and plan with parent/carer, to ensure consistency between the home and setting • Maintain connection – let the CYP know you are keeping them in mind

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The Derby Way – Graduating our approach to Physical and Sensory Needs

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
Hearing Impairment/Needs	• Be made aware how best to support in school through use of specialist teachers, for example. • Have appropriate training i.e. Makaton • Be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking • Deliver instructions clearly and at normal conversational level • Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary, repeat/rephrase pertinent comments made by other members of the class • Be aware that during PE or Games lessons and practical subjects it will be more difficult to follow instructions • Encourage good listening behaviour: sitting still, looking and listening , enable CYP to have time to respond verbally • Use CYP's name to gain their attention before speaking to them • Be seated appropriately with clear view of adult's face and any visual material used - If the CYP has a unilateral loss - sit at front with better listening ear facing the speaker • Be encouraged to ask when not sure what to do and encourage to access resources independently • Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles • Visual reinforcement (pictures and handouts), to support learning , pre and post tutoring to introduce vocabulary and concepts • Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise • CYP should be seated away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc. Minimise background noise and maintain a quiet working environment, particularly for specific listening work • Visual timetable and use of visual cues i.e. sand timers to support sharing • Appropriate safety and deliver and/or signpost to appropriate interventions , appropriate evacuation procedures in place • Planned and unplanned breaks as appropriate • Promote positive attitudes towards hearing impaired within the school environment • Differentiated activities should reflect CYP individual needs to ensure full access to the curriculum • Access to IT as appropriate Audiological Management - Staff working with the CYP HI should understand the use of hearing aids, radio aids and any other appropriate equipment.

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The Derby Way – Graduating our approach to Physical and Sensory Needs

Visual Impairment/Needs	Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified Teacher for the Visually Impaired (QTVI) and/or Habilitation Specialist
	• Promote positive attitudes towards visual impaired people within the school environment and local communities, with advice from the Vision and Hearing Team
	• Plan and deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities as well as support social, emotional, communication and physical skills
	• Additional time to complete tasks Language mediation of visual information which is beyond CYP visual reach e.g. use auditory reinforcements
	• Post and pre tutoring to ensure concepts are understood
	• Provide uncluttered space and plain backgrounds to help the CYP person focus on the appropriate object • Provide access to quieter learning environments at times if necessary
	• Support to promote full social inclusion and to develop social skills
	• Differentiated and modified visual learning material e.g. recommended print size and font type, decluttered, wider spacing, different coloured paper, modification of task at source
	• Provision of stationary e.g., bold lined/squared paper, coloured paper, writing slopes, coloured glue sticks • Large print library books and talking books, bold writing pens, use of real objects to support concept development and understanding
	• Access to larger and tactile learning materials e.g. real life objects, tactile maps and globes, VI protractors and rulers
	• Provide exam access arrangements as advised
	• Use of ICT for example, iPad connected to whiteboard and electronic books
	• Reading apps. E.g. Dolphin Easy Reader App
	• Touch typing and touch typing programme when required to improve recording
	• Use of magnification and accessibility features in IT/technology. E.g. visualisers, low vision aids iPads/tablets • Support in practical lessons for Health & Safety
	• Adapted PE activities e.g., brightly contrasting equipment
	• Line marking and visually friendly environments as per environmental audit and similar interventions suggested by Habilitation Specialist or QTVI
	• Take account of mobility needs such as accessing mobility training
	• Equipment for life skills/curriculum activities e.g., talking scales

The Derby Way – Graduating our approach to Physical and Sensory Needs

Physical Needs	While not all physical environments might allow for all of the provision below, settings are expected to use their best endeavours to make reasonable adjustments and ensure that accessibility planning and anticipatory reasonable adjustments are in place. Staff to work together with other professionals to share strategies and advice to support the CYP Support equipment e.g. standing frames, walkers, wheelchairs, protective helmets, high low tables • Accessibility planning Accessible transport Accessible toilet Work chairs iPad and grips Staff have appropriate training to meet physical needs, for example, moving and handling. Adapted equipment to access specific aspects e.g. cutlery, crockery, scissors
Severe and complex medical needs including a life threatening or life limiting diagnosis or condition	• Support equipment such as lockable medicine cabinets, first aid bags, fridges • Rotated medication/care training Tracheostomy protocol • Liaising with specialist colleagues for up-to-date training • Bereavement training and policies • Regular home and setting contact when/if CYP is not able to attend, to maintain 'sense of belonging' with peers
Sensory Needs	• Staff to work together with other professionals to share strategies and advice to support the CYP's sensory diet • Sensory reduction planning • Staff training through CPD • Individual workstations • Sensory circuits

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The Derby Way – Graduating our approach to SpLD

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
Dyslexia/Literacy Difficulties and Numeracy Difficulties	• Make sure texts are uncluttered, with a simple/rounded font, using double lined spacing. • Include visual clues that support the overall meaning of words. • Important information could be highlighted or put in boxes to add clarity. • Limit copying – provide the young person with a copy of the resources for them to use. • Build in natural breaks to allow for fatigue as a consequence of having to work harder to understand/process and translate information. • Give key subject specific vocabulary as a bookmark with visuals to support spelling/understanding. Pre-teaching of vocabulary and provide copies of texts before well in advance for pre-reading. Pre teaching in Maths where dyscalculia is a concern. • Ensure that texts given have suitable readability for the young person. • Offer alternatives to writing large amounts, for example, mind maps, bullet points, lists. • Offer the use of recording devices. • Visual task timelines for multi-step activities, specifically in Maths. • Practice processes regularly, rehearsing and recalling to supporting cementing understanding and fluency. Utilise multisensory learning approaches in the classroom, for example, objects for ordering and calculating. Visual reminders and prompts • Make learning as practical as possible, giving the opportunity to explore concepts, for example, role play in relation to subtraction. Personalise learning and provide additional time to complete tasks.

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The Derby Way – Graduating our approach to SpLD

Identified barrier and/or need	Provision and/or strategies approaches, adjustments that could be made
Dysgraphia	Practice stretching out hands before starting writing, to get prepared rotating wrists, hands etc – anything to get hands moving and ready. • Touch typing practice/assistive technology and alternative forms of recording. • Cursive can be easier to navigate due to the fluidity of writing and less need to focus on spacing, and can be used as practice/support with fine motor skills. • Try different pens and paper types to see if there is a combination that supports fine motor skills. Different coloured paper may be beneficial as well. • Recite words our loud for spelling clarity. • Mind map ideas before starting to write to organise thoughts and ideas in a way that makes navigation easier when it comes to writing things down.
Dyspraxia/DCD	• Time to rehearse navigating spaces in school, for example, the dining hall, when less busy. • Adaptive equipment, for example, scissor and pencil grips, selected by the young person appropriate for their needs. Frequent, short rest breaks to ensure that the young person does not become too fatigued. • Breaking down larger tasks into smaller steps, and providing visual support for these. • Self advocating – the development of a pupil/communication passport outlining needs. • Checklists/organisational support – for example, a keyring with reminders of equipment needed on the day.

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