

# Falcons Learning Ltd

## SEND Policy and Information report



Falcons Learning  
The Sky is the Limit

Originated by:  
Stephen Wash

Date: 13 June 2022

Last reviewed on: Initial issue

Reviewed By: Stephen Wash

Signature



Next review due by: 13 June 2023

REVIEW EVERY 3 YEARS

REVIEW EVERY 2 YEARS

REVIEW YEARLY

<b>Review Panel</b>	
Director	Stephen Wash Joanna Wash
Principal	Stephen Wash
SENCo	
Student Council	
<b>External Input</b>	<p><a href="#">The Special Educational Needs and Disability Regulations 2014</a></p> <p>Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.</p> <p>Click <a href="#">here</a> for more information.</p>

Change History			
Ver sion	Date	Change Agent	Details of Change
1.0	05/01/22	S. Wash	Initial Issue
2.0	13/6/22	S.Wash	<ul style="list-style-type: none"> <li>• Addition of provision map and plan.</li> <li>• Addition of F. McHugh as SENCo</li> </ul>

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for learners with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND
- Falcons Learning aims to make an alternative provision offer for any young person referred to us who has been excluded or who is at risk of exclusion. This offer is not exclusive of learners with SEND
- At the time of writing Falcons Learning is not an Independent Special School. However, the standards required will be met in anticipation of school registration.
- At the point that school status is applied for a SENCo will be employed at an appropriate scale of commitment to fulfill the needs of the learners.

## 2. Legislation and guidance

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

- A learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other learners of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO (Fay McHugh)**

- They will:
- Work with the staff and referring agencies to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned
- Work with the directors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEND up to date
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Initiate review procedure in accordance with the SEN Code of Practice. P194
- Undertake an Annual Review of an EHCP as a minimum every 12 months to monitor a learner's progress towards their outcomes and longer-term aspirations.

### **4.2 The Principal (Stephen Wash)**

The Principal will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Facilitate the CPD of the SENCo
- Facilitate the SENCo's expertise in their field.

### **4.3 Class teachers / Tutors / Instructors**

- Each class teacher is responsible for:
- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensure the needs of the learner are auditable through lesson planning.

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

- Our school currently provides additional and/or different provision for a range of needs, including:
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

### 5.2 Identifying learners with SEND and assessing their needs

**Following Falcons Learning status change to Special Independent School we will meet the following criteria:**

- We will assess each learner's current skills and levels of attainment, as part of their six-week review. Many learners have failed at previous settings or were unable to engage with the previous settings screening processes.
- Each learner will be assessed using:
  - Standardised reading and spelling assessments.
  - Boxhall profile completed
  - Initial and Diagnostic maths Assessment
  - Initial and Diagnostic English Assessment
  - (The diagnostic assessments in c) and d) will enable the teacher to establish an individual program of study).
- After the initial six weeks provisional period, staff will:
  - Write an '**Individual Learning Plan**' (ILP) using all of the baseline assessment information.
  - Class teachers will make regular assessments of progress for all learners and identify those whose progress:
    - Is significantly slower than that of their peers starting from the same baseline
    - Fails to match or better the learner's previous rate of progress
    - Fails to close the attainment gap between the learner and their peers
    - Widens the attainment gap
  - This may include progress in areas other than attainment, for example, social needs.

- Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving learners and parents**

- We will have an initial discussion with the learner, the referring agency, and their parents when identifying whether they need special educational provision. These conversations will make sure that:
  - Everyone develops a good understanding of the learner's areas of strength and difficulty
  - We take into account the parents' concerns
  - Everyone understands the agreed outcomes sought for the learner
  - Everyone is clear on what the next steps are
  - Notes of these early discussions will be added to the learner's record and given to their parents.
- We will formally notify parents when it is decided that a learner will receive SEN support.

### **5.4 Assessing and reviewing learners' progress towards outcomes**

- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- The teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:
  - The teacher's assessment and experience of the learner
  - Their previous progress and attainment and behavior
  - Other assessments to include:
    - Continuing Assessment in Math's
    - Continuing Assessment in English
    - Standardised Reading and Literacy assessment.
    - Readiness Scale
    - Boxall profile
    - AQA Awards
    - NCFE → Tracking systems
  - The individual's development in comparison to their peers and national data
  - The views and experience of parents
  - The learner's own views

- Advice from external support services, if relevant
- An Individual Education Plan (ILP) will be used to set relevant outcomes.
- All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review the effectiveness of the support and interventions and their impact on the learner's progress on a termly basis.

#### **5.5 Supporting learners moving between phases and preparing for adulthood**

- We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

#### **5.6 Our approach to teaching learners with SEND**

- Teachers are responsible and accountable for the progress and development of all the learners in their class.
- High quality teaching is our first step in responding to learners who have SEND. This will be differentiated for individual learners.
- We will also provide the following interventions:
  - Phonics
  - English enrichment
  - Math's enrichment
  - Literacy project
- Plus, welfare interventions as appropriate for the learner and carers.

#### **5.7 Adaptations to the curriculum and learning environment.**

- We make the following adaptations to ensure all learners' needs are met:
- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### **5.8 Additional provision**

- We work with the following agencies to provide support for pupils with SEND:
  - Referring schools
  - Referring Agencies
    - Delta
    - YOS
  - Social Services
  - Demeter House



- Children's and Emotional Behavioural Psychologist
- School Nurse
- FaSST

### **5.9 Expertise and training of staff**

- Falcons learning will recruit a SENCO with the prerequisite experience and skills to ensure that the needs of our learners are well catered for.
- All of the team at Falcons Learning who are internally trained to deliver SEND provision.
- Every member of staff the team is trained in Adverse Childhood Experience, Trauma Informed Education, Making the most of Teaching Assistants, Bereavement, Safeguarding timeliness.
- We will use specialist staff for: Dyslexia assessments, Access Arrangements, Phonics teaching, bereavement counselling, as required.

### **5.9 Evaluating the effectiveness of SEN provision**

- We evaluate the effectiveness of provision for learners with SEND by:
- Reviewing Individual Learning Plans each term
- Monitoring by the SENCO
- Reviewing the impact of interventions after specified timed periods.
- Holding annual reviews for learners with EHC plans

### **5.10 Enabling learners with SEND to engage in activities available to those in the school who do not have SEND**

- All of our extra-curricular activities and school visits are available to all our learners.
- All learners are encouraged to take part in sports activities etc. No learner is ever excluded from taking part in these activities because of their SEND or disability.

### **5.11 Support for improving emotional and social development**

- We provide support for learners to improve their emotional and social development in the following ways:
- Learners with SEND will be encouraged to be part of the school council
- Learners with SEND are also encouraged to be part of Outdoor Pursuits and Sport to promote teamwork/building friendships etc.
- Learners are allocated a keyworker who offers mentoring both informally and formally.
- If appropriate learners can be referred for weekly sessions with a Children's Emotional and Behavioural Psychologist.
- Falcons Learning has a zero-tolerance, but informed, approach to bullying. The antecedents of bullies are often complex and reflect underlying needs.

### **5.13 Working with other agencies**

- Falcons Learning will liaise with any relevant supporting or referring agency (stakeholders) in specific relation to any of our learners, whether they have SEND or not.

#### **5.14 Complaints about SEND provision**

- Complaints about SEND provision in our school should be made to a member of staff in the first instance. They will then be referred to the school's complaints policy.
- The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
  - Exclusions
  - Provision of education and associated services
  - Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.15 Contact details of support services for parents of learners with SEN**

- The school keeps a directory of agencies that are available to support parents. This document is updated regularly.

#### **5.16 Contact details for raising concerns**

- Safeguarding – Principal
- SEN – SENCo

#### **5.17 The local authority local offer**

- The local authority local offer is published here: [The Local Offer services directory \(eastridinglocaloffer.org.uk\)](http://eastridinglocaloffer.org.uk)

### **6. Monitoring arrangements**

- This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

### **7. Links with other policies and documents**

- This policy links to our policies on:
  - Accessibility plan
  - Behaviour and Communication
  - Equality and Diversity
  - Supporting pupils with medical conditions
  - Careers and Progression Plan

- Parent Partnership Policy
- with medical conditions

**Annex A****Falcons Learning Interventions and Approaches****SEMH**

Intervention/ Approach	Description	Evidenced Impact
<b>Restorative Approaches</b> <a href="https://restorativejustice.org.uk">https://restorativejustice.org.uk</a>	<p>Restorative approaches focus on strengthening and repairing relationships, listening with empathy, valuing opinions and being curious about what has happened. In avoiding attributing blame but encouraging insight and taking responsibility for their actions, young people are supported to develop pro-social behaviour to repair harm and develop positive relationships. Restorative approaches aim to:</p> <ul style="list-style-type: none"> <li>• Develop emotional literacy, responsibility, and empathy</li> <li>• Create a more positive learning environment with better attendance, and fewer behaviour incidents</li> <li>• Raise children and young people’s awareness of the impact of their choices on others</li> <li>• Reduce the number of exclusions and help young people remain in education</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance</li> <li>• Reduced exclusions</li> <li>• Effective response to bullying and less bullying</li> <li>• Increase the confidence of staff to deal with bullying and conflict</li> <li>• Build a culture of respect and responsibility</li> </ul>
<b>Emotion Coaching</b> <a href="https://www.emotioncoachinguk.com">https://www.emotioncoachinguk.com</a>  <a href="https://www.bathspa.ac.uk/research/emotion-coaching-executive-summary-2017-(1).pdf">Emotion-Coaching-Executive-Summary-2017-(1).pdf (bathspa.ac.uk)</a>	<p>Emotion coaching is based on the understanding that all behaviour is a form of communication, and is driven by an emotional response</p> <p>Through empathetic engagement, the emotional state is verbally acknowledged and validated, promoting a sense of security, and feeling understood. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Inappropriate behaviours are addressed when the young person is calmer. Support to problem solve and engage in solution-focused strategies. Emotion coaching provides a staged approach to developing scripts of how to respond when emotions become overwhelming.</p>	<ul style="list-style-type: none"> <li>• Emotion Coaching has shown a positive impact on children and young people’s SEMH (including depression and conduct difficulties), academic achievement and resilience when exposed to abuse and violence.</li> <li>• Used to effectively support children to overcome trauma and reduce externalising behaviours in children with Autism.</li> <li>• Positively correlated with secure attachments.</li> <li>• Increased empathetic awareness</li> <li>• Ability to label emotions</li> <li>• Improved self-regulation and well-being</li> </ul>
<b>Lego-based Therapy</b> <a href="https://www.bricks-for-autism.co.uk/research">https://www.bricks-for-autism.co.uk/research</a>	<p>An intervention designed to promote social development in children using Lego as a resource. It was originally developed as an intervention for children with Autism Spectrum Conditions but has</p>	<ul style="list-style-type: none"> <li>• Significant improvements in participants’ ability to initiate social contact with peers, sustain interaction with peers and overcome rigidity of thought.</li> <li>• These improvements were found both after 12 and 24 weeks.</li> </ul>

	<p>been used successfully with a wide range of young people.</p> <p>The intervention involves working collaboratively to create Lego models using a game approach. Young people are encouraged to communicate, problem-solve, and collaborate to complete the model, with the support of an adult. The group can consist of 2+ YP, each with their own specific role that focuses on an aspect of the model building. These roles can vary with group size, and each person experiences each of the roles. The most basic roles for groups of 2 are as follows:</p> <ul style="list-style-type: none"> <li>• Builder – The person that puts the bricks together.</li> <li>• Parts supplier – They will find and give the bricks to the builder. As the group becomes larger, further roles can be added including:</li> <li>• Engineer – This person describes the bricks that are needed in terms of size, shape, and colour</li> </ul>	
<p><b>Mentoring/ Attachment Based Mentoring</b></p> <p><a href="#">Attachment Based Mentoring - SEMH</a></p>	<p>Attachment based mentoring was developed to provide a different kind of support, to enable children to connect with the education on offer. It seeks to address the child’s primary social, emotional, and mental health needs which then enables the child to access the learning and social environment and develop greater resilience. The model of mentoring drawing on research from attachment theory, solution focused coaching, social learning theory and resiliency and has three components: ‘Attachment and Relationships,’ ‘Development’ and ‘Practical Support,’ with the mentor acting as significant adult, coach, and parent in school.</p>	<ul style="list-style-type: none"> <li>• Increased sense of security, resilience, and general wellbeing</li> <li>• Enhanced ability to regulate emotions and behaviour</li> <li>• Movement towards academic potential</li> <li>• Sense of belonging in the educational community</li> <li>• Positive impact on the children’s ability to be open and trusting</li> <li>• Increased feelings of self-worth, confidence, and happiness</li> <li>• Greater ability to reflect on behaviour, take responsibility and to understand and regulate their emotions.</li> </ul>
<p><b>Circle of Adults</b></p> <p><a href="https://www.babcockidp.co.uk/babcock_idp/Educational-Psychology/Downloads/Circle-of-Adults.pdf">https://www.babcockidp.co.uk/babcock_idp/Educational-Psychology/Downloads/Circle-of-Adults.pdf</a></p>	<p>Supporting staff in problem-solving around challenging behaviour: Circle of adults is a meeting where all relevant professionals can discuss issues, experiences, and concerns with a view to joint problem solving.</p> <p>What is said in the meeting can be kept confidential and solutions can be fed back to parents and the young person themselves later. Firstly, the problem should be discussed, and everyone given a chance to share their thoughts. It is important to recognise that the young person is struggling with a problem and that the young person is not the problem.</p>	<ul style="list-style-type: none"> <li>• Collaborative discussions centred around a key topic leading to richness of ideas and viable solutions</li> <li>• Joined-up thinking with a range of professionals, may be from a diversity of disciplines but with a common goal</li> <li>• Solid and understandable structure</li> </ul>

	<p>There are 8 sections that are explored and represented graphically</p> <ol style="list-style-type: none"> <li>1. Ground rules (respect, confidentiality, sensitive language, empathy, listening)</li> <li>2. Presenting problem: a rich picture of the young person's behaviour, circumstances, difficulties</li> <li>3. Young person's viewpoint (represented by an adult present)</li> <li>4. Helpful metaphors (walking on eggshells, Jekyll and Hyde, Firework etc.)</li> <li>5. Exploring relationships, (school family, friends, wider community)</li> <li>6. Organisational Factors (helpful vs hindrance)</li> <li>7. Hypotheses (what is happening?)</li> <li>8. Strategies (including First Steps to start immediately)</li> </ol>	
<p><b>Mindfulness</b></p> <p><a href="http://www.nhs.uk">Mindfulness - NHS (www.nhs.uk)</a></p> <p><a href="#">What is mindfulness? - Mind</a></p>	<p>Mindfulness is a recognised strategy used to improve wellbeing that works by directing focus to the present moment and away from other thoughts that could be negative, stressful, and damaging.</p> <p>Thoughts, and what is thought about, can affect emotional wellbeing and behaviour. For example, thoughts and worries about upsetting past or future events might create feelings of sadness and anxiety.</p> <p>Mindfulness does not work for everyone who tries it, consideration should be given to reasons for using the technique and what outcomes are hoped for. In some cases, more specific help would be of benefit.</p>	<p>Mindfulness aims to:</p> <ul style="list-style-type: none"> <li>• Increase self-awareness</li> <li>• Increase feelings of calmness and reduce stress</li> <li>• Help people make more considered choices when responding to thoughts and feelings</li> <li>• Be a strategy that helps people cope with difficult or unhelpful thoughts</li> <li>• Encourage kinder thoughts and treatment of the self.</li> <li>• Practicing mindfulness techniques can help control some mental health conditions. E.g., Depression and anxiety, as well as feelings of stress and overwhelm</li> </ul>
<p><b>External Psychotherapeutic organisations</b></p> <p><a href="http://www.unravelsupport.co.uk">www.unravelsupport.co.uk</a></p>	<p>Some instances will require specialist support and intervention. In these cases, referrals will be made to a professional psychotherapeutic organisation.</p>	<ul style="list-style-type: none"> <li>• Highly specialist and targeted support</li> </ul>
<p><b>Re-engagement: Outreach Work</b></p>	<p>A time limited outreach programme may be required to engage or re-engage a young person following a period of non-attendance</p>	<ul style="list-style-type: none"> <li>• Can engage a disengaged young person</li> <li>• Some delivery of education</li> </ul>

<p><b>(time limited)</b></p> <p><a href="#">Microsoft Word - Good practice in re-engaging disaffected and reluctant students in secondary schoolsUPDATED 15.10.08.doc (ioe.ac.uk)</a></p>	<p>that could arise for a variety of reasons.</p> <p>Can be delivered online or in person. Where a child or young person is in the family home, our staff will work one to one online. Over time, adults develop professional trust with young people. While connecting online and once this relationship is established, young people may agree to visit the provision to meet their key adult face to face. A small step, but often a crucial step mentally for a person with anxiety or other barriers to attending. Incremental progress can be encouraged from this point.</p>	<ul style="list-style-type: none"> <li>• Increased social interaction for young person</li> <li>• Opportunity to deliver a bespoke curriculum/ support plan</li> <li>• Forms part of a larger strategy of support</li> <li>• Can lead to stepped attendance with the right approach, and wider support structure</li> </ul>
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### Cognition and Learning

Intervention/ Approach	Description	Evidenced Impact
<p><b>Collaborative learning</b></p> <p><a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Working together on activities or learning tasks in a group small enough to ensure that everyone participates.</p> <p>Young people work on separate tasks contributing to a common overall outcome or work together on a shared task.</p> <p>Some collaborative learning approaches put pairs, groups, or teams to work in competition with each other to drive more effective collaboration.</p> <ol style="list-style-type: none"> <li>1. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</li> <li>2. Pupils need support and practice to work together; it does not happen automatically.</li> <li>3. Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some young people may struggle to participate or try to work on their own. It is important to ensure that all participants talk and articulate their thinking.</li> </ol>	<ul style="list-style-type: none"> <li>• Evidence indicates that groups of 3–5 are most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group.</li> <li>• Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains.</li> <li>• There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</li> </ul>
<p><b>Feedback</b></p>	<p>Feedback can be verbal written or can be given through tests</p>	<p>Positive impacts from a wide range of feedback approaches –</p>

<p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.</p>	<p>including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work or behaviour/regulation are correct, not just to identify errors.</p> <ul style="list-style-type: none"> <li>• Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject, and self-regulation strategies: it provides specific information on how to improve.</li> <li>• Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback</li> <li>• Low attaining pupils tend to benefit more from explicit feedback than high attainers.</li> </ul>
<p><b>Reading Comprehension Strategies and Reading Support</b></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Strategies For Successful Reading Comprehension   UoPeople</a></p>	<p>Reading comprehension strategies focus on understanding of written text. Young people learn a range of techniques enabling them to clearly understand the meaning of what they read. E.g., inferring meaning from context; summarising or identifying key points; using graphic organisers; developing questioning strategies; and assessing personal levels of comprehension leading to resolving difficulties for themselves.</p> <ol style="list-style-type: none"> <li>1. It is important to identify the appropriate level of text difficulty, ideally providing challenge and building confidence at the same time.</li> <li>2. Effective diagnosis of reading difficulties is important in identifying workable solutions, particularly for older struggling readers. Students can struggle with decoding words, understanding semantics, or vocabulary.</li> <li>3. A wide range of strategies and approaches can be successful, but for many learners they need to be taught explicitly and consistently. This may in the context of a small group or 1:1.</li> </ol>	<p>Reading comprehension strategies can have a marked impact on success.</p> <ul style="list-style-type: none"> <li>• The average impact of reading comprehension strategies in mainstream school is an additional six months' progress over the course of a year</li> <li>• Although the focus is on reading, comprehension strategies can be successfully used in several curriculum subjects where it is important to be able to read and understand text</li> <li>• Lower attaining pupils can benefit from the explicit teaching of strategies to comprehend text</li> <li>• Shorter interventions of up to 10 weeks tend to be more successful.</li> </ul>
<p><b>Oral Language Intervention</b></p> <p><a href="https://educationendowmentfoundati">https://educationendowmentfoundati</a></p>	<p>Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal</p>	<ul style="list-style-type: none"> <li>• Oral language approaches can have a high impact on mainstream learner outcomes of 6 months' additional progress. It is important that spoken language activities are matched to</li> </ul>



<a href="https://on.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">on.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	<p>interaction.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion. Oral language interventions aim to support use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches could include:</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book discussion.</li> <li>explicitly extending spoken vocabulary</li> <li>use of structured questioning to develop reading comprehension</li> <li>the use of purposeful, curriculum-focused, dialogue and interaction</li> </ul>	<p>learners' current stage of development</p> <ul style="list-style-type: none"> <li>Some pupils may struggle specifically with spoken language. Consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet needs.</li> <li>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment</li> <li>language interventions with frequent sessions over a sustained period may have a larger impact. Approaches that are delivered 1:1 are more successful</li> </ul>
<b>Parental Engagement</b>		
<b>Arts Participation</b>		
<p><b>Graphic Organisers and Graphic Maps</b></p> <p><a href="#">Graphic Organisers   TeachingEnglish   British Council   BBC</a></p>	<p>Graphic organisers can be classified either in terms of their design or their function. They can be used to depict basic information as well as more complex ideas and problem-solving activity.</p>	<p>Graphic organisers:</p> <ul style="list-style-type: none"> <li>Provide an alternative way to see and think about information</li> <li>Highlight connections between information visually, therefore, helping young people to overcome language difficulties</li> <li>Development of analytical, critical, and creative thinking</li> <li>Can present a large amount of information in an understandable way</li> <li>Can place 'big questions' or 'big topics' at the centre of a thought process</li> <li>Are easy to edit, review and analyse</li> <li>Have multiple uses</li> <li>Combine words and pictures and so can help learners process and remember information</li> <li>Help learners generate ideas and visualise possibilities</li> </ul>

**Communication and Interaction**

Intervention/ Approach	Description	Evidenced Impact
<p><b>Social Stories</b> <a href="#">Social stories and comic strip conversations (autism.org.uk)</a></p>	<p>Social stories (TM) were created by Carol Gray in 1991. They are short descriptions of a specific situation, event, or activity, which include key information about what to expect in that situation and why.</p> <p>Social stories can be used to:</p> <ul style="list-style-type: none"> <li>• develop self-care skills, social skills, and academic abilities</li> <li>• Increase understanding of how others might behave or respond in each situation</li> <li>• help others understand the perspective of an autistic person, including reasons for certain behaviours</li> <li>• help a person to cope with changes to routine and unexpected or distressing events</li> <li>• provide positive feedback to a person about an area of strength or achievement to develop self-esteem</li> <li>• as a behavioural strategy (for example, what to do when angry, how to cope with obsessions).</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories present information in a literal and solid way, potentially increasing understanding of a previously difficult or ambiguous situation or activity for a person with autism.</li> <li>• Presentation and content can be adapted to meet different people's needs.</li> <li>• Can help with sequencing of activities and events and 'executive functioning' skills of predicting and planning.</li> <li>• Provide information about what might happen in a particular situation and some guidelines for behaviour</li> <li>• Increase structure leading to reduced anxiety.</li> <li>• Social stories can help others understand how the autistic person comprehends different situations.</li> </ul>
<p><b>Comic Book Conversations</b></p> <p><a href="#">Social stories and comic strip conversations (autism.org.uk)</a></p> <p>Carol Gray's <i>Comic strip conversations</i>, 1994</p>	<p>Focus on the spoken content of an interaction as well as emotions and intentions.</p> <p>Comic strip conversations use stick figures and symbols to represent social interactions/ situations, and hard to define aspects of conversation. Colour is used to represent the emotional content of what is said.</p> <p>By seeing the different elements of a conversation presented visually, some of the more difficult to decipher elements of social communication (such as recognising the feelings of others) are made more 'concrete' becoming easier to understand.</p> <p>Comic strip conversations can also offer an insight into how an</p>	<ul style="list-style-type: none"> <li>• Allows for planning of an upcoming and potentially stressful event</li> <li>• Provides a vehicle for expression of emotion and increased understanding of the feelings of others</li> <li>• Increased self-esteem and confidence growing because of a sense of being listened to and understood</li> <li>• Provides space to change or adapt a narrative around a specific situation as part of a reflective process</li> <li>• Allows for presentation of information in a way which adapts for unexpected changes to a situation</li> </ul>

	autistic person perceives a situation.	
<p><b>Role Play</b></p> <p><a href="#">Role-Playing and Role-Play - Communication Skills from MindTools.com</a></p> <p><a href="#">undefined (synonym.com)</a></p>	<p>The use of role-play in small groups is a useful way to help development of the skills needed in social situations. Role-play can help boost comprehension of interactions and lead to important goal setting for those taking part. Feedback from observers is an important part of the process, allowing deepening of skills and increased of self-awareness. The challenge is to do this in a way that does not cause too much anxiety for participants.</p> <p>In preparation for role-play activity, the facilitator must carry out a preliminary needs assessment of the individuals in the group, consider content, and ensure an effective, 'safe' learning environment.</p>	<ul style="list-style-type: none"> <li>• Increased experience and confidence around dealing with potentially challenging situations that can occur in real life</li> <li>• Reduced likelihood of feeling overwhelmed</li> <li>• Developing ability to view situations from the perspective of other people, development of compassion and empathy</li> <li>• Conflict resolution strategy</li> <li>• Activity lends itself to constructive reflection and goal setting</li> <li>• Benefits communication through collaboration with others</li> <li>• Opportunity to practice skills such as debating, reasoning, discussing, and negotiating</li> </ul>
<p><b>Direct Support</b></p> <p><a href="#">rcslt-behaviour-a4-factsheet.pdf</a></p>	<p>Behaviour is a form of communication. Many young people who have behavioural difficulties, including a number with a diagnosis of social, emotional, and mental health needs (SEMH), also have speech, language, and communication needs (SLCN). Often these needs are unrecognised as behaviour can mask difficulties with communication.</p> <p>A young person needs the skills to understand and express their needs and participate in planning for change in a respectful way. Therefore, understanding what behaviour is required in a way that relates to them. it is important to teaching the communication skills required to behave well; offering verbal and nonverbal scripts and coaching. Embedding opportunities to practise new skills including how to repair conversational breakdown and gain a sense of success. Supporting young people through transitions, both through the day and in phases of education - for example from one educational setting to another.</p>	<ul style="list-style-type: none"> <li>• Enhanced self-esteem and willingness to seek support when needed</li> <li>• Improved behaviour for learning and social behaviour</li> <li>• Increased ability to interact successfully with peers and others</li> <li>• Increased confidence when moving forward towards desired outcomes such as a college place or apprenticeship</li> <li>• Developing understanding of less obvious aspects of communication such as tone of voice, body language, gesture, and facial expression</li> <li>• Improved academic and social outcomes</li> </ul>

**Physical and Sensory**

Intervention/ Approach	Description	Evidenced Impact
<b>Fine Motor Skills Development</b>	Embedded within practical activity in motor vehicle, construction, creative and cooking. Can include using	<ul style="list-style-type: none"> <li>• Improved emotional regulation by using fine motor skills to stimulate Hippocampal processing.</li> </ul>

<p>Van Der Kolk, B. (2014). <i>The Body Keeps the Score</i>.</p>	<p>different tools and utensils as well as handling/ manipulating a range of materials and equipment. Supply of fiddle toys available to learners who are encouraged to use them during academic lessons to overcome anxiety.</p>	<ul style="list-style-type: none"> <li>• Improved dexterity minimising anxiety when asked to perform tasks requiring fine motor skills.</li> <li>• Improvement in handwriting ability.</li> </ul>
<p><b>Gross Motor Skills Development</b> Archer, C. (2003). Weft and Warp: Developmental Impact of Trauma and Implications for Healing. In <i>Trauma, Attachment and Family Permanance</i></p>	<p>Physical activity delivered through planned sport sessions such as circuits and boxing club. Additionally, organised walks and orienteering activities.</p>	<ul style="list-style-type: none"> <li>• Improved emotional regulation by physical exercise release of endorphins.</li> <li>• Overcoming challenge in a physical environment and learning physical skills transfers to the academic education environment.</li> </ul>
<p><b>Environmental Design</b> Allen, M. (2008). <i>Attachment, Developmental Trauma and Executive Functioning Difficulties In the School Setting</i>.</p>	<p>Quiet spaces and less stimulating areas within the learning environment.</p>	<ul style="list-style-type: none"> <li>• The school does not look like a school so therefore some behavioural barriers are removed when the learner attends at the school.</li> <li>• The environment is designed to allow for recreational, learning and 'time-out' zones</li> </ul>
<p><b>Staff approach and dress code</b> Archer, C., &amp; Burnell, A. (2003). <i>Trauma, Attachment and Family Permanance: Fear Can Stop You Loving</i></p>	<p>Staff wear a dress code that does not look like any teacher or school dress code that includes jeans or hoodies. Language used within the school is respectful but does not have the same level of formality that a more formal school dialogue has.</p>	<ul style="list-style-type: none"> <li>• Learners do not perceive the staff as they have perceived other school staff in other settings, so they do not appear as adversarial to the learner.</li> <li>• Staff challenge behaviours where appropriately but in a restorative manner which is often perceived differently to school where a learner might perceive the approach is more punitive.</li> <li>• Genuine and effective working relationships between staff and students</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> </ul>

**Embedded Approaches**

These approaches are fully embedded throughout the whole curriculum.

<b>Approach</b>
Student Voice
Creative
Parental Engagement
Multi-Disciplinary Working
Principles of Nurture
Employability
Assess, Plan, Do, Review