

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.
Annual review: 20/10/2023

Reviewed By: Stephen Wash.
Fay McHugh

Signature



Fay McHugh

Next review due by: 20/10/2024

REVIEW EVERY 3 YEARS

REVIEW EVERY 2 YEARS

✓ REVIEW YEARLY

Review Panel	
Director	Stephen Wash Joanna Wash
Principal	Stephen Wash
SENCo	Fay McHugh
Assistant SENCO	Georgia Spencer
External Input	
	<p>The Special Educational Needs and Disability Regulations 2014</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 here 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"> • Addition of provision map and plan. • Addition of F. McHugh as SENCO
3.0	20/10/23	F.McHugh	<ul style="list-style-type: none"> • Addition of Georgia Spencer as Assistant SENCO

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1. Rationale and aims

Most students at Falcons Learning have an Educational Health and Care plan (EHCP), those who do not are placed at the school via commission from other professional organisations such as The Hub School and EOTAS (Education Otherwise Than at School).

Falcons Learning adopts a nurturing and trauma informed approach to education that supports emotional wellbeing, the development of social and emotional skills and has a positive impact on learning. Students, families, staff and other stakeholders are welcomed and supported. Health, wellbeing, and the development of social/ emotional literacy is prioritised and seen as key to promoting attainment. We have high expectations but understand the educational journey can be complex and undertaken at a different pace, and in an alternative way for some young people. We work collaboratively to build positive and respectful relationships while recognising the impact some early experiences can have on development.

Six principles of nurture

1. Children and young people's learning is understood developmentally.
2. The learning environment offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transitions in children lives

Nurture at Falcons Learning

We use the graduated approach to nurture as described by [Nurture UK](#)

Whole school approach: Core values are embedded and run as a thread through design.

Emphasis on SEMH (Social, Emotional, Mental Health) development alongside learning.

Targeted approach: Small groups with trained staff.

Our nurture group is designed to work with those students among our cohort who are not suitable for integration into our main groups. Reasons for this can be varied. Students may have been identified through EHCP's, Boxall Profile analysis, information from previous schools, liaison with parents, transition sessions and our own professional observations.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in working with our students
- Identify and monitor individual needs from the pre-admission process so that appropriate provision can be made, and social, emotional and academic progress takes place.
- Ensure that all planning provides access to a broad, balanced, individualised and relevant curriculum which is adapted to meet individual needs, in accordance with the SEND Code of Practice (2015).

- Involve young people, parents/carers and relevant outside agencies in the identification and review of outcomes agreed as integral to Education, Health and Care Plans and PEP's in the case of Looked After Children, feeding into the process of assess, plan, do, review.

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, SEND co-ordinators (SENCOs) and the SEND 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 may have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind 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. Consulting and involving learners and effective parental/ carer engagement

- Prior to the offer of a place at Falcons Learning we will invite the young person and their family to visit. This meeting will include discussion about our curriculum offer and expectations. Involved professionals are encouraged to attend these meetings or visit on a separate occasion.
- Where families are unable to visit, we will offer a home visit/ cycle of visits to build relationship and establish barriers that a family may be experiencing
- Signpost to Local Offer information as per area of residence, to ensure they are aware of wider support options

Through this process, and with reference to available paperwork, we will develop a thorough understanding of the young person, allowing all involved parties to ascertain whether Falcons is the right environment for a student. We hope everyone understands the agreed outcomes sought for the learner, there is clarity around next steps and channels of communication are opened. Formal notification of response to consultation will be issued as per the SEND Code of Practice (2015).

Once a student is placed at Falcons Learning we will:

- Critically review the effectiveness of our work with parents and carers as needs arise and at least on a termly basis, ensuring communication is logged on either Arbor or CPOMS.
- Co-design a transition program with all involved stakeholders

- Establish best modes and desired frequency of communication
- Invite parents/ carers to attend open evenings (offer telephone/ online options)
- Invite parents/ carers to attend meetings with teachers (offer telephone/ online options)
- Liaise effectively with outside agencies for the benefit of the young person and family
- Make referrals to outside agencies when necessary and with consent where possible
- Conduct home visits if necessary
- Ensure parents/ carers and young people have a voice and that this helps to shape school provision for a student
- Invite parents/ carers to participate in activities such as trips, celebrations, visiting speaker sessions, shared reading activities and workshops
- Involve parents/ carers at points of transition. For example, from the nurture group to another group, from KS4 to Post 16 provision.

We understand that effective home-school communication can have wide benefits. For example, increased attendance and progress, consistency around approaches to barriers and positive relationship building. We aim to ensure dialogue to constructive, respectful and positively undertaken.

5. Roles and responsibilities

5.1 The SENCO and Assistant SENCO

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 all students
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all students receive appropriate support and high-quality provision as per individual needs
- Advise on the deployment of the school SEND budget, Pupil Premium and other resources needed to meet student needs effectively.
- 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/ carers 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 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEND up to date
- Have joint responsibility for the provision and progress of all students at Falcons Learning.
- Initiate review procedure in accordance with the SEND 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.

5.2 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
- Facilitate the continued professional development of SENCO.
- Allocate a proportionate amount of time for the SENCO to undertake the role effectively.
- Facilitate the SENCO's expertise in their field.
- Work with the SENCO to systematically review roles of both teachers and support staff in providing quality provision for students

5.3 Teachers / Tutors / Instructors

Each member of staff is responsible for:

- The progress and development of every young person in the school. This includes assessing, recording and reporting.
- Working collaboratively to plan and assess the impact of support and interventions and how they can be linked to learning experiences
- Working with the SENCO to review learner progress and development, and agree any changes to provision
- Ensuring they follow this SEND policy and attend relevant training.
- Ensure the needs of the learner are auditable through effective planning, assessment, recording and reporting.
- Making best use of Teaching Assistants and other support staff to add value for young people
- Facilitate the growth of independent learning skills in students, as associated with improved learning outcomes
- Ensuring TA's are fully prepared for their role in learning. For example, knowledge of concepts and facts, focus skills, methods for capturing evidence of learning and intended outcomes.
- Identifying the need for additional support/ intervention and communicating with the SENCO about this

6. SEND: Primary need plus

Our school currently provides additional and/or different provision for students with a primary diagnosis of social, emotional and mental health difficulties. For example, attention deficit hyperactivity disorder (ADHD),

We are aware these difficulties rarely exist in isolation and that any number of comorbid conditions can be present. For example:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

6. Assessment of needs

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

Establish baseline data following a six to eight-week period. Assessments will include:

- Standardised reading and spelling assessments.

- Strengths and Difficulties Questionnaire (SDQ)
- Boxall Profile
- Initial and Diagnostic Math Assessment
- Initial and Diagnostic English Assessment

Many learners have failed at previous settings or were unable to engage with the prior screening processes therefore we anticipate barriers to this activity and will develop a range of strategies as per learner needs. For example, provision of additional time, 'safe' space, trusted adults supporting and a stepped approach. Outcomes of diagnostic assessments will be used to inform targeted intervention and planned learning experiences in conjunction with outcomes detailed in EHCP's. Following this initial process, we will:

- Create an '**Individual Education Plan**' (IEP) using baseline assessment information triangulated with any previous data, EHCP outcomes, individual risk assessments and PEP's where relevant.
- Undertake ongoing formative assessments and summative assessments half-termly to identify progress:
- Identify learning that is significantly slower than that of peers starting from the same baseline
- Identify progress that fails to match, or better learner's previous rate of progress
- Begin with desired outcomes as agreed in EHCP's/ PEP's, cross-refer with most recent data, and design a graduated approach that supports holistic progress.

6.2 Progress and assessment

According to the Education Endowment Foundation:

'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' [Education Endowment Foundation](#)

This includes using:

- Cognitive strategies such as teaching skills of memorisation
- Metacognitive strategies, meaning understanding why an approach/ strategy is suitable for a task
- Diagnostic assessment as part of a baseline assessment strategy that can be generalised or targeted
- Adaptation of curriculum offer as informed by assessment, knowledge of a young person and desired outcomes. This is responsive to needs.
- Targeted academic support including 1:1 and small group work.
- Scaffolding
- Explicit instruction
- Use of technology

At Falcons Learning we use a variety of methods to ensure we have the best plan in place for everyone. Staff will work with the SENCO to carry out a clear analysis of learner needs and progress towards outcomes as detailed in EHCP's. This will draw on:

- Teacher assessment and experience of the young person
- Previous progress, attainment and behaviour
- Access Assessment in Math
- Access Assessment in English

- Standardised Reading and Literacy assessment.
- Readiness Scale
- Boxall profile
- AQA Unit Awards
- NCFE → Tracking systems
- Progress in comparison to national data
- Views and experience of parents/ carers
- Student views
- Information from outside agencies

An Individual Education Plan (IEP) for each student will clearly explain strategy for meeting needs and moving them towards successful achievement of outcomes. All staff working with a young person have access to the full IEP document. Teachers are responsible for tracking progress and reporting to the SENCO/ SLT. The effectiveness of plans will be reviewed on a 6–12-week cycle. Details of interventions can be found in Appendix A.

Please note: When necessary bespoke interventions will be designed, as per individual needs.

6.3 Expertise and staff training

- Falcons learning will recruit a SENCO with the prerequisite experience and skills to ensure that the needs of our learners are well catered for.
- The staff team at Falcons Learning follows a comprehensive program of CPD that combines in-person and online delivery, covering a range of SEND, safeguarding and teaching and learning topics. This includes adverse childhood experiences, neurodevelopmental conditions, the Send Code of Practice and Safeguarding in Education.
- We refer to outside agencies and employ specialists in specific fields if necessary. For example, bereavement counselling and sensory impairment services.

6.4 Transitions preparation for adulthood

We will:

- share information with the school, college, or other setting the learner is moving to.
- agree appropriate information to share, and with reference to GDPR guidance, with parents/ carers and young people.

Transitions will be supported by:

- Falcons staff
- New or previous settings (where relevant)
- Local Authority representatives
- Post 16 support team
- Any additional agencies involved in working with the young person

In preparation for adulthood our students will:

- Begin to study employability skills from Year 7 and continue to build on this knowledge explicitly as part of their Personal Development program. Progress is tracked against Gatsby benchmarks.

6.5 Evaluating the effectiveness of provision

We evaluate the effectiveness of provision for learners with SEND by:

- Reviewing Individual Learning Plans on a 6–12-week cycle
- Monitoring by the SENCO: Learning walks, work scrutiny, observations, liaison with parents/ carers, student voice activities, interviews, surveys and conversations.
- Reviewing the impact of interventions against agreed outcomes, after specified timed periods.
- Holding annual/ interim EHCP reviews in line with statutory guidance and Local Authority expectations.

6.6 Support for improving social and emotional development

We provide support for learners to improve their emotional and social development in the following ways:

- Making accessible support from ELSA trained staff
- Ensuring all staff undertake a program of training that facilitates a trauma informed approach, supported by emotion coaching, restorative approaches and effective de-escalation strategies
- Having a core ethos of nurture where we focus on emotional and social needs alongside academic progress.
- Providing an environment where students feel safe, welcome, secure and supported to learn
- Offering a broad curriculum that provides opportunities for expression, teamwork, creativity, formal learning, insight into society, history, world issues and understanding of self and others.
- Encouraging the building of appropriate relationships between all members of the school community and discouraging any sense of division between staff and students
- Allocation of Mentors
- Involvement of outside sources of support when needed
- Making interventions available, with the ability to tailor these individually
- Having a comprehensive personal development program and daily PSHE sessions

7. Complaints and concerns

- Complaints about SEND provision in our school should be made to a member of the Senior Leadership Team in the first instance. Following this, the process will adhere to the School Complaints Policy.

Parents and carers of learners with disabilities have the right to make 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

Contact details for raising concerns

- Safeguarding – Designated Safeguarding Lead
- SEND – SENCO
- Other – School Principal

7.1 Support services

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

East Riding Local Offer

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

8. Monitoring arrangements

- This policy and information report will be reviewed by the SENCO at least annually and more frequently as required.

9. Links with other policies and documents

This policy links to our policies on:

- Safeguarding
- Nurture Group Policy
- Accessibility plan
- Relationships Policy
- Equality, Difference and Diversity Policy
- Supporting Pupils with Medical Conditions Policy
- Careers and Progression Plan
- Parent Partnership Policy
- Personal Development program of study
- Curriculum Plan
- Literacy Improvement Plan

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

Intervention/ Approach	Description	Evidenced Impact
Restorative Approaches https://restorativejustice.org.uk	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: <ul style="list-style-type: none"> • Develop emotional literacy, responsibility, and empathy • Create a more positive learning environment with better attendance, and fewer behaviour incidents • Raise children and young people's awareness of the impact of their choices on others • Reduce the number of exclusions and help young people remain in education 	<ul style="list-style-type: none"> • Increased attendance • Reduced exclusions • Effective response to bullying and less bullying • Increase the confidence of staff to deal with bullying and conflict • Build a culture of respect and responsibility
Emotion Coaching https://www.emotioncoachinguk.com Emotion-Coaching-Executive-Summary-2017-(1).pdf (bathspa.ac.uk)	Emotion coaching is based on the understanding that all behaviour is a form of communication, and is driven by an emotional response 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.	<ul style="list-style-type: none"> • 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. • Used to effectively support children to overcome trauma and reduce externalising behaviours in children with Autism. • Positively correlated with secure attachments. • Increased empathetic awareness • Ability to label emotions • Improved self-regulation and well-being
Lego-based Therapy https://www.bricks-for-autism.co.uk/research	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 been used successfully with a	<ul style="list-style-type: none"> • Significant improvements in participants' ability to initiate social contact with peers, sustain interaction with peers and overcome rigidity of thought. • These improvements were found both after 12 and 24 weeks.

	<p>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"> • Builder – The person that puts the bricks together. • Parts supplier – They will find and give the bricks to the builder. As the group becomes larger, further roles can be added including: • Engineer – This person describes the bricks that are needed in terms of size, shape, and colour 	
<p>Mentoring/ Attachment Based Mentoring</p> <p>Attachment Based Mentoring - SEMH</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"> • Increased sense of security, resilience, and general wellbeing • Enhanced ability to regulate emotions and behaviour • Movement towards academic potential • Sense of belonging in the educational community • Positive impact on the children's ability to be open and trusting • Increased feelings of self-worth, confidence, and happiness • Greater ability to reflect on behaviour, take responsibility and to understand and regulate their emotions.
<p>Circle of Adults</p> <p>https://www.babcockldp.co.uk/babcock_l_d_p/Educational-Psychology/Downloads/Circle-of-Adults.pdf</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"> • Collaborative discussions centred around a key topic leading to richness of ideas and viable solutions • Joined-up thinking with a range of professionals, may be from a diversity of disciplines but with a common goal • Solid and understandable structure

	<p>There are 8 sections that are explored and represented graphically</p> <ol style="list-style-type: none"> 1. Ground rules (respect, confidentiality, sensitive language, empathy, listening) 2. Presenting problem: a rich picture of the young person's behaviour, circumstances, difficulties 3. Young person's viewpoint (represented by an adult present) 4. Helpful metaphors (walking on eggshells, Jekyll and Hyde, Firework etc.) 5. Exploring relationships, (school family, friends, wider community) 6. Organisational Factors (helpful vs hindrance) 7. Hypotheses (what is happening?) 8. Strategies (including First Steps to start immediately) 	
<p>Mindfulness and reflection Mindfulness - NHS (www.nhs.uk) What is mindfulness? - Mind</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"> • Increase self-awareness • Increase feelings of calmness and reduce stress • Help people make more considered choices when responding to thoughts and feelings • Be a strategy that helps people cope with difficult or unhelpful thoughts • Encourage kinder thoughts and treatment of the self. • Practicing mindfulness techniques can help control some mental health conditions. E.g., Depression and anxiety, as well as feelings of stress and overwhelm
<p>External Psychotherapeutic organisations www.unravelsupport.co.uk</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"> • Highly specialist and targeted support
<p>Re-engagement: Outreach Work</p>	<p>A time-limited outreach plan may be required to engage or</p>	<ul style="list-style-type: none"> • Can engage a disengaged young person

<p>(time limited)</p> <p>Microsoft Word - Good practice in re-engaging disaffected and reluctant students in secondary schoolsUPDATED 15.10.08.doc (ioe.ac.uk)</p>	<p>re-engage a young person following a period of non-attendance 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"> • Some delivery of education • Increased social interaction for young person • Opportunity to deliver a bespoke curriculum/ support plan • Forms part of a larger strategy of support • Can lead to stepped attendance with the right approach, and wider support structure
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Cognition and Learning

Intervention/ Approach	Description	Evidenced Impact
<p>Collaborative learning</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</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"> 1. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. 2. Pupils need support and practice to work together; it does not happen automatically. 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. 	<ul style="list-style-type: none"> • 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. • 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. • 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.

<p>Feedback</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>Feedback can be verbal written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.</p>	<p>Positive impacts from a wide range of feedback approaches – 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"> • 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. • Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback • Low attaining pupils tend to benefit more from explicit feedback than high attainers.
<p>Reading Comprehension Strategies and Reading Support</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Strategies For Successful Reading Comprehension UoPeople</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"> 1. It is important to identify the appropriate level of text difficulty, ideally providing challenge and building confidence at the same time. 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. 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. 	<p>Reading comprehension strategies can have a marked impact on success.</p> <ul style="list-style-type: none"> • The average impact of reading comprehension strategies in mainstream school is an additional six months' progress over the course of a year • 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 • Lower attaining pupils can benefit from the explicit teaching of strategies to comprehend text • Shorter interventions of up to 10 weeks tend to be more successful.

<p>Oral Language Intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal 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"> targeted reading aloud and book discussion. explicitly extending spoken vocabulary use of structured questioning to develop reading comprehension the use of purposeful, curriculum-focused, dialogue and interaction 	<ul style="list-style-type: none"> 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 learners' current stage of development 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. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment language interventions with frequent sessions over a sustained period may have a larger impact. Approaches delivered 1:1 preferred
<p>Arts Participation:</p> <p>Drawing and Talking</p> <p>Drawing and Talking - Home page</p> <p>Paint Yourself Calm</p> <p>Draw Your Emotions</p>	<p>An attachment-based therapeutic intervention</p> <p><i>'Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.'</i></p>	<ul style="list-style-type: none"> Drawing and Talking enables school staff to assess the social and emotional skills of young people quickly and effectively, ensuring they can respond in the right way. Targeting support and action plans can be put in place almost immediately, with tailored strategies and activities that meet the needs of the individual student. Embedding Drawing and Talking across a team ensures all staff know what to do in response to students' distressed behaviour, that is often communicating varying and complex social and emotional needs.
<p>Graphic Organisers and Graphic Maps</p> <p>Graphic Organisers TeachingEnglish British Council BBC</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"> Provide an alternative way to see and think about information Highlight connections between information visually, therefore, helping young people to overcome language difficulties Development of analytical, critical, and creative thinking Can present a large amount of information in an

		<ul style="list-style-type: none"> understandable way • Can place 'big questions' or 'big topics' at the centre of a thought process • Are easy to edit, review and analyse • Have multiple uses • Combine words and pictures and so can help learners process and remember information • Help learners generate ideas and visualise possibilities
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Communication and Interaction

Intervention/ Approach	Description	Evidenced Impact
<p>Social Stories Social stories and comic strip conversations (autism.org.uk)</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"> • develop self-care skills, social skills, and academic abilities • Increase understanding of how others might behave or respond in each situation • help others understand the perspective of an autistic person, including reasons for certain behaviours • help a person to cope with changes to routine and unexpected or distressing events • provide positive feedback to a person about an area of strength or achievement to develop self-esteem 	<ul style="list-style-type: none"> • 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. • Presentation and content can be adapted to meet different people's needs. • Can help with sequencing of activities and events and 'executive functioning' skills of predicting and planning. • Provide information about what might happen in a particular situation and some guidelines for behaviour • Increase structure leading to reduced anxiety. • Social stories can help others understand how the autistic person comprehends different situations.

	<ul style="list-style-type: none"> as a behavioural strategy (for example, what to do when angry, how to cope with obsessions). 	
<p>Comic Book Conversations</p> <p>Social stories and comic strip conversations (autism.org.uk)</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 autistic person perceives a situation.</p>	<ul style="list-style-type: none"> Allows for planning of an upcoming and potentially stressful event Provides a vehicle for expression of emotion and increased understanding of the feelings of others Increased self-esteem and confidence growing because of a sense of being listened to and understood Provides space to change or adapt a narrative around a specific situation as part of a reflective process Allows for presentation of information in a way which adapts for unexpected changes to a situation
<p>Role Play</p> <p>Role-Playing and Role-Play - Communication Skills from MindTools.com</p> <p>undefined (synonym.com)</p>	<p>The use of role-play in small groups is a useful way to help the 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 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"> Increased experience and confidence around dealing with potentially challenging situations that can occur in real life Reduced likelihood of feeling overwhelmed Developing ability to view situations from the perspective of other people, development of compassion and empathy Conflict resolution strategy Activity lends itself to constructive reflection and goal setting Benefits communication through collaboration with others Opportunity to practice skills such as debating, reasoning, discussing, and negotiating
<p>Direct Support</p> <p>rcslt-behaviour-a4-factsheet.pdf</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>	<ul style="list-style-type: none"> Enhanced self-esteem and willingness to seek support when needed Improved behaviour for learning and social behaviour Increased ability to interact successfully with peers and others Increased confidence when moving forward towards desired outcomes such as a college place or apprenticeship Developing understanding of less obvious aspects of communication such as tone of voice, body language, gesture, and facial expression Improved academic and social outcomes

Physical and Sensory

Intervention/ Approach	Description	Evidenced Impact
Fine Motor Skills Development Van Der Kolk, B. (2014). <i>The Body Keeps the Score</i> .	Embedded within practical activity in motor vehicle, construction, creative and cooking. Can include using 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.	<ul style="list-style-type: none"> Improved emotional regulation by using fine motor skills to stimulate Hippocampal processing. Improved dexterity minimising anxiety when asked to perform tasks requiring fine motor skills. Improvement in handwriting ability.
Gross Motor Skills Development Archer, C. (2003). Weft and Warp: Developmental Impact of Trauma and Implications for Healing. In <i>Trauma, Attachment and Family Permanence</i>	Physical activity delivered through planned sport sessions such as circuits and boxing club. Additionally, organised walks and orienteering activities.	<ul style="list-style-type: none"> Improved emotional regulation by physical exercise release of endorphins. Overcoming challenge in a physical environment and learning physical skills transfers to the academic education environment.
Environmental Design Allen, M. (2008). <i>Attachment, Developmental Trauma and Executive Functioning Difficulties in the School Setting</i> .	Quiet spaces and less stimulating areas within the learning environment.	<ul style="list-style-type: none"> The school does not look like a school so therefore some behavioural barriers are removed when the learner attends at the school. The environment is designed to allow for recreational, learning and 'time-out' zones
Staff approach and dress code Archer, C., & Burnell, A. (2003). <i>Trauma, Attachment and Family Permanence: Fear Can Stop You Loving</i>	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.	<ul style="list-style-type: none"> 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. 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. Genuine and effective working relationships between staff and students

Embedded Approaches

These approaches are fully embedded in practice.

Trips and visits	Adaptive curriculum	Effective parental engagement	Personal development	Reflective activity
Student Voice	Nurturing ethos: Boxall Profile	Employability: Gatsby	British Values	De-escalation strategies
Creative opportunities	Trauma informed responses and planning	Assessment for learning	Relationships	Strength-based formulation