

Inclusive Mainstream Provision (IMP): A Shared Vision for Inclusive Education in Nottingham City

September 2026



Contents

INTRODUCTION & UNDERPINNING PRINCIPLES	3
Inclusion is a Right, Not a Bolt-On	3
Relational Practice at the Heart of Inclusion	4
Coproduction: Listening, Learning and Leading Together	4
Bold Leadership in Challenging Times	5
Assess, Plan, Do, Review: A Core Cycle for Inclusive Practice	6
Using Routes 2 Inclusion (R2i): Graduation Response to Strengthen the APDR Cycle in Nottingham City Schools	7
Provision Tiers and Funding Overview.....	8
Supporting Learners Across the Four Broad Areas of Need.....	9
Communication and Interaction	10
Speech, Language and Communication Needs (SLCN)	11
Autism/social communication	16
Cognition and Learning	25
Social Emotional and Mental Health	31
Sensory and Physical	39
Hearing Impairment	43
Visual Impairment.....	45
Physical Disability	47
Feedback	49

INTRODUCTION & UNDERPINNING PRINCIPLES

In Nottingham City, we are proud to stand behind a vision of education where ‘every child and young person in Nottingham is heard, healthy, feels safe and feel they belong, are valued and prepared for their future.’ (Nottingham City SEND Inclusion & AP Strategy, 2025). Our Inclusive Mainstream Provision (IMP) statement is an expression of this vision - a shared commitment to inclusive practice that is embedded in the everyday culture of our schools.



Inclusion is a Right, Not a Bolt-On

Inclusive education is not an add-on; it is a legal right. **The Children and Families Act 2014 places a duty on local authorities and education providers to involve children, young people, and their families in decisions about their support, ensuring that children with SEND can be educated in mainstream settings wherever possible,** and the Equality Act 2010 requires schools to make reasonable adjustments and eliminate discrimination, advancing equality of opportunity for disabled pupils.

The SEND Code of Practice (2015) reinforces this practice, stating that “special educational provision is underpinned by high quality teaching and is compromised by anything less” (6.37), and Ofsted further reflect and embed this understanding through their inspection frameworks, citing ‘Inclusion’ as a key area of inspection across all types of setting, inclusive of Early Years, Schools and Further Education settings (Education Inspection Framework, 2025).

Within this legal and moral framework, Nottingham City Council will work with schools and settings to offer support and development tools, such as this OAP guidance, to ensure our city collectively recognises and acts upon this right of our young people. We expect that schools will not only use these tools and resources to train and develop their teaching colleagues, but also to drive any necessary strategic and systematic change needed within their settings.

Relational Practice at the Heart of Inclusion



Legislation alone is not enough. In Nottingham, **we believe that relational practice - the intentional building of trust, empathy, and connection - is the foundation of meaningful inclusion.** When schools embed these principles and seek to understand the children and young people they serve, they create environments where a deep sense of belonging can flourish. This sense of belonging is essential not only for wellbeing and engagement, but also for learning and long-term outcomes.

Coproduction: Listening, Learning and Leading Together

As a Child Friendly City and guided by our refreshed commitment to the *Genuine Partnerships* approach, as outlined in our SEND Inclusion & AP Strategy (Nottingham City, 2025), **we are committed to the practice of coproduction. Inclusive schools must listen to the lived experiences of families and, most importantly, young people themselves.**

The Genuine Partnerships model is driven by four cornerstones of meaningful coproduction with our families and young people, summarised as:

- welcome and care
- value and include
- communicate
- work in partnership



At Nottingham City we are committed to working together with openness, honesty, and accountability to drive meaningful improvements, as referenced in our SEND Inclusion & AP Strategy.

As part of their OAP, schools will consider coproduction, not as a one-off event, but as a way of working. We expect schools to embed it into their culture, ensuring that the voices of young people are not only heard but actively shape the support they receive.

Bold Leadership in Challenging Times



We recognise that outcomes in inclusion are not always easily measured, but they are deeply felt. In a national landscape where the SEND system faces significant pressures, Nottingham City remains steadfast. **We believe that the success of local mainstream provision in meeting the needs of children with SEND is not only possible, but also essential to the sustainability and fairness of the wider system.**

We recognise the financial constraints and pressures that schools and Local Authorities work within, demanding a creativity and consistent review of resource allocation. We commit to continuing to work alongside our colleagues within education settings to reflect on how both the Local Authority and Education Settings can make better use of the resources available to us, making bold and courageous decisions in the name of inclusion.

This statement and the supporting guidance that follows is not a checklist; it is a call to action. It is an invitation to every school, every leader, and every practitioner to be bold in their decisions, reflective in their practice, and relentless in their pursuit of inclusion.

Nottingham City will continue to walk alongside our schools, offering support, challenge, and celebration as we work together to build a system where inclusion is not the exception, but the expectation.

Assess, Plan, Do, Review: A Core Cycle for Inclusive Practice

Poorly understood needs will result in inappropriate and ineffective use of interventions. Therefore, the Assess, Plan, Do, Review (APDR) cycle is a fundamental part of high-quality, inclusive teaching and is central to the delivery of Inclusive Mainstream Provision (IMP) in schools. It provides a structured, graduated approach to identifying and meeting the needs of children and young people with SEND, ensuring that support is responsive, evidence-informed, and person-centred.



- **Assess:** Teachers and school staff gather a clear understanding of a pupil's strengths, needs, and barriers to learning through observation, data, and discussion with the child, family, and relevant professionals.
- **Plan:** Based on the assessment, staff co-produce a plan of support, including specific strategies, adjustments, and outcomes. This plan is shared with all those involved in the child's education.
- **Do:** The planned support is implemented consistently, often through high-quality teaching, targeted interventions, and reasonable adjustments within the classroom.
- **Review:** The impact of the support is evaluated regularly, involving the child and family, and the plan is refined or adapted as needed.

Why It Matters in Inclusive Mainstream Provision

Within IMP, the APDR cycle ensures that support is proactive, personalised, and embedded in everyday classroom practice. It empowers teachers to respond to emerging needs early, without delay or the need for formal diagnosis or an EHCP. This approach promotes inclusive cultures where all learners are supported to thrive.

The SEND Code of Practice places strong emphasis on the APDR cycle as part of the graduated approach to SEN support.

'All settings should adopt a graduated approach with four stages of action: assess, plan, do and review... This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning.'

SEND Code of Practice 2015, pg. 18

By embedding APDR within IMP, schools fulfil their statutory duties while also fostering a culture of reflection, collaboration, and continuous improvement — key to achieving meaningful inclusion.

Using **Routes 2 Inclusion (R2i): Graduation Response** to Strengthen the APDR Cycle in Nottingham City Schools



Nottingham City schools can enhance their approach to the Assess, Plan, Do, Review (APDR) cycle by embedding the Routes 2 Inclusion (R2i) tools into their everyday practice. **R2i provides a structured, graduated framework that supports schools in identifying, assessing, and responding to the needs of children and young people with Social, Emotional and Mental Health (SEMH) needs and other SEND.** Developed collaboratively by the Educational Psychology Service, Specialist Teaching and Support Teams, and local SENCOs, R2i aligns directly with the SEND Code of Practice and complements the APDR model by offering practical tools, guidance, and pathways for intervention.

The R2i toolkit helps schools to:

- **Identify SEND** needs early
- **Systematically assess** needs using evidence-based tools,
- **Plan and implement** targeted support within ordinarily available provision,
- **Review impact** through structured reflection and data
- **Map provision** to wider LA processes such as High Level Needs (HLN) and EHCP requests.

This approach ensures that inclusive practice is not only consistent and transparent but also **co-produced** with families and young people, in line with Nottingham's commitment to relational and inclusive education.

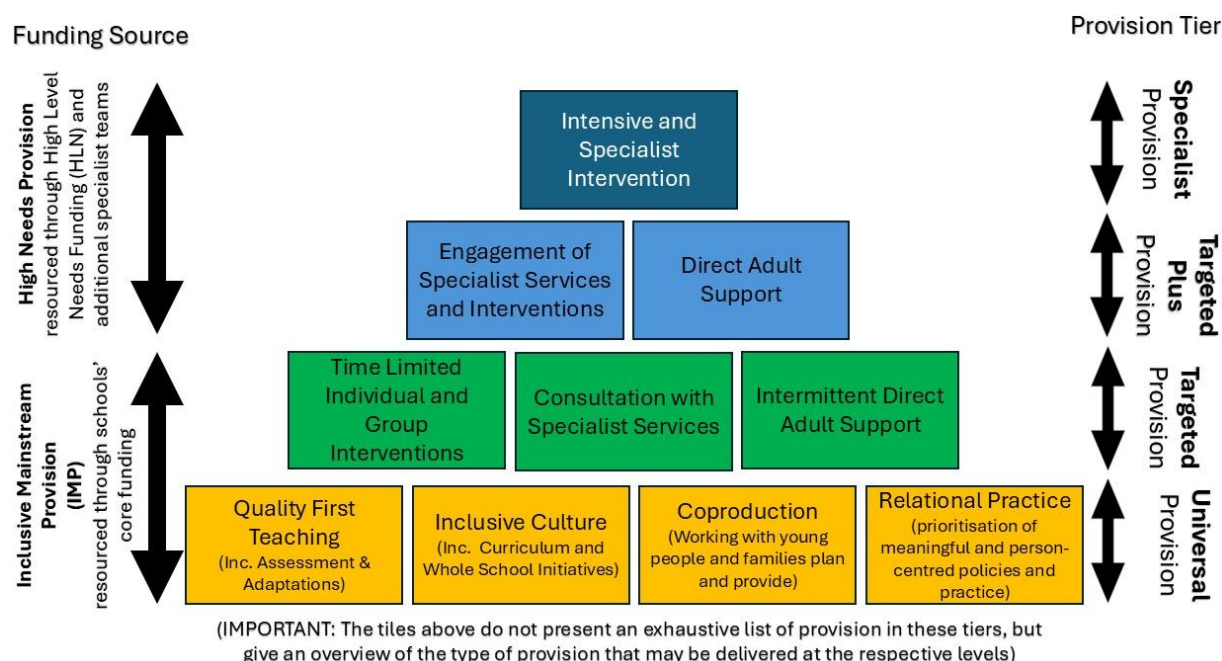
 **Access the R2i: Graduated Response here:** [Nottingham Schools - Nottingham City Council](#)

Provision Tiers and Funding Overview

Inclusive Mainstream Provision (IMP) is provision delivered at universal and targeted tiers (see below). This provision is funded through Nottingham City schools' core budgets, which includes notional SEND funding, Inclusive Mainstream Funding and any other sources of income that the schools feel align with the delivery of universal and targeted inclusive practice.

This funding is allocated via the local and national funding formulae and is intended to support the inclusive education of all pupils, including those with special educational needs and disabilities (SEND), *without* the need for an Education, Health and Care Plan (EHCP) or High Level Needs (HLN) funding. The notional SEN budget is not a separate pot of money, but rather a portion of the overall school funding that our schools are expected to use to make reasonable adjustments and provide support that is 'ordinarily available'. This includes adaptive teaching, targeted interventions, and access to pastoral and specialist support.

Nottingham City schools are expected to use this funding flexibly and creatively to meet a wide range of needs as part of their universal offer and targeted offer, ensuring that all children and young people can access high-quality, inclusive education.



It is important to note that the provision outlined above is cumulative, in that the lower blocks should not be removed purely because high blocks are being accessed. Universal provision should remain, even where SEN Support or High Level Needs Provision is in place.

Supporting Learners Across the Four Broad Areas of Need

The following guidance provides targeted suggestions for supporting children and young people across the four areas of need as outlined in the SEND Code of Practice 2015:

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

It builds upon Nottingham's inclusive education ethos, and all provision recommendations should be held together with the principles covered in the foreword of this document, inclusive of:

- **Inclusion as foundational and interwoven**, not a bolt-on to practice
- **Relational practice is at the heart of inclusion** and all high-quality teaching
- **Coproduction is integral**, listening, learning and leading together with young people and families
- Inclusion requires the **investment and commitment of school leaders**
- The **graduated response (assess, plan do review)** is a well evidenced tool for the effective implementation of interventions

When assessing a child's needs, it is also **essential to take a holistic view**, and ensure consideration of their broader experience of life, both in and out of school, such as their ability to form relationships and friendships, participate in social and routine activities, and maintain emotional wellbeing.

Communication and Interaction

Strong communication and interaction skills are fundamental to learning, building relationships, expressing needs, and participating fully in school life. While many children and young people will have their needs met through high-quality universal provision, some may benefit from additional targeted support to develop specific skills related to speech, language and communication needs (SLCN), social communication, emotional understanding, and interaction with others.

This includes children and young people with identified or emerging speech, language and communication needs, as well as those who are autistic and may require additional support to understand social situations, develop self-advocacy skills, manage sensory differences, or navigate changes and transitions. Targeted interventions can provide structured opportunities to practise and develop these skills in a supportive and inclusive environment.

The interventions outlined in this section are designed to complement high-quality teaching and form part of a graduated approach to SEND support. Through timely, evidence-informed intervention, schools can help children and young people build confidence, strengthen communication skills, develop meaningful relationships, and improve their access to learning and wider school experiences.



Speech, Language and Communication Needs (SLCN)	
Identified/Presenting Barrier or Need	Provision and/or strategic approaches, adjustments that could be made
Generalised Provision for SLCN	• Create environments rich in opportunities for communication by offering a range of resources tailored to different age groups. For younger children, use role play, messy play, music, songs, and outdoor exploration to spark speech and language development through playful experiences. For older children, provide opportunities for collaborative projects, drama activities, group discussions, creative writing, and music-making to encourage expressive communication and build confidence in using language in varied social contexts. • Create comfortable ‘hot spots’ for communication by identifying times and places where children feel at ease, such as during free play, after school, or when spending time with friends and peers. Ensure these opportunities are accessible and welcoming to both younger and older children, allowing everyone to engage in communication in settings that suit their preferences and needs.
Play and interaction (for younger children)	• Create calm, communication-friendly spaces to reduce distractions and encourage engagement.

	• Make sure play materials and activities are accessible, reflecting a variety of interests and cultures. • Provide a diverse selection of toys, sensory resources, books, and role play items to encourage different forms of play and interaction. • Incorporate sensory games that don't require toys, such as tickling, chasing, or peepo, to stimulate playful communication. • Pay close attention to each child's current play level and interests, engaging with them at their level and pausing to allow space for communication or taking. • Offer choices during play to encourage participation and decision making. • Invite and help other children to join in and adapt activities to reflect the child's interests and preferred style. • Join in by copying and commenting, using language and interaction suited to the child's actions and understanding. • Use interactive, turn-taking games, linking language directly to their play.
--	--

Attention and listening	• Provide a range of calm, quieter areas where children can focus and communicate with minimal distractions. • Position children so they can see and hear the teacher clearly during lessons, without interruptions. • Use clear visual supports, such as individual timetables, communication boards, timelines, and visual timers, to reinforce understanding, support routines, and help children predict the passage of time. • Break instructions into simple, concrete steps, and use pauses and chunking to help understanding. • Establish the child's attention before giving instructions, using their name when appropriate. • Enhance verbal instructions with visual aids, signs, or symbols. • Encourage peer and buddy support to help children listen, engage, and follow routines.
Receptive communication: Understanding words, sentences and non-verbal communication	• Use gestures, actions, objects and photographs or visual symbols alongside speech. • Display timelines to help children understand routines and expectations. • Maintain a quieter environment by reducing background noise to support concentration and comprehension. • Plan and pre-teach key vocabulary related to the classroom environment to ensure it is meaningful and accessible for all children. • Provide commentary on what the child is doing or might be thinking using a range of vocabulary (naming words, action words, describing words, emotional words).

	• Reduce the complexity of the words or sentences adults use if the child does not understand. • Build in pauses when speaking to allow extra time to process information. • During interactions, repeat and reinforce key words and phrases, speak slowly and clearly to support understanding, introduce non-literal language with clear explanations to ensure concrete understanding. • Develop understanding of word meanings by discussing similarities, differences, and sound patterns, such as opposites, synonyms, syllables, and initial sounds.
Expressive communication: Using words, sentences and non-verbal communication	• Provide alternative communication methods such as objects, signs, written words, iPads, or communication boards and books. • Encourage and model the use of different tools to help children express their ideas and needs effectively. • Model clear language by expressing ideas as the child might. • Expand on children's existing language by scaffolding or interpreting what they express, focusing on meaning rather than accuracy. • Positively reinforce children's language use by acknowledging and explaining their word choices. • Encourage children to use motivating vocabulary within daily routines, including emotional and functional language, supported by visuals. • Establish agreed ways for children to communicate essential needs (e.g., set phrases, visuals, or augmentative tools).

	• Facilitate home–school communication to learn about children’s interests and backgrounds, enriching classroom interactions and providing a context for communication. • Offer choices throughout the day and allow the child to respond in any way to make a choice. • Give children time to respond and let them finish talking.
Speech sound processing and use.	• Use visual supports, such as symbols, pictures, and written words, to help children express themselves and participate in conversations. • Model and integrate signs, gestures, and augmentative communication tools alongside speech to aid understanding. • Teach new vocabulary by linking sounds, meanings, and written forms through practical, context-based activities. • Offer alternative communication methods, such as communication books, language boards, drawings, and written words. • Provide structured activities to develop early phonological awareness through listening and sound-focused play. • If speech is unclear, model the correct form without asking for repetition. • Be honest when you do not understand and encourage children to use other means (showing or acting out) to communicate their message. • Acknowledge difficulty, avoid interrupting, and allow children to finish speaking.

- Model slower speech and recognise when children also slow down to aid understanding.



Autism/social communication

Identified/Presenting Barrier or Need

Provision and/or strategic approaches, adjustments that could be made

Generalised Provision for autism and social communication needs

- Ensure the pupil's needs are clearly identified, documented, and communicated to all staff through tools such as an individual pupil profile.
- Consider all co-occurring conditions and neurodevelopmental differences that may influence the type and level of support required.
- Conduct a thorough assessment of the pupil's current attainment, cognitive understanding, and preferred learning styles.

	• Guarantee access to consistently high-quality teaching tailored to individual learning needs
Social communication and understanding	• Design activities that foster joint and shared attention, tailored to individual interests and motivations. • Use highly structured tasks incorporating special interests, engaging visuals, and preferred objects to encourage communication. • Incorporate games and activities that promote turn-taking between adults and children, as well as peer-to-peer interactions. • Provide explicit teaching around tolerance, inclusion, and the celebration of individual differences for all pupils. • Model socially expected communication behaviours (e.g. greetings) and offer opportunities for rehearsal and reinforcement. • Demonstrate and teach the use of gesture, intonation, volume, and facial expressions to support understanding and interpretation of meaning. • Regularly audit and review each child's communication methods to ensure they are accurately identified and consistently supported. • Implement reasonable adjustments to accommodate communication differences (e.g. challenges with eye contact), ensuring consistent application across settings. • Explore the function of a child's communication to understand how they express essential needs and preferences. • Provide targeted opportunities to develop spoken, reciprocal communication. • Use a variety of visual supports to establish and maintain functional communication systems.

	• Offer explicit support for partner and group-based interactions during learning activities. • Adapt adult communication to ensure clarity at both word and sentence level, including direct support for understanding figurative language and humour. • Use the child's name at the beginning of communication, including whole-class instructions, where appropriate, to ensure engagement and understanding • Conduct an audit of the child's current social understanding, using a strengths-based approach to inform planning and support. • Review the social understanding of the peer group and plan inclusive strategies to adapt neurotypical communication for autistic pupils. • Use structured tools (e.g. comic strip conversations) to support understanding of social presentation, motivation, hidden meanings, and non-literal language. • Build confidence in navigating socially complex situations through structured responses and rehearsal techniques such as social scripts. • Provide pre-teaching and preparation for social situations, including clear expectations and coping strategies. • Embed targeted social communication interventions at a whole-school level, incorporating role assignment and peer modelling. • Facilitate common-interest and enrichment groups to promote peer connections based on shared interests. • Offer play-based and real-life learning opportunities to rehearse and apply social skills in meaningful contexts (e.g. role play, small world activities).
--	--

	• Use personalised approaches to capture the child's voice regarding friendships, social understanding, and any related anxieties. • Explicitly teach the concept of friendship, focusing on initiating, maintaining, and repairing relationships where this aligns with the child's goals • All approaches to developing social interaction skills and strategies should be neuro-affirming and child centred in nature. Any approach which results in masking autistic presentation as a result of negative reinforcement should not be taken
Flexibility, information processing and understanding (including curriculum access)	• Deliver highly structured learning activities that promote engagement through interest-based content. • Reduce auditory input and intersperse with independent tasks, peer collaboration, and active learning strategies. • Establish and maintain a clear, predictable daily routine to support emotional safety and readiness to learn. • Offer choices in activities where appropriate to foster independence and a sense of control. • Provide regular check-ins from teachers and teaching assistants to assess understanding, offer prompts, and encourage participation. • Support the generalisation of skills across subjects and contexts through explicit teaching and reinforcement. • Make reasonable adjustments to homework where generalisation between school and home presents challenges. • Use additional supports to aid information processing, such as visuals, sensory tools, and doodling pads. • Clearly communicate the purpose and context of learning, using graphic organisers and structural supports to reinforce understanding.

	• Make thematic links and connections between learning content explicit and consistently revisited. • Provide structural supports to aid task completion, including tick lists, task planners, and writing frames. • Support pacing through visual timers, prompts, and clear transitions between tasks. • Offer targeted support to initiate and conclude tasks, using sentence starters, guiding questions, and visual aids, including picture prompts • Break tasks into manageable chunks, especially for abstract content or those requiring executive function (e.g. planning, drafting, editing). • Avoid multi-step instructions and provide additional support during transition times • Model executive function processes such as sequencing, planning, and reviewing, including verbalising thought processes. • Allow additional time for processing, understanding, and task completion; apply access arrangements where appropriate • Approach randomised questioning with care, offering pre-warnings, cue cards, and extended processing time to support responses. • Provide daily opportunities for imaginative play to promote flexible thinking, using role play and object-based scenarios. • Model flexible thinking and information processing, including exploring multiple viewpoints, making and correcting mistakes, and editing work.
--	--

	• Explicitly teach strategies to support inference and interpretation of abstract content, such as understanding character motivation in stories. • Offer structured support for paired and group work to ensure clarity of task and expectations. • Engage attention and motivation through the child's strengths, special interests, and preferred activities, using reinforcement, praise and reward where this is effective for the child • Recognise signs of processing overload and implement timely breaks to maintain regulation and focus. • Use visual supports consistently to aid information processing, flexibility, and understanding across all learning activities. • Incorporate specific evidence-based approaches such as Explicit Direction into high-quality teaching practice • Consider specific interventions to support reading and writing, including shared reading interventions to support oral language development • Use of technology to support literacy development and word recognition • Ensure ongoing progress monitoring to adjust strategies as needed
Sensory Processing and understanding	• Conduct a comprehensive sensory audit of the environment and implement adaptations to support the sensory processing needs of all pupils. Sensory-friendly classrooms that reduce overwhelming stimuli and provide predictable, calming environments are essential for enabling focus and learning (ref DfE Cross Cutting Themes support) • Ensure individual sensory needs are well understood through observation, family input, and the use of tools such as sensory screeners and audits. It is often best to

	interpret the results of screeners and assessments (formal and informal) with the help of various specialists. • Complete a personalised sensory profile for each child, identifying key areas of need and outlining supportive strategies. • Actively capture the child’s voice regarding sensory preferences and challenges to inform planning. • Implement sensory breaks as needed—both scheduled and responsive—to support regulation and readiness to learn. • Embed targeted sensory interventions, such as sensory circuits, at a whole-school level to promote consistency and access. • Provide access to sensory supports (e.g. calming boxes, tactile items, ear defenders, wobble cushions, chair/table bands) to aid regulation and engagement.
Emotional regulation and anxiety (Also refer to SEMH Segment for advice)	• Capture the child’s voice regarding anxiety and emotional regulation using tools such as the Blob Tree, emotion thermometers, RAG rating, and “ideal school” activities. Use alternative methods to support non-speaking children (see appendix). • Track and analyse patterns of dysregulation consistently to identify triggers and inform support strategies. • Review and adapt emotional regulation strategies regularly to ensure continued relevance and effectiveness. • Implement targeted interventions focused on emotional recognition and processing, such as ELSA sessions. • Key adults should proactively plan for periods of dysregulation and apply consistent strategies across settings.

	• Allow additional processing time following dysregulation before initiating reflective conversations with the child. • Use a restorative approach when addressing incidents, offering choices where possible. Explicitly teach emotional concepts such as remorse, apology, and making amends, recognising these may not prevent recurrence. • Identify a key adult for regular check-ins, co-regulation support, and availability at specific times as needed by the child. • Take a strengths-based approach to emotional understanding, building on existing strategies in collaboration with the child. • Support emotional literacy through scaling tools (e.g. 5-point scale, emotion thermometer), with emphasis on recognising the full spectrum of emotional experience—not just extremes. • Maintain ongoing communication with families and relevant professionals to ensure a joined-up approach.
Useful Links, Interventions and Tools	
<i>SLCN Intervention and Approaches:</i> <i>What Works Database - Register for our What Works database - Speech and Language UK: Changing young lives</i> <i>Autism and Social Communication Assessment Tools:</i> The Classroom Observation Scale-Revised Download Scientific Diagram Children Participation Questionnaire RehabMeasures Database Home Direct Behavior Ratings Neag School of Education University of Connecticut Strengths and Difficulties Questionnaire (SDQ Goodman 2001) <i>Focused observation templates</i> Templates for Early Years Educators The Early Years Aca...	

Autism and Social Communication Interventions and Approaches:

[Accessible Literacy Learning \(ALL\) - Tobii Dynavox UK](#)

[Early Reading Skills Builder - ERSB](#)

Nonverbal Reading Approach (NRA)



Cognition and Learning

Children and young people with Cognition and Learning needs may experience barriers in acquiring, retaining, processing and applying knowledge and skills across the curriculum. This broad area of need includes learners with general learning difficulties as well as those with Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia, who may experience challenges relating to literacy, numeracy, organisation, memory or processing speed.



Effective support requires consideration of not only what a child can do academically, but also the wider factors that influence successful learning. **The provision and strategies within this catalogue have therefore been organised around three key areas: *targeted learning support*, the development of *executive functions*, and the *promotion of motivation* and engagement.** This approach is informed by Haywood's model of learning (2010), which proposes that effective learning is shaped not only by academic ability, but also by cognitive processes, particularly executive functions such as attention, working memory, planning and self-regulation, alongside motivation and engagement.

The strategies outlined in this resource recognise that many barriers associated with Cognition and Learning needs can be reduced through thoughtful adjustments to teaching practice, learning environments and school systems. By understanding how learners process information and engage with learning, practitioners can create inclusive classrooms that promote independence, confidence and successful participation in learning.

Cognition and Learning	
Identified/Presenting Barrier or Need	Provision and/or strategic approaches, adjustments that could be made
Difficulties with Learning: <i>Despite appropriate learner adaptive teaching, the learner is making limited progress over time across the curriculum, working below age-related expectations, has difficulties across the board but with some areas of strength.</i> <i>The learner has an uneven profile of skills and attainment</i>	Targeted Learning Support • Assess through teaching to identify the areas of need in consultation with the learner. • Ensure the learner has full access to the breadth of learning. • Differentiate/adapt the curriculum, right across the board. • Pre-teach vocabulary, e.g., provision of a TA to help prepare the learner for the new topic. • Provide daily explicit teaching so skills can be generalised. Development of Executive Function • Give clear and simple instructions. • Say the learner's name first. • Chunk and break down longer instructions and teaching. • Learner is given instructions one at a time and given processing time before expecting a response. • Repeat key phrases if necessary. • Model the use of open-ended simple statements such as 'I wonder...or what if' rather than closed questions. Promotion of Motivation • Share next steps so learners know what to expect. • Give practical, real-life, or hands-on learning opportunities where possible. • Link learning to what the learner already knows about the subject. • Encourage active learning using a concrete, and pictorial approach. • Place emphasis on meta cognition using activities designed to develop skills which will support the learner to become independent.

Specific Learning Difficulties: affecting one or more aspect of learning

Literacy difficulties, numeracy difficulties, or developmental language disorder

Teachers should provide support and interventions based on a learner's individual literacy and numeracy needs, regardless of whether a formal diagnosis has been made.

This includes learners who, despite appropriate adaptations, continue to struggle with acquiring and applying literacy and/or numeracy skills, make limited progress over time, and are working below age-related expectations across the curriculum.

Targeted Learning Support

- Assess through teaching to identify the areas of need in consultation with the learner.
- Seek specific guidance from the SENDCO or other specialist staff to understand what strategies or approaches to use in line with advice from assessment or consultation.
- Provide the learner with tasks that are within their capacity, whilst still having high expectations to stretch their learning through adaptations.
- Use evidence-based interventions to develop skills, giving opportunities for small group support focused on specific multisensory, cumulative, and structured programmes to support the acquisition of literacy, cursive handwriting, numeracy, and motor skills e.g., interventions such as
 - Cued spelling
 - Direct Phonics
 - Write Start
 - [Thinking Together](#)
 - (There are other programs such as Talk Boost and NELI that are more targeted).
 - Numicon Programmes
 - Lexia Programmes
- Further and frequent opportunities for 1:1 support focused on specific targets using focused interventions, such as:
 - Precision Teaching
 - [Toe by Toe](#)
 - [Word Wasp](#)
 - [Power of 2](#)
- Use specific learning assessments and resources, e.g., GL assessments for dyslexia and maths difficulties, WellComm, Speech, and Language.
 - [GL Dyslexia Screener](#)
 - [GL Dyscalculia Screener](#)
 - [GL WellComm](#)
- Consider a multi-sensory approach to spelling and writing that provides opportunities for the learner to follow strategies such as the look, copy, trace, picture, cover, write and check sequence technique.
- Provide access to concrete resources, e.g., hundred squares, number lines, and Numicon.
 - [Numicon Guide for Parents](#)
 - [Numicon General Guide](#)

- Teach in the sequence of language, with concrete resources and diagrams before symbols.

Development of Executive Function

- Provide explicit teaching on metacognitive skills and behaviours (learning to learn)
- Use strategies to encourage cognitive engagement and transferring and generalising learning such as independent thinking skills and problem solving, e.g., by trying to understand the learner's difficulty and asking them what helps.
- Make explicit links to prior learning and share steps of the task, so learners know what to expect.
- Provide immediate feedback and opportunities for self-assessment.
- Encourage learners to seek clarification if they have not understood. Agree with the learner, a method they can use to indicate they need help.
- Provide memory aids, e.g., alphabet strips, number squares, post-it notes, key word lists, times table squares, task boards for lessons.
- Use planning tools such as mind mapping, knowledge organisers, and bubble maps.
 - [Mind Mapping](#)
 - [Knowledge Organisers](#)
 - [Bubble Maps](#)

Promotion of Motivation

- Recognise and celebrate success in other areas of the learner's life.
- Ensure tasks have a clear meaning and purpose.
- Offer learners curricular programs with an emphasis on pre-vocational skills.
- Provide opportunities for over-learning to support reinforcement.
- Groupings need to be flexible and include positive peer models with input from the class teacher as well as additional adults.
- Learners experience success through carefully planned interventions and expectations.
- Emphasis on meta cognition – activities designed to develop skills which will support them to become independent learners

Difficulty with the usual pace of curriculum delivery. <i>These difficulties may affect task engagement and independent learning, and the learner may appear passive or distracted.</i>	Targeted Learning Support • Programmes to consist of small, achievable steps. • Alternative means of recording or assistive technology available within the classroom. ○ Use of Assistive Technology Guidance Principles ○ Assistive Technology Presentation ○ Assistive Technology Mini Guide (Nasen) • Teachers and additional adults will have been informed of what strategies or approaches to use in line with advice from assessments or consultation. Development of Executive Function • Simplify the level/pace/amount of teacher talk. • Allow additional time and/or adjust expectations for the quantity of work produced. • Establish normal ways of working for learners who may qualify for support in exams and plan for exam access arrangements. Promotion of Motivation • Provide specific meaningful praise and feedback when a learner persists and/or achieves something new. • Provide verbal guidance for the next steps in learning. • immediately where possible.
Difficulties with aspects of cognition and executive functioning skills <i>e.g., memory, concept development, information processing, understanding, sequencing, and reasoning that impact learning and/or limit access to the curriculum.</i> <i>Learners may have difficulties with</i>	Targeted Learning Support • Refer to the ‘Assessment Through Teaching Approach’ guidance for information about the graduated approach and specific learning difficulties. • Assess through teaching and targeted assessment to identify the areas of need in consultation with the learner. • Repetition and overlearning of key concepts. Links to be established between new and prior learning with support from review and overlearning techniques. • Opportunities for skill reinforcement/revision/transfer and generalisation • Adults use the developmental level of language appropriate to the learner in questioning and explanation. • Use real objects wherever possible.

organisation and independence in comparison with peers.

These difficulties may affect task engagement and independent learning, and the learner may appear passive or distracted.

- Ensure the learner knows how to access these resources and has them readily available.
- Pre-teach concepts and vocabulary before more formal teaching of vocabulary and concepts.
- Other resources may include:
 - Individual reading
[Alphabet Arc](#)
 - [Creating a Busy Box](#)
 - [Five Minute Box](#)
 - [Visual Timetables](#)
 - [Number Bond Strips Activity Book](#)
 - Multiplication tables
 - Number Operation flash cards.

Development of Executive Function

- Use of 'Thinking Skills' approach, sorting/matching/visual sequencing/classifying and categorising.
- Break down tasks using a task planner.
- Use of graphic organisers (e.g., subject-related writing frames).

Promotion of Motivation

- Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate.
- Metacognition approaches (learning to learn') e.g., by trying to understand the learner's difficulty and asking them what helps.

Social Emotional and Mental Health



Social, Emotional and Mental Health (SEMH) needs can affect how children and young people feel, relate to others, manage their emotions and engage with learning. These needs may present in a variety of ways, including anxiety, difficulties with emotional regulation, low self-esteem, challenges in forming and maintaining relationships, or behaviours that communicate underlying distress or unmet need.

This catalogue has been developed to support practitioners in creating environments where all learners feel safe, understood and able to thrive. The strategies recognise that behaviour is a form of communication and that positive outcomes are most effectively achieved through relational, strengths-based approaches that seek to understand the experiences, needs and perspectives of the child or young person.

SEMH support is most effective when it is relational, consistent, developmentally informed, and underpinned by adult reflection and wellbeing. Progress should be viewed over time, with behaviour understood as communication and relationships prioritised as the vehicle for change.

Social, Emotional and Mental Health	
Identified/Presenting Barrier or Need	Provision and/or strategic approaches, adjustments that could be made
CYP do not feel like they belong in school.	Policy Development Whole school SEMH policy should reflect a relational, trauma-informed, and developmentally sensitive ethos, underpinned by the understanding that behaviour is a form of communication and that all pupils do well when they can. This may include: • Adjusting expectations and strategies to meet emotional and social developmental needs • Ensuring reasonable adjustments are made to support inclusion and access to learning. • Avoiding punitive approaches where behaviour reflects unmet needs or skills. • Consistent use of calm, supportive language • Use of restorative and reflective approaches • Proportionate, supportive responses to dysregulation. • Adults modelling emotional regulation, empathy, and reflective practice. <i>Policy examples:</i> download.asp, ABB7FA07A3EB94D57A73E1F847FF94B4.pdf <i>Policy development toolkit:</i> Trauma-Informed-Behaviour-Policy-Toolkit.pdf Professional Culture and Learning • Staff engage in training which translates to a whole school embedding of trauma informed practice, mental health awareness and relational approaches to interactions with students. • Quality first teaching and universal provision measures are monitored and reviewed regularly. The curriculum is relevant to current life and adaptations are made according to individual needs. • School to have an early identification process embedded in school which is underpinned by a philosophy of curiosity. This includes ongoing observation and monitoring of pupils' emotional wellbeing, clear pathways for escalation to targeted or specialist support when needed and collaboration with families and external services where appropriate.

	• There is small group or 1 to 1 work with ELSA/Learning Mentor or equivalent available to CYP following assessment of needs. • Staff explicitly teach de-escalation and self-regulation strategies – adults as stress and shame regulators through co-regulation. Staff 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. • There is emphasis on choice rather than control and use of distraction techniques and giving responsibility. • Transitions are well managed through timely and transparent sharing of information. Transition days are student centred and focus on well-being factors such as peer relationships.
Engagement Concerns <i>Difficulties participating and presenting as withdrawn or isolated</i> <i>Patterns of non-attendance</i>	• Address early indicating signs of attendance concerns, e.g. not attending isolated lessons, withdrawal from participation, avoiding some activities/ school areas, difficulties separating from care givers. • Use assessment materials to identify any underlying need. In addition to R2i resources detailed within this document schools can use EBSA resources e.g. Attend Framework to unpick push and pull factors regarding attendance. • Use home and school relationships to gain pupil voice and establish interests to develop a plan to improve school engagement, which may include: – Establishing CYP's interests and creating opportunities for them to engage in new activities – Buddying/peer mentoring system – Giving responsibility for looking after someone else – Developing a relationship with key adult who will attune to understand, share and acknowledge the CYP's experiences. – Flexibility in curriculum and routine
Social needs <i>e.g. difficulties with:</i> • <i>making and managing</i>	PHSE Curriculum • Primary students will have structured games and support with peer play opportunities.

<i>friendships, difficulties forming relationships with adults,</i> • <i>conflict resolution, issues around bullying,</i> • <i>understanding / adhering to social rules or boundaries, or problems reading social situations or nuanced social cues.</i>	• Co-operative learning opportunities will be built into the curriculum, and all students will be supported to engage positively towards a shared goal. Support students to end group tasks with a reflection: what went well in our group? How did we support each other? Praise students for active listening and collaboration. • Class teachers will use ice-breakers, games to build connections in students. • Secondary students may engage in grouped peer learning and support to ensure that each student can contribute positively. • School will have circle time embedded within the timetable as an opportunity for group reflection and discussion. Within Secondary provisions this may be during Tutor periods or following certain environmental events that warrant group reflection. • In addition, provide opportunities to role-play safe disagreements / debates in class. Provide a calming space and reflection opportunity. • Support communication skills by explicitly teaching skills like active listening, eye contact and turn-taking. Staff will model these behaviours in class discussions and provide conversation starters in group tasks. • All teaching staff will give explicit praise for inclusive behaviour, kindness and collaboration. School culture and values • School will use restorative conversations to manage incidents of peer conflict. • There will be opportunities for reflection following periods of peer conflict/ misunderstanding. Visuals and other resources will be used to support student understanding such as comic strip conversations. • Staff will model relationship repair in their interactions with students. • Peer mentoring can be set up to support social needs within school. This will involve recruiting, training and supporting peers to work alongside students that need further support. • Consideration will be given to the learning environment (e.g. low arousal, space for break-out, play activities, peer collaboration) to ensure it promotes the wellbeing of all
--	---

	students. In secondary spaces consideration will be given to safety within the wider school environment. Resources: • TalkAbout Social Communication intervention • The Talkabout resources – TASS https://www.winslowresources.com/specific-needs/the-talkabout-series.html • FRIENDS resilience programme Friends Resilience • Lego Therapy • Circle of Friends (Primary) • EFF Five a Day SEND Five a day Reflection document 1.0.pdf Support from professionals • Whole School Friendship support (MHST) • Friendship Support from Healthy Schools 0-19 Team
Emotional and Mental health needs <i>e.g. difficulties with:</i> • <i>Self-Awareness - Recognising emotions and how they affect your behaviour.</i> • <i>Self-Regulation: Being able to control your emotions and reactions, especially in stressful situations.</i> • <i>Empathy: Understanding and sharing the feelings of others.</i> • <i>Coping Skills: Finding healthy ways to deal with stress, sadness, or anger</i> • <i>Presenting as withdrawn, signs of anxiety</i>	Policy • Reasonable adjustments for SEMH are made and perceived in the same way as for learning. • Foster a whole-school ethos of inclusion and emotional safety. • Ensure behaviour policies are flexible and equitable. School Culture and Values • Staff teach regulation by naming emotions, validating feelings and guiding pupils through coping strategies (Emotion Coaching strategies). • Staff use relationship approaches proactively and reactively. Staff to be aware of and monitor their own regulation and swap with another staff member when needed. Supervision is offered to staff to support this awareness. • Students are provided with a key adult check-in, at a certain time and protected for consistency. The key adult will support student reflection on the school day, share concerns and problem-solve any anticipated issues. • Staff use a PACE (Playfulness, Acceptance, Curiosity and Empathy) approach to addressing student's emotional needs. • Staff responses to emotional needs will be consistent across the school. A consistent message but flexible approach, e.g. "I want you to be in our class learning" as the consistent

	message, the approach to support this happening may vary or be flexible depending on individual needs. • Staff model empathy and sharing feelings with others. 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? • Staff normalise emotional experiences of students e.g. experiencing some anxiety before a test. • Staff identify changes in student behaviours at an early stage and unpick underlying factors through assessment (see R2i resources). Curriculum • Emotional literacy will be incorporated into the curriculum e.g. reading, role-play, • Support parents understanding of approaches to managing emotions in school e.g. provide parent access to emotion coaching training. • Ensure transitions are well planned, considered early and student-centred. Close liaison between settings, teachers and parents/carers is essential. Targeted: • CBT-based interventions: ○ Think Good, Feel Good Think Good - Feel Good : A Cognitive Behaviour Therapy Workbook for Children and Young People ○ Homunculi (PDF) The Homunculi: a flexible CBT approach to social and emotional wellbeing in children and adolescents on the autism spectrum ○ Feelings Detectives Introduction to Feelings Detectives — Feelings Casefiles • ELSA educational-psychology-service-brochure.pdf Training: • Emotion Coaching (see EPS brochure) • Mental Health First Aid • Strategies for Safety and Wellbeing in Primary Schools Anna Freud
--	--

	• Trauma informed practice (can be provided by EPS or MHST) Resources: • Classroom wellbeing toolkit Anna Freud • Let's talk about anxiety: animation and teacher toolkit : Mentally Healthy Schools • Attendance
Theory and Impact Research	
Dan Hughes – Attachment, Dyadic Developmental Psychotherapy (DDP) & PACE • DDP Network (official site): https://ddpnetwork.org • Introduction to PACE (DDP Network): https://ddpnetwork.org/about-ddp/measuring-progress/the-pace-approach • Book: <i>Building the Bonds of Attachment</i> (Jessica Kingsley Publishers): https://www.jkp.com/uk/building-the-bonds-of-attachment-2.html	
Brené Brown – Vulnerability, Shame Resilience & Belonging • Official Brené Brown research website: https://brenebrown.com • Research overview: https://brenebrown.com/research • Book: <i>Daring Greatly</i> (Penguin/Random House page): https://www.penguinrandomhouse.com/books/309355/daring-greatly-by-brene-brown-phd-lmsw	
Abraham Maslow – Hierarchy of Needs • Simply Psychology overview of Maslow's theory: https://www.simplypsychology.org/maslow.html • Saul McLeod's academic summary of the hierarchy: https://www.simplypsychology.org/maslow-hierarchy-of-needs.html • Maslow's original work (open-access summary): https://opentextbc.ca/introductiontopsychology/chapter/maslows-hierarchy-of-needs	
Bruce D. Perry – Neurosequential Model of Therapeutics (NMT) • ChildTrauma Academy (Bruce Perry's organisation): https://www.childtrauma.org • Neurosequential Model overview: https://www.neurosequential.com/nmt • Book: <i>The Boy Who Was Raised as a Dog</i>: https://www.basicbooks.com/titles/bruce-d-perry/the-boy-who-was-raised-as-a-dog/9780465094455	

Louise Bomber – Attachment-Aware & Trauma-Informed Education

- Official resource pages (Louise Bomber’s publisher):
<https://www.sensoryintegrationeducation.com/blog/authors/louise-bomber>
- Book: *Inside I’m Hurting* (Worth Publishing):
<https://www.worthpublishing.com/books/inside-im-hurting>
- Book: *What About Me?* (Worth Publishing):
<https://www.worthpublishing.com/books/what-about-me>

Carol Dweck – Growth Mindset

- Carol Dweck faculty page (Stanford University):
<https://profiles.stanford.edu/carol-dweck>
- Growth Mindset research summary (Mindset Works):
<https://www.mindsetworks.com/science>

Book: *Mindset* (Random House page):

<https://www.penguinrandomhouse.com/books/44330/mindset-updated-edition-by-carol-s-dweck-phd>



Sensory and Physical

Children and young people with sensory and physical needs may experience barriers to learning, participation and independence that arise from difficulties relating to vision, hearing, physical access, mobility, medical needs, sensory processing or the use of specialist equipment. With the right support and reasonable adjustments, these learners can successfully access all aspects of school life alongside their peers.



This catalogue has been developed to support mainstream settings in creating inclusive environments that anticipate and respond to a wide range of sensory and physical needs. The strategies focus on removing barriers, promoting independence and ensuring equitable access to learning, communication, the physical environment and wider school experiences.

Effective support is achieved through a combination of high-quality teaching, thoughtful environmental adaptations, appropriate use of equipment and technology, and close collaboration with families and specialist services. By adopting a proactive and strengths-based approach, schools can help children and young people develop confidence, maximise their participation and achieve their full potential.

Inclusive practice benefits all learners, and the strategies within this resource are intended to support schools in fostering environments where every child and young person feels valued, supported and able to thrive.

Sensory and Physical- Generalised Advice

Identified/Presenting Barrier of Need	Provision and/or strategic approaches, adjustments that could be made
Overall Approach	<i>The psychosocial aspects of disability encompass the psychological and social factors that influence how individuals experience and adjust to living with a disability. These factors include mental health, coping strategies, social support systems, and societal attitudes towards disability. Understanding these aspects is crucial for effective, support, and promoting well-being for people with disabilities and sensory impairment.</i> • Creatively use technology to record learning where this is a barrier, e.g. typing, voice to text, taking photographs, recording audio and video, captions, apps, etc. Remove the barrier of reading and writing or reduce this. • Inclusive planning around PE, trips and practical activities with not only alternatives provided but a focus on choosing activities that everyone can access. • Advocate for pupils amongst peers and staff, challenge discriminatory language or interaction and teach self-advocacy skills alongside support via modelling. • Ensure social times are accessible. • Providing examples and role models within teaching materials and literature within the classroom: 50+ Children's Books with Positive Images of Disability LoveReading4Kids Embed disability into any ED&I resources/assemblies.

	• Consideration of any social impacts if child's SEND e.g. belonging, friendship, being understood and included by others. • Respect, dignity and privacy: Provide discreet care via a well-known adult if needed. Use informed consent when physical contact is needed, e.g. lifting (if trained/appropriate), guiding, dressing, toileting etc. Ensure the pupil has an input into their own care and support, being mindful of whether this may impact their self-esteem. • Consider the need for well-being support embedded into the provision, especially during developmental stages (Junior and secondary phase) where self-awareness and identity development is taking place. • Provide extra time for pupils to complete work. Allow additional rest breaks. Be aware there may be fatigue associated with several Physical and Sensory needs. • Consider trauma informed practice and pastoral support offered following procedures, surgery and/or seizures. • Promote a balance of independence and co-dependence to manage pressure on the pupil to 'keep up' with their peer group.
Severe and complex medical needs <i>including a life threatening or life limiting diagnosis or condition</i>	<i>Work in partnership with parents / carers and health professionals to ensure that the full extent of the child's health needs are understood including the impact of those health needs on the child throughout the school day</i> • Ensure the child has an up-to-date Individual Healthcare Plan • Undertake a risk assessment of the child's medical needs within the context of the setting environment and the needs / behaviours of other children • Ensure that staff have received relevant training from specialists e.g. in administration of medication, catheterisation,

- | | |
|--|---|
| | <ul style="list-style-type: none">• Ensure reasonable adjustments are in place in line with the Equality Act 2010• Ensure support equipment is in place such as lockable medicine cabinets, first aid bags, fridge, hygiene suites• Maintain regular home school contact when/if the child is not in school to maintain a 'sense of belonging' with peers and school community• Absence from school due to medical needs may require a reintegration plan to address learning gaps• Bereavement training and policies• Refer to DfE Pupils with Medical Conditions Guidance (Supporting pupils with medical conditions at school - GOV.UK) |
|--|---|



Hearing Impairment

Provision and/or strategic approaches, adjustments that could be made

To support a C/YP with a hearing impairment professional should:

- Work together with other professionals and caregivers to share strategies and advice
- Have appropriate up to date training in deaf awareness
- Facilitate peer awareness and peer support.
- know how to refer to Qualified Teachers of Deaf children (QTOD)
- implement any strategies /advice given by QTOD
- understand the use of the CYP's hearing technology
- Promote positive deaf friendly attitudes within the school environment and local communities
- Provide pastoral support to support social, emotional and mental health
- Recognise the impact of hearing impairment on the CYP and family e.g. stress
- Encourage and facilitate social interactions with peers
- Be aware the C/YP may use lip-reading and visual clues to support their hearing
- Ensure that CYP are face on when you are giving instructions. Try not to move around the room whilst talking
- Do not stand with your back to windows when speaking – avoid glare
- 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 due to increased distance from the speaker
- Encourage class to speak one at a time
- Use C/YP's name to gain their attention before speaking to them
- Provide planned and unplanned listening breaks to avoid listening fatigue
- Differentiated activities and adaptive teaching should reflect C/YP individual needs to ensure full access to the curriculum

The C/YP with a hearing impairment should:

- Be seated appropriately with clear view of adult's face and any visual material used
- Be reminded to wear prescribed hearing technology
- If the C/YP 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 be given time to listen, process and respond verbally

Access to the Curriculum

- Deliver instructions clearly and at normal conversational level
- C/YP should be seated away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc.
- Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary
- do not give additional information verbally while writing on the board
- Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles
- use visual reinforcement (pictures and handouts), to support learning
- use pre and post tutoring to introduce vocabulary and concepts
- Visual timetable and use of visual cues i.e. sand timers to support sharing
- Apply appropriate exam concessions
- Some deaf C/YP may find it difficult to write and listen simultaneously

Deaf Friendly Classroom

- Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise
- Have prominent displays and signage within the classroom and around the school
- Encourage good listening behaviour: sitting still, looking and listening
- Use blinds/curtains on windows to improve environmental conditions e.g. minimise glare
- Minimise background noise and maintain a quiet working environment, particularly for specific listening work
- Appropriate evacuation procedures in place
- Encourage and facilitate social interactions with peers

Resources and links with further advice on Hearing Impairment

[Sensory & Physical Team - Hearing Impairment \(SEND Inclusion Support Services\) | Ask Lion - Nottingham City Directory](#)



Nottingham Deaf Society <http://www.nottsdeaf.org.uk/>

Visual Impairment

Provision and/or strategic approaches, adjustments that could be made

To support a C/YP with a Vision impairment professional should:

- Work together with other professionals and caregivers to share strategies and advice
- Have appropriate up to date training in VI awareness
- Facilitate peer awareness and peer support
- know how to refer to Qualified Teachers of Vision Impairment (QTVI)
- implement any strategies / advice from QTVI
- Promote positive vision friendly attitudes within the school environment and local communities
- Provide pastoral support to support social, emotional and mental health
- Recognise the impact of vision impairment on the CYP and family e.g. stress
- Encourage and facilitate social interactions with peers
- Give additional time to complete tasks
- Ensure language mediation of visual information e.g. give verbal explanation
- Deliver instructions clearly using directional language e.g sit at the table at the front by the door
- Use language and not rely on facial expression / gesture to convey messages
- Check the lesson content can be seen and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary
- Encourage class to speak one at a time
- Use C/YP's name to gain their attention before speaking to them
- provide differentiated activities and adaptive teaching that reflect C/YP individual needs

The C/YP with a vision impairment should:

- Be seated appropriately with clear view of any visual material used
- be reminded to wear prescription glasses or contact lenses
- Be encouraged to ask when not sure what to do and encourage to access resources independently
- Should have rest breaks, to take account of visual fatigue, built into the day

Access to the Curriculum

- interactive whiteboard needs to have good quality presentation and be glare free
- Whiteboard needs to be clean and scratch free
- Whiteboard pens: check they are not running out and of good contrasting colour to the background
- Verbalise work as it is written on the board
- Use clear print e.g. Arial, Comic Sans
- Ensure written information including handouts, electronic information and homework is clearly presented in an uncluttered format no smaller than print size 12
- Use real objects to support concept development and understanding
- Consider the amount of copying from the whiteboard required by CYP
- Consider alternatives to the use of colour as identification for CYP who may have deficiencies in colour vision
- Consider seating arrangements in relation to the teacher/teaching focus and light source
- Adapt PE activities e.g., brightly contrasting equipment

Vision Friendly Classroom

- Have well-organised classrooms with clear uncluttered route ways
- Have prominent displays and signage within the classroom and around school
- clearly labelled storage
- have appropriate evacuation procedures in place
- Encourage good listening behaviour: sitting still, looking and listening
- Maintain good controllable lighting conditions, overhead lighting,
- Use blinds/curtains on windows to improve environmental conditions e.g enhance the contrast on the IWB and minimise glare
- Ensure environmental features inside and out are well highlighted such as steps, curbs, handrails on stairs



Physical Disability

Provision and/or strategic approaches, adjustments that could be made

To support a C/YP with a Physical Disability professional should:

- Work together with other professionals and caregivers to share strategies and advice
- Talk to CYP about their optimum/ preferred learning styles
- Have appropriate up to date training in physical disability awareness
- Have a personal and intimate care policy
- Have a whole school policy for moving and handling
- Make reasonable adjustments to the school uniform to support independence and reduce self-consciousness e.g. hats for hair loss, trainers instead of shoes, shirts not tucked in to accommodate feeding tubes
- Facilitate peer awareness and peer support
- know how to refer to other agencies including health, education and social care, e.g. specialist teachers/ paediatrician / physiotherapy/ Occupational Therapy services.
- implement any strategies /advice given by Physiotherapist / Occupational therapist
- Promote positive physical disability friendly attitudes within the school environment and local communities
- Provide pastoral support to support social, emotional and mental health
- Recognise the impact of physical disability on the CYP and family e.g. stress and anxiety
- Encourage and facilitate social interactions with peers
- Be aware that PE or Games lessons and practical subjects may require reasonable adjustments
- Provide planned breaks fatigue
- Differentiated activities and adaptive teaching should reflect C/YP individual needs to ensure full access to the curriculum
- Give careful consideration of timetabling and location of rooms

The C/YP with a physical disability should:

- Be seated appropriately e.g on a chair if not easily able to get up from the floor
- have access to alternative means of recording work e.g. the use of standard ICT
- Be encouraged to access resources independently
- be given additional time to complete tasks requiring fine motor/gross motor skills

Access to the Curriculum

- differentiate the outcome or means of recording information
- reduce the amount of writing e.g. provide notes
- use IT as an alternative means of recording work

Physical Disability Friendly Classroom

- Make reasonable adjustments to school environment e.g. recessed mats, handrails, door handles, marking steps.
- have access to adapted equipment for all e.g pencil grips, ridged rulers, scissors, large, good grip brushes, pens.
- Appropriate evacuation procedures in place
- Encourage and facilitate social interactions with peers
- provide opportunities for fine motor skills development for all.
- Well-organised classrooms with clear route ways
- Simple safety rules e.g walk on the left in corridors



Feedback

We consider the first year of publication of this document as a 'test and learn' phase, where we intend to gather feedback and recommendations to edit and improve the guidance. If you have any feedback you would like to give in relation to this document, please do not hesitate to let us know, by completing the form below:



[Nottingham City Inclusive Mainstream Provision Guidance- Feedback Form – Fill in form](https://forms.cloud.microsoft/e/Z8pY0pPwZ5)

<https://forms.cloud.microsoft/e/Z8pY0pPwZ5>