



Inclusion Directory

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Adaptations to Quality First Teaching



Adaptive Teaching

Adaptive Teaching is a term that is used to describe teaching that is flexible and responsive to the needs of learners. Fundamentally it is about teachers adopting inclusive practices into their classroom.

Inclusion is not just ensuring everyone is in the classroom at the same time, it is about ensuring that leaders and support staff create an environment in which all pupils can meaningfully access learning and thrive.

This document provides adaptive teaching suggestions for all education settings, according to the needs of our pupils. All settings must apply the principles that underpin the SEND Code of practice: 0 to 25 years and have regard to the Equality Act 2010.

When considering adaptations, the following key principles of the SEND Code of Practice should be applied in all settings and throughout the pupils learning journey:

- The views, wishes and feelings of the pupils and the pupils’ parents.
- The importance of the pupils and parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the pupil and parents in order to facilitate the development of the pupil to help them achieve the best possible educational and other outcomes, preparing them effectively for adult life.

In broad terms, this section emphasises that the content covered within it is essential in establishing the foundational framework for catering to the needs of all pupils. It gives a broad example of various approaches, methods, and adjustments that constitute effective and inclusive teaching practices.

The primary focus is on providing a high standard of education to our pupils, encompassing diverse learning abilities, backgrounds, and circumstances. These practices aim to create an environment where every young person can thrive and reach their full potential.

By adapting quality first teaching using the following principles into the provision of education it provides a solid foundation for inclusive and effective teaching, fostering an environment where all children and young people can thrive academically, socially, and emotionally.

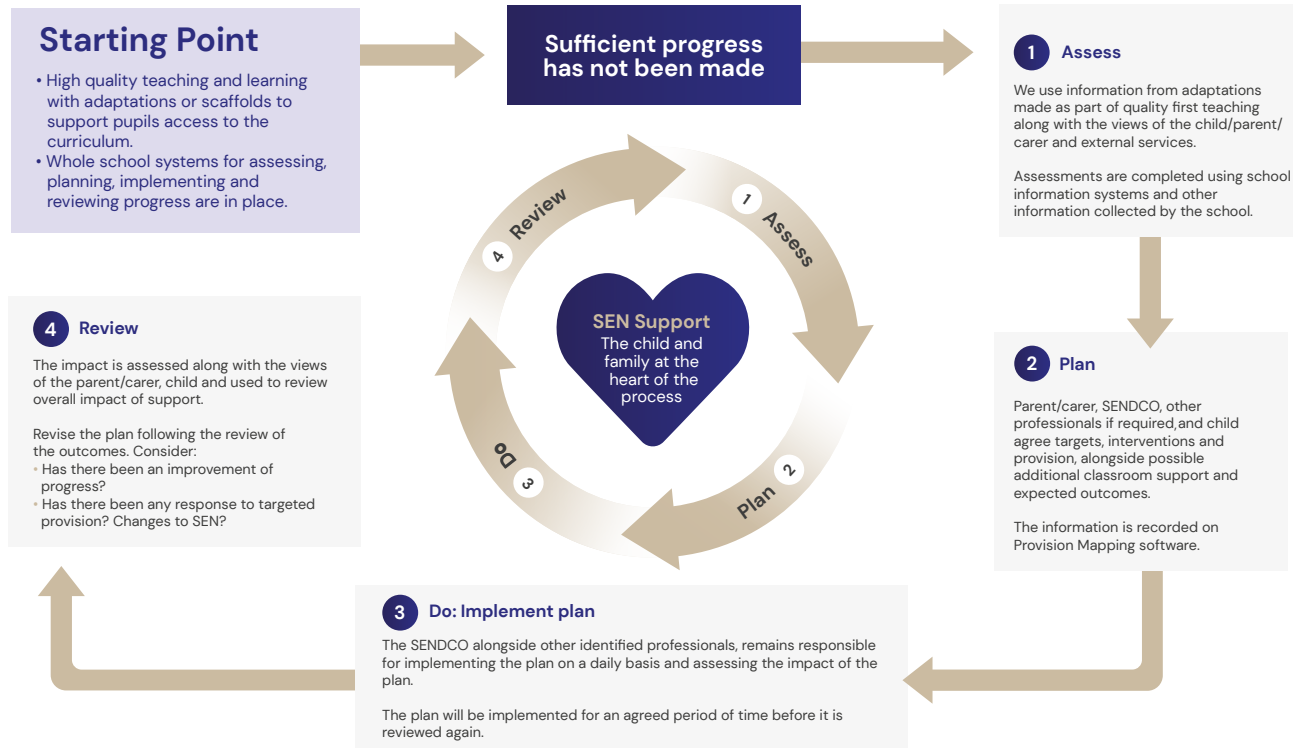
The Graduated Approach

Many pupils have needs across more than one category and certain conditions may not fall neatly into one area of need. When reviewing and managing special educational provision, the four broad areas of need may be helpful as a guide to ensure you can provide support across these areas.

Pontefract Academies Trust follows the graduated approach in supporting children with special educational needs and disabilities (SEND). This approach is designed to provide a structured and individualised system of support that meets the specific needs of each child.

The graduated approach consists of three main stages:

- **Universal Support:** This stage focuses on providing high-quality teaching that is inclusive and accessible to all pupils. It involves creating an inclusive learning environment where teachers use personalised instruction to address the diverse needs of pupils. Adaptations are made within the regular classroom setting to accommodate the learning styles and abilities of all children, including those with SEND.
- **Targeted Support:** If a pupil requires additional help beyond the universal support, they move to the targeted support stage. At this stage, a more specific and personalised intervention is provided to address the child’s specific needs. This could involve additional small-group instruction, targeted interventions, or specialised resources to support their learning. The adaptations made at this stage are tailored to the individual requirements of the pupil.
- **Specialist Support:** If a pupil’s needs persist despite targeted support, they may require specialist support. This stage involves accessing external expertise, such as Educational Psychologists or other specialists, to assess the child’s needs and provide more intensive interventions. This could include in class support, individualised education plans (through One Page Profiles, My Support Plans or EHCP), or access to specific therapies or interventions. The adaptations made at this stage are highly individualised and aim to meet the unique needs of the pupil.



Adaptations for the Broad Areas of Need

The Special Educational Needs (SEN) Code of Practice outlines a framework for identifying and supporting children and young people with special educational needs. It identifies four broad areas of need, which are used to categorise and understand the types of support required for individuals with SEND. These areas of need are:

Cognition and Learning:

Learning Difficulties: Children with learning difficulties may struggle to acquire and use academic skills. Individualised education plans, additional support in the classroom, and specialised teaching methods are often needed.

Specific Difficulties: Specific difficulties with learning that affect acquisition of skills in a specific area, for example Dyslexia. Support involves structured literacy programs, assistive technology, and teaching approaches that cater to different needs.

Cognitive Difficulties: Individuals with cognitive difficulties have limitations in cognitive functioning and adaptive behaviour. Support ranges from life skills training to tailored academic programs.

Communication and Interaction:

Speech and Language Difficulties: Children with speech and language difficulties may struggle with articulation, fluency, or the understanding and use of language. They might require speech and language therapy to improve their communication skills. Children may have difficulties with language acquisition or have difficulty acquiring language skills at the expected rate. Interventions may involve specialised teaching methods and support from speech and language therapists.

Social Communication and Interaction Needs including Autism: This encompasses a range of developmental disorders that affect social interaction, communication, and behaviour. Support for children with ASD includes tailored educational programs, sensory accommodations, and social skills training.

Social, Emotional, and Mental Health:

Social, Emotional, and Mental Health (SEMH) refers to social, emotional and mental health needs of individuals. SEMH focuses on supporting individuals which may significantly impact their overall wellbeing and social engagement. This could include diagnosed difficulties such as anxiety disorder or low mood.

Sensory and/or Physical Needs:

Visual Impairments: Children with visual impairments may require Braille materials, adaptive technology, mobility training, and orientation and mobility specialists to navigate their environment.

Hearing Impairments: Support for children with hearing impairments includes sign language instruction, assistive listening devices, speech and language therapy, and access to audiology services.

Physical Disabilities: These encompass a range of conditions that affect mobility and physical functioning. Adapted facilities, assistive technology, physical therapy, and personalised care plans are essential components of support.

It is essential to recognise that the specific needs and challenges within each of these areas can vary significantly from person to person. The SEN Code of Practice underscores the importance of conducting thorough assessments and creating tailored support plans to address the unique needs of each child or young person with SEN, promoting inclusivity and ensuring they have equal access to education and opportunities through personalisation and the graduated approach.

Special Educational Needs

This section is separated by four areas of need set out in the Code of Practice:

1.	Cognition and Learning
2.	Communication and Interaction
3.	Social Emotional Mental Health
4.	Sensory and Physical



Cognition and Learning

Prime Area
Cognition refers to the thinking skills and thought processes that pupils acquire through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Pupils with learning difficulties may learn at a slower pace than their peers despite appropriate personalisation and scaffolding. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas – or can be severe and long term. The prime need of cognition and learning can encompass a range of difficulties, such as: • Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. • Specific Learning Difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Main Presenting Needs
• Specific learning difficulties • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties
Provision/Strategies/Adjustments
Have difficulties with learning despite appropriate personalisation. Making less than expected progress over time across the curriculum and working below age related expectations • Make learning processes clear for pupils by modelling ‘thinking out loud’ • Pre-teach new topic vocabulary • Keep learning concise – Focus on VIPs, outcomes and objectives • Buddy with more able peer • Enable pupils to record their ideas using alternatives to writing e.g. posters/drama/mind maps/matching/sorting exercises • Use of scaffolds/word banks • Use a sand timer for task – reward systems • Allow use of a fiddle/sensory toy during learning time • Provide alternative writing/recording strategies • Use software that supports writing with on screen word grids that enables words to be selected • Scaffold writing with frames, cloze procedures, annotations • Visual emotions board to share feelings • Follow up real life social situations with discussion of event/ exchange • Demonstrate role play/interaction skills • Model thinking aloud to yourself in order to make learning strategies explicit • Agree a private signal so that the pupil can communicate when they have found a learning task difficult • Technology to use as reading aids
Difficulties in Understanding Change and the Daily Timetable
• Whole class/individual visual timetable • Red and green strip where pupil moves timetable events independently from red to green • Split morning/afternoon timetable • Now/Next or First/Then board • Lanyard with range of visuals for communication • Choose board with 3–6 activity/reward choices – allow pupils to participate in reward ideas

Difficulties Understanding Instructions
• Use short, simple instructions • Ask pupils to recall a task/key learning before work completion – can they repeat this to a partner? • Allow for thinking time/talk partner time before responding to a question • Model how making mistakes can be a positive thing and reflect challenge e.g. growth mindset discussions • Discuss any changes to regular timetable in advance • Say name before giving instructions • Ensure instructions are short with minimal wording if necessary
Accessing Appropriate Challenge
• Break tasks into manageable chunks • Visual steps of each task – to tick off • Visuals of or physical tasks to complete in ‘now’ and ‘finished’ trays. • Workstation – screen with minimal distractions – own visual timetable/familiar social story/personalised pictures chosen by pupil – ensure this is simple and not overstimulating
Difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment
• Allow for thinking time/talk partner time before responding to a question • Model how making mistakes can be a positive thing and reflect challenge • Use of ICT supports to scaffold • Use personalised relaxation strategies • Make tasks short with frequent breaks that allow opportunity to move around • Avoid asking to read aloud to the rest of the class unless volunteered • Support memory by learning patterns, mnemonics or other memory strategies • Use of visual supports, for example word banks • Allow extra time for completing tasks • Teach strategies to support organisation
Difficulties with retention
• Use short simple instructions, repeating as needed • Ask pupils to recall a task/key learning before work completion to check understanding • Make instructions clear and concise • Provide specific guidelines such as ‘Your task will be finished when you have...’ • Allow opportunity for the pupil to jot instructions on a post it or have this ready for them • Break instructions into small steps, presenting one at a time • Provide strategies and support for previous instructions/information that may have been forgotten • Provide instructions in a visual way • Label the behaviour, not the pupil • Offer jobs/special responsibilities • Use emotion coaching techniques: label emotion and validate this, show empathy, set limits on behaviour and problem solve with the pupil • Seating near the front, away from doors and sit with a pupil that will not provide distractions but model good learning behaviours • Devise a private signal to let the pupil know that they are off task • Use a personalised reward system • Name the behaviour that you want not what you do not want • Use the language of choice



Cognition and Learning

Difficulties Understanding Communication and Being Understood by Others
• Say name before giving instruction • Listen without giving advice or opinions but that shows you understand how the pupil feels ‘that must have made you feel angry’ • Build a relationship by greeting each day/session and take steps to talk to the pupil each day • Provide prompts to remain on task • Don’t ask why, ask what would help to redirect the pupil back onto the task • Be specific – rather than saying what the pupil should not be doing redirect by stating what the pupil should be doing • Use a calm tone even when the pupil may be dysregulated • Build confidence by giving responsibilities in the classroom and beyond
Difficulties Accessing Learning
• Accurate identification of pupils current attainment using a small steps measure • Personalise learning targets and adapt curriculum as appropriate • Paired working/buddy tasks • Use of manipulatives and visual prompts
Support is Required to Develop Independence
• Teach core routines for certain tasks and provide opportunities for the pupil to practice them • Give independent tasks that have been previously given to the whole group • Give clear guidelines • Use visual prompts • Provide support in the form of writing frames, word mats, prompts
Resources, Advice and Consultation Available
• Wakefield Inclusion and SEND Support Service (WISENDSS) • Wakefield Inclusion and SEND Support Service (WISENDSS) Early Years • English as an Additional Language WISENDSS • Educational Psychology Service • British Dyslexia Association • The Yorkshire Dyslexia Association • The Dyspraxia Foundation • The Dyslexia – SpLD Trust • Easyhealth • SCOPE • Mencap • SWAN UK (undiagnosed genetic conditions) • Wasdale outreach • Wakefield and district down syndrome group • Dyslexia Solutions • The Makaton Charity • Cerbra • Downs Syndrome Association • Carers Wakefield and District • Listening Books • SNAPS Yorkshire



Core Intervention Packages
Kelly and Phillips Language Intervention
A structured, cumulative, multi-sensory programme. This intervention is designed for pupils that struggle with the acquisition of literacy skills in both reading and spelling (phonological awareness) but it also includes teaching points on grammar and punctuation. This programme teaches ‘concepts’ which may include spelling patterns, sounds, grammar rules and punctuation in a multi-sensory way. This method supports activities that enhance metacognition, working memory, automaticity, sequencing and handwriting – key areas across Specific Learning Difficulties and Moderate Learning Difficulties.
Numicon Breaking Barriers
This is a teaching programme that supports pupils aged seven onwards who experience particular difficulties learning maths, including those with specific needs such as dyslexia and dyscalculia. This resource can be used in a one to one or small group intervention and is aimed at pupils who need to revisit content or have individual programmes based on earlier KS1 and KS2 content.
Lifeboat
A consistent format of highly structured sessions to support pupils that may have specific learning difficulties. Together the series makes an inclusive, highly structured, easy to manage, multi-sensory teaching resource for a wide range of literacy teaching.
Catch Up Phonics
A phonics intervention devised by Read Write Inc that is designed for Key Stage 1 children that are still learning to read. A daily intervention of 15 minutes that starts pupils at their challenge point so that they learn to read accurately and fluently.
Fresh Start Phonics
A phonics intervention devised by Read Write Inc that is designed for 9-13 year olds that are still learning to read. A daily intervention of 25 minutes that starts pupils at their challenge point so that they learn to read accurately and fluently. It is designed to develop good comprehension, spelling and punctuation skills through targeted activities.
Precision Teaching
A structured teaching method that is designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.

Cognition and Learning

Nessy
A ICT based reading and writing intervention that focuses on specific learning needs. This uses a highly structured, sequential, cumulative and systematic synthetic phonics based learning program that progresses to fluency in a series of game based challenges.
Reading Plus (Secondary)
Reading Plus® is a web-based reading intervention that uses technology to provide individualised scaffolded silent reading practice for pupils in Key Stage 3 and higher. Reading Plus® aims to develop and improve pupils’ silent reading fluency, comprehension, and vocabulary.
Total Phonics (Secondary)
The Totem Series is an exciting, fresh start for older pupils that builds up their reading skills from CVC (consonant/ vowel/consonant) level. This highly-structured, cumulative series includes 12 books which cover the essential phonic foundations that a ‘catch up’ reader will need at an older age.



Communication and Interaction

Prime Area
A prime need of communication and interaction refers to the primary area of difficulty or challenge that an individual may experience in their communication skills and social interactions. It indicates that the person requires specialised support and interventions to address their specific needs in these areas. Communication and interaction are essential skills that enable individuals to express themselves, understand others, and engage in social interactions effectively. The prime need of communication and interaction could encompass a range of challenges, including: • Speech and Language Difficulties: Some individuals may struggle with speech production, understanding language, or using language effectively to express themselves. This could include difficulties with articulation, vocabulary, grammar, or comprehension. This might take the form of a specific language impairment • Social Communication Difficulties: Certain individuals may have challenges in understanding and using non-verbal cues, such as facial expressions, gestures, or body language, which are essential for social interactions. They may struggle with initiating conversations, maintaining appropriate eye contact, or understanding social norms. Some young people with needs in this area will have a diagnosis of Autism. People on the autism spectrum often experience difficulties in communication and social interaction. They may have challenges with social reciprocity, understanding and using abstract language, engaging in joint attention, or interpreting social cues. • Specific Language Impairment: Some individuals may have specific language impairments that affect their ability to understand and use language effectively, even in the absence of other developmental or cognitive difficulties.
Main Presenting Needs
• Speech, language and communication needs • Autistic spectrum disorder • Social communication difficulties such as understanding spoken words from others or age related social conventions of interaction such as turn taking • Specific language impairment • Augmentative and alternative communication needs
Provision/Strategies/Adjustments
Difficulties in Expressing Needs and Being Understood
• Lanyard with range of visuals for communication • Choose board with 3-6 activity/reward choices – allow pupils to participate in creating these reward ideas • Consider Widget software to create suitable visual resources • Create a discreet signal for support e.g. a red/green counter on the table • Prepare the pupil before the session by outlining what it will be about • Opportunities for visual explanations • Avoid using metaphorical language and idioms • Asking direct concrete questions at level of understanding • Visual emotions board to share feelings • Follow up real life social situations with discussion of event/exchange • Demonstrate role play/interaction skills • Use of Picture Exchange Communication System (PECS) to develop interaction skills • The teaching of social skills – consider changing language to ‘What to do’ rather than ‘What not to do’ • Group work to ensure direction is given to the role of the group and the expectations that are required • If the pupil goes off on a tangent, redirect conversation back to the topic in hand ‘right now we are talking about volcanoes’

Communication and Interaction

• Opportunities to model language • Allow additional time for processing and responding <i>NB. Selective mutism is a communication difficulty that has anxiety at its core. Support should be sought alongside SEMH.</i>
Difficulties Coping with Change
• Whole class/individual visual timetable • Red and green strip where the pupil moves timetable events themselves from red to green • Split morning/afternoon timetable • Now/Next or First/Then board • Discuss any changes to regular timetable in advance • Explain any changes in advance • Lanyard with a range of visuals for communication • Visual social story (shared 1-1 daily) to guide pupil through any difficulties • Create a discreet signal for support e.g. a red/green counter on the table
Difficulties with regulating emotions
• 5 point scale – help pupils to label where they are on the scale/name emotions and choose self-regulation strategy • Visual social story (shared 1-1 daily) to guide pupils through any difficulties • Agreed calm area that the pupil can access • Seated in an area that is free from distractions and busy displays • Visuals to indicate classroom routines and expectations • Consider group work or individual working – if in a group where possible • Provide additional support for tasks that require imagination – prompts/examples required • Tasks that require empathy in areas such as literature/history/geography/PSHE to provide examples/support and cues • Provide a structure for unstructured time • Model that making mistakes is ok and part of the learning process • Stage appropriate incentives that are linked to pupil interests
Incorporating Challenge and Supporting Independence
• Break tasks into manageable chunks • Visual steps of each task – to tick off • Visuals of or physical tasks to complete in ‘now’ and ‘finished’ trays • Task Planner – break down each lesson into ‘What do I need?’, ‘What do I need to do?’ and ‘What do I do next?’ • Workstation – screens with minimal distractions – own visual TT/familiar social story/ personalised pictures chosen by pupils – ensure this is simple and not overstimulating • Use a sand timer for task as a visual for showing passage of time – once complete – reward time • Support writing with a variety of writing frames and key vocabulary • Provide different opportunities to record pupils writing such as matching, cloze tasks, mind maps • Provide pupil with a study pack • Allow extra time to complete tasks • Give the pupil thinking time/come back to a question asked – ask the questions using the same vocabulary used unless this requires adapting due to being too complex first time • Check understanding by asking the pupil to tell you what they need to do • Give the pupil time to think/talk to a partner before answering a question – I am going to come back to you to answer the following...
Sensory Difficulties
• Be aware of oversensitivity to sounds/light/touch/smells and adjust environment • Dark tent/safe space in class/out of class for calm/quiet time • Sensory movement breaks in/out of class • Fidget toy/‘chewellery’ • Ear defenders • Lap cushions/weighted toys or bags • Wobble cushion • Sensory circuit • Mapping of sensory needs with support from professionals • Consider intimate spaces in class/outdoors which allow for 1-1 conversation which can be heard clearly • Limit noise where possible e.g. music

Comprehension Difficulties
• Goals and tasks in a step by step form • Short simple instructions – one instruction at a time and repeating to check understanding • Use pupil name before asking a question or giving an instruction • Visual prompts on cards or photos – consistent non-verbal signs – showing the non-verbal signs • Set clear specific instructions such as how many lines to write, how many questions to answer or how long to listen – consider the use of a timer • Ensure instructions are short with minimal wording if necessary • Set learning tasks with clear goals and routines in a step by step form • Repeat instructions in the same words rather than different ones • Write instructions down as a list for a pupil to tick off when completed – older pupils could use planner • Consider how many information carrying words are being used and can the pupil understand this amount • Tailor delivery style according to the pupils needs e.g assertive language or language modification techniques • Allow extra time to process what has been said • Check that hearing has been tested • Pre teaching of key vocabulary

Difficulties Following Instructions
• Use of additional adult to pre-teach – preparing for a task so that they already know key vocabulary and concepts • Begin work on a new topic with pupils existing knowledge and experiences – provide a mind map or visual representation of what they already know • Develop examples of vocabulary to display or provide in planner on a new topic • Use cued listening – provide a smaller amount of questions that the pupil will have to answer after listening to the teacher presentation or input

Communication and Interaction

• Give the pupils name before asking a question or giving an instruction • Give directions before not during an activity • Keep verbal instructions simple and in the order that you want them carried out – be aware of how many information carrying words
Supporting Communication with Others
• Say name before giving instruction • Ensure instructions are short with minimal wording • Use of Picture Exchange Communication System (PECS) to develop interaction skills • Makaton signing • Use of talk partner time/peer to peer feedback during learning time • Gesture and give eye contact when speaking – model good speaking and listening skills • Ask pupil to repeat back a given task • Ask open-ended questions to allow for a lengthier response • Use comments and prompts rather than questions e.g. ‘What a tall tower...’ rather than ‘What are you building?’ • Allow thinking time/talk partner time before responding to a question • ‘No pens Wednesday’ – spend one lesson/one morning/day without the use of pencils/pens – giving activities which involve teamwork and conversation/debate • Consider Widget software to create suitable visual resources • Agree a private signal to show you that the pupil has not understood • Support oral and written presentations with pictures • Use visual summaries of discussions such as mind maps, flow charts, diagrams • Cue the pupil of a change in conversation/presentation
Resources, Advice and Consultation Available
• Beat Autism • National Autistic Society • Flexicare at home living with Autism • SENSE short Breaks • SENSE Saturday • The Autism Education Trust • WASP • Wakefield Awareness Support Project • West Yorkshire ADHD Support Group • Speech and Language Therapy • WISENDSS • EPS
Core Intervention Packages
Lego Therapy
Lego therapy interventions are commonly used to improve social skills and communication through teamwork. Lego therapy interventions can be of particular use for pupils who have received a diagnosis of an autistic spectrum condition (ASC). Lego therapy interventions are also really useful for children with social difficulties.
Time to Talk
Time to Talk has been developed to teach and develop oral language and social interaction skills to pupils aged 4 years + to make these aspects of school easier. Contains 40 sessions designed to take place two or three times a week. Skills taught include: eye contact, turn-taking, sharing, greetings, awareness of feelings, giving/following instructions, listening, attention and play skills.
Socially Speaking
Socially Speaking helps staff to introduce and practise skills to pupils who need to develop and maintain relationships and to lead independent lives outside the school context. It is a unique social skills programme that lasts a whole school year and is divided into three units: let’s communicate, let’s be friends, and let’s practise.
As pupils progress through the carefully structured programme, their self-esteem will increase and their listening skills and expressive language abilities will improve, and in turn everyone will benefit from enhanced social interaction.

Talkabout for Teens
Designed specifically for teenagers, this practical intervention provides social and relationships skills for older children and young adults.

Colourful Semantics
Colourful semantics is an approach created by Alison Bryan. It is aimed at helping pupils to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.
Intensive Interaction
Intensive interaction is an approach designed to help people at early levels of development, ASD, severe, profound or complex learning difficulties. It works using interaction abilities – how to enjoy being with other people – to relate, interact, know, understand and practice communication routines.
Musical Interaction
Musical Interaction is an approach in which music and props are used to engage pupils through fun, familiar experiences and song. It enables pupils to express their emotions and their personality through musical play whilst also developing fundamental social and communication skills.

Social Emotional Mental Health Needs

Prime Area
SEMH (Social, Emotional, and Mental Health) refers to addressing the specific social, emotional, and mental health needs of individuals. SEMH focuses on supporting individuals who may experience difficulties in these areas, which can significantly impact their overall wellbeing, learning, and social engagement. SEMH provision is essential to promoting positive mental health and wellbeing, including challenges such as anxiety, depression, trauma, behavioural issues, or difficulties in managing their emotions. Addressing these needs helps create a supportive and inclusive environment that fosters emotional wellbeing and resilience. Emotional and mental health issues can significantly affect a pupils ability to engage in learning and achieve academic success. By providing support and interventions tailored to their SEMH needs, pupils can better manage their emotions, regulate their behaviours, and improve their focus and concentration, leading to enhanced learning outcomes. Social and emotional development is closely linked to the ability to form and maintain positive relationships. SEMH interventions help individuals develop healthy communication skills, empathy, self-awareness, and emotional regulation, enabling them to build meaningful connections with peers, teachers, and the wider community. Challenging behaviours often stem from unmet social and emotional needs. SEMH provision equips individuals with strategies to manage their emotions, make positive choices, and develop appropriate coping mechanisms. By addressing the underlying causes of behavioural difficulties, interventions can help individuals develop self-discipline and adopt more positive behaviours. Addressing SEMH needs promotes inclusion and equality by recognising the unique challenges faced by individuals and providing appropriate support. It ensures that every individual has an equal opportunity to access education, participate fully in school life, and reach their potential, regardless of their social, emotional, or mental health difficulties. Identifying and addressing SEMH needs early on can prevent further escalation of issues and provide timely support. By promoting mental health awareness, emotional literacy, and resilience-building strategies, SEMH provision helps reduce the risk of long-term mental health problems and ensures individuals receive the support they need at the earliest stage.
Main Presenting Needs
• Poor emotional literacy skills • Difficulties with social skills and relationships • Mental health needs, such as anxiety and depression • Low self esteem • Emotional development hindered by adverse life experience/trauma/neurodiversity
Provision/Strategies/Adjustments
Difficulties Participating and Presenting as Withdrawn or Isolated
• Opportunities to develop a relationship with a key adult • Assessment through teaching – what parts of the curriculum are more accessible? Develop confidence using these • Small group work such as friendships, social skills or nurture groups • Backward chaining – bringing the pupil in at the end of assembly, session or school day and building up time • Play based activities • Establish interests and create opportunities to practice new things • Peer mentoring • Giving the responsibility to look after someone else • Flexibility in the curriculum and routines Consider the Emotional Based School Avoidance guidance from Wakefield Educational Psychology Service.

Displaying Behaviours that Challenge such as Refusal to Follow Instructions, Aggression, Damage to Property
• A consistent message but a flexible approach – ‘I want you to be in class learning’ is the consistent message, the approach to support this happening may vary in different ways or be flexible depending on individual needs • Understanding of the trigger of the behaviour – what is the history or context? • Use of an emotion coaching script • Restorative conversations • The use of two choices – Would you like to complete this work on a computer or write? • Social stories to develop different ways to get their needs met • Flexibility with the timetable and routines, make stress predictable, moderate and controllable as possible • Known and taught regulation strategies • Change of adult – staff to be aware of and monitor their own regulation and swap with another staff member when needed • Detailed transition plans between year groups and phases of education • Clear and explicit structure in place that clarifies expectations • A clear behaviour plan with escalation techniques that are personalised • Say name before giving instruction • Ensure instructions are short with minimal wording if necessary • Visual emotions board to share feelings • Follow up real life social situations with discussion of event/exchange • Demonstrate role play/interaction skills • Have a daily check-in e.g. Pupil to select an emotion to represent how they feel each day • Establish a quiet space within the classroom/shared area where pupil can go to work • Use a sand timer for task – reward system • Allow use of a fiddle/sensory toy during learning time • Choose board with ‘calm time’ strategies – options discussed and chosen by pupil • 5 point scale – help pupil to label where they are on the scale/name emotions and choose self-regulation strategy • Create a discreet signal for support e.g. a red/green counter on the table • Regular movement breaks if necessary • Give pupil special roles in class to ensure they feel valued • Explain the behaviour that you want to see rather than what you would not expect • Use the language of choice • Ensure that positive praise is used • Devise a shared agreed discreet signal to let the pupil know that they have not acted appropriately • Take steps to develop self-confidence by allowing opportunities to share positives with class/group • Give clear responsibilities • Opportunity to tutor another pupil • Flexible and creative use of rewards and consequences – adjustments made and personalised • Reciprocal interaction • Model and coach group work skills when the pupil is working collaboratively with others



Social Emotional Mental Health Needs

Experiences Difficulties with Change
• Whole class/individual visual timetable • Red and green strip where pupil moves timetable events themselves from red to green • Split morning/afternoon timetable • Now/Next or First/Then board • Choose board with 3–6 activity/reward choices– allow pupil to participate in reward ideas • Discuss any changes to regular timetable in advance • Ensure routines/adults involved with the pupil are consistent • If the pupil becomes anxious or upset allow them to remove themselves to an agreed calm down area
Behaviours that Reflect: • Anxiety • Self harm • Substance misuse • Eating disorders • Developmental trauma
• Profiling to understand what lies behind the behaviours such as Thrive/Boxhall • A multi professional approach through Team Around the School • Sensory breaks • OT professional advice • Referrals through the Education Psychologist to specific interventions • School nurse referral • Keep a log using the STAR (Situation, trigger, action, response) process • Opportunity for drawing and talking • Thrive/ELSA scaffolds • Work spaces to be uncluttered • Access to an agreed calm/safe space • Agreed opportunities for participation • Peer buddy • Social stories • Modelled reframing • Success frames – opportunity to log successes and refer back to this • Lanyard/keyring with taught calming techniques • Identify and build on preferred learning styles • Visual timers
Attention Difficulties
• Visual steps of each task – to tick off • Visuals of, or physical tasks to complete in ‘now’ and ‘finished’ tray • Workstation – screens with minimal distractions – own visual TT/familiar social story/personalised pictures chosen by pupil – ensure this is simple and not overstimulating • Ask pupil to recall a task/key learning before work completion • Buddy with more able peer • Enable pupil to record their ideas using alternatives to writing e.g. posters/drama/mind maps/matching/sorting exercises • Use of scaffolds/word banks • Use of ICT supports to scaffold • Short tasks with opportunity for breaks • Set tasks with clear goals, outputs and timescales • Enhance the use of ICT in order to develop independence • Ensure time is organised with opportunity to talk through the day and requirements with a trusted adult
Resources, Advice and Consultation Available
• Wakefield Inclusion and SEND Support Service (WISENDSS) • Wakefield Inclusion and SEND Support Service (WISENDSS) Early Years • Wakefield Inclusion Panel • ADDISS information and support (ADHD) • Nurture UK • Wakefield Education Psychology Service • Future in Mind

• CAMHS • Night Owls • Young Minds • Stormbreak • Stem4 • Rethink • Buzz (Compass) • CYP bereavement UK • STAR Bereavement • ESCAYP • BEAT Eating Disorders • Caremark Wakefield • Changing our direction (FLASH program) • Childline • Richmond Fellowship • The Endorphins Group • Wakefield CAPS



Social Emotional Mental Health Needs



Core Intervention Packages
Zones of Regulation
The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides pupils an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.
Introception Curriculum
The Introception Curriculum provides a framework for building independent self-regulation, by sequentially teaching a learner to notice body signals, connect body signals to emotions, and then determine what action to take to promote comfort within the body.
ELSA
In schools, ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that pupils learn best when they feel happier and their emotional needs are being addressed. The initiative was developed and supported by educational psychologists who used knowledge of how pupils develop socially and emotionally and apply this knowledge to the needs of pupils. ELSAs are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long term additional emotional needs. A lot of work that ELSAs do will be on an individual basis with one pupil, however, there are cases where group sessions may be appropriate such as when working on social skills and friendship skills.

Therapeutic Drawing
Arts and creative therapies are techniques which involve art activities within sessions. These sessions are supported by a trained professional. You don't need to have any skills or experience in art. People of any age can benefit from them. Different people will have different experiences of arts and creative therapies, but in general they aim to: • Allow pupils to communicate thoughts and feelings that they find difficult to put into words • Help pupils make sense of things and understand themselves better • Give pupils a safe time and place with someone who won't judge them • Help pupils find new ways to look at problems or difficult situations • Help pupils to talk about complicated feelings or difficult experiences • Give pupils a chance to connect with other people
Therapeutic Wellbeing Toolkit
A specific intervention that supports children and young people to develop and sustain their emotional resilience in times of heightened stress and anxiety. An intervention that has been specifically written by a trained psychotherapist which includes a screening tool to help prioritise areas of support.
Fortis Therapy (Secondary)
Providing specialist support, through a vast range of services both in-person and online, we can help you create a psychologically, emotionally, and trauma-informed way of working. They variety of methods, including: • Confidential therapy • Trauma-informed approach • Cultural and strategic development • Senior leadership coaching sessions • Reflective practice

Sensory and Physical Needs



Prime Area
This refers to a category of disabilities or challenges that affect a person’s sensory or physical functioning, thereby impacting their ability to access education and participate fully in learning environments. 1. Sensory Special Educational Needs: Sensory needs relate to the senses—sight, hearing, touch, taste, and smell—and individuals with sensory special educational needs may have impairments or difficulties in one or more of these areas. Some common sensory needs include: • Visual Impairments: These individuals may have partial or complete loss of vision, or they may have conditions that affect visual perception. They may require adaptations such as enlarged text, braille materials, or assistive technology. • Hearing Impairments: People with hearing impairments may be partially or completely deaf. They may require accommodations such as hearing aids, sign language interpreters, or visual aids to facilitate communication. • Sensory Needs: Some individuals may have difficulties processing or modulating sensory information. They may require sensory integration therapy, target provision or environmental modifications to support their learning. The 7 Senses • Sight: Sight or vision is the capability of the eyes to focus and detect images of visible light and generate electrical nerveimpulses for varying colours, hues, and brightness. • Smell: Smell or olfaction is our ability to detect scent – chemical, odour molecules in the air. Our olfactory system begins in our nose which has hundreds of olfactory receptors. Odour molecules possess a variety of features and, thus, excite specific receptors more or less strongly. This combination of excitement is interpreted by the brain to perceive the ‘smell’. • Taste: Taste, or gustation, refers to the capability to detect the taste of substances such as food, certain minerals, and poisons, etc. The sense of taste is often confused with the “sense” of flavour, which is a combination of taste and smell perception. Humans receive tastes through sensory organs called taste buds concentrated on the upper surface of the tongue. There are five basic tastes: sweet, bitter, sour, salty and umami. • Hearing: Hearing, or audition, is the ability to perceive sound by detecting vibrations, changes in the pressure of the surrounding medium through time, through an organ such as the ear. As with sight, auditory processing relies on how the brain interprets, recognises and differentiates sound stimuli. • Touch: Touch, or somatosensory, is a perception resulting from activation of neural receptors, generally in the skin including hair follicles and a variety of pressure receptors respond to variations in pressure (firm, brushing, sustained, etc.).

Vestibular: The vestibular system explains the perception of our body in relation to gravity, movement and balance. The vestibular system measures acceleration, g-force, body movements and head position. Examples of the vestibular system in practice include knowing that you are moving when you are in an elevator, knowing whether you are lying down or sat up, and being able to walk along a balance beam. • Proprioception: Proprioception is the sense of the relative position of neighbouring parts of the body and strength of effort being employed in movement. This sense is very important as it lets us know exactly where our body parts are, how we are positioned in space and to plan our movements. Examples of our proprioception in practice include being able to clap our hands together with our eyes closed, write with a pencil and apply with correct pressure, and navigate through a narrow space. 2. Physical Special Educational Needs: Physical needs refer to disabilities or challenges that affect a person’s physical mobility or dexterity. Some common physical special educational needs include: Interoception Interoception is the ability to detect, read and respond to internal bodily signals. Examples include recognising when you are too hot or cold, when you are hungry, need the toilet or hurt yourself. Difficulties in this area can also affect how able a pupil is to recognise and identify the early signs of emotion. • Mobility Impairments: These individuals may have difficulty walking or may use mobility aids such as wheelchairs, crutches, or walkers. Accessible facilities, modified transportation, and support for physical activities may be necessary to meet their needs. • Delayed Motor Development (including both fine and gross motor skills): Some individuals may have limited dexterity or coordination in their hands, which can impact activities such as writing, typing, or manipulating small objects. They may require adaptive tools or alternative methods of completing tasks. • Visual and Hearing Impairment: Certain medical conditions or health impairments can affect a pupil’s ability to participate in regular educational activities. Examples include chronic illnesses, physical disabilities resulting from injuries or medical conditions, or conditions requiring frequent medical interventions.
Main Presenting Needs
• Visual • Hearing • Sensory • Physical Needs
Provision/Strategies/Adjustments
Hearing Impairment
• Use appropriate communication such as Makaton • Be aware that the pupil may use lip reading/visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room when talking • Deliver instructions clearly and at a normal conversational level • Check that the content has been heard and understood • Repeat/rephrase pertinent comments made by other members of the class • Have visuals or give information on a one to one in more practical sessions such as PE or DT • Encourage good listening behaviour – sitting still, looking and listening to support • Enable time to respond verbally • Use pupil’s name to gain attention before speaking to them • Ensure that the seat is appropriately positioned with a clear view of an adult’s face and any visual material used • Clear seat to enable the ear facing the speaker • Encouragement to ask when not sure and what to do to encourage access to resources independently • Words on an audio/visual recording may need a person to repeat what is being said – provide written copy and/ or use subtitles • Visual reinforcement to support learning

Sensory and Physical Needs

• Pre and post tutoring to introduce vocabulary and concepts • Appropriate conditions in order to access assessments • Visual timetable • Access to alternative methods of recording
Visual Impairment
• Additional time to complete tasks • Language mediation of visual information which is beyond the pupil's reach – auditory reinforcements • Pre and post teaching to ensure that concepts have been understood • Provide uncluttered space and plain backgrounds to help the pupil focus on the appropriate object • Provide access to quieter learning environments at times if necessary • Support provided to promote full social inclusion and to develop social skills • Personalised and modified visual learning material – print size, wider spacing, coloured paper • Writing slopes • Bold lined/squared paper • Large print library books and talking books • Bold writing pens • Concrete resources • Access to VI learning resources • Access arrangements as part of every day class teaching • Touch typing apps and technology to support recording • Magnification and accessibility features in IT – Visualisers, low vision aids such as iPads • Support in practical lessons • Adapted PE activities such as bright clothes • Additional resources for adapted and inclusive play – a bell inside the ball etc.
Physical Disability
Whilst not all physical environments might allow for all of the provision below, settings are expected to use their best endeavours to make reasonable adjustments. • Moving and manual handling training • Support equipment such as writing slopes, desks, pencil grips, etc • Digital technology • Adapted classroom equipment
Physical Sensitivity including Hyper and Hypo rSponses and Possible Sensory Processing Difficulties
• Consider sensory reduction planning as part of curriculum tasks • Individual workstations if required • Sensory breaks • Sensory circuits • Calming aids • Ear defenders • Wobble cushion • Weighted equipment • Writing Slopes • Pencil grips / fidgets
Resources, Advice and Consultation Available
• Education Psychology Team • Vision and Hearing Impairment Team • Occupational Therapy Service • Physiotherapy Service • School Nursing Service • The Dyspraxia Foundation • Adaptations Services • British Deaf Association • Wakefield District Sight Aid • Whizz Kids • National Deaf Society • Mid Yorkshire Hospitals NHS Trust Children's Continence Service

• Wakefield and District Society for Deaf People • National Sleep Helpline • Royal Society for Blind Children Families First Service • SHINE • Caremark Wakefield • Carers Wakefield and District • Deafblind UK • DELTA – Deaf Education through Listening and Talking • DEX Experience • Family Fund
Core Intervention Packages
Fit to Learn/Fine/Gross Motor Skills
Gross motor skills refer to the controlling of large body movements that involve large muscle groups, including core stability and posture e.g. pushing, pulling, rolling, crawling, walking and sitting still. Fine motor skills refer to physical skills that involve small muscles and hand-eye coordination.
Griffin Sensory Processing
Support from Griffin Occupational Therapy in the form of screeners and activities that support a definition of sensory strategies, comparisons between sensory strategies and sensory integration, examples of sensory strategies to use in school and at home.
Write from the Start (Primary)
The Write From The Start programme offers a radically different and effective approach that will guide pupils through the various stages of perceptual and fine-motor development to lay the foundations for flowing, accurate handwriting. The approach has proved to be highly successful in a variety of contexts, and with pupils with a range of needs. The programme contains over 400 carefully graded activities that develop the intrinsic muscles of the hand so that pupils gain the necessary control to form letter shapes and create appropriate spaces between words, alongside the following perceptual skills required to orientate letters and organise the page: • Speed up • Hand-eye co-ordination • Form constancy • Spatial organisation • Figure-ground discrimination • Orientation • Laterality
Griffin Occupational Therapy
Fine motor skills are all of the small movements our hands and fingers make completing fine motor activities. Doing up buttons, squeezing toothpaste onto a tooth brush, and cutting with scissors are examples of fine motor activities. Handwriting is a fine motor skill children need to be successful with. In fact, any activity that you do with your hands and fingers relies on these skills. Our fine motor skills programme is designed to support children who may have skill delays. It is perfect for schools looking to train and support staff running fine motor groups and to help with poor handwriting. It includes specific activities for handwriting, scissor skills and development of pencil grasp. Each activity has been thoughtfully crafted by occupational therapist Kim Griffin. There is clear progression and a focus on functional fine motor skills.

Terminology and Acronyms

The following list is not exhaustive however they are used across the field of special educational needs and disabilities.

Acronym	Full Title
ACC	Augmentative and Alternative Communication
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AEN	Additional Education Needs
ARB	Area Resource Base
ASD	Autistic Spectrum Disorder(s)
AP	Alternative Provision
AR	Annual Review
AWPU	Age Weighted Pupil Unit
BSL	British Sign Language
CAMHS	CYP Adolescent Mental Health Service
CCP	Consultant Community Pediatrician
CDC	Child and Young Person’s Development Centre
CHC	Continuing Health Care
CI	Communication and Interaction
CL	Cognition and Learning
CIC	Child In Care
CLD	Complex Learning Difficulties
CoP	Code of Practice
CSA	Child Service Authority
DAMP	Deficits in Attention, Motor Control and Perception
DDA	Disability Discrimination Act
DFG	Disabled Facilities Grant
DCSF	Department for Children, Schools and Families
DLA	Disability Living Allowance
DRC	Disability Rights Commission
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EHH	Early Help Hub
ENT	Ear, Nose and Throat
EPS	Education Psychologist Service
EOTAS	Education Other Than At School
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
EYDCP	Early Year Development and Children’s Partnership
FAS	Fetal Alcohol Syndrome
FE	Further Education
FIS	Family Information Service

Acronym	Full Title
FSW	Family Support Worker
FPB	Funding and Personal Budgets
GP	General Practitioner
GLD	Global Learning Delay
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
HV	Health Visitor
IBP	Individual Behaviour Plan
ICT	Information Communication Technology
IRP	Independent Review Panel
IQ	Intelligence Quotient
KS	Key Stage
LDD	Learning Disabilities and Difficulties
LO	Local Offer
LSA	Learning Support Assistant
MAKATON	A simple communication system using signs
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory impairment
NT	Neurotypical
ODD	Oppositional Defiant Disorder
OFSTED	Office for Standards in Children’s Services in Education
OT	Occupational Therapist
PECS	Picture Exchange Communications System
PD	Physical Disabilities
PDA	Pathological Demand Avoidance
PR	Parental Responsibility
RAD	Reactive Attachment Disorder
RSA	Referral for Statutory Assessment
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Unit
SALT	Speech and Language Therapy / Therapist
SDQ	Strengths and Difficulties Questionnaire
SLD	Severe Learning Difficulties / Disabilities
SEN Support	Any help for children with SEND that is additional to or different from the general support made for others of the same age.
SENDIASS	Special Educational Needs and Disability Information Advice and Support Service
SENDIST	Special Educational Needs and Disability Tribunal

Acronym	Full Title
SEN(D)	Special Educational Needs (and disabilities)
SENDCo	Special Educational Needs and Disabilities Coordinator
SEMH	Social Emotional Mental Health
SLA	Service Level Agreement
SLCN	Speech Language and Communication Needs
SM	Selective Mutism
SpLD	Specific Learning Difficulties
SPDs	Sensory Processing Disorders
SW	Social Worker
TAC / S	Team Around the Child / School
VI	Visual Impairment
YOS	Youth Offending Service



