

Graduated Approach

I am a...

Young
Person



Parent/
Carer



Professional



Top tip: Click on the home icon to return to the system contents page.



Top tip: Click on the back icon to return to the section menu.



Top tip: Some pages contain QR codes which link to service directories.



North
Tyneside
Council

Children and Young People



What can I do
if I feel like I
need some
extra support?

How can I seek
support once I
leave school?

Who is visiting
me?



Where to find help...



There are lots of people in schools and settings who can help you. Some of these people you will see every day and others you might only see when you feel worried or concerned. If you are worried, it is important that you speak to one of these members of staff. You could also write them a note if you feel that this would be easier.

Form Tutor

Class Teacher

Head of Year

SENCo

Designated
Safeguarding
Lead (DSL)

Teaching Assistant



Who is visiting me?



Your teachers are highly trained to make sure you have a great education. However, sometimes they may ask for somebody else to come and meet you. They do this so that they can learn more about how best to support you in school. It can be scary to meet someone new but just remember that they are only there because they also care about finding out what is best for you.

Dyslexia Team

Occupational Therapist

Language and Communication Team

Speech and Language Therapist

School Support Team

Educational Psychologist

CAMHS Practitioner

Attendance and Placements Team



Support Post 16



Leaving school is a big step in your life. You have lots of options to consider – don't be afraid to ask for help to support you to achieve your goals. There are lots of services who can support you on your journey. Check out the links below to find out where to access support.



Our Connexions Advisers are available to support young people and their parents/carers with impartial information, advice and guidance via the telephone and with online materials.

If you have left school and need help with your next move, or just want to discuss your options, get in touch.

You can contact us direct on 0191 643 6965 or at connexions.nt@northtyneside.gov.uk



The Adult Learning Service deliver study programmes, traineeships, apprenticeships and adult learning courses.

The Local Offer details all the supporting services available to support young people. Whether you wish to continue with education or go into training and/or employment.

Click here to find out more:

[Preparing for adulthood | North Tyneside Council](#)

Parents/Carers

External Links

What is the graduated approach?



What is the role of a SENCo?



Understanding SEND 'jargon'

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Worried about your child's progress in education?



Who might be involved in assessing your child's needs?



What is an EHCP?



What is a SEND Support Plan?



Parent/carer Forum



North Tyneside's Local Offer



Impartial advice and support (SENDIASS)

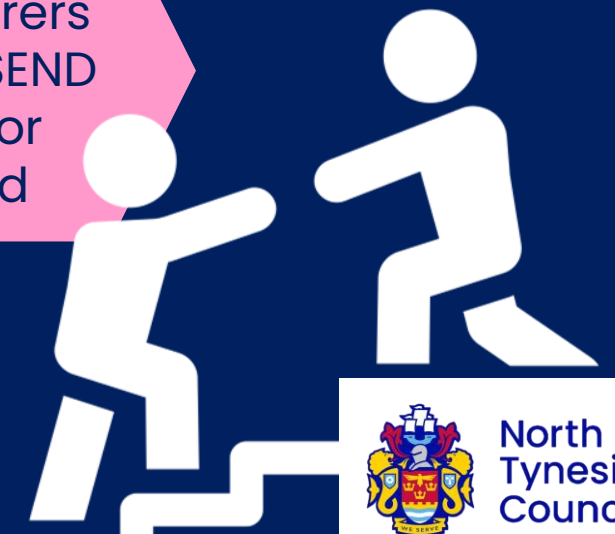
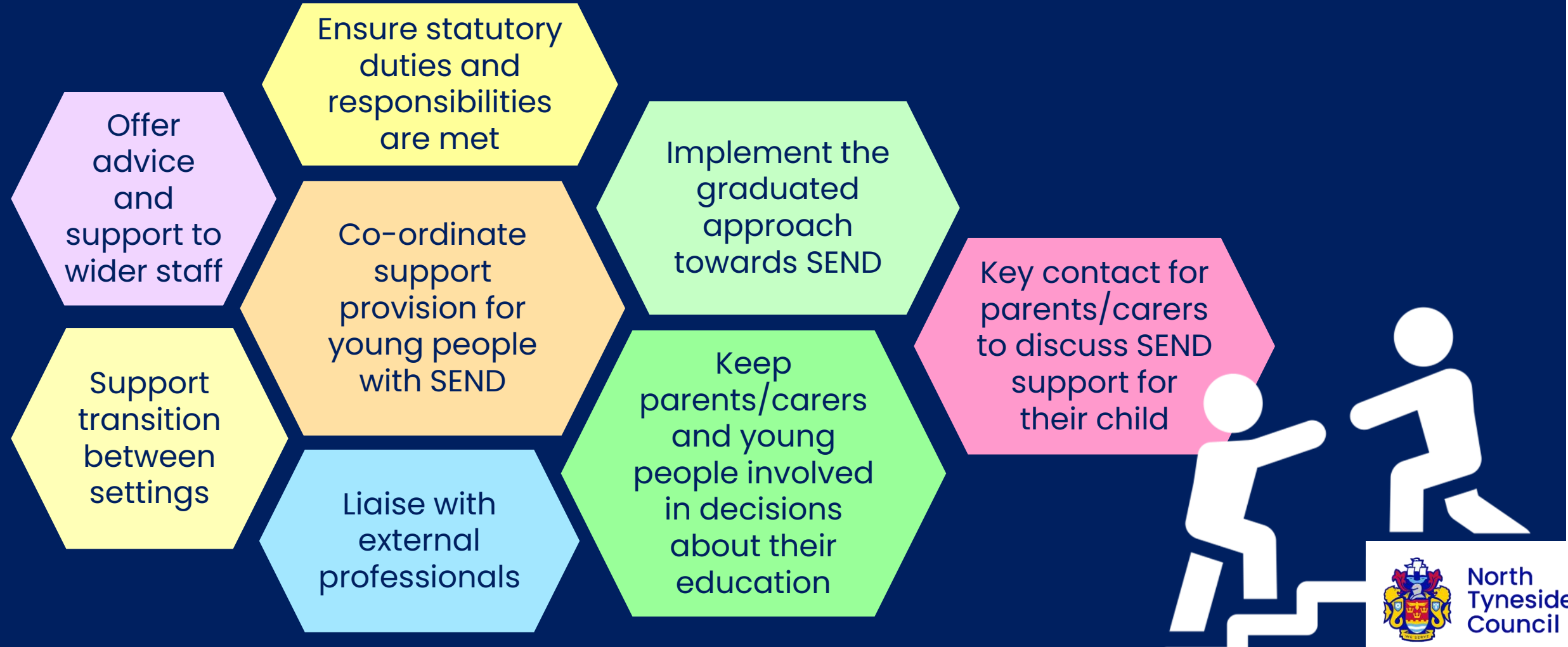


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The Role of a SENCo



All schools must ensure that they have a qualified teacher designated as a Special Educational Needs Co-Ordinator (SENCo). The SENCo develops policies and provision in school for young people with additional needs. They support the wider staff team and work closely with other agencies to best support young people.

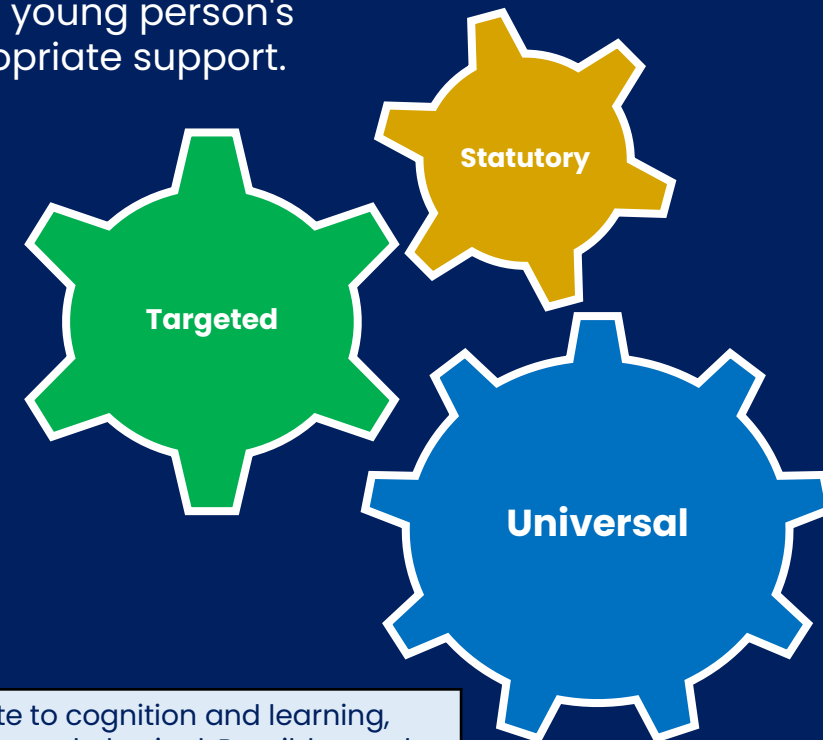


What is the graduated approach?



The graduated approach is North Tyneside's approach to supporting children and young people who may have additional needs. There are three levels of support depending on the child or young person's needs. We use an Assess, Plan, Do, Review model to assess needs and implement appropriate support.

Universal	This is support that is available to all young people as part of the graduated approach.
Targeted	<p>This is additional support that is available to support young people with specific needs. This level of support may require a referral and have a criteria to meet to access support.</p> <p>Young people accessing targeted support should also continue to access universal support.</p>
Statutory	<p>This is specialist, statutory support for a small number of young people who require an EHCP.</p> <p>Young people accessing statutory level support should also have access to universal and targeted support.</p>



	Assess	This is when any possible needs are identified and assessed. These could relate to cognition and learning, language and communication, social, emotional and mental health or sensory and physical. Possible needs in these areas can be identified by school staff, other professionals, parents/carers and or young people.
	Plan	A plan of additional support is put together by school and in agreement with parents/carers. This must be recorded, and a review date agreed.
	Do	The additional support is implemented, with the relevant staff and/or other agencies involved.
	Review	The impact of 'do' is evaluated. If a young person has made good progress, it may be decided that they do not require any further intervention. If progress is slower or no progress has been made, revisions will be made to the plan for the next cycle.



What to do if you are worried...



The first person to contact if you are worried about your child's progress is:

- Early years (0-4) – your childcare or nursery manager or health visitor
- Primary (5-11) or first school (5-9) – your child's class teacher
- Middle (9-13), secondary (11-16) or high (13-16) – your child's form tutor or Head of Year
- Post 16 – your young person's tutor

If you are still worried following this, then contact the **SENCo**. You can find out what school can offer to young people with additional needs by reading their **SEND Information Report**. This should be on the **school website** and is reviewed each year.

The school/setting must follow a graduated approach. This means looking at the individual needs of a young person and exploring options to help them to make progress. The school/setting must review their approach regularly and agree the review period with you.

The school/setting may involve external agencies to seek advice and support to help your child. They will always discuss this with you first. [Click here](#) for more information.

If worries continue over time, despite all of the support available being implemented, then school/setting may decide to apply for an Education, Health and Care Needs Assessment ([see EHCP section](#)).

North Tyneside
sendiass

To seek impartial advice relating to special educational needs, you can contact SENDIASS.



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Who might be involved in assessing my child's needs?



The SENCo, and any other relevant school/setting staff will be involved in assessing your child's needs. A range of professionals may be asked to be involved in assessing the Special Educational Needs of a child or young people. You will be asked for consent prior to any referral being made. School's must apply school based support prior to making a referral to some services.



Service	Who they are	Where to find out more
Educational Psychologist (EP)	<p>Educational Psychologists use their psychology skills and knowledge to assess the learning needs and skills levels of a child or young person. They can also assess their social, emotional and mental health.</p> <p>Educational Psychologists can also offer therapeutic interventions and offer advice, support and training to schools and settings.</p>	Click here
Dyslexia Team	<p>North Tyneside Dyslexia team are trained to assess and teach children with dyslexia and/or persistent literacy difficulties. They are also able to assess children and young people with dyscalculia and/or persistent numeracy difficulties.</p> <p>The North Tyneside Dyslexia team do not diagnose but seek to provide the tools and resources to support young people in their school or setting.</p>	Click here
Child and Adolescent Mental Health Service (CAMHS)	<p>CAMHS are trained professionals who assess children and young people with a range of mental health needs. This includes anxiety, depression, eating disorders, self-harm, ADHD and ASD.</p>	Click here
Language and Communication Team	<p>This is a team of specialist language and communication teachers and support staff. They provide advice, support and strategies to help children and young people with language and communication needs.</p>	Click here
Speech and Language Therapist (SaLT)	<p>A speech and language therapist offers support for children and young people who have speech, language or communication needs or difficulties with eating, drinking or swallowing.</p>	Click here
Occupational Therapist	<p>An occupational therapist can assess health, education and social care needs to maximize the independence of a child or young people. They can advise on strategies to support and recommend equipment or adaptations to the environment (home and/or school/setting).</p>	Click here
HIVE	<p>HIVE stands for 'Health, Information and advice, Virtual school and Emotional wellbeing'. The team includes nurses, teachers, counsellors, educational psychologists and occupational therapists. The HIVE team provide holistic support for children in care and care leavers, as well as providing advice and support in relation to previously looked after children who have either been adopted or live under a Special Guardianship Order and provide systemic oversight for children with a social worker.</p>	Click here
Sensory Support Service	<p>The Sensory Support Service offer support for children and young people with visual and/or hearing loss. They offer advice and direct 1:1 specialist teaching. They also offer training to schools and settings.</p>	Click here


What is a SEND Support Plan?



A SEND Support Plan may be implemented to help to support your child/young person at nursery or school. It should detail their strengths and interests as well as supportive measures put into place to help them to achieve their goals.

A SEND Support Plan should be created with parents/carers and the child/young person and take in to account your views.

A SEND Support Plan follows a process of Assess, Plan, Do and Review and should be reviewed regularly (at least termly) to ensure that the support provided remains appropriate.



Assess	This is when any possible needs are identified and assessed. These could relate to cognition and learning, language and communication, social, emotional and mental health or sensory and physical. Possible needs in these areas can be identified by school staff, other professionals, parents/carers and or young people.
Plan	A plan of additional support is put together by school and in agreement with parents/carers. This must be recorded, and a review date agreed.
Do	The additional support is implemented, with the relevant staff and/or other agencies involved.
Review	The impact of 'do' is evaluated. If a young person has made good progress, it may be decided that they do not require any further intervention. If progress is slower or no progress has been made, revisions will be made to the plan for the next cycle.



What is an EHCP?



An Education, Health and Care Plan (EHCP) looks at all of the needs that a child or young person has that are identified as a barrier to their learning. The child or young person, their parents/carers and professionals decide on the outcomes that they would like to achieve and when by. The plan then identifies what support **must** be put into place to support the achievement of these outcomes.

Most children and young people do not require an EHCP as their needs can be met with some extra support provided by their school or setting.

A school, setting or post-16 institution can make a request for an Education, Health and Care Needs Assessment (EHCNA). They will be asked to provide evidence of need for the Local Authority to consider further assessment.

A parent/carer or young person may also request an EHCNA independently of professionals, but it is recommended that this is in consultation with your child's SENCo (if of early years or school age).

More information can be found at: [Finding your way around the support system | North Tyneside Council](#)



Making Sense of SEND Jargon



Lots of acronyms are used in the education, health and care world. This page outlines a few key terms and their meaning.

Education

ARP Additionally Resourced Provision	Specialist provision, resourced to provide additional support, within a mainstream school.
EHCP Education, Health and Care Plan	A legally binding plan which details the education, health and social care support that is to be provided to a child or young person who has SEND. It is drawn up by the local authority after the SEND panel consider the EHC needs assessment of the child or young person and decide that an EHCP is necessary.
IEP Individual Education Plan	A plan which sets out the support a child is receiving in their school or other setting. Under the SEND Code of Practice, there is no longer a specific requirement for children with Special Educational Needs (SEN) to have an IEP but some children with SEN may still have an IEP. Schools also call these SEND Support Plans, Support Plans or Intervention Plans.
PRU Pupil Referral Unit	A school established and maintained by the local authority which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason. In North Tyneside, our PRU is called MAEPS and is known as Moorbridge.
SENCo Special Educational Needs Co-ordinator	A qualified teacher in a school or maintained nursery school who has responsibility for coordinating Special Educational Needs and/or Disability provision.
SEND Special Educational Needs and Disabilities	A child or young person has Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age.
TA/HLTA Teaching Assistant or Higher Level Teaching Assistant	A TA is a member of staff employed by a school to provide additional support to children to help them to access their learning. HLTA's do all the things that teaching assistants do but they have an increased level of responsibility. For example, HLTAs teach classes on their own, cover planned absences and allow teachers time to plan and mark.

The full 'jargon buster' can be found at: [Jargon Buster | North Tyneside Council](#)

Health

ADHD Attention Deficit Hyperactivity Disorder	Children and young people who struggle to maintain attention and who may also be hyperactive or impulsive.
ASD or ASC Autism Spectrum Disorder or Condition	A lifelong neurodevelopmental condition that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. It is a spectrum condition, which means that, while all autistic people share certain difficulties, their condition will affect them in different ways. Some autistic people are able to live relatively independent lives, but others may have accompanying learning disabilities and need a lifetime of specialist support. People on the autism spectrum may also experience over or under-sensitivity to sounds, touch, tastes, smells, light or colours.
CLDT Community Learning Disability Team	CLDT support children and adults with a learning disability and complex health needs in Northumberland and North Tyneside. This includes help with complex health conditions, communication, medication, problems eating and swallowing, making healthy lifestyle choices, everyday life skills and being more independent. They can also support you to see your doctor or dentist.
OCD Obsessive Compulsive Disorder	Obsessive Compulsive Disorder is a common mental health condition in which a person has obsessive thoughts and compulsive behaviours.

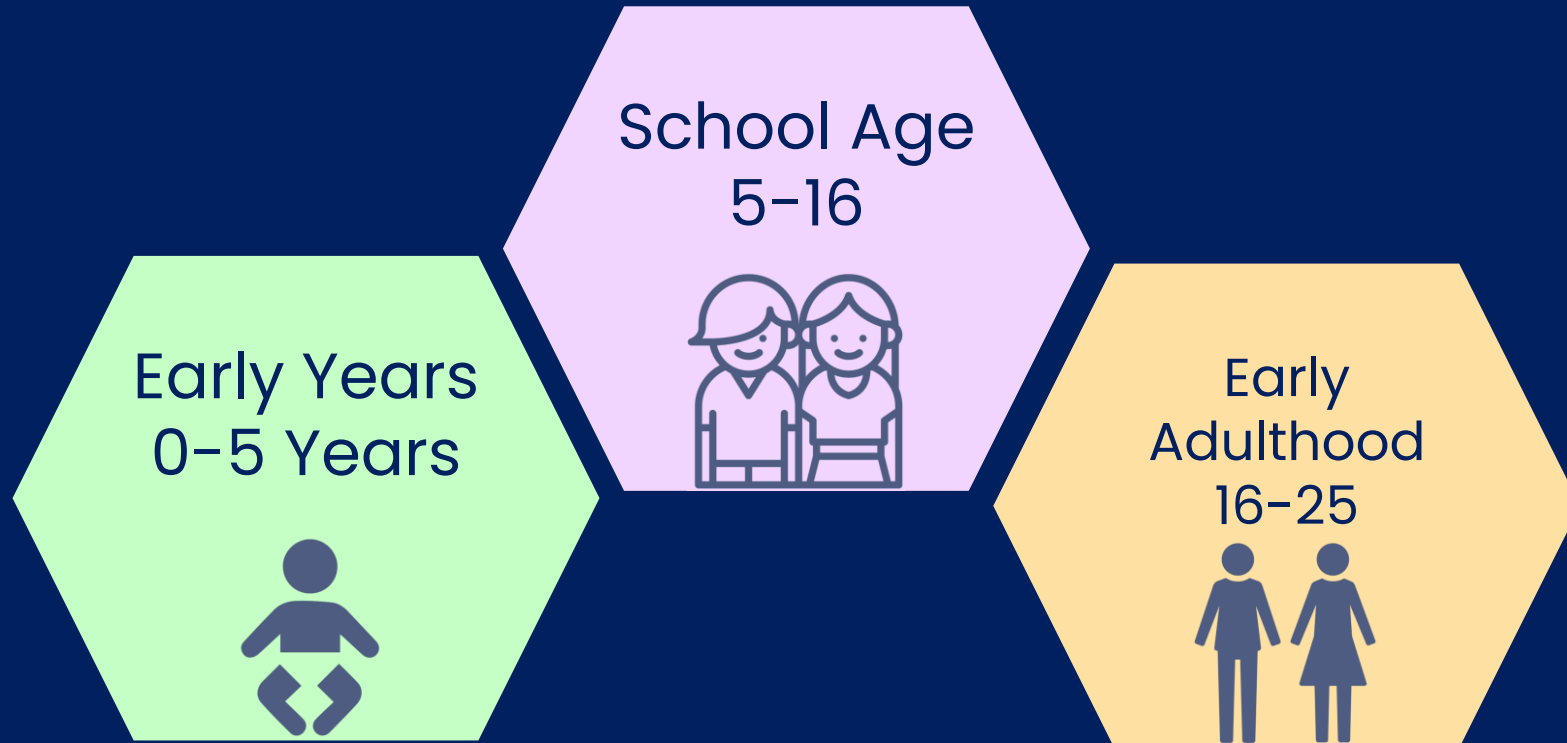
Social Care

DLA Disability Living Allowance	A benefit paid that helps with the extra costs disabled children face as a result of their disabilities. DLA is not means-tested, and is tax-free. DLA can only be claimed by children under 16. Over 16s must apply for Personal Independence Payment (PIP).
EHA Early Help Assessment	The purpose of EHA is a whole family assessment which helps determine the needs of all family members and therefore, what is required to help the family meet those needs. The EHA is not about form filling; it is about having a meaningful conversation with a family about their strengths and challenges, working out what they need and pulling in the right people to provide support - a team around the family (TAF).
PIP Personal Independence Payment	Personal Independence Payment (PIP) can help with extra living costs if you have both: <ul style="list-style-type: none"> • a long-term physical or mental health condition or disability • difficulty doing certain everyday tasks or getting around because of your condition You can get PIP even if you're working, have savings or are getting most other benefits.

Graduated Approach



The age I am looking for is...



Universal



Support available to all

Quality First Teaching

Low-level time limited intervention

Effective inclusive environments

Pastoral/nurture support

Assessment of need

Culture in setting

Training and CPD

How does this look for..?
Social, Emotional and Mental Health

How does this look for..?
Communication and Interaction

How does this look for..?
Physical and Sensory

How does this look for..?
Cognition and Learning

Targeted



Increased level of support at a cost of up to £6000 (per pupil per annum) from school SEN Notional Budget

Implement support plan *(click for template)*

Longer term intervention

High level of support

Early Help

Support from external agencies

How does this look for..?
Social, Emotional and Mental Health

How does this look for..?
Communication and Interaction

How does this look for..?
Physical and Sensory

How does this look for..?
Cognition and Learning

Statutory

CLICK HERE

Exceptional support at a cost more than £6000 (per pupil per annum) via an EHCP

Assessments completed by multi-agency professionals

EHCP outcomes agreed

EHCP provision finalised

Steps to achieving outcomes implemented

Ongoing liaison with professionals

Annual review of current EHCP



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Assess, plan, do, review, assess, plan, do, review, assess, plan, do, review...



Consideration of need in the areas of:
Speech sound development
Phonic development
Understanding of (receptive) and/or use of (expressive) verbal language
Vocabulary
Ability to follow instructions
Hesitant speech
Social skills interactions
Processing of verbal language
Non-verbal or mutism

Additional Support Available
Weekly SEND advice line.
Termly SENCo network (phase specific). <i>Book using Education Services.</i>
Termly Cross-Phase SENCo network <i>Book using Education Services.</i>
Termly Language and Communication surgeries.
SENCo's can seek advice from their link LCT teacher.

Consider 'targeted' if needs continue despite adaptations made over time.

Adaptations

Carefully plan group work, considering the strengths of all children in the group.	Allow for time out of the classroom if the environment becomes overwhelming.
Encourage active listening using non-verbal prompts.	Offer movement breaks to support any sensory needs.
Provide opportunities to share ideas in different ways i.e. writing on a mini-whiteboard etc.	Consider the use of resources to aid concentration i.e. a doodle pad, appropriate fidget toys etc.
Regularly use modelling to demonstrate good communication skills and turn taking.	Support to develop friendships i.e. peer mentoring, buddy system, lunch clubs, circle time etc.
Use visual supports to re-enforce verbal or written instructions.	Share good practice across the provision – use of successful strategies.
Consider low-stimulus areas of the classroom when designing your seating plan.	Implement targeted small group work with peers (time limited).
Use task plans to provide step-by-step instructions.	Consider the use of North Tyneside Communication Toolbox .
Use visual help cards – i.e. red for 'I need some help' and green for 'I understand'.	Offer small step instructions, ensuring the CYP understands one instruction before moving on.
Ensure consistent and regular contact with home. There are a wide range of systems available to support with this i.e. Class Dojo, Marvellous Me.	Involve parents in curriculum planning – let them know what is coming up so that they can support at home with pre-teaching.
Use visual timetables to support with understanding of the structure of the school day.	Use task lists and encourage CYP to 'tick off' tasks when complete.
Clear modelling of correct speech.	Only react to what the CYP says and not how clearly they speak.
Consider Elklan accredited training programme for staff (delivered by Language and Communication team).	Use social stories or comic strip conversations to help CYP to develop their understanding of social situations.
Recognise, explore and value different communication styles.	Access to training from the Language and Communication team and short courses available from Speech and Language UK .



Consideration of need in the areas of:

Social/emotional skills i.e. turn taking, reciprocal attention, sharing resources etc.	Need for adult reassurance
Ability to follow classroom routines/adult guidance or direction	Self-esteem or resilience – fear of failure
Response to social situations	Concentration
Forming or maintaining friendships	Engagement with work related tasks
Feelings in social situations	Emotional regulation

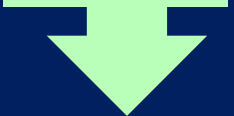
Additional Support Available

Weekly SEND advice line.
Termly SENCo network (phase specific). <i>Book using Education Services.</i>
Termly Cross-Phase SENCo network <i>Book using Education Services.</i>

Adaptations

Carefully consider seating plans. Some CYP benefit from their own workstation.	Regular reminders of expectations in a calm and supportive manner, always ensuring consistency.
Emphasise problem solving and self-regulation through teaching strategies.	Regularly use praise and reward, tailored to individual CYP. Some CYP love public praise and others prefer a quiet 'well done'.
Carefully prepare CYP for change i.e. a cover lesson or changes to a group/class. Be mindful of the use of numbered ability sets and pupil understanding of this.	Encourage openness and create an environment for productive discussion. Adopt a growth mindset – normalise failures and encourage CYP to have a go.
Support transition between tasks – prewarning of what is to come and set a clear end point.	Consider the use of thera-bands and wobble cushions to help CYP remain seated comfortably.
Consider the pace of the lesson and learning style – offer short, varied tasks.	Allow additional time to complete tasks.
Consider the use of active learning, practical activities and opportunities to move around.	Use and refer to boards and displays that encourage independence.
Limit 'teacher talk', becoming a facilitator for wider discussion/activity wherever possible.	Ensure rules, approaches and expectations are consistent between staff.
Offer choices and guide carefully towards the preferred choice.	Consider approach to PHSE curriculum and how differences are celebrated amongst all CYP.
Embed a restorative and relational approach to behaviour management.	Pre-prepare CYP for any educational visits./changes to the usual routine. Be mindful of celebratory/key calendar events can be a trigger. I.e. birthdays, Christmas etc.
Individual or small group support for emotional literacy (time limited).	Consider supervision when moving between classrooms/locations.
Allow and encourage the CYP to access to a quiet/low stimulus area.	Ensure consistent and regular contact with home. There are a wide range of systems available to support with this i.e. Class Dojo, Marvellous Me.
Access to Mental Health First Aid lead within school. Ensure mental health training for all staff – contact Education North Tyneside for more information.	Access advice from the Attendance and Placements team if needed – if CYP is absent from school for 15 days or more. Follow the NTC attendance flow chart and use the Educational Psychology EBSNA toolkit.
Consider HIVE offer – staff training on trauma informed practice (including virtual reality headsets), PACE, regulation and relation approaches.	Allocate key member of staff who CYP can speak to if and when required.
Sign up to NHS Child Health and Wellbeing Network for regular updates on training and additional resources to use.	Give pupils ownership, control, choices and decision-making powers in order to promote responsibility and improve self-esteem.
Ensure the CYP is listening prior to issuing an instruction – use the CYP name at the beginning. Actively teach listening skills at an age-appropriate level.	Consider and be mindful of staff wellbeing. Click here for practical ways to boost mental health.

Consider 'targeted' if needs continue despite adaptations made over time.





Consideration of need in the areas of:
Understanding of learning and new concepts
One aspect of learning
Pace of curriculum delivery
The acquisition and use of language, literacy and/or numeracy skills
Concept development and logical thought
Progress in most/all areas of learning

Additional Support Available
Weekly SEND advice line.
Termly SENCo network (phase specific). <i>Book using Education Services.</i>
Termly Cross-Phase SENCo network <i>Book using Education Services.</i>

Adaptations

Provide regular opportunities for retrieval and revision and explicitly teach study skills.	Use support staff flexibly – i.e. deployment of support staff with a higher group of pupils to allow teacher to support a lower group. Ensure appropriate and regular training for support staff. See EEF guidance for further information.
Consider 1:1 time outside of the classroom, with support, to embed learning.	Give one-step instructions and allow time for processing before giving another instruction.
Provide opportunities to practice core literacy and numeracy skills across all subjects.	Try linking tricky concepts to areas of interest/hobbies.
Use ICT to support learning – i.e. word processor in place of handwriting for long pieces of written work.	Consider voice recording devices i.e. talking tin for the CYP to record their ideas for writing and to check back. Adults can use these to record whole class instructions for individual CYP to play back.
Break large pieces of text into small, manageable chunks.	Consider the use of reading rulers for those with a low reading age.
Use small step target setting and celebrate little wins.	Some access to small group or 1:1 programmes delivered by a TA (time limited).
Use scaffolding and writing frames to support literacy development across the curriculum.	Ensure practice is research informed and considers the most recent guidance for literacy development .
Use task lists to support the development of organisation skills and to use for task slicing i.e. now/next, first/then/last.	Provide CYP with their own, achievable targets and give them the opportunity to discuss these with you.
Adapt reading resources so that all can access the materials used.	Create an environment where CYP feel comfortable making mistakes and willing to take risks.
Pre-teach core vocabulary to support understanding when used in context.	Provide visual resources to support organisation i.e. visual timetable, equipment checklists, routine etc.
Use visual resources on CYP workstations i.e. alphabet or number strips,. Consider multi-sensory resources to further support learning i.e. numicon or maths cubes, word magnets etc.	Use pictures to support the teaching of complex, subject specific vocabulary.
Encourage CYP to develop personalised mnemonics to support with spelling.	Consider the use of reading pens to assist, particularly with more complex texts.
Consider the demands of homework and make adaptations appropriate to the child.	

Consider 'targeted' if needs continue despite adaptations made over time.





Consideration of Need

A physical need that requires some adaptations to the learning environment to enable access to the curriculum.

Mild visual loss.

Monocular vision.

Fluctuating or mild hearing loss.

Additional Support Available

Weekly SEND advice line.

Termly SENCo network (phase specific).
Book using Education Services.

Termly Cross-Phase SENCo network
Book using Education Services.

Adaptations

Ensure accessibility plan is implemented and embedded across the provision.

Consider use of language and show awareness and understanding of need.

Follow the advice of medical and health professionals when making reasonable adjustments to the environment.

Consider additional resources to support a CYP with sensory needs in school i.e. wobble boards, therabands, chew toys, fidgety feet etc.

Consider seating plan and access to resources.

Consider adaptations to uniform policy to account for individual needs. A CYP must be comfortable in order to learn.

Consider appropriateness of lighting and acoustics.

Consider physical environment – use of sensory zones/rooms or breakout spaces.

Ensure PE curriculum is inclusive and associated activities such as clubs and sports day.

Use of regulation boxes in classrooms – allow CYP to choose something that they feel may help them.

Ensure furniture and equipment is the correct size and well maintained.

Consider outdoor activities using equipment such as trim trails.

Risk assessments are implemented, and involve wider professionals, when appropriate.

Consider appropriate supervision during lesson transitions and unstructured times.

Consider resources to support with handwriting – specific types of pen/pencil etc. or the use of a writing slant.

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Keep clear pathways and clutter free environments to allow for wheelchair access and to prevent trips/falls.

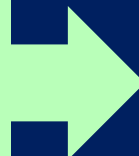
For visual impairment:

- Address CYP by their name
- Verbalise written information
- Consider seating arrangements
- Provide alternatives to reading from a distance i.e. printed resources
- Ensure resources are accessible (colour, size, font)
- Use a high contrast between text and backgrounds
- Avoid the use of light-coloured board pens.
- Ensure clutter free working environment

For hearing impairment:

- Monitor and support with the use of audiological aids
- Consider seating arrangements to allow for lip reading
- Speaker should remain still when speaking.
- Use facial expressions and/or body language to emphasise language
- Describe the events happening around the CYP if required
- Encourage the use of alternatives to communicating i.e. the use of mini-whiteboards etc.
- Ensure clutter free working environment

Consider 'targeted' if needs continue despite adaptations made over time.





Consideration of need in the areas of:

Dysfluency (stammering)	Ability to follow a disordered pattern
Voice	Mutism
Speech	Social interaction and/or communication skills
Vocabulary learning	Eating, drinking and/or swallowing
Understanding of questions, verbal language, following stories, organisation and use of visual prompts	Self-expression
Language use to problem solve	Use of language to ask for help when needed

Adaptations and Interventions

Ensure the universal offer is embedded over time.	Referral to the appropriate team for specialist assessment i.e. Speech and Language Therapy , Educational Psychologist , Language and Communication Team and/or Occupational Therapy .	Involve support staff in any planning/adaptations and ensure appropriate training and supported is provided.
Conduct a sensory audit of the environment , ensure that the environment is accessible.	Implement targets with the relevant professionals and monitor these over time. Modify these targets in line with the individual needs of the pupil.	Ensure any specialist equipment required is purchased and used appropriately.
Consider risk assessments to inform adaptations and make expectations clear to staff. Focus on de-escalation.	Embed strategies recommended by specialist teams, over time. Ensure advice/recommendations are embedded into all lessons/areas of the curriculum. Clearly communicate these with all relevant staff.	Ensure additional support is consistent, frequent and appropriately timed. Use the child's voice to inform approach to additional support – some children don't like having somebody sitting next to them.
Consider access arrangements for internal and external examinations.	Consider parental support pathways – i.e. Exploring Autism following Autism diagnosis or North Tyneside Parent Carer Forum for advice and support.	Consider Educational Psychology offer (via SLA): <ul style="list-style-type: none"> • Individual assessment (via SLA) • Consultation with parents/carers and staff • Staff training • Systemic work with the school e.g. policies, ethos etc. • Group work with selected CYP • Advice on environmental and contextual factors
Consider the use of targeted intervention programmes such as: <ul style="list-style-type: none"> • Talkboost • NELI • Colourful Semantics • Word Aware • Communicate and Regulate (via LCT) 	Adults to facilitate, support and monitor social interactions, particularly during unstructured times. Consider structured activities and the suitability of the environment. Some pupils may benefit from accessing a quiet, indoor area as opposed to a busy school yard.	
Plan and monitor appropriate 1:1 and/or small group interventions.	Regularly, up to daily, teach social skills. This may be a class or group-based activity or an individual 1:1 session. Ensure the staff member delivering has accessed relevant training.	
Consider the 'team around the family' and implement an EHA if appropriate. Ensure regular parental contact and meetings if EHA isn't appropriate.	Ensure the deployment of support staff supports independence and not develops dependence. See EEF guidance for more information.	



Consideration of need in the areas of:

Achievement of age-related outcomes

Progress

Concept development and logical thought

The acquisition of language, literacy and/or numeracy skills

Independence

Feelings of frustration



Adaptations and Interventions

Ensure the universal offer is embedded over time.

Access additional staff training, appropriate to the needs of the CYP.

Use internal assessment tools relevant to the area of difficulty i.e. reading, cognitive, spelling, language or mathematical assessments. Identify specific areas of reading and focus intervention on these i.e. reading speed, comprehension etc.

Use IT programmes to support learning inside the classroom and at home. There are a range of software available to adapt learning to specific needs.

Use results from assessments to personalise planning for the CYP, involving them and their parent/carer.

Make adaptations to the curriculum to make the content more accessible at an appropriate level. Ensure this is consistent across all subject areas.

Deliver appropriate 1:1 or small group, evidence based, interventions regularly (up to daily).

Ensure access to specific 1:1 in-class support is planned and available consistently in targeted areas. Involve the child in the planning of this and ensure their voice is considered.

Refer to external, professional agencies i.e. [Dyslexia team](#) (including for dyscalculia) or [Educational Psychology](#) for advice and support if interventions and support over time does not result in progress.

Implement and embed advice and support and measure impact over time. Ensure clear lines of communication with all relevant staff to ensure approach is consistently implemented.

Consider use of alternative provision to enhance curriculum opportunity and provide an opportunity to develop skills outside of the formal classroom in an area of interest. Consider pathways for early adulthood.

Consider [Educational Psychology offer](#) (via SLA):

- Individual assessment
- Consultation with parents/carers and staff
- Staff training
- Systemic work with the school e.g. policies, ethos etc.
- Group work with selected CYP
- Advice on environmental and contextual factors

Consider additional opportunities to develop practical skills i.e. Newcastle United Foundation, Duke of Edinburgh, Princes Trust etc.

Ensure the deployment of support staff supports independence and not develops dependence. See [EEF guidance](#) for more information.

Consider access arrangements for internal and external examinations. Ensure that arrangements have been 'normal way of working' over time and can be evidenced. See JCQ guidance for further information.



Consideration of need in the areas of:

Emotional regulation and the impact of this on the child/young person and their peers.	Socialising and social skills	Mental health
Meeting expectations	Mood and feelings	Emotionally Based School Non-Attendance
View of self	Progress	Number of suspensions and risk of exclusion
Managing setbacks when faced with adversity		

Adaptations and Interventions

Ensure the universal offer is embedded over time.	If appropriate, ensure EHA is in place and regularly reviewed, with the appropriate professionals, and evidenced over time. If an EHA isn't appropriate, ensure regular meetings with parents/carers and any other agencies involved in order to review approach and make any adaptations required.	Consider the CAMHS accessibility criteria NorthTyneside-CAMHS-GuidanceForSupport-05.pdf (northumbria.nhs.uk) . Consider contacting the CAMHS consultation line for advice if unsure of whether a referral would be appropriate.
Regularly communicate with staff, updating them on any important changes that may impact on presentation. This includes unexpected incidents.	Implement regular, up to daily, 1:1 or small group interventions and time in a smaller learning environment/class.	Refer to, and follow the advice of, the HIVE team if a CYP has or has previously had social worker input. Consider HIVE offer.
Analyse trigger points and use logs to consider frequency, duration and patterns. Implement additional support during these times in order to prevent incidents from occurring.	Ensure CYP has regular contact and support from a trusted adult and knows where to find them. Don't prevent CYP from accessing this support. If appropriate, offer specific times to visit.	Ensure activities suited to the interests of the individual are available to them regularly and encouraged.
Consider external agencies appropriate to support i.e. counselling service. Ensure any counselling services have an opportunity to meet with key staff to ensure the correct handover of information.	Implement personalised support strategies, specific to the likes and interests of the CYP.	Consider support available from Mental Health Connect (currently in 37 schools, increasing in September 2024).
Seek advice from the School Support Team via the team referral form.	Implement personalised timetable in collaboration with CYP and their parents/carers. Consider approach to lessons/activities that can be triggers. Encourage some engagement with at least parts of the lesson and access to any work missed to prevent further gaps developing.	Provide regular opportunities for coaching and mentoring.
Utilise MAEPS Early Intervention Offer (via SST referral route).	Consider short term plan arrangements as part of a wider integration plan for CYP with EBSNA. STP's are most effective when the finish time remains the same and the rest of the day is built up from there. Update the Attendance and Placement team regularly (from 15 th day of absence).	Seek support from the Personalised Learning Service (via School Support Team) for pupils who are not currently accessing education at school.
Consider trauma and ensure approach is compatible. Training can be provided by the HIVE team.	Consider use of MAEPS Reset Hub (FDR) provision as an alternative to suspension to allow for intervention work to take place.	Seek support from Home and Hospital Tuition (via MAEPS) for pupils with a letter from a medical professional advising they are not fit for school.
Ensure all staff have the appropriate training for specific SEMH needs i.e. de-escalation techniques, supporting CYP with EBSNA etc.	Consider support available via primary care in the local ward i.e. GP, mental health practitioners, early help workers etc.	Timetabled access to additional support that is frequent and consistent.
Explore alternative provision opportunities, including work-based learning (secondary/high). Consider early adulthood pathways and support to access future opportunities.	Use the Educational Psychology EBSNA toolkit to inform practice and plan for individual CYP. Ensure a short steps attendance plan is implemented at the nearest opportunity.	Ensure home/school contact is consistent.
Consider Educational Psychology offer (via SLA): <ul style="list-style-type: none"> Individual assessment (via SLA) Consultation with parents/carers and staff Staff training Systemic work with the school e.g. policies, ethos etc. Group work with selected CYP Advice on environmental and contextual factors 	Follow the attendance procedures outlined on the NTC attendance flow chart.	Consider Fair Access referral for additional support, including MAEPS (secondary) and Silverdale CS (primary). Ensure planning for a return to mainstream is robust and done in consultation with the CYP.



Consideration of Need

Physical need

Severe hearing loss

Severe visual loss



Adaptations and Interventions

Explore interventions available from [Northumbria Healthcare Trust](#) – for information about all service and therapy offers. Use the available resources to inform interventions.

Consider [Educational Psychology](#) offer (via SLA):

- Individual assessment (via SLA)
- Consultation with parents/carers and staff
- Staff training
- Systemic work with the school e.g. policies, ethos etc.
- Group work with selected CYP
- Advice on environmental and contextual factors

Consider use of [sensory processing resources](#) from the NHS.

Refer to the [Community Learning Disability Team](#) (appropriate for those with complex needs and learning disabilities).

Consult with [social prescribing](#) – for CYP aged 18+ or for parent/carer support.

Consider parental networking and support – refer to [North Tyneside Parent Carer Forum](#)

[Consider HIVE offer](#) including Occupational Therapists.

Consider the primary care offer in the CYP ward – i.e. GP, care co-ordinators, early help workers, family health and wellbeing partners etc.

Consider the need for a PEEP (Personal Emergency Evacuation Plan) to ensure child safety.

Consider the need for fatigue rest breaks on an individual basis and provide an appropriate environment for these.

Follow the advice from medical professionals and ensure the availability of appropriate equipment and resources as per recommendations. Ensure staff receive suitable training as and when required.

For visual impairment:

- Ensure training and support for the use of any required specialist equipment.
- Provide appropriate adaptations i.e. specialist paper, sloping writing boards, modified texts, magnifiers etc.
- Consider the use of ICT to support learning
- Allow additional time for processing information and completing tasks.
- Consider access arrangements for internal and external examinations.
- Allow for rest breaks.
- Use Braille labels and signage wherever necessary.

For hearing impairment:

- Modify the pace of the learning activity based on the needs of the CYP.
- Consider the use of ICT to support learning
- Allow additional time for processing information and completing tasks.
- Consider access arrangements for internal and external examinations.
- Allow for rest breaks.
- Encourage and support the development of BSL.
- Source bespoke staff training where required.

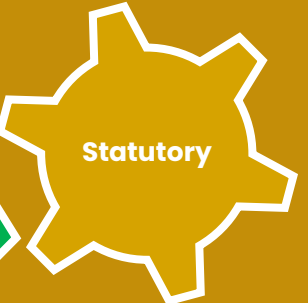
When to consider requesting an Education, Health and Care Needs Assessment (EHCNA)

The process following a request for EHCNA

Advice and Support if an EHCP is declined

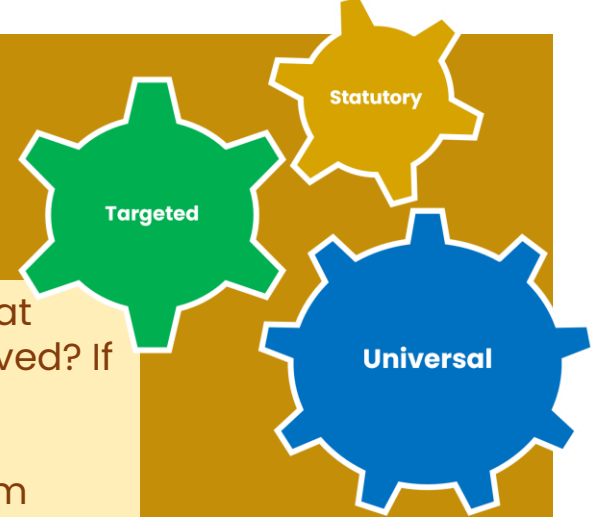
Additional considerations

Implementing and Reviewing an EHCP



Considerations

- Consider contributing factors and a holistic approach – what has changed for the young person at home and/or school? Would a team around the family meeting help? Are multiple agencies involved? If so, consider whether an Early Help Assessment (EHA) would be appropriate?
- How do parents/carers and the child/young person feel? How have their views been used to inform their support? What mechanisms are in place to ensure communication is consistent?
- Is the child/young person in a transition period? Consider small steps planning over time to allow the child/young person the time to adapt to their new environment.
- What small steps can be implemented to support the child/young person to make progress towards their outcomes over time and at a pace appropriate to them? Is the curriculum offer flexible and adapted to their needs?
- Have needs changed? Do you need updated/new involvement to review current needs e.g. Educational Psychology?
- Is the child/young person looked after or have they experienced complex trauma? Contact HIVE for advice and support.
- How have you used the bespoke alternative framework to support integration?
- Have you discussed the child/young person with the SEND team?



Note: Children and young people with an EHCP **must** still have access to services and support on a universal and targeted level.



Considering if an EHCNA is necessary

9.14 In considering whether an EHC needs assessment is necessary, the **local authority** should consider whether there is **evidence** that despite the early years provider, school or post-16 institution having taken **relevant and purposeful action** to **identify, assess and meet** the special educational needs of the child or young person, the child or young person has not made expected progress.

To inform their decision the local authority will need to consider a wide range of evidence, and should pay particular attention to:

- Evidence of the child or young person's **academic attainment** (or developmental milestones in younger children) and **rate of progress**.
- Information about the **nature, extent and context** of the child or young person's SEN
- Evidence of the **action already being taken** by the early years provider, school or post-16 institution to meet the child or young person's SEN
- Evidence that where progress has been made, it has only been as the result of **much additional intervention and support** over and above that which is usually provided
- Evidence of the child or young **person's physical, emotional and social development and health needs**, drawing on relevant evidence **from clinicians and other health professionals** and what has been done to meet these by other agencies.
- Where a young person is aged over 18, the local authority must consider whether the young person requires **additional time**, in comparison to the majority of others of the same age who do not have special educational needs, to **complete their education or training**.



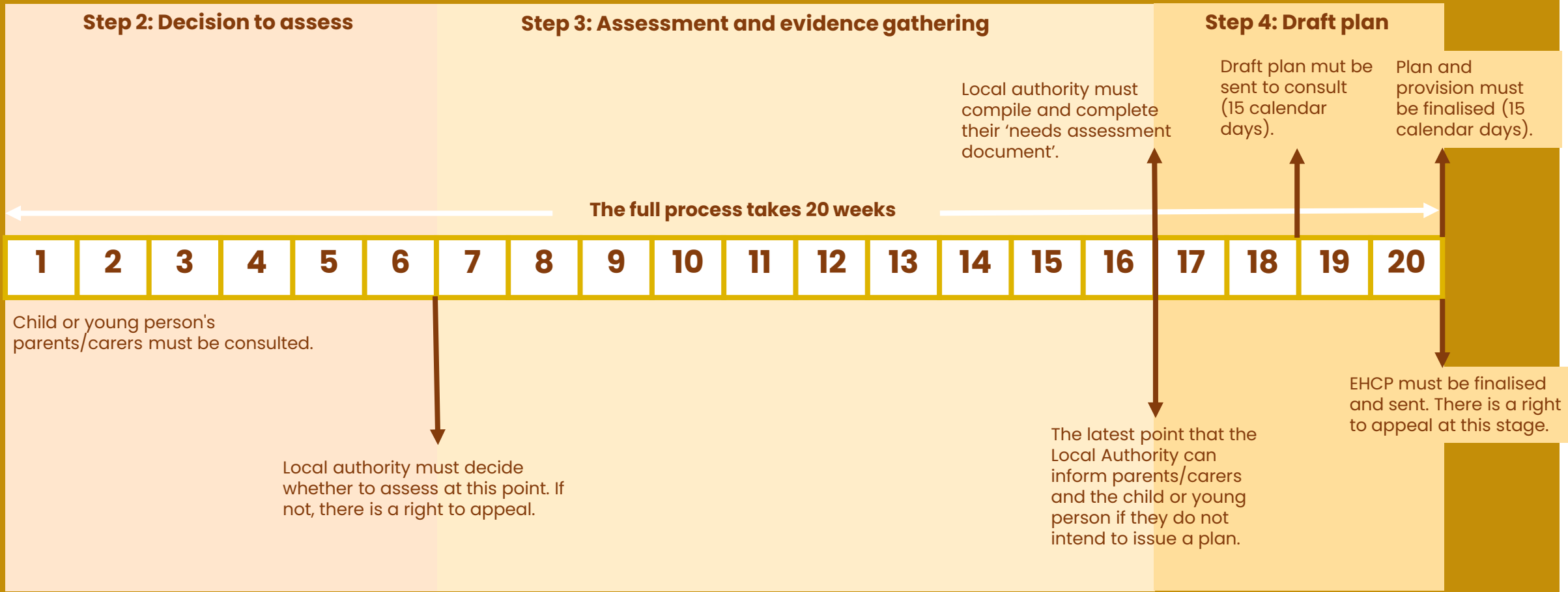
Note: A request can be made by any professional working directly with a child or young person as well as directly by a parent/carer and/or young person. In schools, it is usually the SENCo who would complete the request. This is completed via the EMS portal.



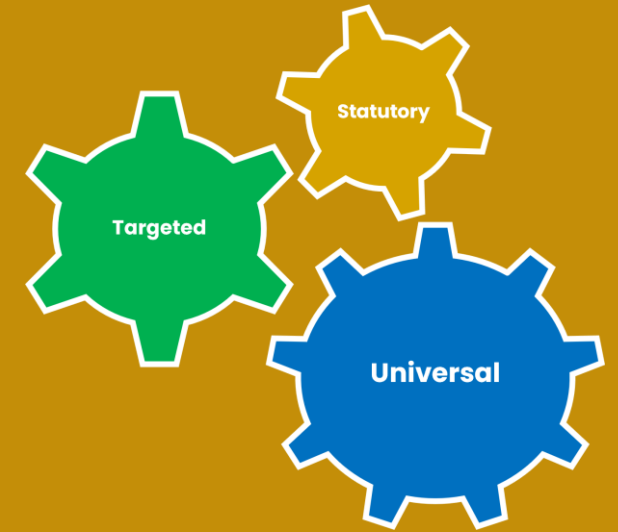


The process following a request

Step 1: Submission of request



Advice and support if an EHCP is declined



A letter will be provided to parents/carers and/or the young person with their legal rights and recommendations made by SEND panel will be fed back to both school/parents.

A further opportunity to have a network meeting can be offered with a SEND officer, to discuss further and to provide advice and support.

Parents/carers will have the right to formal mediation via the LA commissioned mediation service.

The universal and targeted elements of the graduated approach should continue to be applied.



Implementing and Reviewing an EHCP

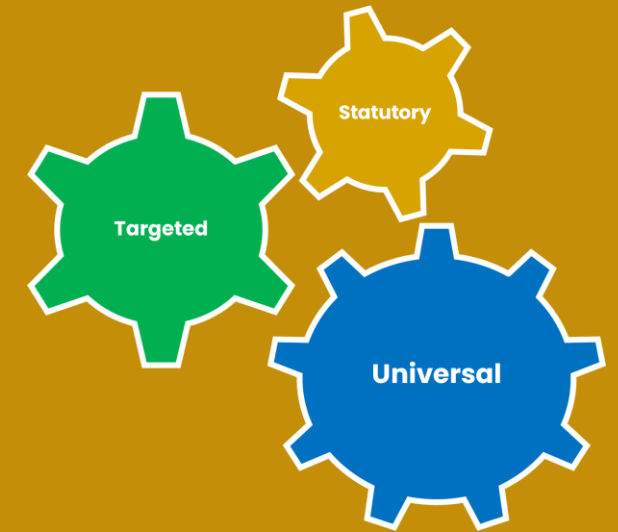
Once finalised, an EHCP becomes a **statutory** document.

Section E on an EHCP, details the intended outcomes (**SMART**) agreed for the child or young person.

Section F outlines the provision which **must** be made by the school/setting and other agencies involved to support the child or young person.

The EHCP **must** be reviewed annually (or within 6 months for under 5's) by the school/setting SENCo, parents/carers, the child or young person and the other agencies involved.

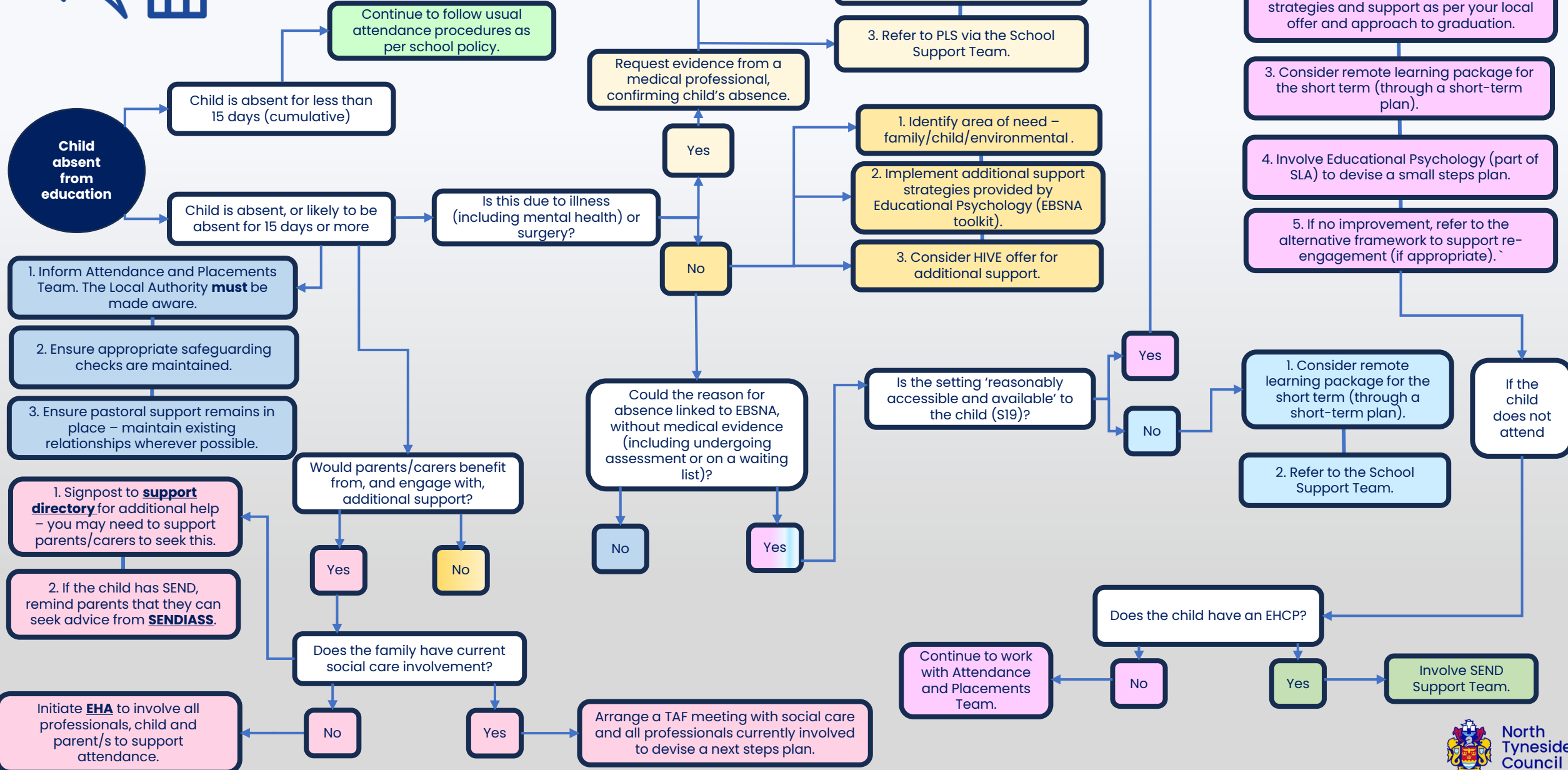
If something urgently needs to be amended prior to an annual review, this can be done through an **emergency annual review**. The SEND officer, an Educational Psychologist and any other relevant agencies **must** be involved in this review.



Note: An EHCP will not detail **universal** support as this should be available to all. The child or young person continues to be entitled to this support in addition to their statutory support.



Absence Flow Chart



Universal

Support available to all



How does this look for..?
Social, Emotional and Mental Health

How does this look for..?
Communication and Interaction

How does this look for..?
Physical and Sensory

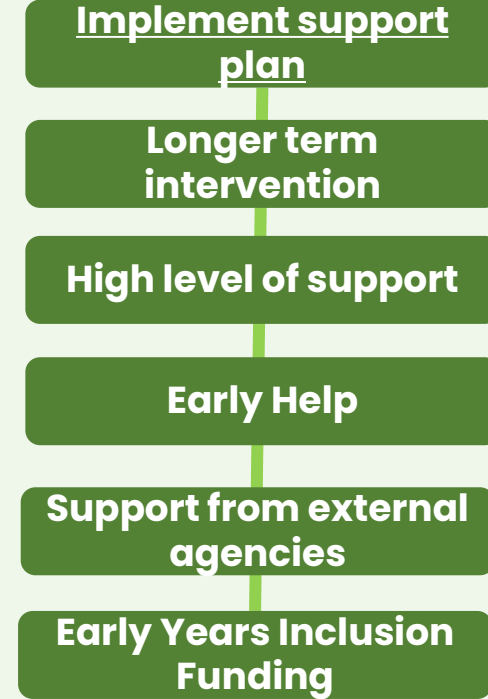
How does this look for..?
Cognition and Learning

[CLICK HERE FOR EMERGING NEEDS TO CONSIDER](#)

[CLICK HERE FOR UNIVERSAL OFFER ACROSS ALL AREAS](#)

Targeted

Increased level of support. Additional funding can be applied for via the EYIF.



How does this look for..?
Social, Emotional and Mental Health

How does this look for..?
Communication and Interaction

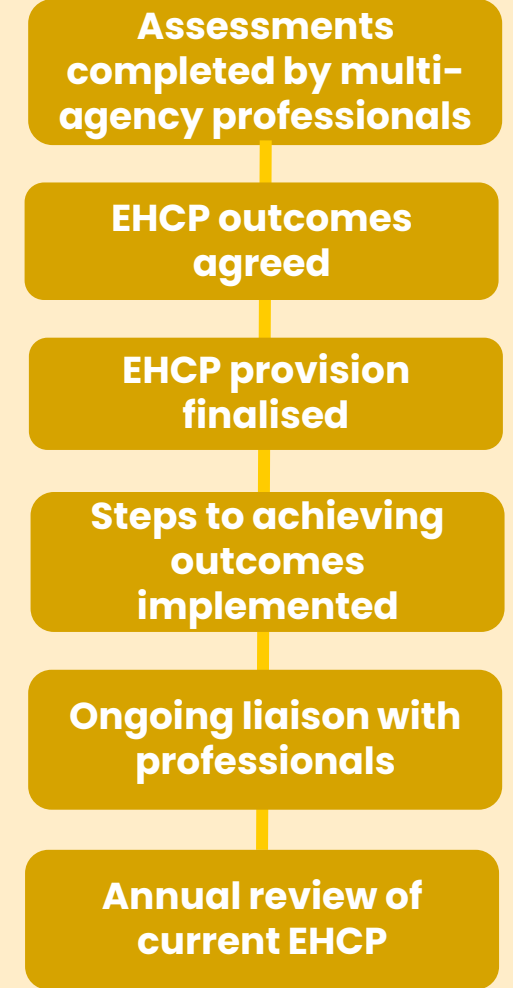
How does this look for..?
Physical and Sensory

How does this look for..?
Cognition and Learning

Statutory

[CLICK HERE](#)

Exceptional support at a cost more than £6000 (per pupil per annum) via an EHCP



North Tyneside Council

Assess, plan, do, review, assess, plan, do, review, assess, plan, do, review...

Emerging needs and potential barriers to learning

Communication and Interaction

Attention and interaction

Understanding language

Using language

Speech

Stammering

Differing profiles of talking / not talking across settings / situations

Learning language in a different way

Social, Emotional and Mental Health

Self-regulation

Forming positive relationships

Social / emotional skills

Response to social situations

Self-esteem

Resilience

Independence

Cognition and Learning

Attention and concentration

Listening

Memory

Following simple instructions

Making connections

Finding own motivators to engage in learning

Sequencing and following routines

Understanding and managing self

Physical and Sensory

Fine motor development

Gross motor development

Hearing loss

Visual loss

Under and over sensory stimulation

Self-regulation

Physical need requiring adaptations to the environment or provision

[Click here to open 'Building the Emerging Needs of the Child' template.](#)

[Click here to open 'Graduated Approach with Examples' document.](#)

[Click here to open 'Individual Play Plan' template.](#)

[Click here to open 'One Page Profile' example.](#)





Considerations linked to the Principles of the EYFS	
The Unique Child	Positive Relationships
Enabling Environments	Learning and Development

Actions	
Each child has a key person, who works to get to know the child well and who links with parents to build a clear picture of the child and any emerging needs. Develop understanding of communication beyond the setting.	Equipment and resources that include open-ended resources and real-world objects and artefacts that are accessible and encourage curiosity and engagement and support children to make links with the outside world at their own pace.
Clear links with other providers and external professionals to ensure transitions are carefully planned and information is shared in a timely way.	Indoor and outdoor spaces that are accessible and available for all children.
Staff who are confident in their understanding of child development and can link this to individual children to support planning to meet individual needs.	Involve the child's health visitor in discussions around individual needs. Consider the offer from 0-19 Public Health . The 0-19 team can also provide specific, targeted support.
Encourage families to access activities available via family hubs .	Use Solihull online resources to provide additional support.
Consider parental networking and support – refer to North Tyneside Parent Carer Forum	Use the EYIS' 'Building the picture of the child's emerging needs' plan'.

Considerations	
Use the Early Years Partnership SEND Training and Network Directory to identify training	Regularly attend the Early Years SENCo networks
Attend the Early Years SEND surgeries (organised by the North Tyneside Early Years Inclusion Service)	Contact the Early Years duty helpline for support on 0191 643 3730 between 8.30am – 12pm Monday to Friday. You can also email eyis@northtyneside.gov.uk for advice.
Register a 'Whole Setting Alert' for whole staff, bespoke training offer	Consider role for the 0-19 health visitor



[Training Directory](#)



[Child Alert](#)



[Padlet with advice for Professionals](#)



[Padlet with advice for Parents](#)



[The Graduated Approach](#)



Consideration of need in the areas of:		
Attention and interaction	Stammering	Variation of communication styles
Understanding of language	Speaking confidence	Speech clarity
Using language		

Adaptations

Responsive interactions incorporating the following interaction strategies:

- **Share attention / follow the child's lead** – be at the child's level, focus on what they are interested in and engage in play by joining in/copying what they are doing.
- **Comment** – make simple comments about what the child can see, hear or feel, or what they and you are doing.
- **Expand** – respond to the child's communication with you (e.g. what they say / their actions) and add a little more information, to model their next developmental step (e.g. if they say a single word, model a simple two-word combination or simple phrase).
- **Repeated turns** – try to sustain interactions for repeated turns. Give children time to listen, process and reply.
- **Extend away from the here and now** – as children get a little older, begin to model language to talk about things outside of the here and now, such as what is happening tomorrow.

Some useful videos modelling these strategies for a range of ages can be found here [video](#) (Education Endowment Foundation) and here [video](#) (Tiny Happy People).

A robust communication and language (C&L) curriculum that supports development of listening, attention and understanding and speaking.

C&L audit to ensure access is available to a language rich environment that meets the needs of all children. This should include considerations about the physical space and resources, as well as the interactions occurring within the environment.

[Classroom Supporting Observation Tool \(speechandlanguage.org.uk\)](#) is aimed at Reception but can be used for nursery age settings as well.

Choose visual support strategies carefully to suit the child's development and the situation. This might include:

- labelling of storage using simple objects / pictures / symbols / words depending on age and stage of development.
- use of objects / pictures to illustrate the daily routine.
- visual and verbal preparation for transitions between aspects of the routine, e.g. timers.
- the use of objects / pictures to support choice making.

Access [Tiny Happy People](#) for a wealth of ideas for communication supportive activities and strategies targeted at different ages throughout the Early Years.

Key staff work with parents to begin to 'build the picture of the child's emerging needs'

Regularly use modelling to demonstrate good communication skills and turn taking.

Use of an appropriate Early Years communication screening tool to support identification of emerging needs – e.g. Communication Toolbox, Early Talkboost, WellComm, Infant Language Link (please note these are not all appropriate for the whole age range of the EYFS).

Use 'Sure Steps to Talking' questionnaire when considering individual needs.

Ensure bi-lingual children are progressing well in the development of their home language.

Considerations

Use the Early Years Partnership SEND Training and Network Directory to identify training	Regularly attend the Early Years SENCo networks
Attend the Early Years SEND surgeries (organised by the North Tyneside Early Years Inclusion Service)	Contact the Early Years duty helpline for support on 0191 643 3730 between 8.30am – 12pm Monday to Friday. You can also email eyis@northtyneside.gov.uk for advice
Attend the LCT EY SEND surgeries	Consider a referral to LCT for EY whole setting support (schools)
Consider role for the 0-19 health visitor	

Consider 'targeted' if needs continue despite adaptations made over time.



Consideration of need in the areas of:

Social/emotional skills i.e. turn taking, reciprocal attention, sharing resources etc.	Feelings in social situations
Ability to follow routines/adult guidance or direction	Need for adult reassurance
Response to social situations	Self-esteem or resilience – fear of failure
Forming or maintaining friendships	Concentration or sustaining attention
Emotional regulation	Engagement with work related tasks



Consider 'targeted' if needs continue despite adaptations made over time.



Adaptations

A robust Personal Social and Emotional Development (PSED) curriculum that supports development of resilience, self-esteem and independence. All staff understand the intent of the PSED curriculum. A relationships policy is in place.	PSED audit to ensure access is available to a quiet/low stimulus area and regulatory activities such as yoga or mindfulness are embedded as part of the nursery routine.
Consider home visits to positively build relationships between home and the school/setting. Include a home visit with an external partner e.g., Portage or Health Visitor.	Embedded strategies available to all children to support transitions, choice making and routines within the setting. E.g. use of visual prompts and cues including objects of reference, visual timetables and now and next boards. This should provide consistency of approach between all staff.
Transition into the setting is carefully planned to ensure all child's needs are identified and supported. This may include a bespoke transition plan where any additional needs are identified. Identify if an Early Help Assessment has been started before the child starts nursery and attend a Team Around the Family (TAF) meeting.	Prepare children for transitions between tasks, giving children time to process what is to come. Visual and verbal countdown, now and next approaches, sand timers and referring to the visual timetable.
A key worker is identified prior to the child starting the setting.	Implement <u>NHS recommendations</u> for physical activity for under 5's. Consider <u>Active North Tyneside</u> activities and resources.
If transitions have been identified as a trigger for dysregulation, provide photographs of key staff and the environment. Provide social stories to support the child's transition into the setting.	Provide sensory activities that support emotional regulation and provide access to <u>green space</u> or nature.
Key staff work with parents to begin to 'build the picture of the child's emerging needs'.	Adults model positive interactions. Children have tailored praise and reward e.g. some children like public praise whilst others prefer a quiet 'well done'. There is time set aside for relationship building with the key adult and strategies to promote a sense of self are embedded.
Adults model emotional vocabulary and use these words to validate the child's feelings.	

Considerations

Use the Early Years Partnership SEND Training and Network Directory to identify training.	Regularly attend the Early Years SENCo networks.
Attend the Early Years SEND surgeries (organised by the North Tyneside Early Years Inclusion Service).	Contact the Early Years duty helpline for support on 0191 643 3730 between 8.30am – 12pm Monday to Friday. You can also email eyis@northtyneside.gov.uk for advice.
Consider role for the 0-19 health visitor.	



Consideration of need in the areas of:	
Understanding of learning and new concepts	The acquisition and use of communication and language skills is a priority
One or many aspect of learning	Concept development and logical thought
The pace of the curriculum delivery - mapping of skills and knowledge broad enough to include all children	Perseverance, concentration and resilience, listening, attention and focus

Adaptations

A robust curriculum that supports development of the Characteristics of Effective Learning - perseverance, concentration, focus, independence, and resilience. All staff understand the intent of the Characteristics of Effective Learning.	Consider group structures, sizes and length of sessions. 1:1 support should aspire to integrate the child with peers across all areas of learning.
A visual timetable will support the understanding of the daily routine.	Children with emerging needs should be included with peers across all appropriate curriculum areas.
Key staff work with parents to begin to 'build the picture of the child's emerging needs'.	Develop quality interaction skills - specific to the individual (using child's name). Narrate the positive experience and learning that has led to praise.
Identify key and immediate barrier/s to learning and cognition.	Use a range of resources and materials to engage and support learning.
Provide opportunities for children to develop and practice specific cognitive processes - <ul style="list-style-type: none"> Working memory - listen, hold information for a short period of time Inhibitory control - waiting for a turn, resisting distraction Cognitive flexibility - can they stop doing something and do something else, hold ideas for longer and recall them? 	Regularly use outdoor space for a learning and cognition space. Provide sensory activities that support emotional regulation and provide access to <u>green space</u> or nature. Implement <u>NHS recommendations</u> for physical activity for under 5's.
Adults to model language to describe concepts.	

Considerations

Use the Early Years Partnership SEND Training and Network Directory to identify training.	Regularly attend the Early Years SENCo networks.
Attend the Early Years SEND surgeries (organised by the North Tyneside Early Years Inclusion Service).	Contact the Early Years duty helpline for support on 0191 643 3730 between 8.30am - 12pm Monday to Friday. You can also email eyis@northtyneside.gov.uk for advice.
Consider role for the 0-19 health visitor.	



Consider 'targeted' if needs continue despite adaptations made over time.



Consider 'targeted' if needs continue despite adaptations made over time.

Consideration of Need	
A physical need that requires some adaptations to the learning environment to enable access to the curriculum.	Hearing loss and/or visual loss
Sensory processing and/or dysregulation	Stimming and vocal patterns to self sooth
Fine motor development	Gross motor development

Adaptations

A robust Physical Development (PD) curriculum that supports development of gross and fine motor development. All staff understand the intent of the PD&S curriculum.	Implement <u>NHS recommendations</u> for physical activity for under 5's. Consider <u>Active North Tyneside</u> activities and resources.
PD audit to ensure access is available to all. Sensory audit to ensure access is available to all.	Provide sensory activities that support emotional regulation and provide access to <u>green space</u> or nature.
Offer a range of multi-sensory tasks throughout the day.	Key staff work with parents to begin to 'build the picture of the child's emerging needs'
Sitting arrangements have been considered for small or large group activities.	Consider application for Early Years Inclusion Funding for access via the EY child alert.
For visual impairment: verbalise written information, consider seating arrangements, allow for rest breaks, ensure resources are accessible (colour, size, font), high contrast between text and backgrounds.	For hearing impairment: ensure procedures for the wearing of and maintaining audiological aids, consider seating arrangements to allow for lip reading, speaker should remain still when speaking, use facial expressions and/or body language to emphasise language, describe the events happening around the CYP if required.

Considerations

Use the Early Years Partnership SEND Training and Network Directory to identify training.	Regularly attend the Early Years SENCo networks.
Attend the Early Years SEND surgeries (organised by the North Tyneside Early Years Inclusion Service).	Contact the Early Years duty helpline for support on 0191 643 3730 between 8.30am – 12pm Monday to Friday. You can also email eyis@northtyneside.gov.uk for advice.

Consider role for the 0-19 health visitor.

Targeted (EY)

Communication and Interaction



Consideration of need in the areas of:

Sharing attention with an adult or peers	Using single words (spoken, signed, pictures)
Initiating interactions	Joining words into sentences and phrases
Attending to adult-initiated activities (in an age-appropriate way)	Using age-appropriate grammar and retelling simple stories / recounting events (3-6+)
Sustaining attention (for an age-appropriate amount of time)	Speech clarity, outside of typical speech errors
Interactions with peers	Stammering
Following of simple, age-appropriate routines and instructions	Profile of talking / not talking across settings / situations
Understanding vocabulary and spoken sentences	

Adaptations and Interventions

Ensure the universal offer is embedded over time.	Ensure time is set aside for additional support and that this is implemented frequently and consistently.	Ensure all staff in the setting are aware of strategies specific to supporting a child's speech, language and communication and are implementing these throughout the day.
Consider Early Talk Boost or WellComm Interventions as indicated by the relevant screeners.	Adults to facilitate and monitor social interactions, particularly during unstructured times.	Consider adaptations to the environment to support engagement and understanding, such as reducing distractions and introducing visuals (e.g. objects / pictures).
For speech difficulties, consider focusing on early sound awareness (e.g. awareness of environmental sounds, breaking words into syllables), or for older children within the EY perhaps a structured phonological awareness programme, such as the Newcastle Intervention for Phonological Awareness (NIPA) (Download the NIPA and NAPA Newcastle Phonological Awareness Newcastle University (ncl.ac.uk))	Consider sensory processing needs – will the child benefit from some heavy work before being expected to focus either in play or adult-led activities?	If a child is stammering, try following the advice here: stamma 3 folds 2020 rev.1 . If a child is not talking across setting situations, advice can be found through www.smira.org.uk
Consider Eklan accredited training programme for staff.	Consider the 'Team Around the Family' and implement an EHA if appropriate.	Consider Portage Small Steps training
Register a ' Whole Setting Alert ' for whole staff, bespoke training offer	Consider parental support pathways – North Tyneside Parent Carer Forum for advice and support.	Monitor child's progress through use of the North Tyneside Communication Toolbox.
Referral to the appropriate team for specialist assessment following cycles of in-setting support i.e. Speech and Language Therapy .	Encourage parents/carers to access Earlybird training when invited (this is by invitation following an Autism diagnosis on the Pre-School Autism Diagnostic Pathway).	Consider EYCOT offer from Language and Communication team
Consider applying for support from the Early Years Communication Outreach Team (EYCOT) following cycles of in-setting support .	Consider application for Early Years Inclusion Funding	Access Chatterbox training (on the training directory).
Consider EMTAS offer, from Reception, for bilingual learners.		



Consideration of need in the areas of:

Achievement of age-related outcomes	Independence, autonomy, initiating and completing things independently
Progress from starting points	Resilience - turn taking, sharing, accepting disappointments
Logical thought and making connections Connecting ideas and making links across learning	



Adaptations and Interventions

Ensure the universal offer is embedded over time. Be specific about the nature of the immediate barrier to learning.	Embedded strategies available to all children to support transitions, choice making and routines within the setting e.g. use of visual prompts and cues including objects of reference, visual timetables and now and next boards. This should provide consistency of approach between all staff.
Be specific about the nature of the immediate barrier to learning i.e. auditory discrimination, auditory memory, sequential auditory memory, visual attention and/or visual memory.	Alternate short burst physical outdoor activities with cognitive activities. Consider transitions - prepare children for transitions between tasks, giving children time to process what is to come. Visual and verbal countdown, now and next approaches, sand timers and referring to the visual timetable.
Call and response games (start stop games) Auditory memory games – Barrier games Physical balance and development of core strength To and from games (back and forth) Team and challenge games – following simple instructions	Consider the ‘team around the family’ and implement an <u>EHA</u> if appropriate.
Consider <u>Foundations for Learning training</u>	Consider application for Early Years Inclusion Funding.
Access the EY SEND Surgery for additional support.	Register a ‘ <u>Whole Setting Alert</u> ’ for whole staff, bespoke training offer.
Early Years Communication Outreach Team (EYCOT) training offer .	

Targeted (EY) Social, Emotional and Mental Health



Consideration of need in the areas of:

Emotional regulation and the impact of this on the child and their peers.	Socialising and social skills
Meeting expectations	Mood and feelings
View of self	Progress
Mental health	Transitions and routines



Adaptations and Interventions

Ensure the universal offer is embedded over time.	Ensure <u>EHA</u> is in place and regularly reviewed, with the appropriate professionals, and evidenced over time.	Refer to specialist professionals and implement any recommendations, showing impact over time.
Ensure child has a positive and trusted relationship with their key worker.	Implement regular, up to daily, 1:1 or small group interventions and time in a smaller learning environment/group.	Refer to, and follow the advice of, the HIVE team if a CYP has or has previously had social worker input.
Regularly communicate with parents/carers and staff, updating them on any important changes that may impact on presentation.	Develop a one page profile that details current needs and strategies to support. Ensure all staff have this and are equipped to use it.	Ensure activities suited to the interests of the individual are available to them regularly and encouraged.
Analyse trigger points and use behaviour logs to consider frequency, duration and patterns. Implement additional support during these times.	Using the building the picture from the universal offer, and the child's one page profile, develop SMART targets and develop an individual play plan.	Ensure home/school contact is consistent.
Consider external agencies appropriate to support. Primary outreach may be offered as an outcome of an Ey Child Alert for under 5's (schools).	Consider short term plan arrangements as part of a wider transition.	Consider application for Early Years Inclusion Funding.
Consider trauma, and ensure approach is compatible. Access trauma informed (including HIVE virtual headset) training.	Ensure all staff have the appropriate training for specific SEMH needs i.e. de-escalation techniques, supporting CYP with trauma etc.	NHS Sensory (Resources) and NHS Sensory (Workshops) training
Register a ' <u>Whole Setting Alert</u> ' for 'whole staff, bespoke training offer.	Access regular online training – E.g. Building Blocks	
Provide a quiet space where a child is able to leave the busier environment for required periods of time.		



Consideration of Need
Physical and or medical need
Severe hearing loss
Severe visual loss



Adaptations and Interventions	
Explore interventions available from Northumbria Healthcare Trust – for information about all service and therapy offers.	Consider Educational Psychology offer (via SLA): <ul style="list-style-type: none"> • Individual assessment (via SLA) • Consultation with parents/carers and staff • Staff training • Systemic work with the school e.g. policies, ethos etc. • Group work with selected CYP • Advice on environmental and contextual factors
Have full knowledge of all physical and medical needs including the relevant training. For example, training in the following areas: manual handling, administering medication, epilepsy awareness, gastrostomy feeds etc.	Refer to the Community Learning Disability Team (appropriate for those with complex needs and an identified learning disability).
Encourage a handover time with specialists. This can be short sessions where specialists can advise staff of all the individual needs and handover any specific and relevant plans. These plans can then be used to inform planning and environment design. Consider use of sensory processing resources from the NHS.	Consider application for Early Years Inclusion Funding.
Consider HIVE intervention offer, including Occupational Therapists for those with a social worker or a child in our care.	For hearing impairment: <ul style="list-style-type: none"> • Modify the pace of the learning activity based on the needs of the CYP. • Consider the use of ICT to support learning • Allow additional time for processing information and completing tasks. • Consider access arrangements for internal and external examinations. • Allow for rest breaks. • Encourage and support the development of BSL. • Source bespoke staff training where required.
For visual impairment: <ul style="list-style-type: none"> • Ensure training and support for the use of any required specialist equipment. • Provide appropriate adaptations i.e. specialist paper, sloping writing boards, magnifiers etc. • Consider the use of ICT to support learning. • Allow additional time for processing information and completing tasks. • Use Braille labels and signage wherever necessary. 	NHS Sensory (Resources) and NHS Sensory (Workshops) training

Universal

CLICK
HERE

Support available to all

Adaptations to learning

Accessible environments

Careers advice and support

Work based learning opportunities

Culture in setting

Training and CPD

Targeted

CLICK
HERE

Increased level of support – consideration of external support.

Implement support plan

High level of support

Early Help

Exam Access Arrangements

Travel support

Support from external agencies

Statutory

CLICK
HERE

Exceptional support at a cost more than £6000 (per pupil per annum) via an EHCP

Assessments completed by multi-agency professionals

EHCP outcomes agreed

EHCP provision finalised

Steps to achieving outcomes implemented

Ongoing liaison with professionals

Annual review of current EHCP

Assess, plan, do, review, assess, plan, do, review, assess, plan, do, review...



North
Tyneside
Council

Universal Offer (16–25)



Adaptations to learning

- Consider literacy levels and ability to access texts.
- Offer short, varied tasks if required.
- Offer rest or movement breaks when required.
- Use modelling to support understanding of concepts.
- Offer small step instructions and check understanding.
- Allow additional time to complete tasks if required .
- Use ICT to support learning.
- Try linking tricky concepts to hobbies and interests.
- Make expectations clear and remind regularly – in a supportive manner.
- Support opportunities to build friendships and peer links.
- Provide a key member of staff who a young person can speak to when needed.
- Prepare the young person for any changes to their routine i.e. planned absence etc.

Culture in setting

- Ensure all staff have an awareness of the needs of young people.
- Some young people choose to wear a hidden disability lanyard – but others don't.
- Identify key members of staff who can be 'ambassadors' for young people with SEND.
- Consider structured opportunities for building a peer network/friendships.
- Have identified 'safe spaces' for young people to access when needed.
- Consider 'check in' support in independent learning spaces/libraries.
- Consider transition offer/support in order to move from previous setting.

Work based learning opportunities

- Consider work-based learning opportunities in the local area – ensure young people have some, appropriate, exposure to the work place.

Accessible environments

- Consider seating arrangements – where would a young person be best placed?
- Ensure the learning environment is low-stimulus and not distracting.
- Ensure enough personal space for the young person – some benefit from their own workstation.
- Create a learning environment where young people feel safe to take risks and make mistakes.
- Use visual timetables to support young people to know where they need to be, when and how they will get there.
- Consider the voice of the young person – what would help them?
- Consider the wider college environment – avoiding key busy times.
- Young people may need to leave slightly early/late to avoid busy corridors.
- Consider quiet areas that young people can access for time out.
- Consider appropriate areas for lunch, avoiding busy canteens if possible.
- Ensure areas are accessible to anyone with a mobility aid.

Training and CPD

- Consider staff training offer.
- Ensure staff have an awareness and understanding of common additional needs and strategies to support young people with additional needs.
- Ensure specific training is provided if you have a young person with a complex need.

Careers advice and support

connexions

Tel: 0191 643 6965

Email: connexions.nt@northtyneside.gov.uk

**Consider
'targeted'
if needs
continue
despite
adaptatio
ns made
over time.**



Targeted Offer (16-25)



Implement Support Plan

- Consider individual needs of the young person
- Consider what support the college/setting can reasonably provide
- Design and implement, alongside the young person, targets to aim towards
- Apply support based on helping the young person to achieve these targets
- Consider external agency involvement if appropriate
- Review progress regularly
- Involve parents/carers in this process if appropriate.

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval. Access arrangements may include:

- Supervised rest breaks
- Extra time
- Computer reader/reader
- Use of an examination reading pen
- Scribe/speech recognition technology
- Word processor
- Braille transcript
- Prompt
- Language modifier

For more information, see: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Travel Support

- To seek advice regarding travel support, please visit: [School transport | North Tyneside Council](#)

External Agencies

Service	Contact Details
Educational Psychology	https://educationnorthtyneside.org.uk/education-north-tyneside/educational-psychology/
CAMHS (under 18) or Adult Mental Health Services	Mental health services - NHS (www.nhs.uk)
GP	Via local GP surgery
Connexions	Connexions – Employment & Skills North Tyneside
SEND Support Service	Finding your way around the support system North Tyneside Council
Annual Health Checks	https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/

Early Help

Early Help and Coordination (EHC) team support other professionals working with families. This makes sure that a wide range of professionals, from a broad range of agencies are trained and up-skilled to this way of working.

We provide case consultancy to support practitioners involved in complex cases. A complex case is one in which more than one agency is involved and it has been demonstrated via the Early Help Assessment and reviews that the interventions that have been tried to date have not worked and further support is required. These cases are unlikely to warrant more intensive intervention from either a social worker or family partner. [Early help | North Tyneside Council](#)