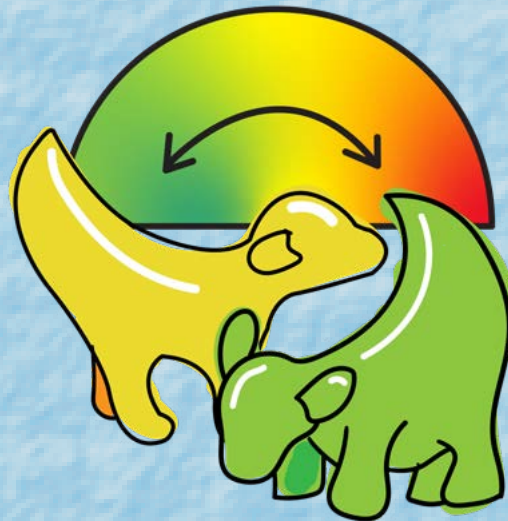


Liverpool's

SEND

Graduated Approach Toolkit



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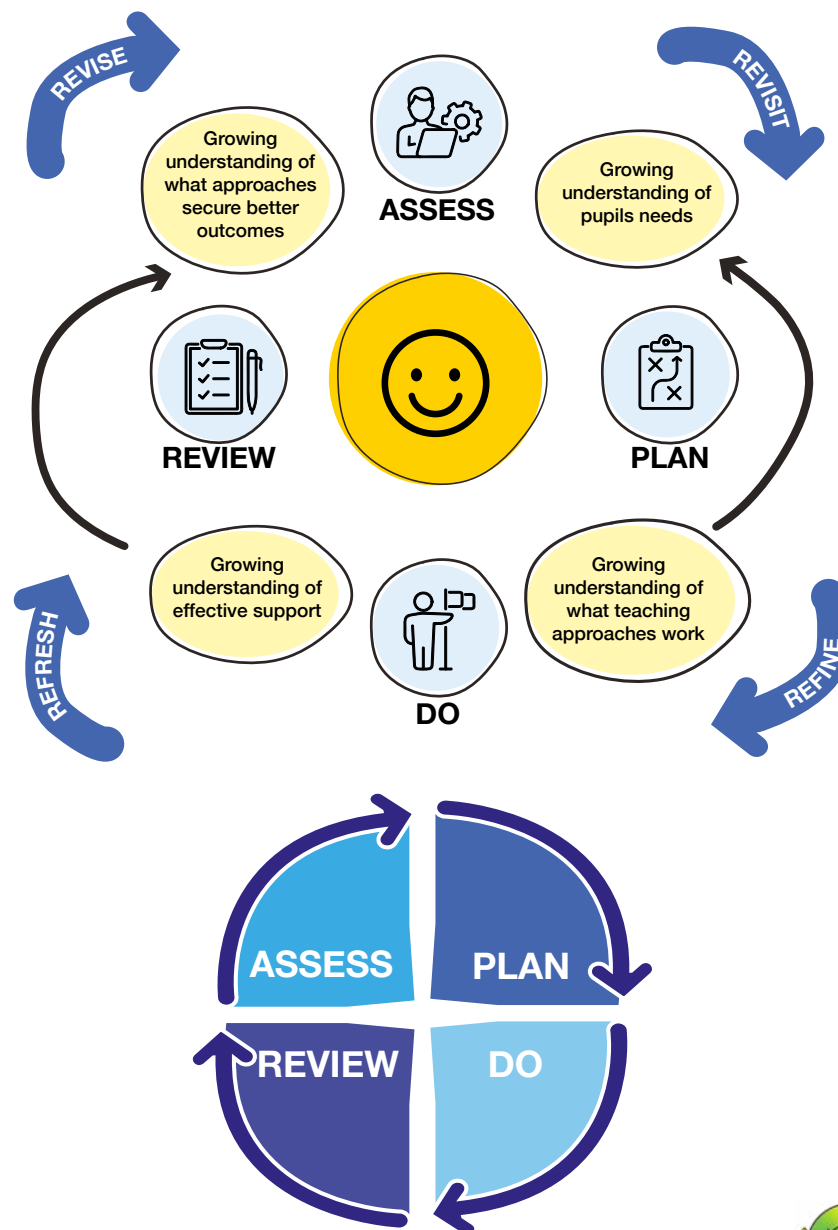
Introduction

The aim of this guidance is to support all educators working with children and young people from 0-25 in any educational provision. The graduated approach is an important process of supporting the needs of children and young people with Special Educational Needs and Disabilities.

The graduated approach starts at the whole setting/school level, as all educators are continually assessing, planning, implementing and reviewing their approach to teaching for all children and young people. However, for pupils with SEND, this approach is increasingly personalised depending on the needs of the child/young person.

All those working with children and young people have a role to play in implementing the graduated approach with four stages of action: assess, plan, do and review. Using a graduated approach will support the development of a growing understanding of the child/young person's needs. This can then enable them to make good progress and secure good outcomes.

SEND Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised.



Stages of the Graduated Approach linked to support

Universal

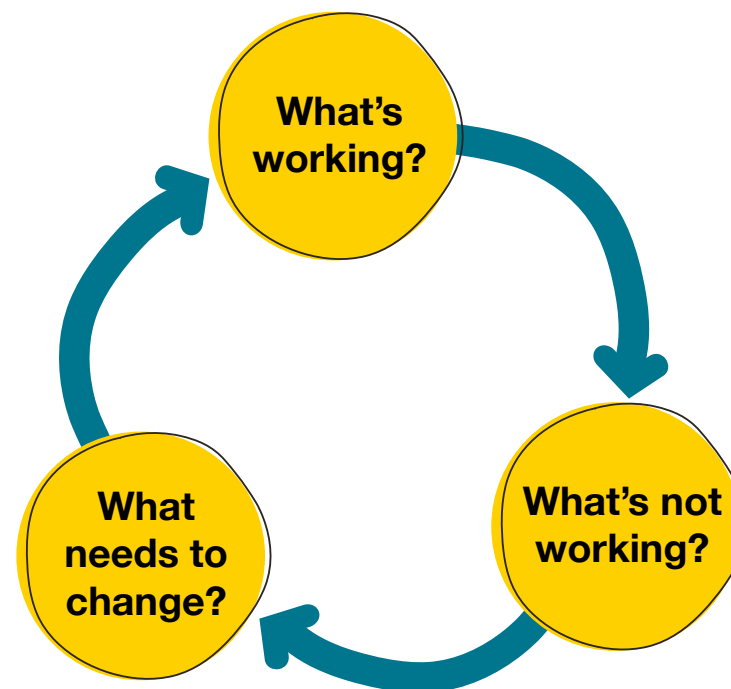
The Universal offer refers to High Quality Teaching for all children and young people regardless of their level of need, this is sometimes referred to as Ordinarily Available Provision. This encompasses a range of resources, practices and support systems which are designed to promote the development and well-being of children and young people. It involves creating a nurturing and stimulating environment that supports the holistic development of everyone. This provision should be structured to ensure that all children/young people, including those with additional needs, can access high quality education and care. In Liverpool, this provision is funded through the Early Years Entitlement (nursery settings & childminders), Element 1: Place Funding (schools) or Element 1: Core Education Funding (Post-16).

Emerging Needs

Emerging Needs should be considered when a child or young person fails to make expected progress; their potential needs are impacting on their ability to access the curriculum; they are not thriving; work needs to be adapted and reasonable adjustments put in place. At this stage, parents/carers will be fully informed and engaged in developing an understanding of the child/young person's needs and a conversation may take place with the SENDCo or identified lead for SEND and Inclusion. In Liverpool, this provision is funded through the Early Years Entitlement and SENIF (for nursery settings and childminders), Element 1: Place Funding (schools) or Element 1: Core Education Funding (Post-16).

Before moving on to planning targeted support consider:

- What have you tried?
- Are you confident that adapted support has been in place?
- What's working?
- What's not working?
- What needs to change?



Targeted Support

Having followed the graduated approach, it is recognised that the child or young person requires support that is additional to or different from what is ordinarily available. At this stage, the setting/school will record the child or young person as having a special educational need. When identifying their primary need, consideration should be taken of any formal diagnosis, co-occurring difficulties and/or the needs that are having the greatest impact at that time on the child or young person. The SENDCo or identified lead for SEND & Inclusion will be fully involved, and a Play Plan/ SEND Support Plan will be put in place. This will include person centred SMART targets (Specific, Measurable, Achievable, Relevant and Time-bound). Parents/carers will be fully involved and invited to regular review meetings. Alongside the introduction of specific interventions, adaptations to curriculum and timetable may be introduced. Some additional adult support may be required for parts of the day. Specialist advice may be sought from external agencies. In Liverpool, this provision is funded through the Early Years Entitlement and SENIF (nursery settings and childminders), Element 1 and 2: Place Funding and Notional SEN Budget (schools) or Element 1 and 2: Core Education Funding & High Needs Additional Support Funding (Post-16). High needs top-up funding may be considered across all phases.

Specialist Support

Persistent and significant difficulties are observed despite previous reasonable adjustments, strategies and appropriate interventions being put in place. The child/young person continues to experience barriers to learning which impact on their ability to make progress against appropriate targets. Specialist support from outside agencies will be sought. From information gathered and having followed the graduated approach, an EHC (Education, Health and Care) Needs Assessment may be considered at this stage.

Consideration should be made for children and young people who have ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’, Equality Act 2010, (‘long-term’ is defined as a year or more) whose needs are such that they will immediately require specialist support.

At all stages of the graduated approach it is important to have open and transparent communication with parents/carers and to recognise the important role they play. Discussions should include identifying what works well at home and respecting that a child or young person may present differently in different situations, with different people and in different environments.



KEY: Emerging Targeted Specialist

ASSESS

- Informal assessments by educator, including observations, work scrutiny, progress tests
- Standardised assessments by SENDCo or identified lead
- Potential specialist assessments by outside agencies
- Specialist assessments by outside agencies
- Consideration of request for EHC Needs Assessment

REVIEW

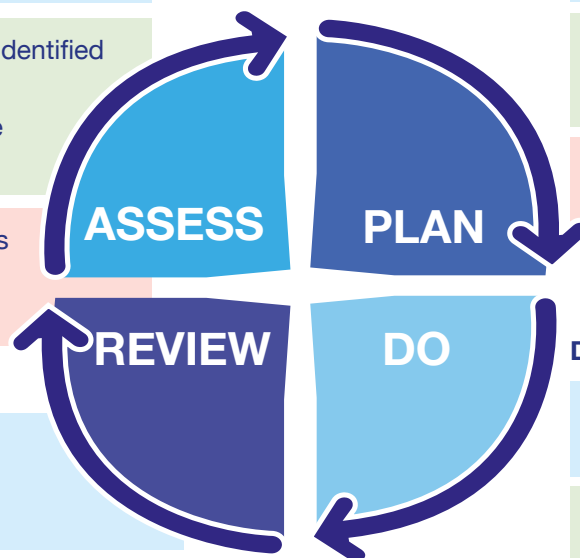
- Are they making progress?
- Are the strategies working?
- Are their needs being met?
- Are they still making progress?
- Are the strategies still working?
- Are their needs still being met?
- Do we need to seek further support from a specialist?
- Do we need to consider an EHC Needs Assessment?
- EHCP Annual Review

PLAN

- Adaptive teaching
- Plan appropriate interventions
- Play Plan/SEND Support
- Plan with SMART Targets
- Plan a personalised curriculum and timetable incorporating recommendations from other professionals

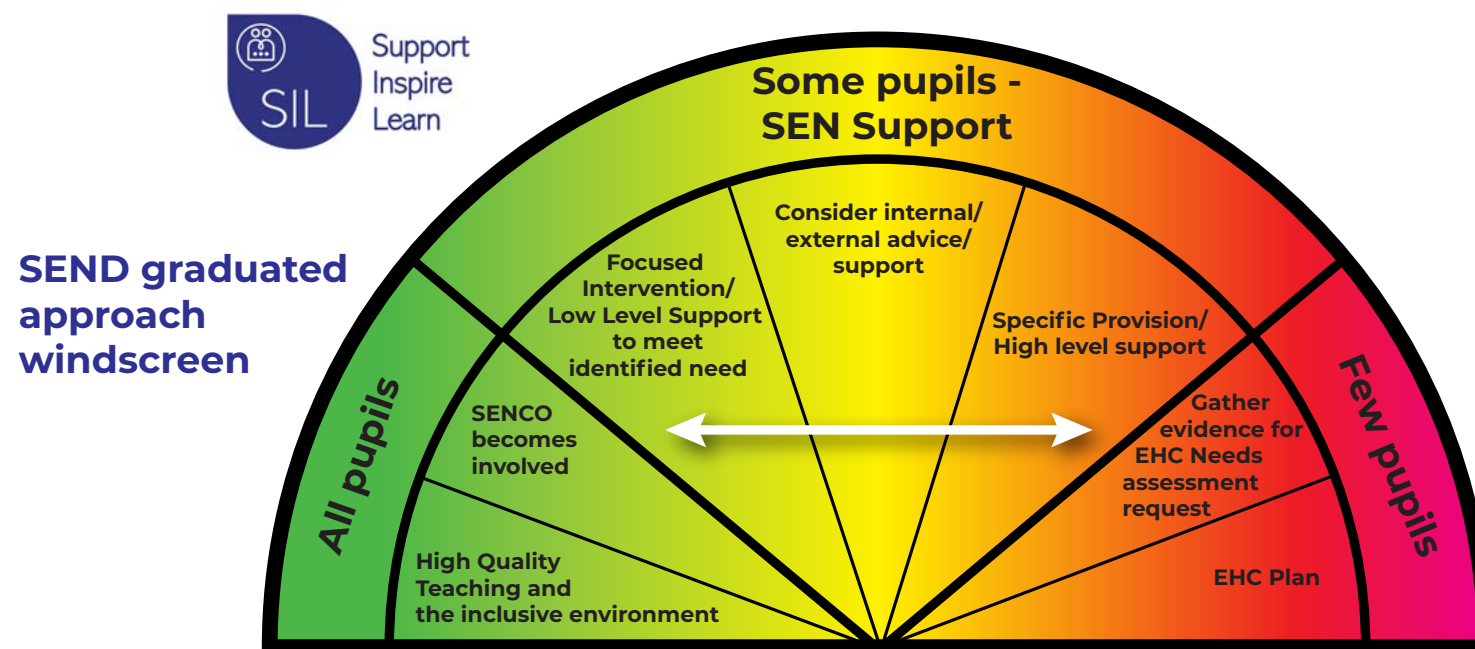
DO

- Implement reasonable adjustments, adaptive teaching and resources
- Implement interventions
- Ensure all who support the pupil are aware of Play Plan/SEND Support Plan
- Implement personalised curriculum and timetable
- When appropriate ensure provision in EHC is being delivered



SEND Windscreen of Support

The expectations of all settings and schools link to the Children and Families Act, Equality Act (2010), Education Act (2010) and SEND code of practice: 0-25 years (2015). Settings and schools may also refer to key documentation applicable to their individual phase (see Appendix for useful links).



Assess, Plan, Do, Review at each stage

At all stages of the graduated approach Preparation for Adulthood should be considered. The safeguarding of children/young people will be paramount. Where appropriate follow your setting/school procedures. Links to further guidance on safeguarding can be found in the appendix. There is also a graduated response to meeting needs within early help, mental health and attendance within Liverpool, links to these documents can be found in the appendix.



Use of Additional Adults

Sometimes children and young people with special educational needs will require additional adult support to access the curriculum and meet their needs within their setting or school. This additional support may be used for specific parts of the day to support the child or young person, to deliver an intervention either on a one-to-one basis or in a small group, or to meet personal care needs. Consideration of how much support the child or young person requires will be in line with the graduated approach.



Stages of the Graduated Approach to Support:

Universal

No additional adult required. All needs are met through the ordinarily available provision and delivered by the educators in the environment through high quality teaching.

Emerging Needs

When using the graduated approach, needs will be met through reasonable adjustments, adapted group work or group interventions delivered by the educators in the environment.

Targeted Support

An additional adult may be required to deliver some specific support within the Play Plan/SEND Support Plan, such as an individual intervention, support within specific activities or lessons for parts of the day. This additional adult may also support others and will not solely be allocated to a single child or young person full time.

Specialist Support

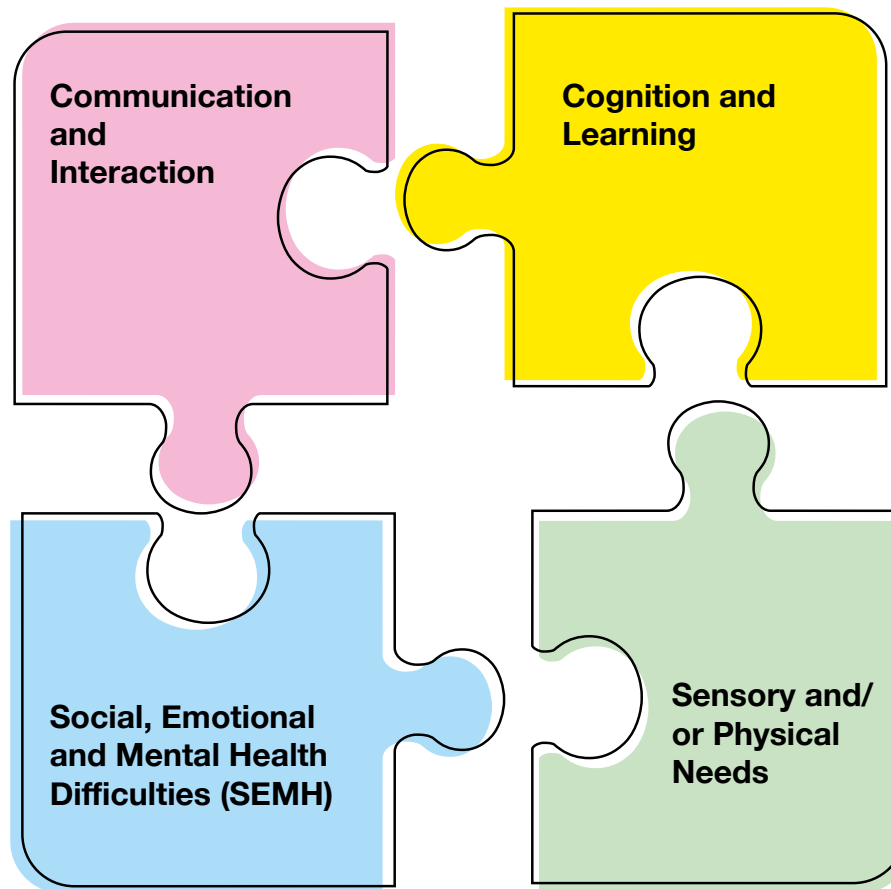
An additional adult may be required to deliver a significant amount of support throughout large parts of the day in order to ensure that the child or young person is able to make progress against their individual targets.



Four Broad Areas of Need

As you begin to consider if a child or young person has a special educational need, you should refer to the Four Broad Areas of Need as identified in the SEND code of practice: 0-25years (2015) The four broad areas of need are a way to consider the impact on a child or young person's learning. It is important to remember that the needs of children and young people may be within more than one area and may change over time.

These are:



Communication and Interaction

Speech Language & Communication Needs - Language refers to the ability to understand and use vocabulary, sentence structures and grammar. This can include spoken, signed or pictorial [symbol supported] language.

Receptive Language - Difficulty in understanding and processing language.

Expressive Language - Difficulty with the use of spoken language or nonverbal communication.

Speech sound difficulty - Difficulty with phonological skills or articulation skills. The difficulty may not be restricted to one area and may be demonstrated at different levels. Early language difficulties may lead to difficulties with literacy skills, social communication, and emotional development.

Social communication & interaction - Difficulties with social interaction and social communication may include: reading or interpreting social situations; comprehending non-verbal communication such as body language, tone of voice or facial expressions; making or retaining friendships; personal space; two-way conversations. Difficulties in these areas may form part of the profile of Autism.

Cognition and Learning

Areas a child or young person may have difficulties with include but not exclusive to:

- early literacy & numeracy
- reading, writing, spelling, comprehension and number
- following instructions
- completing tasks in order
- problem solving
- understanding new concepts and generalisation
- processing difficulties such as sequencing, inference, coherence and elaboration
- attention & staying focused
- memory
- other types of executive function difficulties such as being able to independently organise their work and plan what they will do next in a task
- working independently, engaging with adults, working in a group

These may be categorised as:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD): Dyslexia, Dyscalculia, Developmental Coordination Disorder (Dyspraxia)



Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways often resulting in a change to their usual behaviour. These changes to behaviour may be caused by a variety of factors such as but not exclusive to:

- underlying mental health problems
- anxiety
- sensory overload
- sensory processing needs
- emotional responses such as anger, including responses to pervasive life situations, Adverse Childhood Experiences (ACEs) or undisclosed difficulties
- trauma and/or ACEs
- attachment type difficulties
- frustration due to speech and communication difficulties
- separation anxiety
- grief, loss and/or bereavement
- overwhelm
- physical pain or discomfort, including hunger
- disclosed/undisclosed neglect, physical, mental, emotional or sexual abuse
- environment
- relationships
- Attention Defecit Hyperactivity Disorder (ADHD)
- Attention Defecit Disorder (ADD)

Sensory and/or Physical Needs

Vision Impairment - partial sight through to blindness. Visual loss can affect acuity (ability to see detail both near and far); field of vision (the amount seen in the left, right, upper, lower, central and peripheral fields); colour vision, contrast sensitivity and light sensitivity.

Cerebral Visual Impairment (CVI) - a form of visual impairment caused by the brain not being able to process information from the eyes passing along the visual pathways in the brain.

Hearing Impairment or Deafness - mild through to profound loss, can be unilateral or bilateral, may be fitted with cochlear implants

Conductive Hearing Loss - this is usually a temporary loss such as 'glue ear', some children/young people can have permanent conductive hearing loss

Sensori-neural Hearing Loss - This refers to a permanent hearing impairment arising from damage to the inner ear (cochlea) or to the auditory nerve. Most occur before birth but can occur later due to trauma or illness

Mixed Hearing Loss - If there is an issue with both the outer/middle and the inner ear, a child or young person will have a mixed hearing loss.

Multi-sensory Impairment - an impairment with both their vision and hearing, should only be recorded as MSI if their sensory impairment is their greatest need

Physical Disability including medical conditions that impact on mobility



Communication and Interaction

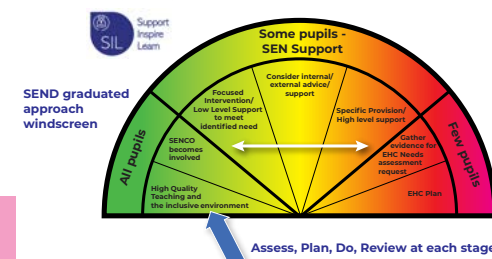
Universal

Ordinarily available provision

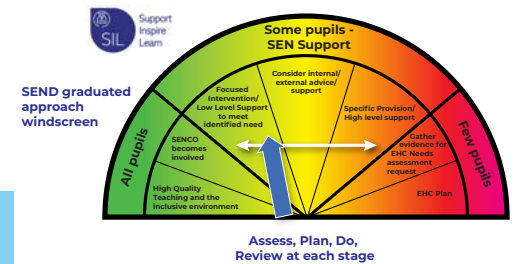
- Settings and schools will provide a language rich environment and communication friendly spaces
- Educators will model appropriate language and include opportunities to extend the child or young person's vocabulary
- Opportunities are created to encourage and develop communication in a range of different situations with both peers and staff
- Child or young person's interests are used to effectively promote engagement and extend focus of attention
- Stories, rhymes and texts are chosen carefully to suit the developmental level of the child or young person
- Child or young person's sensory needs are known and used to plan necessary adjustments including movement breaks and access to sensory resources
- When speaking to a child or young person, staff will gain their attention by using their name first
- Staff will use a variety of ways to communicate with children and young people this will ensure that expectations, instructions, information, including about transitions, are communicated effectively
- Staff will allow children and young people time to process information when speaking to them before expecting a response or repeating instructions

- Instructions are broken down where appropriate and language simplified to meet the individual needs of children and young people
- Visual prompts such as objects of reference; whole class timetables; visual props or puppets; key vocabulary; knowledge organisers and timers may be used throughout the day and throughout the environment to support children and young people's understanding
- Modelling, role play, storytelling and drama used to develop imagination, interaction and communication
- Tasks are chunked into smaller steps matching the needs of the child or young person
- WellComm is used to assess language and communication in the Early Years, and can also be used across Primary

Also consider family and universal services provided from social care, health and what is available within the community. Please see the Local Offer for further detail: fisd.liverpool.gov.uk



Communication and Interaction



Emerging needs

Identified needs

Taking into consideration typical stages of development, children and young people may present with the following areas of difficulty:

- Limited spoken language
- Limited vocabulary
- Grammatical errors in spoken language
- Speech sound pronunciation difficulties
- Echolalia
- Unusual speech pattern /tone
- Stammer
- Selective mutism in certain situations/ environments
- Reliance on copying others
- Unable to follow instructions
- Not generalising words
- Difficulties with learning concepts
- Attention and concentration difficulties
- Understanding age related social conventions of interaction e.g., turn taking during conversation, appropriate level of physical contact during play/social situations
- Difficulties making and maintaining friendships e.g. over-reliance on a particular friend

Strategies and Interventions

- Recognise and respond to non-verbal cues
- Provide opportunities to develop social interactions and model appropriate social behaviour
- Encourage verbal expression through games, songs and storytelling at an age/stage appropriate level
- Provide opportunities to develop conversational skills
- Incorporate effective listening guidelines – optimise listening conditions using appropriate volume, pacing and animation
- Consider seating position and orientation of the child or young person
- Reduce visual, auditory and other sensory distractions
- Consider tone of voice and rate of speech when speaking with or to children & young people
- Increase use of visual supports/objects of reference to support communication
- Increase use of non-verbal communication such as gesture, body language and signing to maintain attention and support understanding
- Key words/vocabulary are emphasised e.g. word wall
- Provide additional time for processing, recapping and checking understanding
- Delivery of information slowed down
- Provide clear, simple instructions
- Ensure time is given for modelling and rehearsal
- Learners are encouraged – and shown – how to seek clarification
- Develop the use of talking buddies/partners
- Teach emotional vocabulary and model appropriate ways to express feelings
- Encourage the use of home languages alongside learning a second language
- Celebrate diverse communication styles and provide culturally relevant materials



Communication and Interaction

Targeted support

Identified needs

Despite support for emerging needs being implemented consistently, children and young people may present with more persistent difficulties.

These may include:

The child or young person has very limited communication skills within one or more areas

Expressive Language:

- May use gesture, signs, symbols or photos as the main form of communication
- May lose previously demonstrated communication skills
- May have little or no functional expressive language e.g. may name a few items but are unable to make requests, may echo language without meaning

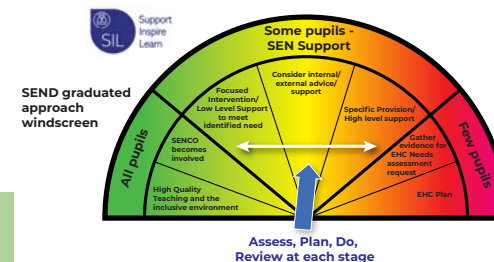
Receptive Language:

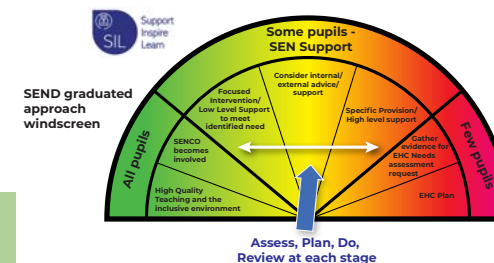
- May have limited understanding of what is said or is visually represented
- May have significant difficulties following instructions and/or engaging in activities with adult involvement
- May have difficulties with comprehension

Strategies and Interventions

Having followed the graduated approach the child or young person will be recorded as having a special educational need. Through coproduction develop a Play Plan/SEND Support Plan capturing personalised SMART targets.

- Explicitly teach active listening skills e.g. how to support recall and how to use new learning
- Consideration given to the child or young person's developmental level of language, the complexity of vocabulary and the amount of information carrying words used when giving instructions
- Use of Blank Levels to ensure that questions are pitched appropriately
- Use sabotage techniques to encourage intentional communication and develop problem-solving, critical thinking and communication skills
- Develop the use of personalised alternative and/or augmentative communication strategies to allow access to learning opportunities
- Develop the use of an individual workstation
- When additional time or other access arrangements are provided, ensure the child or young person is supported to use them effectively
- Develop the use of personalised visuals e.g. visual timetable/schedule, toilet card etc.
- Use small group activities to teach conversational skills
- Use small group activities to teach non-verbal skills e.g. body language
- Use small group activities to teach social skills
- Develop the use of comic strip conversations, social stories and emotion scales
- Consider how pupils are supported to aid communication with peers who have communication and interaction needs





Identified needs

Social Interaction

- May have significant difficulties with social interaction
- May have difficulty tolerating others

Flexibility of Thought

- May have a strong preference for routine – often considered rigidity of thought
- May have the inability to appreciate another person's viewpoint of emotion- lack of empathy
- May have significant difficulties when coping with change
- May have difficulties in making a choice

Sensory Processing

- May become unsettled and/or easily distracted by sensory stimuli in the environment e.g. smells, noise, touch, lighting
- May require frequent support to regulate and/ or need the use of a safe space

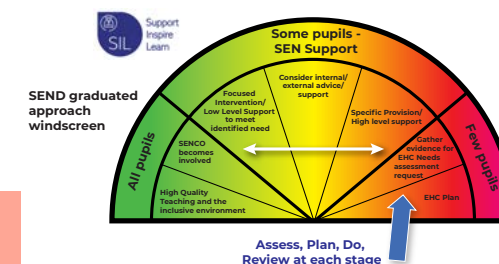
Strategies and Interventions

- Provide objects of reference or visual timetables to support moving through the day, ensure visuals are removed when the task or activity is finished
- Use visuals to support understanding of transitions such as a timer
- Teach strategies for coping with unexpected/unpredicted changes
- Build sensory/movement breaks into the timetable
- Develop the use of resources personalised to the child/young person e.g. task management board, checklists and subject specific vocabulary books
- Consider the use of ear defenders, calming buds and noise cancelling headphones in busy environments
- Provide access to a quiet/calming space
- Provide opportunities for movement breaks/sensory circuits



Communication and Interaction

Specialist support



Identified needs	Contact
Community Speech and Language Therapy Service	Website: alderhey.nhs.uk Tel: 0151 295 3990 Email: childrenssl@alderhey.nhs.uk
SENISS, LCC SEND Support Services including Lead Specialist Practitioner for SLCN	Website: fisd.liverpool.gov.uk Tel: 0151 233 5988 Email: seniss@liverpool.gov.uk
ASD Pathway	Website: alderhey.nhs.uk Tel: 0151 282 4930 (Ext. Option 3) Email: asdqueries@alderhey.nhs.uk
Children's Occupational Therapy, LCC SEND Support Services	Website: fisd.liverpool.gov.uk Tel: 0151 459 2606 Email: Chot@liverpool.gov.uk
ASD Training Team	Website: fisd.liverpool.gov.uk
ADDvanced Solutions	Website: advancedsolutions.co.uk
Independent Travel Training Team	Website: fisd.liverpool.gov.uk Support can be sourced from other traded services, including LCC Educational Psychology Service. Details can be found on Liverpool Local Offer fisd.liverpool.gov.uk



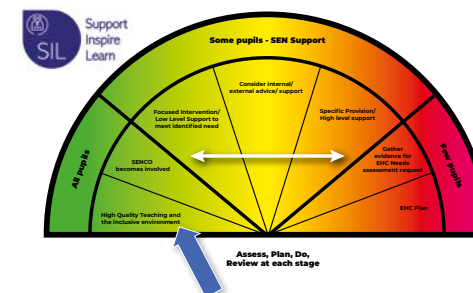
Cognition and learning

Universal

Ordinarily available provision

- Provide opportunities for children and young people to explore, experiment, and solve problems in a developmentally appropriate way through a balance of structured and unstructured activities
- Educators adjust their teaching approaches based on the needs of each child or young person, taking into consideration the pace and order of activities, to maintain interest and attention, including providing additional explanations, breaking tasks into smaller steps or offering visual aids
- Groupings take account of individual needs and routinely provide opportunities for access to positive role models
- A range of concrete resources, within easy reach are organised and uncluttered to promote independence, where appropriate they are labelled with images and/or text, promoting exploration, problem-solving, and critical thinking
- Environments within the setting or school are designed to support different learning, with areas for quiet concentration, active play, creative activities and social interaction
- Educators will use adaptive teaching to continually assess the strengths and needs of all learners, they will adapt their teaching accordingly to ensure all learners can meet expectations
- Give examples or models of the finished task to help children and young people understand the expectations and to plan appropriately
- Appropriate adaptations made to resources e.g. size of font, coloured paper, line spacing, overlays to meet the needs of individuals
- Technology is used effectively to support learning both as a whole class or to support an individual including smart boards, laptops, tablets, text to speech programmes, immersive readers
- Metacognitive approaches are implemented, allowing learners to use knowledge of the task at hand, knowledge of learning strategies and knowledge of themselves to plan their learning, monitor their progress towards a learning goal, and then evaluate the outcome
- There are regular opportunities for active learning, learning through play and learning in the outdoor environment
- Activities are designed to develop skills which will support the children and young people to become independent and resilient learners
- There are regular opportunities for children and young people to develop their self-esteem including celebrating individual's strengths and achievements

Also consider family and universal services provided from social care, health and what is available within the community. Please see the Local Offer for further detail: fisd.liverpool.gov.uk



Cognition and learning

Emerging needs

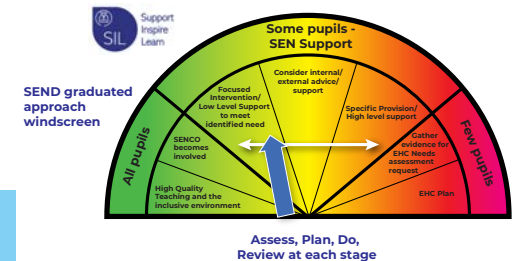
Identified needs

Taking into consideration typical stages of development, children and young people may present with the following areas of difficulty:

- Completing tasks in given time period
- Knowing how to start a task
- Organising, planning and structuring work
- Following instructions
- Concentration and attention
- Understanding concepts
- Understanding technical vocabulary
- Reading – knowledge and application of phonics, whole word sight reading, comprehension, understanding of grammar
- Spelling – knowledge and application of phonics, use of spellings within written work
- Writing – handwriting, sentence structure, grammar, vocabulary, descriptive writing
- Maths – number sense, calculations, problem solving

Strategies and Interventions

- Modelling - I do, we do, you do, and/or WAGOLL (What a good one looks like)
- Develop the use of alphabet strips, phoneme mats, key word mats, structure strips
- Chunk instructions and information
- Break tasks into smaller parts and build in movement breaks
- Provide opportunities from working with and learning from peers or adults
- Teach sequencing as a skill
- Provide opportunities to develop skills of waiting, listening and thinking before acting
- Check understanding - learners to repeat back instructions, metacognitive strategies
- Develop the use of visual cues and prompts
- Use stories, songs and rhymes to aid learning at an age/stage appropriate level
- Ensure children and young people understand explicit links to prior learning
- Ensure sufficient processing time is given
- Use multi-sensory approaches to learning and presenting information
- Offer a variety of recording methods
- Use basic scaffolding techniques such as story planners or writing frames
- Provide manipulatives/concrete resources
- Use IT (Information Technology) programs and apps e.g. immersive reader
- Develop the use of whiteboards and pens/ jotters to support memory
- Teach and model techniques to support working memory
- Ensure text is presented clearly (font size, font type, background)
- Develop the use of dual coding e.g. diagrams and pictures to add meaning
- Carefully consider reading aloud expectations
- Reduce distractions to ensure there is a calm and positive working environment



Cognition and learning

Targeted support

Identified needs

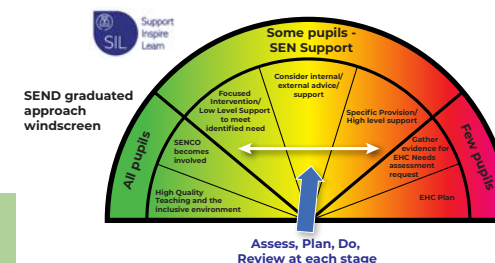
Despite support for emerging needs being implemented consistently, children and young people may present with more persistent difficulties

- Understanding instructions and the requirements of a task
- Processing information – auditory and/or visual including pictorial and/or written information
- Sequencing and ordering
- Making predictions
- Working memory – the ability to manipulate information stored in the short-term memory to complete a task
- Generalising a skill e.g. embedding their learning and applying a skill to a new situation
- Phonological awareness
- Number sense including subitising (the ability to look at a small set of objects and instantly know how many there are without counting them), counting, place value and estimation
- Attention and concentration
- Understanding basic concepts

Strategies and Interventions

Having followed the graduated approach the child or young person will be recorded as having a special educational need. Through co-production develop a Play Plan/SEND Support Plan capturing personalised SMART targets.

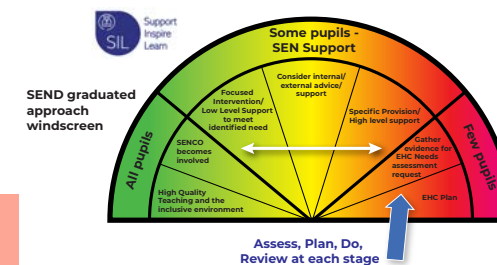
- Use resources that are highly motivating and attention grabbing
- Backward chaining may be used to support the teaching of new skills, e.g. child or young person completes the last part of the task so that they feel success and then gradually increase the amount of steps they complete until they are able to do the whole task independently
- Demonstrate how to approach a problem step-by-step. Talk through your thinking process out loud to show how you consider options, make decisions, and evaluate outcomes
- Teach learners how to use post-it notes /whiteboard for questions and ideas
- Develop the use of an individual workstation
- Allow additional time to complete tasks or adapt the task for the time available
- When additional time or other access arrangements are provided ensure the child or young person is supported to use them effectively
- Consider alternative recording options to demonstrate knowledge and skills
- Scaffolding is used to support learning including hand-over-hand support with physical tasks; visual scaffolds such as schedule strips or task planners; verbal scaffolds such as an educator correcting a misconception or written scaffolds such as writing frames or word banks
- Use small group pre-teaching to introduce and post-teaching to embed new learning
- Interventions for specific skills e.g. barrier games, precision teaching
- Develop use of sound buttons/talk tins; colourful semantics; coloured overlays/paper; memory games; speak to text software; read aloud software



Cognition and learning

Specialist support

If a child/young person continues to make less than expected progress despite following the graduated approach, being confident that SMART targets have been set and the provision linked to these targets has been in place, further support may be needed. Referrals to these services should be made by the school/setting in consultation with parent/carers. Any recommendations made by specialist services should be implemented by the school/setting using their SEND funding mechanisms. As well as the services listed below schools/settings can also seek commissioned services including traded services from the Local Authority. This might be accessed via:



Identified needs

SENISS

Strategies and Interventions

Website: fisd.liverpool.gov.uk

Tel: 0151 233 5988

Email: seniss@liverpool.gov.uk

Support can be sourced from other traded services, including LCC Educational Psychology Service. Details can be found on Liverpool Local Offer fisd.liverpool.gov.uk



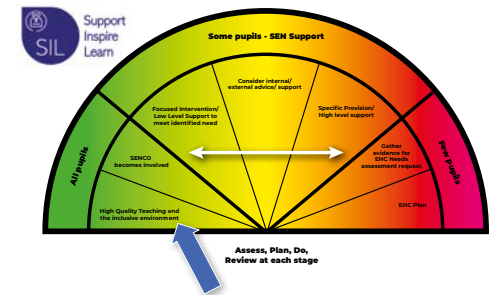
Social, Emotional and Mental Health Difficulties

Universal

Ordinarily available provision

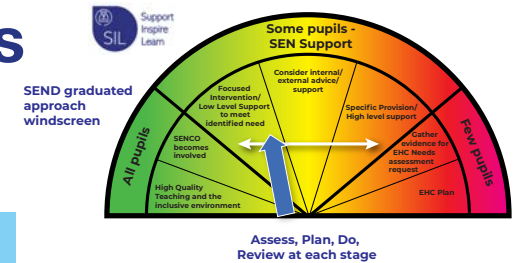
- Settings and schools should create an environment which is calm and orderly, where routines are well established, and behaviour is consistently well managed. This environment aims to reduce learners' anxieties and helps them to feel safe
- Settings and schools should create a safe and supportive environment where children and young people feel that they belong, are supported and can develop trusting relationships with educators
- Educators should embed whole setting/school approaches that promote wellbeing and resilience for both children and young people and the staff who work with them. This should be evident in both their policies and processes
- The environment celebrates diversity and encourages all children and young people to participate fully, promoting a sense of inclusion and well-being. Negative attitudes, beliefs and perceptions towards individuals or groups are challenged
- Language used by educators demonstrates an unconditional positive regard for all. Educators use respectful facial and body language when communicating with others and tone of voice is positive, promoting a sense of safety
- Schools should identify a trained Mental Health Lead
- Settings and schools should create designated 'safe spaces' that children and young people can access when feeling overwhelmed or dysregulated
- Create a culture where mental health can be talked about openly. This should include an open-door policy with parents/carers
- The PSHE curriculum should include explicit teaching of emotions, bullying & discrimination, personal safety, media & digital literacy, physical & mental health, growing & changing, relationships & sex education at age/stage appropriate levels
- Settings and schools should use restorative practice to help children and young people to build, maintain and repair relationships
- Settings and schools should identify key adults to support individual's where appropriate as a mentor or trusted adult
- Consider using trauma informed approaches and developing attachment aware strategies
- Use research-based approaches such as ROAR, REACT, Zones of Regulation
- Provide opportunities for physical activity/learning to help children & young people release energy and reduce stress

Also consider family and universal services provided from social care, health and what is available within the community. Please see the Local Offer for further details: fisd.liverpool.gov.uk



Social, Emotional and Mental Health Difficulties

Emerging needs



Identified needs

Taking into consideration typical stages of development, children and young people may present with the following areas of difficulty:

- Settling into/following new routines
- Attention - giving and maintaining attention to adult and/or tasks
- Some difficulty with self-regulation e.g., calming down when upset
- May appear withdrawn/anxious particularly with unfamiliar activities
- Separating from parent/carers when considering age/stage of development
- Interacting with others e.g., following social rules such as turn-taking, sharing and waiting
- Forming and maintaining friendships with peers
- Infrequent difficulties interacting with others but do not present harm to themselves or others
- Understanding appropriate boundaries with peers/adults when considering age/stage of development
- Task participation e.g., avoid actively participating in tasks, rely on others or adult support, disengage
- Self-esteem, low mood
- Low attendance which may deteriorate
- Communicating feelings and expressing emotions effectively and appropriately

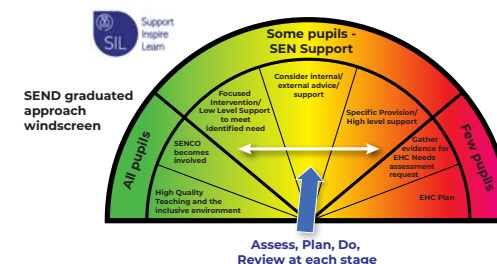
Strategies and Interventions

- Ensure clear behaviour expectations are in place and understood
- Promote positive relationships- peer/peer and peer/educator
- Capture the voice of the child or young person
- Identify individual strengths and interests
- Consider using calming music to promote self-regulation
- Provide multi-sensory learning opportunities
- Ensure a trusted adult provides consistent care and emotional support during transitions
- Consider seating arrangements (for e.g., for attention, focus, good role models)
- Prepare children and young people adequately for times/events of transitions
- Model calm, clear communication methods
- Keep instructions, routines and rules short, precise and positive
- Teach calming techniques, such as deep breathing or taking breaks during overwhelming situations
- Identify key adult to be available to provide emotional support when needed
- Explicitly teach skills to help children & young people to control impulses and behaviour, learning when to wait, listen, or follow instructions rather than acting impulsively
- Develop the use of a worry box; calm spaces; movement breaks; fidget resources; individual visual timetable (not bespoke); restorative practice
- Validate the child or young person's feelings by labelling the emotion and reinforcing that it is ok to feel that way then model appropriate responses to the emotion
- Maintain a neutral tone and avoid reacting emotionally to the child or young person's dysregulation



Social, Emotional and Mental Health Difficulties

Targeted support



Identified needs

Despite support for emerging needs being implemented consistently, children and young people may present with more persistent difficulties and may regularly:

- Have periods of dysregulation – meltdowns, shutdowns, fight, flight, freeze, fawn or flop
- Have low mood and appear to be unhappy, anxious, stressed or depressed
- Appear overwhelmed or be withdrawn
- Show setting/school avoidance behaviours or become a persistent absentee
- Ongoing difficulties with self-regulation to the extent that it impacts in their ability to cope within the setting, it may also impact on others
- Struggle to follow rules, avoid demands and challenge authority
- Develop risky survival strategies e.g. self-harming, running out of the setting
- Struggle with eating disorders, substance abuse, addictive behaviours

Strategies and Interventions

Having followed the graduated approach the child or young person will be recorded as having a special educational need. Through coproduction develop a Play Plan/ SEND Support Plan capturing personalised SMART targets.

- Use social stories and/or comic strips to help children and young people's understanding of social situations
- Explicitly teach emotional literacy, de-escalation and self-regulation strategies
- Support the child or young person to explore their own trigger points and discuss how they would like to be supported as appropriate to age/stage
- Introduce an individual workstation or quieter workspace
- Develop the use of individual visual timetable (bespoke), now and next/now, next, then, objects of reference as age/stage appropriate
- Develop the use of a visual timer to support transitions/turn-taking e.g. sand timer
- Introduce use of pass card for movement break/time out/toilet pass
- Adapt routines/timings for beginning and end of school day
- Consider use of additional adult to support with transitions throughout the day
- Develop a sensory profile for the child or young person and build in movement breaks/sensory circuits as appropriate
- Offer regular check in opportunities with a key person
- Focused activities or additional adult to support at unstructured times of the day
- Small group or one-to-one interventions such as Lego Therapy, Socially Speaking etc.
- Identify key adult to support at times of crisis
- Consider risk assessment and/or positive handling plan
- Set realistic targets with appropriate level of challenge within Play Plan/SEND Support Plan to promote success and support children & young people's self-esteem

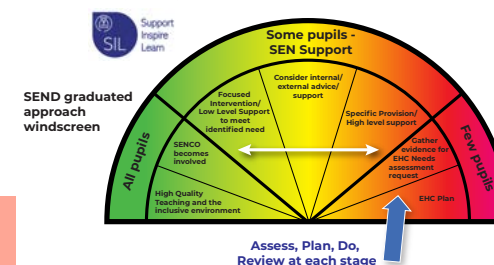


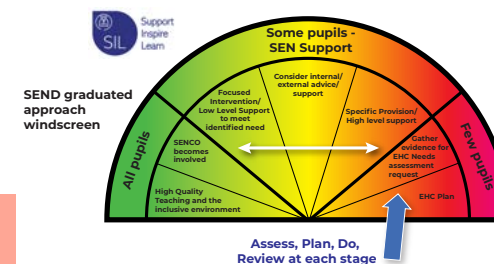
Social, Emotional and Mental Health Difficulties

Specialist support

If a child/young person continues to make less than expected progress despite following the graduated approach, being confident that SMART targets have been set and the provision linked to these targets has been in place, further support may be needed. Referrals to these services should be made by the school/setting in consultation with parent/carers. Any recommendations made by specialist services should be implemented by the school/setting using their SEND funding mechanisms. As well as the services listed below schools/settings can also seek commissioned services including traded services from the Local Authority. This might be accessed via:

Identified needs	Strategies and Interventions
The Behaviour Intervention Team (BIT), LCC SEND Support Services	Website: fisd.liverpool.gov.uk Email: bit@liverpool.gov.uk
Liverpool Children's Advice and Support Service (CASS) formerly known as Careline	Website: fisd.liverpool.gov.uk liverpool.gov.uk Tel: 0151 459 2606
Mental Health Support for Children & Young People in Liverpool formerly known as CAMHS	Website: liverpoolcamhs.com Tel: CYP Crisis Line – 0151 293 3577 CRISIS CARE FREEPHONE: 0808 196 3550 Fresh CAMHS – 0151 293 3662 Email: https://alderhey.nhs.uk/services/camhs
YPAS & Seedlings	Website: ypas.org.uk Tel: 0151 707 1025 Email: support@ypas.org.uk





Specialist support

Identified needs

Education Mental Health Teams (EMHT) & Mental Health Support Teams (MHST)

Website: Education Mental Health Support Teams - liverpoolcamhs.com
Mental Health Support teams - liverpoollearningpartnership.com
Tel: 0151 293 3642

KOOTH

Website: liverpoolcamhs.com
Tel: 0808 196 3550 (24hr Crisis Care Line)

Family Help Assessment (FHA) formerly known as EHAT

Website: fisd.liverpool.gov.uk

Support can be sourced from other traded services, including LCC Educational Psychology Service. Details can be found on Liverpool Local Offer fisd.liverpool.gov.uk



Sensory and/or Physical Needs

Universal

Ordinarily available provision

Ordinarily Available Provision for sensory and/or physical needs refers to the standard support and resources that settings/schools are expected to provide to accommodate individuals with these needs. This provision ensures that these children and young people can access education on an equal basis with others.

In such provision this would typically include considerations such as:

- Setting or school building and environment is fully accessible and compliant with current UK legislation
- Resources are within easy reach of children and young people
- Resources are organised and uncluttered to promote independence, where appropriate they are labelled with images and/or text
- Activities and resources are adapted to meet individual needs, for example, a range of different types of scissors, puzzles, books, IT equipment, outdoor & sports equipment etc.
- Seating and tables are at an appropriate height for the children and young people
- Provision of small support equipment e.g. adapted pencils, pens, ruler, cutlery and scissors
- Adaptations to the way instructions are delivered/shared
- Extended time for completion of task/activities or adaptations to the task/activity to take account the working pace of children and young people

with sensory and/or physical needs

- Multi-sensory teaching approaches and resources used to support an inclusive curriculum
- Consideration to audio/visual environment i.e. reduce glare, background noise, avoid adult standing in shadow

These provisions aim to create an inclusive environment where children and young people with sensory and/or physical needs can participate fully and independently. The specific details may vary depending on the setting/school but the overall aim is to remove barriers and provide equal opportunities.

Also consider family and universal services provided from social care, health and what is available within the community. Please see the Local Offer for further detail: fisd.liverpool.gov.uk



Sensory and/or Physical Needs

Emerging needs

Identified needs

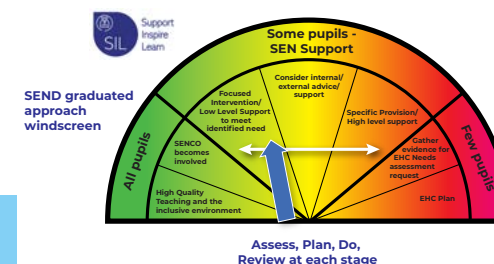
Taking into consideration typical stages of development, children and young people may present with the following areas of difficulty:

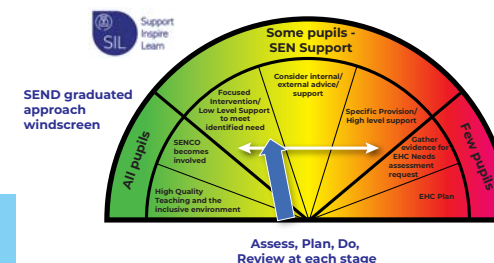
Visual Impairment:

- Struggling to read standard sized print
- Holding books and objects close to eyes
- Unusual head postures or squinting
- Access to learning including presentations, interactive whiteboard, displays, practical activities, note taking, demonstrations, use of computers/tablets
- Reading their own and teachers writing
- Incidental learning – vocab, general understanding of everyday situations
- Moving around the classroom/school, clumsiness, tripping over obstacles, bumping into edges of furniture
- Peer relationships and friendships – understanding personal space
- Organising equipment and resources
- Tiredness due to excessive concentration needed
- Completing work in the timescales and keeping up with peers
- Self-esteem and recognising strengths and difficulties- not being the same as peers

Strategies and Interventions

- Consider positioning in the classroom
- Cue in the young person using their name
- Ensure that any non-verbal communications and gestures are also verbalised
- Use of magnifiers and low vision aids
- Try out different paper or Smartboard colours to try to find best contrast
- Dark pens, dark lined exercise books
- Consider using a clearer or larger font style and size
- Intersperse short spells of visual activity with less demanding activities
- Eliminate inessential copying from the board
- Where copying is required, ensure appropriate print size photocopy is available
- Use multi-sensory activities when possible- use of objects and real experiences
- Alternative ways of recording work
- Provide occasional use of enlarged copies, as advised (Don't just enlarge everything onto A3 as this may not be appropriate)
- Avoid standing in front of windows – your face becomes difficult to see
- Ensure child or young person has own text or monitor





Identified needs

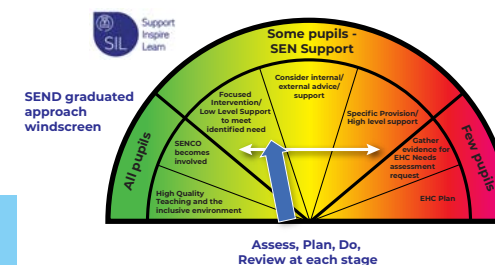
Hearing Impairment or Deafness:

- Following instructions
- Saying they have understood when they clearly haven't
- Missing key points in their learning
- Not retaining new vocabulary
- Failing to grasp the meaning of new vocabulary
- Difficulties with attention and concentration especially in the presence of background noise
- Limited communication in high noise environments such as the dinner hall
- Speaking more loudly or more quietly than is usual or expected
- Asking for lots of repetition
- Difficulties in social situations – missing the point or not fully understanding the rules of games
- Difficulties in maintaining friendships
- Becoming very tired very easily due to listening fatigue

Strategies and Interventions

- Consider positioning in the classroom so child or young person has sight of the teacher and their peers, is near the front of the classroom and is away from external noise sources
- Use of visual clues and practical equipment to aid understanding
- Asking the child to repeat back instructions to ensure they have fully grasped what they need to do
- Ensure that you have child's full attention before talking
- Reiteration of the comments made by others during classroom discussions
- Adapt planning/curriculum/outcomes where needed
- Scaffold support using visual prompts where possible
- Staff to be aware of the effects of tiredness due to the demands of listening and concentrating and understanding
- Models of good language applied to any grammatically incorrect comments and incorrect facts
- Increased use of visual aids and practical equipment to aid understanding





Identified needs

Multi-Sensory Impairment (MSI) or Deaf blindness:

When the hearing and vision senses are both affected this can have a significant impact on learning as they are distance senses and the learner cannot compensate as easily as if it were a single sensory impairment.

Physical Needs:

- Mobility
- Fine and gross motor difficulties
- Whole body movements
- Moving around objects and people
- Difficulties in PE and playground- Catching, throwing, balance, safety
- Hand/eye co-ordination/fine motor control
- Self-help skills
- Working at a slower pace due to fatigue
- Completing work in timescales and keeping up with peers
- Uses equipment such as sloping board/pencil grip

Strategies and Interventions

Strategies and interventions for supporting children and young people with Multi-Sensory Impairment will be a combination of those outlined for Visual and Hearing Impairments.

- Consider positioning in the classroom e.g. seating, access routes to toilets, cloakroom, teacher's desk etc. What obstacles are in the way?
- Try different pen grips if the pupil has fine motor control difficulties
- Marker pens, wide lined exercise books
- Consider type of seating and height of tables/chairs
- Intersperse short spells of focused activity with less demanding activities to prevent fatigue
- Eliminate inessential copying from the board
- Where copying is required, ensure the pupil has their own copy next to them to copy from as some children struggle with the angle of the board in addition to the physical control required to copy
- The pupil may need to write much larger letters than their peers in order to form the letters
- Consider alternative ways of recording work such as the use of laptops and iPads plus photographs and video
- Provide additional resources e.g. sloping board/pencil grip/specialist scissors
- Adapt the pace of learning



Sensory and/or Physical Needs

Targeted support

Identified needs

Despite support for emerging needs being implemented consistently, children and young people may present with more persistent difficulties

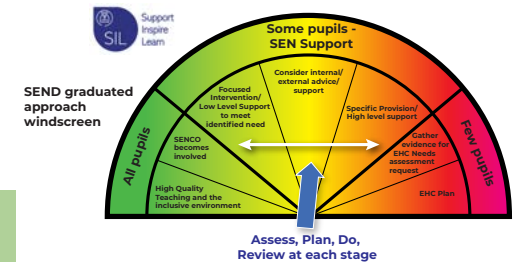
Visual Impairment:

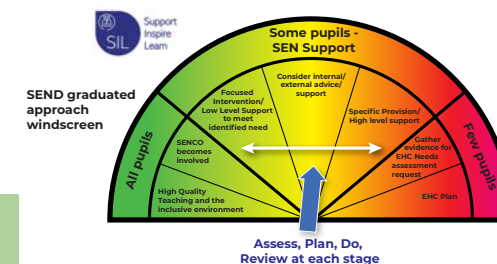
- A need to type some work in order to access their own work
- A need for accessibility settings and/or specialist software to access computers
- A need for supervision or support in unfamiliar or hazardous situations
- Copying from the board- even when sitting close
- Shows signs of poor hand eye co-ordination and over- and under-reaching
- Children or young people may tire easily or be easily distracted from precision tasks
- Move close to items to view them or hold them at an angle
- Adopts a noticeable head tilt or position

Strategies and Interventions

Having followed the graduated approach the child or young person will be recorded as having a special educational need. Through coproduction develop a Play Plan/SEND Support Plan capturing personalised SMART targets.

- Computer Accessibility Tools: Screen readers, voice-to-text software, and adapted keyboards
- Visual Aids: Magnifiers, braille displays, and screen magnification software
- The environment has a consistent layout with clear routes and areas of learning that are obvious to the child or young person
- Talking books, tactile resources and objects of reference are used
- Use of bold items, well contrasted resources is evident
- Encourage the use of real-life items where possible in play and activities e.g. not plastic fruit
- Use of exploratory play for development of motor skills for both tactile discrimination and use of touch and as part of pre-braille skills
- Bridge any missed learning opportunities due to missing incidental learning that lay foundations for future learning and development
- Activities should take a 'hand under hand' approach at all times when an adult is supporting the child
- Develop visual interest/curiosity building on to visual attention, fixation and then following and tracking
- Adaptations to the way instructions are delivered/shared
- Extended time for completion of task/activities or adaptations to the task/activity to take account the working pace of children and young people with VI
- Alternative formats e.g. providing materials in large print or braille
- Risk assessments and emergency evacuation plans will be in place to ensure the safety of children and young people with VI when moving around the site





Identified needs

Hearing Impairment or Deafness:

- Perception of some speech sounds
- Delayed language development in one or more areas
- Accessing linguistic aspects of the curriculum
- Requires elements of the curriculum to be adapted or more heavily supported
- Accessing speech in TV programmes, DVDs and YouTube clips where lip pattern is not present (e.g. 'hidden narrators' and voiceover)
- Accessing speech where there is competing background noise, including music

Multi-sensory Impairment (MSI):

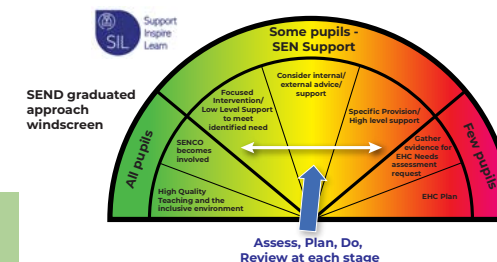
Children and young people with Multi-Sensory Impairment may present with a combination of the above more persistent difficulties.

Strategies and Interventions

- Support to promote full social inclusion and to develop social skills
- Allow the deaf child/young person to see your face and lips when speaking
- Ensure you are not standing with your back to a light source, as a shadow cast across your face can obstruct the deaf child or young person's view
- Manage and limit visual distraction
- Adapt your environment to improve acoustics
- Allow additional time to ensure mastery of new concepts and learning
- Give more time to process information
- Create opportunities for 1 to 1 and group work in good listening environments
- Ensure personal amplification is worn by the child if this is prescribed by Audiology Department
- Provide deaf awareness training for staff
- Daily checking of child's speech processors/hearing aids/BAHAs (Bone Anchored Hearing Aids) and radio aid system by a trained member of staff
- Adaptations to the way instructions are delivered/shared and audio formats used where appropriate
- Extended time for completion of task/activities or adaptations to the task/activity to take account the working pace of children and young people with HI or deafness

Strategies and interventions for supporting children and young people with Multi-Sensory Impairment will be a combination of those outlined for Visual and Hearing Impairments.





Identified needs

Physical Needs:

- Fine and gross motor skills delay
- Spatial awareness issues - difficulty moving around people and objects
- Hand eye coordination, difficulty with writing/ cutting
- Throwing, catching, balance in PE
- Lack of or slow progress in the curriculum due to physical difficulties
- Difficulties impact on their self-esteem and social relationships
- Some difficulties in physically accessing the curriculum and practical activities
- Working at a markedly slower pace due to fatigue
- Poor engagement
- A need for supervision or support in unfamiliar or hazardous situations
- Copying from the board- even when sitting close
- Tire easily or be easily distracted from precision tasks

Strategies and Interventions

- Educator to facilitate small group interventions and aid learning and organisation within the classroom environment
- Ensure that risk assessments and moving and handling plans are in place
- Resources specific to the needs of the child or young person i.e. ICT programs/apps; fine motor control programmes; physiotherapy/ occupational therapy programmes
- Additional adult to deliver the above support programmes and help with information access and modifying work
- Additional adult to support with physical tasks including dressing and undressing, and toileting
- Allow additional time to complete tasks and consider access arrangements for external tests and exams, and apply for as necessary
- Reduce or provide alternative methods of recording written work
- Allow child or young person to leave early when travelling between classes to avoid busy corridors and to allow more time to get to next class
- Provide handrails on stairs and consider rails (and a step for small children) within toilets or access to an accessible toilet with adult support if appropriate
- Ensure child or young person can reach and use facilities
- Support may be needed to carry food at lunchtime
- Provide a locker for child or young person to store books etc. rather than needing to carry them around during the day. Ensure the height of the locker is accessible
- Provide option for child or young person to sit on a chair rather than on the floor at carpet time/ assembly
- Access to ramps and/or lifts to aid mobility around the site
- Consideration of the layout in classrooms and other spaces to allow mobility around the room

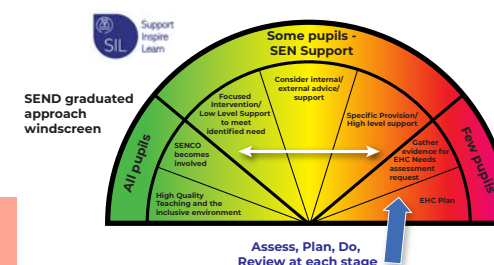


Sensory and/or Physical Needs

Specialist support

If a child/young person continues to make less than expected progress despite following the graduated approach, being confident that SMART targets have been set and the provision linked to these targets has been in place, further support may be needed. Referrals to these services should be made by the school/setting in consultation with parent/carers. Any recommendations made by specialist services should be implemented by the school/setting using their SEND funding mechanisms. As well as the services listed below schools/settings can also seek commissioned services including traded services from the Local Authority. This might be accessed via:

Identified needs	Strategies and Interventions
Sensory Service (HI and VI), LCC SEND Support Services	Website: fisd.liverpool.gov.uk Tel: 0151 233 5970 Email: sensoryservice@liverpool.gov.uk
Children's Occupational Therapy Service, LCC SEND Support Services	Website: fisd.liverpool.gov.uk Tel: 0151 459 2606 Email: Chot@liverpool.gov.uk
Community Occupational Therapy (0 -5 years) & Community Physiotherapy Team, Alder Hey	Website: Community Occupational Therapy - alderhey.nhs.uk Community Physiotherapy Team - alderhey.nhs.uk Tel: 0151 607 2700 Email: commphysioadmin@alderhey.nhs.uk
Liverpool Wheelchair Services	Website: fisd.liverpool.gov.uk Tel: 0151 296 7770
Independent Travel Training Team	Website: fisd.liverpool.gov.uk
Support can be sourced from other traded services, including LCC Educational Psychology Service. Details can be found on Liverpool Local Offer fisd.liverpool.gov.uk	



Appendix

Graduated Approach Responses:

There is also a graduated response to meeting needs within early help, mental health and attendance within Liverpool, further information and links to these documents are below:

- **Family Help**
- **Mental Health**
- **Attendance**

FAMILY HELP	liverpoolscp.org.uk
What is family help?	
Liverpool's Family Help Partnership Strategy	liverpoolscp.org.uk
MENTAL HEALTH	liverpoolcamhs
Liverpool's Integrated Children and Young People's Mental Health Offer	liverpoollearningpartnership.com
Liverpool Learning Partnership - What we do	liverpoollearningpartnership.com
ATTENDANCE	
Liverpool Learning Partnership - Education Mental Health Teams	liverpool.gov.uk
School attendance, behaviour and welfare	



Useful links:

LSCP (Liverpool Safeguarding Children Partnership):

Website: liverpoolscp.org.uk

CASS (Liverpool Children's Advice and Support Service) formerly known as Careline:

Website: fisd.liverpool.gov.uk
liverpool.gov.uk

Tel: 0151 459 2606

Liverpool Parent Carer Forum (LivPaC):

Facebook: [facebook.com](https://www.facebook.com)

Email: livpac@hotmail.co.uk

SENDIASS:

Website: barnardossendiass.org.uk

Tel: 0333 323 7768

Early Notification – SEND Support:

Website: fisd.liverpool.gov.uk

Short Breaks:

Website: fisd.liverpool.gov.uk

For information on other SEND services please visit Liverpool Family Information & SEND Directory – The Local Offer:

fisd.liverpool.gov.uk



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