



The Universally Available Provision

CONTENTS PAGE



Introduction - Page 3

Part 1- The Universally Available Provision - Provision for All Pupils:

	Page #	
Part 1	1. Leadership Including Culture and Ethos ➤ Aspirations, values, promoting inclusion and inclusive practice ➤ Collaboration, co-production and communication	4
	2. Inclusive Teaching, Learning and Assessment ➤ High Quality inclusive Teaching ➤ Curriculum Content ➤ Assessment and Progress	7
	3. Belonging, Relationships and Wellbeing ➤ MHEW, Therapeutic approaches ➤ Attendance ➤ Behaviour - policies, reasonable adjustments ➤ Effective transitions starting school, between phases and between lessons/activities/ home-school	17
	4A. Removing Barriers and Meeting Needs through Environments ➤ Learning Environment ➤ Communication environment ➤ Resources and Equipment	22
	4B. Physical/Sensory Including Medical Needs ➤ Environments including lighting, furniture, sound, visual ➤ Meeting medical needs	24
	5. Involving Pupils, Parents / Carers and Families and the Wider Community ➤ Collaboration, co-production and communication ➤ Community Participation ➤ Links with ESCC	26
Part 2- Supporting Broad Areas of Need:		28
Part 2	1. Communication and Interaction	29
	2. Cognition and Learning	37
	3. Social Emotional Mental Health Difficulties (SEMH)	42
	4. Sensory, Physical and Medical needs	51
Definitions		56

Introduction

The Universally Available Provision (UAP) forms the core set of inclusive teaching and support strategies offered to every child. It applies across all early years settings, primary and secondary schools, as well as Post 16 provisions. There are two parts to the UAP.

Part 1 is designed to be the baseline support, meaning it is not a targeted, individual intervention, but rather the foundation of quality education that aims to meet most children's needs.

If a child continues to make limited progress after receiving this support, they may need more targeted help and detail of the type of provision and support that may be available around this, is detailed in **Part 2** of the UAP. Part 2 aligns with the current broad areas of need.

Through development of the UAP, we have made links to reference material to support schools with their implementation and delivery within their settings.

The Education Endowment Foundation 'Five a Day' approach suggests that there are five approaches that teachers should consider adopting for all pupils, including those pupils with SEND.

[Five a day: supporting high-quality teaching for pupils with... | EEF](#)

Level	Description
Universal (UAP)	Standard support for all students; no special assesment required.
Targeted	Additional, often short-term support for pupils who need more than the universal offer.
Targeted Plus	For pupils who need more specialist support, schools will be able to draw on the new "experts at hand" service which aims to improve access to education and health professionals.
Specialist	Highly personalised support for complex, long-term needs, often involving external experts.

Leadership Including Culture and Ethos

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

Expectations

Leaders establish an inclusive culture and ethos that permeates all aspects of school development.

Leaders use robust self-evaluation to strengthen inclusive practice.

Leaders ensure that all staff access high-quality professional learning.

Strategies

- There is a shared vision for inclusion in the school which is reflected in the attitudes, behaviour and language of all stakeholders including pupils, school leaders, staff, governors and parents.
- The school fosters belonging and connectedness, nurturing every child and young person (CYP) through a broad curriculum and rich enrichment opportunities.
- High expectations apply to all pupils, including those with SEND.
- Policies, curriculum and pastoral systems are reviewed to ensure they reflect inclusive values and a therapeutic approach.
- Staff use adaptive approaches that remove barriers to learning.
- Celebrations of success and school displays reflect and acknowledge diversity.
- Leadership structures distribute responsibility for inclusion across the school, with accountability for SEND at senior leadership level.

- The Universally Available Provision is embedded as part of the whole school approach to monitoring and decision making.
- Staff at all levels understand and apply inclusive practice consistently.
- Leaders at all levels monitor the effectiveness of support for CYP and adjust provision as needed.
- There are effective systems in place for early identification of needs with wide use of screening tools and student voice.
- A layered, evidence-based support offer is available, with clear referral pathways and consistent impact tracking.

- All teaching staff understand how to adapt to meet the varied needs of CYP using high quality inclusive teaching practices.
- Ongoing professional learning deepens knowledge of inclusive strategies
- The professional learning of teaching assistants is planned for, effective and coherent.
- Professional learning programmes incorporate evidence based recommended mechanisms such as rehearsal and application of new skills.

Expectations	Strategies
Leaders promote equality of opportunity and diversity.	• Prejudice and discrimination of any sort of are actively challenged. • Policies and procedures clearly demonstrate the school's commitment to equality and diversity. • Leaders recognise and address potential cognitive bias in decision-making.
Leaders ensure collaboration, co-production and communication, working with a wide variety of partners.	• CYP participate meaningfully in decision making and are involved in decisions about their provision and wellbeing. • Feedback from families, staff, governors, and CYP informs improvement planning. • Communication plans ensure all stakeholders understand priorities, actions and next steps. • The school works in partnership with other settings, sharing expertise and resources. • Budgets are used creatively to enhance inclusive practice, including through external expertise when needed.
All governors promote the school's inclusive ethos and provide effective support and challenge to school leaders.	• There is a designated SEND Governor • Governors ensure statutory policies are in place and regularly reviewed. • Governors maintain financial oversight of SEND and inclusion spending and understand its impact. • Leaders keep governors updated on provision and outcomes. • Governors receive regular training about inclusion issues.

Professional Learning

- [National Professional Qualifications](#)
- [NGA](#)
- [Build a culture of community and belonging for pupils | EEF](#)
- [Chartered College article - Cognitive Bias and Ethical Leadership](#)
- [The Seven Principles of Public Life - GOV.UK](#)

LA Support

- [East Sussex Learning Pool \(e-learning on Compassionate Leadership and Inclusive Recruitment may be of interest\)](#)

External Links

- [SEND code of practice: 0 to 25 years - GOV.UK](#)
- [Ofsted Inspection Toolkit 2025](#)
- [Dfe White Paper 2026](#)
- [SEND White Paper 2026](#)
- [KCSIE 2025](#)
- [Equality Act 2010](#)
- [NASEN Understanding Inclusion miniguide](#)
- [NASEN Teacher SEND handbook](#)
- [Changing Chances](#)
- [Headteacher's Standards](#)
- [EEF Deployment of TAs](#)
- [Staff Wellbeing support](#)

Inclusive Teaching, Learning and Assessment

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

Expectations

Learning takes place within an inclusive ethos, where the principles of belonging, autonomy, security and equity are promoted, where success is celebrated and diversity is valued.

Teachers recognise the value of positive supportive relationships with CYP as a key lever in learning.

Mistakes are embraced as learning opportunities and all the contributions of all CYP are valued equally.

All CYP are encouraged and expected to actively participate in learning opportunities.

[Effective Questioning Strategies](#) are used to ensure instructions and knowledge are fully understood by all CYP.

Strategies

- The BASE model underpins lesson planning and activities.
- Teachers know their CYP well, including their strengths and interests and how their individual needs can be supported.
- Teachers adopt an approach of unconditional positive regard, welcoming all CYP to every lesson.
- Every CYP's voice is valued.
- Positive classroom identity is promoted through 'we' statements.
- Small successes are shared and celebrated to motivate CYP and reinforce incremental progress.

A variety of ways might be used to encourage engagement and participation
Examples include:

- Mini whiteboards.
- Think, pair, share/ turn and talk.
- No opt out.
- Voting/ polls.
- Opinion spectrums.
- Choral response.
- Cold call/ warm call questioning.
- Visual contributions.
- Structured oracy activities (Agree, build, challenge).
- Use a shared physical or digital space (like Padlet) where CYP can contribute ideas via text, drawing, or voice notes.
- Questioning is well planned to address misconceptions and reinforce understanding.
- CYP are given opportunities to test their ideas with talk partners before sharing with a wider group.

Expectations

Teachers deploy the five evidence informed best practice techniques described in the [EEF recommendations](#): 1) Explicit instruction.

2) Metacognitive and cognitive strategies.

Strategies

- High expectations are modelled through language and routines.
- Learning objectives are broken into clear, manageable small steps that build towards long-term outcomes and build logically on prior knowledge.
- Clear and simple instructions are given, with longer instructions broken down and delivered one at a time.
- Modelling is used effectively, with multiple examples and non-examples deployed; “WAGOLLS” (What A Good One Looks Like) are used so the end goal is made visible and concrete.
- Guided practice is provided before independent tasks.
- Vocabulary is explicitly taught and pre-taught.

[Metacognition and Self-Regulation](#) strategies are explicitly taught to CYP

- Concept maps are used to plan and identify overall themes and relationships between ideas.
- Opportunities are created to transfer knowledge into long-term memory, through deliberate practice and rehearsal, with memory strategies explicitly taught.
- Pre-teaching and overlearning are used to secure foundational knowledge before introducing new concepts.
- [Spaced practice](#) and interleaving approaches are used to distribute learning over time.
- Regular opportunities for retrieval practice are incorporated into lessons to strengthen memory and reinforce building blocks.
- Multiple opportunities for CYP are offered to revisit and apply concepts in different contexts.
- Instructions are chunked, with checklists for success criteria, with due attention given to cognitive load.
- CYP are given adequate processing time to follow instructions, allowing at least 10 seconds to support working memory.
- Now/next boards are deployed to help CYP sequence and remember tasks.

Expectations

Strategies

3) Scaffolding

- Learning is effectively scaffolded so that overtime CYP scaffolds can be gradually removed as CYP gain confidence and independence.

Effective scaffolds might include:

- Sentence starters or question prompts.
- Visual cues/prompts.
- Checklists / criteria.
- Model answer/s or worked examples.
- Partially completed answers.
- Memory aids.
- Graphic organisers.
- Venn diagrams.
- Word mats/ vocabulary lists.
- visual timetables.
- Visual cues are used effectively to support literacy and understanding in presentations and worksheets, to support understanding of new vocabulary.
- Visual supports, such as step-by-step guides or task breakdowns, are used to help CYP understand the learning journey.
- The use of a spelling dictionary is considered (a spelling dictionary is designed specifically for writers and often includes features like phonetic indexes, and common spelling rules).
- Different ways for CYP to show what they know are offered to reduce barriers, such as:
 - o Writing, typing, recording audio, or creating a video.
 - o Using manipulatives or models.
 - o Oral responses or discussions.
 - o Graphic organisers or concept maps.

4) Flexible grouping

- CYP feel comfortable with their talk partner and seating plans are carefully considered to take account of individual needs.
- Flexible grouping is used so CYP can collaborate and learn together across abilities.
- Classroom roles are rotated to ensure all CYP have opportunities to participate and take responsibility.
- Opportunities for peer support, cooperative learning, and mixed-ability discussion are built into lessons.
- Structured group tasks with clearly defined roles are used.

Expectations

Strategies

5) Using technology

- Technology is used effectively to promote engagement and scaffold learning.
- Sign-supported software e.g. [Read&Write Speech to Text](#) can create audio files of text, deliver speech to text and text to speech, and provide picture dictionaries, screen shades and translation tools.
- Texts are adapted for readability e.g. rewordify.
- Assistive technology is embedded and adapted resources deployed to enable full participation for all CYP.

Other uses of technology might include:

- Reading pens.
- Enlarge on screen.
- Laptop as normal way of working.
- Visual timers.
- Noise filtering devices.
- Use of AI to adapt classroom resources e.g. [Oak National Academy](#).

Feedback is systematic and helps CYP embed knowledge deeply, with CYP understanding how they learn, not just what they learn.

- Specific, actionable feedback linked to learning objectives is provided. Time is built in for CYP to respond to feedback through editing, improving, or redrafting.
- Feedback opportunities are used to help CYP identify their own barriers to learning.
- Self, peer, and adult-supported feedback are taught and modelled.
- A variety of feedback strategies, including digital tools, live marking and whole-class feedback, are used to ensure marking is manageable and timely.
- Formative assessment is used to identify gaps and adjust the pace or sequence of learning.

Teachers and TAs work as a team to ensure consistent approaches and communication about CYP's needs.

Adults demonstrate expertise and skills in understanding the needs of all CYP, contributing effectively to the adaptation and delivery of support.

- Planning is shared and regular communication practices are in place to ensure roles and responsibilities are clear.
- The deployment of additional adults effectively ensures CYP with the highest need have equal if not greater access to their specialist support and remain in the classroom with the expert teacher.
- Teaching Assistants are supported with an effective programme of professional development to understand how to implement the scaffolding framework effectively (prompting, clueing, modelling) and use high impact metacognitive strategies to promote independent learning.
- Teaching assistants contribute to assessment and feedback processes for all CYP.
- Teachers and teaching assistants make instant adjustments in the learning environment to ensure learning is effectively scaffolded.
- Teachers retain responsibility for the progress of all CYP in their class.

Professional Learning

Inclusive teaching:

- [Whole School SEND Teacher Handbook](#)
- [Whole School SEND CPD Modules](#)
- [Inclusiveteach.com](#)
- [EEF blog: Moving from 'differentiation' to 'adaptive teaching' | EEF](#)
- [Adaptive Teaching for Inclusion | Nasen](#)
- [Adaptive Teaching: Understanding the Barriers and Enablers](#)
- [The shift to adaptive teaching: A research-informed guide : My College](#)
- [The 'Adaptive Teaching' Collection](#)
- [Adaptive Teaching: A Step-by-Step Guide For Teachers](#)

Scaffolding:

- [PZ's Thinking Routines Toolbox | Project Zero](#)
- [Autism Education Trust Visual Supports](#)
- [Great Teaching Unpacked](#)
- [Chartered College of Teaching Research Hub](#)
- [EEF blog: Scaffolding - more than just a worksheet | EEF](#)

Supporting Oracy:

- [Resources - ORACY CAMBRIDGE](#)

LA Support

- [CLASS | Czone](#)
- [MHEW Audit Tool](#)
- [Refresher Training for Senior Mental Health Leads \(SMHL\)](#)
- [Strategic Leadership as a Senior Mental Health Lead \(SMHL\) course](#)
- [Reflective practice for staff wellbeing](#)
- [Self-Harm Toolkit and Guidance](#)
- [Anxiety Toolkit](#)
- [PSHE Hubs](#)

External Links

Statutory Guidance & Standards:

- [DfE Promoting and supporting mental health and wellbeing in schools and colleges](#)
- [DfE and PHE Promoting children and young people's mental health and wellbeing - A whole school approach](#)
- [DfE SEND Code of Practice](#)
- [Headteachers' standards 2020 - GOV.UK](#)
- [DfE Teachers' Standards](#)
- [DfE TA Standards](#)
- [DfE Standards for Teachers' Professional Development](#)

EEF Guidance:

- [EEF Metacognition Guidance](#)
- [EEF Collaborative Learning](#)
- [EEF Making Best Use of Teaching Assistants](#)
- [EEF SEND Guidance](#)
- [EEF Effective Professional Development](#)
- [EEF Implementation Guidance](#)
- [Creating an inclusive classroom video](#)
- [Home page | Nasen](#)
- [Inclusive Education Community](#)
- [MindEd Hub - Training for Educators](#)
- [Resource hub for SMHL's : Mentally Healthy Schools](#)

Examples of Resources

- [Resources - QFT 4: Practical Strategies for Inclusive Classroom Materials - SENSible SENCO](#)
- [Inclusive Education Resources and Toolkit | Save the Children](#)

Curriculum

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

Expectations

The curriculum is carefully designed to:

- Be interesting, ambitious for all, carefully sequenced and informed by the best available evidence and statutory requirements.
- Be broad and balanced, providing strong foundations in language, reading, writing and mathematics, prioritising accurate and fluent word reading, spelling and handwriting.
- Give all CYP, but particularly those with barriers to learning, the knowledge they need to access opportunities in later life.
- Build on prior knowledge and be adapted to the needs of CYP through reasonable adjustments, including alternative ways of working.

The curriculum is planned according to inclusion by design principles to reduce barriers and ensure all CYP can access learning through multiple pathways.

Strategies

- Curriculum coverage is mapped against the National Curriculum programmes of study to ensure full coverage of content, and coherent development of declarative and procedural knowledge.
- Teaching sequences are adapted to respond to misconceptions and identify areas where CYP require additional support or challenge, embedding opportunities for spaced practice, interleaving, to ensure conceptual knowledge is secure.
- The curriculum is regularly reviewed to ensure it is cohesive and comprehensive, addressing the diverse needs of the school community.
- Disability and diversity are embedded naturally into curriculum themes, texts, examples and discussions in all subjects.
- Teachers understand the threshold concepts required within their subject and use these to develop strong foundational knowledge.
- Appropriate resources are used to support curriculum delivery including high quality texts, manipulatives and digital tools.
- New concepts are introduced through concrete experiences before moving to pictorial and abstract representations.
- Opportunities are provided for CYP to explore, experiment and problem-solve using a range of materials and resources, building in regular opportunities for CYP to apply learning in different contexts to support generalisation.
- Creative approaches such as drama, art, music and storytelling are used to deepen engagement and strengthen conceptual learning.
- Opportunities for learning outside the classroom broaden knowledge and encourage community engagement.

- Teachers design lessons that offer multiple means of engagement, representation and expression from the outset.
- All subjects include flexible options for how CYP access content (e.g., models, visuals, narration, tactile resources).
- CYP are offered varied ways to demonstrate understanding (e.g., oral, written, practical, multimodal outputs).

Expectations

The curriculum includes:

- Explicit teaching of oracy.
- Teaching of reading that is rigorous and sequenced, with gaps identified and tackled rapidly.
- Explicit teaching of financial, media and digital literacy.

The curriculum supports CYP to reflect on beliefs, understand protected characteristics, and develop emotional, physical health and wellbeing.

The curriculum proactively ensures representation, avoids stereotypes, and promotes equitable experiences for all CYP.

All CYP have access to an interesting range of inclusive enrichment and extra-curricular activities.

Strategies

- Oracy instruction is embedded across the curriculum, supporting confident speaking, listening and dialogue.
- Environments are language-rich, with purposeful modelling by staff.
- All staff understand the importance of vocabulary building.
- Reading is taught rigorously and sequentially, with gaps addressed swiftly and reading practised across all subjects.
- Vocabulary teaching is explicitly planned and includes pre-teaching, etymology, context, and non-examples.

- Personal development opportunities are age appropriate, developmentally suitable, and embedded across the curriculum.
- CYP develop understanding of difference, protected characteristics and respectful relationships.
- Mental health and wellbeing principles are integrated through lessons, assemblies and wider school experiences, adopting a universal whole school approach.
- CYP engage in community participation opportunities that reinforce belonging and active citizenship.
- Opportunities to promote resilience are identified by a strengths-based approach to nurturing the whole child.

- Teaching materials are reviewed to ensure they are culturally, linguistically and ability appropriate.
- Curriculum content includes authentic examples that normalise disability, cultural diversity and varied life experiences.
- Staff are trained to recognise and remove implicit bias in examples, stories, images and discussions.

- Current extra-curricular provision is audited to ensure it reflects a broad range of interests, abilities, and cultural backgrounds.
- Gaps in provision are identified through consultation with CYP, parents, and staff.
- The offer covers academic, creative, physical and wellbeing activities, engaging external providers to enhance this offer as needed.
- Activities are accessible to CYP through reasonable adjustments, adapted resources, and staff training.
- Enrichment opportunities that extend curriculum learning, such as STEM clubs, arts workshops, and language clubs are offered.
- Barriers to participation are removed through targeted experiences, particularly for underrepresented groups, and that activities offered are low cost and accessible.
- Participation data is reviewed regularly to ensure equitable access.
- Achievements from extra-curricular activities are celebrated to raise aspiration and reinforce engagement.

Expectations	Strategies
All curriculum materials are designed and provided in accessible formats so that every CYP can engage with learning without unnecessary barriers.	- Curriculum resources are available in multiple accessible formats (e.g., simplified text, audio, symbol supported, captioned video). - Staff follow accessibility guidelines when designing materials (e.g., clear layout, ALT text, readable fonts, consistent structure). - Teachers plan for sensory accessibility, including reduced visual or auditory overload and structured presentation of information.
CYP who use EAL or have language based barriers can access curriculum content through appropriate translation, interpretation, and language scaffolds.	- Dual language glossaries, translated instructions, and visual prompts are routinely available for curriculum tasks. - Technology is deployed effectively to ensure understanding and participation. - Pre-teaching of vocabulary, symbols, sentence stems, and simplified instructions is embedded in all subjects.

Assessment

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

Expectations	Strategies
Attainment data, teacher assessment and observation, attendance, behaviour and CYP voice data is regularly triangulated and reviewed to ensure all CYP are making good progress relative to their starting points.	- Regular, planned, and structured opportunities are provided for staff to discuss the progress of CYP with school leaders. - Wider outcomes, such as wellbeing and engagement, are tracked using a range of assessment strategies and tools. - Progress gaps are identified and addressed swiftly. - Impact is reviewed every 6-8 weeks using the “assess, plan, do, review” (APDR) model, with impact evaluated and strategies adapted as needed.
All those who work with CYP have the understanding and skills to identify and respond early to emerging difficulties.	- Access to a range of observation checklists or screening tools is provided to staff. - Reasonable adjustments to remove barriers to learning are implemented in a timely manner and reviewed for impact (e.g., use of coloured paper, change of font, or change of seating). - Opportunities are created for staff to discuss early intervention strategies with the SENCO. - Clear referral pathways are established for staff seeking additional support to address barriers to learning. - Open communication is maintained with staff, parents, carers, and, where appropriate, the CYP.
Timely interventions are implemented where there are concerns about the progress or development of CYP.	- Evidence-based interventions are selected. - High quality, structured interventions are time-limited with clear entry and exit criteria, using SMART targets. - Adequate training (at least 5 hours per intervention as recommended by the EEF) is provided to staff delivering interventions. - Pre- and post-assessments are used with clear tracking of data. - Targeted interventions are aligned with classroom learning to reinforce key building blocks without creating a deficit where classroom experiences are missed.
Reasonable adjustments and access arrangements are in place to ensure CYP can access assessments including national assessments based on the CYP’s normal way of working.	- Clear systems and protocols are in place for identification of exam access arrangements for individual CYP and subjects. - CYP have opportunities to practice using EAA e.g extra time/ wp/ rest breaks/ reader etc.
Schools use external and internal moderation to ensure consistency and accuracy of assessment judgements.	- Internal and external moderation are used to ensure teacher assessment is consistent, accurate, and compliant. - Exemplification materials are used to support assessment judgements.



Professional Learning

- [Free Primary CPD for teachers - Teachwire](#)
- [Continuing Professional Development \(CPD\) for teachers](#)
- [Effective Professional Development | EEF](#)

LA Support

- [Assessment and moderation | Czone](#)
- [Identifying need and monitoring impact | Czone](#)
- [SEN Matrix | Czone](#)

External Links

- [The engagement model - GOV.UK](#)
- [Teacher Feedback to Improve Pupil Learning | EEF](#)
- [Key stage 2 teacher assessment guidance 2026 - GOV.UK](#)
- [Statutory assessment in primary schools: Guide for governors/parents](#)
- [Reception baseline assessment - GOV.UK](#)
- [Satspapers.org.uk | Free Past Sats papers for KS1, KS2 & KS3](#)
- [How to access the National Curriculum Assessments Portal - GOV.UK](#)
- [Reasonable adjustments in education - British Dyslexia Association](#)
- [SEN Support 4: Reasonable Adjustments](#)

Belonging, Relationships and Wellbeing

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

Expectations

Culture, Belonging, and Equity: The setting's culture fosters an inclusive environment where all identities are valued, supporting positive attendance and a sense of safety.

Relational and Therapeutic Approaches: Schools value long-term skill-building and restorative practices and adopt a therapeutic approach to behaviour change.

It has been agreed that Therapeutic Approaches best support all pupils and more specifically, those pupils who have suffered Adverse Childhood Experiences (ACE's). Whilst we support a variety of approaches, we have developed our own Therapeutic Approach, which has been designed to support children's behavioural development in East Sussex schools.

It focuses on how all children and young people should be supported, particularly in terms of their emotional wellbeing and mental health; It also helps us to develop an understanding of how to respond to those who may be communicating through concerning behaviours. You will observe schools using an agreed and common language when communicating with children.

Strategies

- There is a predictable, welcoming environment.
- 'Soft starts' are used as part of a graduated approach to integration.
- The curriculum and school environment reflect the diverse backgrounds and identities of all CYP to foster a genuine sense of belonging.
- Regular and meaningful student voice allows CYP to co-produce school rules and environmental adjustments.
- Robust analysis is used to identify and support a granular approach to attendance and engagement.
- The strategies suggested in the [EBSA toolkit](#) are deployed.

- A shared vision for inclusion serves as the foundation for the behaviour, mental health and wellbeing policies.
- Therapeutic principles and language are consistently used to promote emotional growth and self-awareness (e.g. Emotion Coaching).
- Restorative conversations help CYP rebuild relationships and develop resilience after conflict.
- Restorative approaches are adapted to meet individual communication needs (see Part 2, Communication and Interaction).
- Staff understand behaviour as communication, considering environmental, emotional, or social triggers and unmet needs when planning next steps.
- Staff are trained in trauma-informed approaches such as PACE.
- Families are involved with planning strategies to support CYP.

Our overarching aim is for all East Sussex children to have the opportunity to flourish in their local school.

This means:

- Knowing and understanding our children and families well (an inclusive, person-centred approach)
- Meeting the needs of children and young people through our schools, educational settings and services
- Working together towards solutions (collective responsibility)
- Preparing children and young people for the next stage in their education and lives

[East Sussex Therapeutic Approach | Czone](#)



EDUCATION
EAST SUSSEX
TOGETHER FOR EXCELLENCE
AND INCLUSION



Surrey and Sussex

The Universally Available Provision 2026 - 17

Expectations

Explicit Teaching of Self-Regulation: CYP are empowered with tools to notice, understand, and manage their emotional states.

Holistic Approach to Wellbeing and Mental Health: A whole-school approach supports the mental health and well-being of CYP.

Adaptive and Personalised Support: Alternative approaches and strategic adult support ensure all CYP can engage with learning.

Strategies

- Emotional literacy (e.g., [Zones of Regulation](#)) is explicitly taught using visuals, scripts, and prompts.
 - Staff model regulation techniques and the language of emotions during everyday routines to support co-regulation.
 - Opportunities are provided for CYP to practice calming strategies and identify which strategies work for them.
 - Accessible regulation spaces or low-stimulus quiet spaces are available for proactive use.
-
- There is a trained Senior Mental Health Lead in place to oversee, develop and sustain a whole-school mental health and wellbeing strategy, using the ESCC or an equivalent audit tool.
 - A comprehensive and inclusive personal development curriculum is accessible to all CYP, explicitly building social, emotional and mental health skills across key stages.
 - Mental health and wellbeing are embedded and consistently reinforced across the wider school environment, policies, and daily practice, not solely within the PSHE curriculum.
 - CYP have timely access to appropriate wellbeing support from trained staff, with clear pathways and effective signposting to internal and external services.
 - CYP voice is actively sought, valued, and embedded in the co-production, development, and ongoing evaluation of mental health and wellbeing strategies.
 - All staff receive regular, evidence-informed training on mental health, enabling them to recognise need, respond appropriately, and apply approaches such as emotion coaching and reflective listening.
 - Staff are supported through structured opportunities for reflection, supervision, and wellbeing support to sustain their capacity to manage the emotional demands of their roles.
-
- Flexible routines allow CYP to take breaks or use quiet spaces when needed.
 - Alternative recording methods help CYP demonstrate learning in different ways.
 - Staff adjust expectations to reduce pressure and support engagement.
 - Additional adult support is used strategically to scaffold success.
 - Personalised approaches are reviewed to ensure they remain effective.

Expectations

Seamless Transitions: The setting enables CYP to navigate changes with minimal distress.

Transition points may include:

- Home to school
- Starting school
- Classroom to classroom (moving between lessons)
- Moving to next year group
- Phase transfer
- Moving from inside to outside environment
- Moving schools

Strategies

- Predictable routines are established so CYP know what to expect before, during and after transitions.
- Additional adults provide reassurance, modelling and co-regulation during key transition points.
- Visuals, social stories and step-by-step guides are used to prepare CYP for movement or change.
- Signage is clear and pupil friendly.
- Opportunities are provided for CYP to rehearse transitions in advance, including walking routes or practising new routines.
- Quiet spaces or low-stimulus areas are available for CYP who need time to regulate before or after transitions.
- Staff monitor CYP closely during busy or unstructured times to identify signs of distress early.
- Establish predictable routines and use visual/social stories to prepare CYP for movement or change.
- Meet-and-greet routines and transition routes are rehearsed to reduce uncertainty.
- Consistent communication is maintained between home and school to ensure transition strategies are mirrored in both settings.

Professional Learning	LA Support	External Links
Teaching Emotional Regulation The Zones of Regulation	Emotional Regulation: Supporting emotional regulation - Czone CLASS Czone	
Therapeutic Approaches Beacon House Resources for Trauma Nurture approach “What if?” - Using a trauma-informed lens to reframe behaviour in the classroom.	East Sussex Therapeutic Approach Czone	Help for early years providers : Relationships
Behaviour Improving Behaviour in Schools EEF	Behaviour and inclusion Czone	Help With Bullying Bullying Advice Kidscape EEF Improving Behaviour in Schools
Mental Health and Wellbeing	Mental health and emotional wellbeing (MHEW) Czone Targeted support and appropriate referrals Czone Mental Health Awareness Mental Health First Aid Refresher MHEW: Introduction to the role of Senior Mental Health Lead (SMHL)	DFE - Promoting children and young people’s mental health and wellbeing Wellbeing Measurement Framework for schools Anna Freud Peer Support Programmes for Mental Wellbeing in Schools & Colleges Anna Freud Stem 4 - Mental Health support for teenagers The Anxious Child Mental Health Foundation
Approaches to Attendance	Emotionally based school avoidance (EBSA) toolkit Czone	

Professional Learning	LA Support	External Links
Transition Support • <u>Ask, Listen, Do: Transition Planning for Year 11 Whole School SEND</u> • <u>Early Years Transition Webcast: Discussing individual needs with the SENCO Nasen</u> • <u>Webinar: Their future in our hands - Navigating school to career transitions: A webinar for Primary, Secondary and College Educators Part 1 Whole School SEND</u>	• <u>Transition resources Czone</u> • <u>Transition for pupils Czone</u>	
Student Voice	• <u>Enabling student voice Czone</u>	

Part 4A. Removing Barriers and Meeting Needs through Environments

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

Learning Environment:

Expectations	Strategy
The Learning environment enables access to the curriculum and meets the statutory responsibilities under the Equalities Act 2010.	• Clear, unobstructed access routes. • Adults model predictable routines, phrasing and transitions to reduce anxiety. • Layout promotes independence through low-level displays and accessible storage labelled with both text and visuals. • Instructional barriers are reduced with adaptations, routine use of assistive technology and organisational scaffolds such as colour-coding. • Defined learning zones support organisation and aid focus. • Opportunities for movement breaks are embedded throughout the day. • Visual supports consistently aid understanding.
Environments are designed to maximise accessibility and independence.	• Seating plans are reviewed based on need. • Resources are positioned for independent access and clearly labelled with visuals.
Environment supports emotional literacy and regulation.	• Self-Regulation visuals are used proactively e.g zones of regulation, feelings scales. • Calm, low-stimulus areas are available with breakout spaces used proactively. • Staff use co-regulation and de-escalation strategies with effective deployment of sensory tools. • Adults model emotion language and regulation strategies.

Communication Environment:

Expectations	Strategy
Communication supports all CYP through visual, verbal and symbolic systems.	• The use of symbols, visuals and Makaton support clear, concise verbal instructions, avoiding idioms and metaphors • Key vocabulary is displayed and referenced regularly. • Multiple opportunities are given to rehearse and revisit language. • Clear labels and signage are placed at pupil height, with colour coding and visuals to aid organisation.

Expectations	Strategy
	• Visual timetables and Now/Next boards are used proactively. • Visual reminders are used for routines and transitions • Technology and large print resources are used to aid communication and readability • Alternative forms of communication are offered such as communication boards, choice mats, or symbol cards • Opportunities for clarification are encouraged

Resources and Equipment:

Expectations	Strategy
Lighting, furniture and equipment are suited to CYP needs.	• Natural lighting is maximised where possible. • Glare is reduced using blinds or repositioning. • Background noise is reduced. • Flexible seating (e.g. wobble cushions, standing desks) is used purposefully to address sensory needs. • Furniture is sized appropriately for comfort and posture. • Low-stimulus seating areas are available.
Displays celebrate diverse achievements and support learning.	• Diversity is represented in displays. • Pupil voice is reflected in displayed work.
Environment remains clutter-free, tidy and organised.	• Visual clutter on walls is reduced to reduce cognitive load and visual distraction. • Resources are stored logically and labelled clearly. • Surfaces are clear to reduce distraction. • Tidying and organisation routines are explicitly taught.

Part 4B. Physical / Sensory Including Medical Needs

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

Environments including lighting, furniture, sound and visual:

Expectations	Strategy
Alternative spaces are available when needed.	- Alternative dining arrangements are available where required. - Supervised low-stimulus spaces are provided for pupils who find busy areas challenging. - Small group spaces are provided for targeted intervention. - Outdoor or low-stimulus areas are used for sensory breaks.
The environment is planned with CYP needs, movement and sensory input in mind.	- Furniture is arranged to minimise crowding and bottlenecks. - High-traffic routes are kept clear and predictable. - Zoning separates calm and active learning areas. - Movement routines are explicitly taught.

Meeting Medical needs:

Expectations	Strategy
The setting has a clear medication policy and staff are trained to ensure its safe administration.	- Allergy safety policy in place for pupils at schools. - Medication procedures are followed consistently reliably. - Clear records are kept for all administered medication. - Staff are trained in condition-specific medication needs. - Staff collaborate with health professionals.
All CYP can access full curriculum including off-site activities.	- Staff plan curriculum access so CYP with sensory, physical or medical needs can participate fully. - Accessibility plans are reviewed regularly. - Risk assessments reflect individual needs and medical requirements. - Alternative arrangements are made when necessary to ensure inclusion.

Professional Learning

- [Toolkits | Whole School SEND](#)
- [Understanding Inclusion Miniguide.pdf](#)
- [Promoting Inclusion | The Teacher's Role in Ensuring Classroom Diversity](#)
- [Resource library for educators - Speech and Language UK: Changing young lives](#)
- [Sensory and Physical | Whole School SEND](#)
- [Sensory CPD | Autism Education Trust](#)

LA Support

- [Creating an inclusive classroom video](#)
- [Language and communication \(NHS East Sussex\)](#)
- [East Sussex Children NHS](#)
- [CLASS | Czone](#)
- [Sensory processing | East Sussex](#)
- [Administration of Medicines](#)
- [Health issues in school - Amaze Sussex](#)
- [Healthy schools programme | East Sussex](#)
- [School Health Service training for Allergy and Asthma](#)

External Links

- Creating communication friendly environments:
 - o [EYFS](#)
 - o [Primary](#)
- [Inclusive communication - GOV.UK](#)
- [The Inclusive Communication Hub](#)
- [Disability Horizons - Creating inclusive Classrooms](#)
- [Sensory Trust](#)
- [DfE Guidance: Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)
- [Education for Children with Health Needs who Cannot Attend School \(DfE\)](#)
- [PD Net - A network for those supporting people with a physical disability](#)
- [Children's Wellbeing and Schools Act 2026](#)

Further Suggested Resources



Involving Pupils, Parents / Carers and Families and the Wider Community

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

Expectations	Strategies
There is effective partnership between schools and parents/ carers and families to ensure understanding around provision in schools to support their CYP.	- Shared strategies between home and school are agreed collaboratively and reviewed regularly. - Parents are involved in planning and reviewing support for their child. - Clear explanations of approaches used in school build confidence and understanding. - Any adjustments are planned jointly with families and CYPs, with the purpose clearly identified.
CYP voice about all aspects of school provision and school life is actively sought and responded to.	- There are regular opportunities for CYPs to share their views on aspects of school life, environment and routines. - Focus groups or councils represent diverse needs and backgrounds. - Feedback is used to inform school improvement priorities. - Transparent communication shows how CYP voice has influenced decisions.
CYP are aware of local, national and international matters through the curriculum and wider enrichment opportunities.	- Learning experiences explore social, environmental and global issues. - Opportunities are created to participate in campaigns or awareness events. - Curriculum links promote empathy, responsibility and active citizenship. - Partnerships provide additional expertise, resources or opportunities.
Collaborative opportunities between settings positively impacts on aspects of school improvement including: - Leadership including culture and ethos - Curriculum - Teaching, Learning and Assessment - Environments - Partnerships with stakeholders	- Participation in local clusters, partnerships or federations is considered essential to developing inclusive practice. - Setting shared training, peer reviews and joint improvement initiatives. - There is a collective problem-solving approach to address local inclusion priorities. - Opportunities are widespread for staff to observe practice in other settings. - Local networks are sustained that promote high-quality SEND provision.

Expectations

Families know about support available to them both from the setting and from wider community networks.

Collaboration between settings and wider community services to support CYP.

Strategies

- Communication is regularly and effectively used to signpost support for families and CYP.
- Websites are kept up to date with a directory of support e.g. Bewl/Weald Federation [parent resources](#) site.
- Involvement of specialist teachers, therapists and advisory teams is integrated within daily practice.
- Specialists are used to develop capacity with staff and build confidence with families.
- Specialist assessments are used to inform planning and provision for CYP.

Professional Learning

- [Building a Culture of Collaboration in Schools](#)
- [Effective school partnerships and collaboration for school improvement: a review of the evidence](#)
- [Professional collaboration in education | EEF](#)
- [Parental engagement | EEF](#)
- [School-to-school collaboration to deliver effective CPD](#)
- [Collaborating for Change: Multi-Stakeholder Engagement | Alison](#)

LA Support

- [East Sussex Family Hubs](#)
- [Family Learning | East Sussex Libraries](#)
- [Outdoor Education Service | East Sussex | Services 2 Schools Webshop](#)
- [CYP Voice Toolkits | Czone](#)
- [East Sussex Community Voice Participation](#)
- [PTA+ East Sussex local PTAs](#)
- [MHST Mental Health Workshops and Interventions for Parents and Carers](#)
- [Recording mental health and wellbeing webinars for parents and carers](#)

External Links

- [Home - East Sussex Parents Carers Forum](#)
- [The Careers & Enterprise Company | The Careers and Enterprise Company](#)
- [Home | Uniting | The | Movement | Sport England](#)
- [Capital | Arts Council England](#)
- [East Sussex Holiday Activities and Food Programme](#)
- [Reaching Potential - Sussex Community Foundation](#)
- [Schools - The Living Coast](#)

Examples of Resources



Part Two: Support for broad areas of need

This section provides guidance on the provision and strategies recommended to meet the needs of CYP with SEND by the four areas of need as set out in the SEND Code of Practice. Further information and specific strategies are available in the East Sussex Special Education Needs Matrix: [The Matrix - Czone \(eastsussex.gov.uk\)](https://eastsussex.gov.uk)

Children and young people may have needs across more than one category and certain conditions may not fall neatly into one area of need and therefore, when reviewing their provision, the four broad areas of need may be helpful as a guide to ensure rounded support. School staff should monitor and record progress of strategies using assess, plan, do, review (APDR)

School leaders should plan for professional learning opportunities and facilitate parental engagement, ensuring staff can provide appropriate home school communication and accessible activities to support CYP at home.

School staff should be aware of clear referral pathways and contact lists for CITES; CAMHS, EPs and any pastoral support available in school.

Communication and Interaction

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

The provision in this section should be in addition to the expectations in Part One.

Expectations

- All staff are aware of the stages of typical language development as well as the prevalence, indicators and impact of speech, language and communication Needs (SCLN) in the classroom.
- All staff understand the importance of communication friendly environments and the importance of the language environment on the CYP's ability to access academic, social, personal and extra-curricular opportunities.
- The curriculum is adapted to promote full participation, support hands on learning, promote independence and support social inclusion.
- The curriculum is adapted so that the content can be accessed independent of language and communication while supporting the development of key skills.
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.
- Staff practice is informed by the guidance from the East Sussex CLASS team.

Areas of Difficulty

- [Understanding and using words](#)
- [Understanding and Using Grammar](#)
- [Speech production and awareness of speech sounds](#)
- [Story telling and sequencing](#)
- [Fluency](#)
- [Word and Sentence Planning](#)
- [Emotional regulation affecting Communication](#)
- [Selective Mutism](#)
- [Social Interaction and Social Imagination](#)

Identified Barrier and/or Need

Expected provision/strategies expected according to age/stage

Understanding and using words (Semantics)

- Limited vocabulary for age or stage.
- Difficulty understanding or using vocabulary and/or word meanings.
- Difficulty categorising and grouping words.
- Difficulty understanding multiple meaning words.
- Difficulty with word retrieval.
- Difficulty using descriptive language.
- Difficulty expressing relationships between words (e.g., opposites, associations).
- Over reliance on nonspecific words, e.g. 'thingy'.

- Pre-teach key vocabulary before lessons using visual supports, real objects, and multiple exposures.
- Model and expand language in the moment by repeating CYP speech and adding one new word or idea.
- Use structured vocabulary programmes and teach word-learning strategies (morphology, synonyms, antonyms, category labels).
- Provide semantic mapping activities ([word webs](#), sorting, matching) and explicit teaching of multiple-meaning words and curriculum-specific terms.
- Give sentence frames and scaffolded sentence starters to support use of new vocabulary in speech and writing.
- Short, classroom-friendly activities (semantic mapping; tiered word lists; word of the week).
- Home-school activities and accessible parent tasks to reinforce vocabulary at home.
- [East Sussex NHS Language support](#)

Understanding and using grammar/sentence structure (Syntax):

- Difficulty forming grammatically correct sentences.
- Omission of key grammatical markers (plurals, tense, pronouns).
- Incorrect word order.
- Difficulty combining words into longer, more complex sentences.
- Difficulty understanding or using sentence structures.

- Model correct sentence structures and recast errors naturally.
- Teach specific grammatical targets (e.g., tense, plurals, pronouns) with short focused episodes, visual prompts and colour coding.
- Provide sentence building and combining tasks (word cards, strips) to link ideas.
- Use scaffolded writing/speaking frames (who/what/where/when/why) and fade prompts gradually.
- Use [colourful semantics](#).
- Plan targeted small group or 1:1 teaching linked to classroom topics; liaise with SALT for ongoing needs.
- Follow a simple intervention sequence: model → guided practice → independent use.
- Use clear visual supports and colour coding for key grammatical markers.

Identified Barrier and/or Need

Expected provision/strategies expected according to age/stage

Speech sound production and awareness of speech sounds (Phonology):

- Difficulty producing specific speech sounds.
- Phonological errors (substitutions, omissions, simplifications).
- Reduced intelligibility, especially in longer utterances.

- Screen for phonological difficulties using Speech and Language Link.
- Provide daily phonological awareness practice (rhyming, segmenting, blending) and targeted articulation work in real words.
- Use visual/tactile cues (e.g., [Cued Articulation](#)), slow modelling, and short, frequent repetition sessions.
- Adapt the classroom environment: allow extra processing time, accept alternative responses, and use suitable seating or amplification.
- Reduce background noise and support attention through clear teacher modelling.
- Give families simple guidance and home practice materials for articulation work.
- [East Sussex NHS Speech Resources](#)

Story telling and sequencing:

- Difficulty telling a coherent story or recount.
- Difficulty sequencing events logically.
- Difficulty explaining ideas.

- Teach story structure explicitly using story maps, sequencing cards, and visual organisers (beginning, middle, end).
- Model and scaffold retell tasks with sentence starters and story frames; use shared writing and joint story construction to build skills.
- Provide repeated opportunities for oral rehearsal before asking for independent retell and link oral narrative work to writing tasks.
- Use picture books, role-play and drama to practise sequencing, elaboration and use of cohesive devices (then, because, after).
- [East Sussex NHS video supporting narrative](#)
- Narrative Therapy Resources
[Narrative Activity Pack website.pdf](#)

Identified Barrier and/or Need

Expected provision/strategies expected according to age/stage

Fluency:

- Hesitates
- Repeats certain words
- Stammers (dysfluency)

- Create a low-pressure speaking environment and allow extra thinking time; avoid interrupting or finishing sentences for the CYP.
- Teach and practise slow, controlled speech strategies (pausing, phrasing) in short, supportive sessions and use choral reading or rhythmic activities to build confidence.
- Reduce performance pressure by offering alternative ways to respond (draw, write, use a scribe)
- Use graded exposure to speaking situations, beginning with comfortable contexts and trusted adults, and build up to larger groups with planned supports.
- Use paired talk activities, seating CYP with supportive peer
- Use [East Sussex NHS resources](#)

Word and sentence planning (expressive language processing):

- Difficulty organising thoughts into spoken language
- Slow formulation of responses
- Losing track mid sentence
- Difficulty generating ideas independently

- Teach planning strategies such as mind-mapping, rehearsal time, and use of visual organisers before speaking tasks.
- Provide thinking time and explicit prompts to chunk tasks (plan, say, check) and use sentence starters
- Use scaffolded questioning from simple to complex responses, and practise retrieval through repeated, spaced opportunities
- Give progressive prompts to scaffold from single words → phrases → extended responses
- Provide additional method of communication (e.g. laptop, tablet), symbol communication (e.g. Makaton, PECS & symbols)
- [East Sussex NHS Language support](#)

Identified Barrier and/or Need

Expected provision/strategies expected according to age/stage

Emotional regulation affecting communication:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Communication breakdowns during heightened emotion. • Difficulty expressing feelings verbally. • Reliance on behaviour to communicate needs. | <ul style="list-style-type: none"> • Create predictable routines and visual timetables to reduce anxiety and provide safe, low-demand communication opportunities. • Use graded exposure to speaking situations, beginning with comfortable contexts and trusted adults, and build up to larger groups with planned supports. • Teach and practise simple emotion vocabulary and regulation strategies (calm-down scripts, sensory breaks) • Use whole-school approaches and brief classroom scripts (Zones of Regulation; emotion coaching) • Give sensory and regulation strategies to use before, during and after communication tasks |
|--|--|

Selective or situational mutism:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Able to speak in some contexts but not others due to anxiety | <ul style="list-style-type: none"> • Create a predictable, low-demand environment where the CYP feels safe and not put on the spot. • Build a trusting relationship through regular, brief, non-verbal interactions • Accept any attempt at communication (eye contact, whispering, single words) and gradually shape longer or louder responses. • Provide alternative communication routes (gestures, nods, cards, written responses) so the CYP can participate without pressure to speak. • Use role-play, puppet play, or drama in very low-pressure settings to practise speaking in a playful way. • Teach and practise simple scripts or short phrases for specific situations (greeting, requesting) and rehearse them in safe contexts. • Avoid direct questioning: use choices, commentaries, and observational prompts instead. • Use a graded exposure plan that starts with comfortable contexts and gradually increases speaking demands. • Use peer support: pair the CYP with a supportive, trained peer for structured activities and social modelling. • Provide visual supports and social stories to explain expectations and steps for speaking in different settings. • Celebrate non-verbal and verbal achievements to build confidence. • Use non-pressuring strategies (wait time, modelling, avoiding forced speech, using praise for attempts). • Consider specialist input (speech and language therapy, clinical psychology, CAMHS) when anxiety is severe or progress is limited. • Use East Sussex NHS guidance |
|--|---|

Identified Barrier and/or Need

Expected provision/strategies expected according to age/stage

Social Interaction and Social Imagination

Understanding and responding to social cues.

CYP might have difficulty with:

- Reading/using non-verbal signals (facial expression, gesture, tone, body language).
- Interpreting implied meaning, humour, sarcasm, or teasing.
- Recognising the wider social context (who is present, what is happening, expected behaviours).
- Adjusting behaviour for adults, peers, or unfamiliar people.

- **Make expectations explicit:** Provide visual cue cards, brief social scripts, and step-by-step guides for common routines (e.g., greeting, joining, requesting help).
- **Context first:** Clarify setting, purpose, people, and expected behaviour; use advance warnings for changes.
- **Associate behaviour with environment:** make links between place-people-purpose and expected language/behaviour explicit.
- **Model and practise:** Use video modelling, social narratives and Comic Strip style conversations to show cues and alternative responses.
- **Teach language of inference:** Short, regular teaching of figurative language and “what is implied?” questions using pictures and predictable scenarios. Teach idioms explicitly as part of figurative language instruction (e.g., weekly “idiom of the week” with visuals and usage examples).
- **Integrate short comprehension schemes** to practise deriving meaning from short texts, images, and real examples.

Perspective-taking and flexible thinking.

CYP might have difficulty with:

- Understanding others’ thoughts, feelings, intentions, and viewpoints (theory of mind).
- Anticipating the impact of words/actions on others.
- Preference for predictability; difficulty adapting to change or shifting routines.
- Reliance on literal interpretations and rigid conversational scripts.

- **Direct instruction:** Scaffolded perspective-taking tasks (role reversal, “how might X feel/think?” stems).
- **Flexible scripts:** Teach multiple “if/then” alternatives within social scripts; rehearse switching responses when the situation changes.
- **Routines with flexibility:** Use visual timetables and clear transition signals; provide graduated exposure to change (small changes first, with preview).

Identified Barrier and/or Need

Expected provision/strategies expected according to age/stage

Social participation and communication.

CYP might have difficulty with:

- Initiating, joining, or responding in peer interactions.
- Sustaining shared attention and taking turns without dominating or withdrawing.
- Negotiating roles, sharing resources, resolving conflict, and collaborating in groups.
- Generalising skills across settings (classroom, playground, home).
- Social engagement affected by sensory/emotional overload.

- **Seek CYP perspective:** Some CYP prefer to play alone for regulation.
- **Structured participation:** Plan role-defined, time-limited tasks with clear goals and turn-taking supports (timers, tokens, talking stick).
- Teach and practise listening skills where communication differences are having a negative impact on CYP wellbeing. Use brief games and real examples (e.g., barrier games, listen-and-do).
- Provide adult-mediated paired talk and guided group tasks to scaffold interaction before independent practice.
- **Entry to play:** Pre-teach initiation starters; provide adult-mediated entry, then fade adult support. Schedule voluntary social communication groups, including brick-based communication approaches, with timetabled sessions.
- **Conflict resolution:** Teach and display a simple repair script (e.g., Stop-Name the problem-Suggest-Agree); practise in low-pressure settings.
- **Generalisation:** Practise the same short routines across multiple settings and with different adults/peers; use consistent language school-wide.
- Ensure all interventions adopt a neuro-affirmative approach and that staff are trained to foster mutual empathy and understand differences in communication styles.

Play, imagination, and contextual understanding.

CYP might have difficulties with:

- Engaging in imaginative/pretend play and adapting to group role-play.
- Understanding that rules change with context.
- Restricted interests limiting reciprocal interaction.

- **Guided rehearsal:** Low-pressure role-play/drama with adult scaffolding, then peer-led practice.
- **Make context visible:** Use simple frames/posters showing place-people-purpose-expected actions for common school situations.
- **Leverage interests:** Use special interests to motivate shared activities; explicitly teach turn-taking and inviting others into the interest.

Emotional and sensory regulation impacting social engagement.

- **Regulation first:** Provide calm spaces, predictable routines, and planned sensory/regulation breaks before, during, and after social demands.
- Teach emotions explicitly using whole-school programmes (e.g., ****Zones of Regulation****) and emotion vocabulary lessons.
- **Graded exposure:** Build from comfortable contexts to larger/less predictable groups; celebrate attempts and partial success.

Identified Barrier and/or Need

Expected provision/strategies expected according to age/stage

Consistency and home-school partnership.

- Whole-school language: Agree and use common cues/scripts across staff and settings.
- Family partnership: Share key visuals/scripts and rehearsal routines for practice at home; review what generalises and where further scaffolding is needed.
- Monitor and adapt: Note where/when breakdowns occur (context, triggers, people) and update short, measurable targets within APDR.

Further information

- ESCC SEN Matrix [The Matrix - Czone \(eastsussex.gov.uk\)](https://eastsussex.gov.uk)
- East Sussex [Position Statement](#) on Social Communication
- Training in supporting CYP with SLCN and ASC or specific related programmes - provided by CLASS, [SEN and inclusion training - Czone \(eastsussex.gov.uk\)](#)
- Advice, support and training provided by Children's Integrated Therapy and Equipment Services (CITES) [East Sussex CITES and School Health\(eastsussexchildren.nhs.uk\)](#)

Cognition and Learning

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

The provision in this section should be in addition to the expectations in Part One.

Expectations

- High Quality Inclusive Teaching approaches (Part 1) and Curriculum approaches (Part 1) are in place consistently.
- Difficulties are identified through a variety of assessment tasks.
- Intervention programmes that are used to support learning have a strong evidence base of effectiveness. Staff delivering the intervention programmes are trained and the delivery and impact of the interventions are monitored.
- Advice from outside agencies, ESCC specialists, or specialists within the setting are incorporated into classroom or intervention sessions.

Identified Barrier and/or Need	Strategies to be adapted for age/ stage of CYP
Limited attention span. • CYP may struggle to sustain focus for whole lessons and be easily distracted by noise, movement or visual clutter.	• Short, focused tasks; • clear start/stop signals and timers; • seat away from distractions; • visual timetable; • movement breaks; • chunk activities; • Offer brief choices to boost engagement.
Reduced working memory. • Working memory is the short-term “holding space” for information; CYP with reduced working memory find it hard to keep several pieces of information active at once, making multistep tasks difficult.	• Chunk instructions into 1-2 steps; • provide written/visual prompts and worked examples; • use checklists and templates; • teach rehearsal/mnemonics; • reduce simultaneous demands. • Provide visual templates (like story maps or flowcharts) to help students organise information and reduce the burden on working memory.

Identified Barrier and/or Need	Strategies to be adapted for age/ stage of CYP
Poor short-term auditory memory. • CYP may forget spoken instructions or key points from classroom talk unless information is written or visual. • CYP may find it difficult to follow verbal instructions.	• Always pair speech with visuals/text; • give key words in advance; • provide written summaries and checklists; • allow processing time • repeat/summarise instructions. • Give one instruction at a time; • provide written/visual step lists; • ask CYP to repeat or demonstrate the next step; • use cue cards and checklists.
Weak visual memory and visual processing difficulties. • CYP may struggle to recall visual sequences, follow diagrams, track text or copy from the board.	• Provide printed copies of board notes; • use clear, uncluttered slides; • increase font/spacing; • highlight key points; • allow alternative recording; • teach scanning strategies.
Slow processing speed. • CYP may understand content but need more time to read, think and produce answers; speed of output should not be mistaken for lack of understanding.	• Allow extra time for tasks and assessments; • reduce copying demands; • offer oral responses, scribe or ICT; • separate accuracy from speed when assessing. • real tasks into smaller chunks with interim deadlines; • use timers and checklists; • provide catchup sessions; • offer staged homework and reduced workload where appropriate.
Planning, organisation and sequencing difficulties. • CYP may find it hard to start tasks, order steps logically, keep materials organised or manage multistage projects.	• Teach the independent use of planners and step-by-step checklists; • provide visual organisers and templates; • model planning aloud; • allocate consistent workspace and materials box.

Identified Barrier and/or Need	Strategies to be adapted for age/ stage of CYP
Weak executive function. Executive function includes initiating tasks, switching between activities, inhibiting impulses and self-monitoring; weaknesses show as poor task management and difficulty completing projects.	- Use clear routines, - timers and task breakdowns; - teach self-monitoring checklists and simple goal setting; - scaffold transitions and provide prompts for switching. - Teach simple executive skills (stopthinkplan); - use visual cues for switching;
Limited metacognitive awareness. CYP may not recognise how they learn best or how to check and improve their own work and therefore need explicit teaching of planning and selfchecking strategies.	- Teach plan/review routines; - model thinking aloud; - use success criteria and self-assessment checklists; - build short reflection tasks into lessons.
Reading accuracy, fluency and comprehension difficulties. CYP may decode slowly, read haltingly or struggle to extract meaning from texts, reducing access to the wider curriculum.	- Preteach vocabulary; - Use multisensory approaches to phonics instruction - use guided/paired reading; - provide differentiated texts and audio versions; - Provide audiobooks or text-to-speech tools to allow students to hear fluent reading while tracking the text, reducing decoding fatigue. - Model fluent phrasing and expression by having the student read aloud in tandem with the teacher (choral reading). - teach comprehension strategies explicitly; - allow extra time.
Spelling and written expression difficulties. CYP may have good ideas but find it hard to get them down on paper clearly and accurately, especially under time pressure.	- Use writing frames, sentence starters and planning templates; - allow oral rehearsal and speech-to-text; - focus marking on content before accuracy; - provide targeted spelling practice.

Identified Barrier and/or Need	Strategies to be adapted for age/ stage of CYP
Dysgraphia: difficulty with the physical act of writing and organising written work, causing poor handwriting and slow written output.	- Allow typing, scribe or audio responses; provide keyboarding practice and adapted pens; - use structured writing templates and reduce copying demands.
Dyspraxia: affects motor planning and coordination and can impact handwriting, organisation and some practical tasks.	- Provide fine motor support and OT input where available; - allow extra time for practical tasks; adapt equipment and seating; - teach motor tasks with a stepped approach.
Dyslexia: a specific difficulty with accurate and/or fluent word reading and spelling, often linked to phonological processing differences.	- Use systematic phonics and structured literacy; - multisensory teaching; - regular reading practice; dyslexia-friendly layouts; - allow access arrangements.
Dyscalculia: a specific difficulty with number sense, mental arithmetic and understanding mathematical concepts.	- Use concrete manipulatives, - visual representations and stepped scaffolds; - teach number facts explicitly (do not assume concepts of more/less) - allow calculators for complex calculations where appropriate.

Identified Barrier and/or Need	Strategies to be adapted for age/ stage of CYP
Problems with mental arithmetic and multistep maths. CYP may struggle to hold intermediate steps in mind and apply strategies across multistage problems.	- Teach and display stepped approach methods; use visual prompts, number lines and jottings; - practise chunked problem solving and allow written working or calculators. - Break down problems: Divide complex problems into smaller, manageable parts to simplify calculations. - Use number bonds: Focus on adding or subtracting single-digit numbers to form larger numbers. - Practice with flashcards: Use flashcards to reinforce multiplication and division facts. - Engage in games: Play games that involve addition, subtraction, and multiplication to make learning fun. - Implement strategies like the Bridge to Ten or Commutative Property to enhance speed and accuracy.
Auditory processing difficulties. Even with normal hearing, CYP may find it hard to discriminate, sequence or make sense of spoken language and so miss parts of verbal instruction.	- Reduce background noise where possible; - face CYP when speaking; - use clear, slow speech and visual supports; - provide written summaries and check understanding frequently.

Further information

- ESCC SEN Matrix [The Matrix - Czone \(eastsussex.gov.uk\)](https://www.eastsussex.gov.uk/the-matrix-czone)
- Advice, support and training provided by CLASS [SEN and inclusion training - Czone \(eastsussex.gov.uk\)](https://www.eastsussex.gov.uk/sen-and-inclusion-training-czone)
- Advice from the ESCC [Educational Psychology service](#)
- Advice, support and training provided by Children's Integrated Therapy and Equipment Services (CITES) [East Sussex CITES and School Health \(eastsussexchildren.nhs.uk\)](https://www.eastsussexchildren.nhs.uk/east-sussex-cites-and-school-health)

Social, Emotional and Mental Health Difficulties (SEMH)

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

The provision in this section should be in addition to the expectations in Part One.

Expectations

- **Whole Setting Approach:** Use a whole setting approach to promote wellbeing and resilience alongside the MHEW in Education team's MHEW support to help settings audit provision, develop action plans, and provide wraparound support e.g. [East Sussex Therapeutic Approach \(ESTA\)](#) - see Part 1.
- **Assessment of Need:** Persistent difficult behaviour does not automatically mean a CYP has SEND; screening tools should be used to identify underlying learning, communication, or mental health needs.
- **Attendance:** If a child has poor attendance or is not attending at all, the setting should make appropriate referrals to Local Authority or external services and work with the CYP, family and team around the child to bring about reintegration or placement change.
- **Staff Training:** Staff should be trained in Attachment Awareness, Behaviour as Communication, Trauma-Informed practice, and the use of de-escalation scripts. [e.g. East Sussex Therapeutic Approach \(ESTA\)](#).
- **Relationship-Based Support:** A key trusted adult should be identified to form a meaningful relationship with the CYP, providing "soft starts" and "soft ends" to the day.
- **Nurture Intervention:** Nurture principles are used to run interventions run by trained staff e.g. ELSA/Thrive practitioners.
- **Social and Emotional Development:** A range of opportunities are used to develop emotional literacy and social skills e.g. teaching de-escalation, buddy systems, circle time, circle of friends.
- **Strengths-based models:** As well as acknowledging difficulties settings should identify strengths with CYP and create opportunities to celebrate and enhance these to promote resilience.
- **Environment:** Predictable routines, pre-warnings for transitions, and identified "safe spaces" for regulation are provided.
- **Collaboration:** Regular communication with parents/carers to co-produce support plans is maintained.
- **Support for staff:** Staff who are working with CYP with SEMH should have access to individual or group supervision / debrief sessions.
- **Behaviour policies:** Behaviour policies should take account of diverse needs and responses should be adapted.
- **The voice of the child or young person (CYP)** must be used to inform all provision.

Identified Barrier and/or Need

Strategies to be adapted according to age/stage

Anxiety, Avoidance & Stress

High anxiety levels

- CYP may avoid tasks or lessons, appear restless, disengaged or show physical signs of worry.

- Use visual timetables and pre-warnings;
- break tasks into manageable steps;
- offer quiet spaces;
- teach simple anxiety-management strategies e.g. box breathing; distraction techniques
- reduce performance pressure.
- Gather CYP voice to identify areas of concern
- develop relationships and trusted adults
- Train staff to deliver CBT based interventions such as Think good feel good, or ESCC Educational Psychology service Worry Busters
- Signpost to external services/ support e.g. [clear fear](#)
- Use ESCC [anxiety toolkit](#)

Separation anxiety.

- CYP may struggle to separate from caregivers, especially at transitions.

- Use consistent drop-off routines;
- provide a key adult;
- offer visual reassurance systems;
- use short settling activities; maintaining calm, predictable starts, offering soft starts where needed.

Social anxiety.

- CYP may avoid group work, speaking, or social situations.

- Offer low-pressure participation options; use structured group roles;
- pre-teach expectations for social situations;
- support CYP ability to communicate that they are not comfortable or need to withdraw;
- allow alternative ways to contribute;
- gradually increase exposure with support.

Hypervigilance or heightened stress response.

- CYP may appear tense, easily startled or overly alert.

- Use calm, low-stimulus environments; avoiding sudden changes;
- provide grounding strategies; offer quiet regulation spaces.
- maintain predictable routines;

Emotional shutdown or freeze response.

- CYP may disengage, avoid eye contact or stop responding.

- Provide low-demand interactions;
- offer quiet spaces; provide them with time to regulate; offering co-regulation where appropriate;
- use non-verbal communication options;
- gently re-engage through interests;
- avoid pressure during shutdowns.

Identified Barrier and/or Need

Strategies to be adapted according to age/stage

Patterns of non-attendance.

- Understand reasons and identify specific barriers through conversation with CYP and carers.
- Monitor and identify patterns; and underlying needs;
- Build sense of belonging and trusted adults.
- identify positives / strengths / interests

Emotionally Based School Non-Attendance (EBSA/ EBSNA).

- CYP may show distress, anxiety or physical symptoms linked to attending school e.g stomach pains

- (As above) graduated reintegration (graded exposure approach)
- maintain non-punitive positive low pressure communication focused on building positive relationships and a sense of belonging;
- Implement the [EBSA toolkit](#) as part of the early intervention.
- enable as much predictability as possible,
- make reasonable adjustments across all areas as needed,
- reduce sensory/social load;
- Offer low demand arrival routines;
- reduce sensory/social load;
- collaborate closely with CYP, families and pastoral teams to co-produce plans.
- Liaise with Team Around the School and Setting (TASS).
- Where physical symptoms are present:
 - Keep a log and analyse pattern to identify triggers
 - Teach CYP about effects of cortisol / anxiety responses in the brain
 - Teach calming/ regulation strategies
 - Liaise with school nurse and relevant health professionals

Emotional Regulation & Expression

Difficulty regulating emotions.

- CYP may become overwhelmed quickly or struggle to return to a calm state.

- Support understanding of own emotions and physical feelings.
- Teach and model regulation strategies when regulated; offer co-regulation;
- provide calm spaces and use predictable routines;
- use visual emotion scales (e.g. Incredible 5 point scale) and regular check-ins.
- Build in learning / movement breaks.
- Provide sensory support (e.g bespoke sensory circuits) as needed

Identified Barrier and/or Need	Strategies to be adapted according to age/stage
Difficulty recognising or expressing emotions (emotional literacy).	• Teach emotional vocabulary and physical feelings; • use visuals; • model naming feelings in others, (cartoons, pictures of real people) and themselves; • build reflection into routines; • use check-ins.
Difficulty identifying internal states (interoception).	• Teach body-signal awareness; • use visuals for physical/emotional cues; • practise naming sensations; • build regulation strategies linked to early signs. • Ensure regular toilet/water/nutrition needs are met
Emotional fatigue or burnout. • CYP may appear withdrawn or unable to sustain emotional effort.	• Build in rest breaks; • reduce emotional load; • use predictable routines; • prioritise key tasks; • check in regularly and adjust expectations. • Consider ELSA (Emotional Literacy Support Assistant) intervention
Sensory-linked emotional dysregulation. • CYP may become distressed due to noise, light, movement or visual clutter. • CYP may become tearful, angry, withdrawn or overwhelmed. • CYP may be reprimanded for sensory driven actions.	• Reduce sensory load (informed by a sensory check list or audit (see sensory environment part 1)); • provide sensory tools, and model / rehearse their use; • allow movement breaks (built in and as needed); • offer calm, quiet spaces; allowing recovery time • Train staff to recognise sensory behaviours • Adjust environment / provide predictable environments
CYP may be reprimanded for sensory driven actions.	• CYP may be reprimanded for sensory driven actions.

Identified Barrier and/or Need

Strategies to be adapted according to age/stage

Behaviour as Communication & Risk-Related Needs

Displaying difficult, dangerous or risk-taking behaviour.

- CYP may act impulsively in ways that compromise safety or exhibit dangerous behaviours linked to distress e.g. displaying lack of safety awareness;

- Use CYP voice to inform provision.
- Adopt a therapeutic approach of unconditional positive regarding, understanding the history/context;
- make reasonable adjustments;
- prepare CYP for triggering content; planning for times of transition or change in routine
- model appropriate responses;
- use choices e.g would you like to talk to me now or in one minute?
- Establish predictable routines
- provide reparation opportunities as close to time of incident as possible;
- Allow extra processing time
- Maintain communication with parents.
- Consider scripted language for consistency across staff.
- Relate to CYP at their emotional/social age rather than chronological age
- Use tools and assessments to unpick any underlying needs e.g SLCN needs
- teach risk-awareness; Review risk assessments

Behaviour used to communicate unmet needs.

- CYP may refuse, withdraw or leave class when overwhelmed.

- Use CYP voice to inform provision.
- Identify triggers;
- use restorative conversations;
- provide clear expectations;
- offer choices;
- focus on underlying need rather than behaviour alone.

Vulnerability to exploitation or coercion.

- CYP may be overly trusting, isolated, or eager for acceptance.

- Teach protective behaviours;
- build assertiveness;
- provide safe adults for reporting;
- monitor peer interactions;
- liaise with safeguarding teams.

Identified Barrier and/or Need	Strategies to be adapted according to age/stage
Behaviours may reflect: • Anxiety, • depression, • self-harming, • substance misuse, • eating disorders.	• Gather CYP voice to inform any provision or support. • Analyse behaviours; • consider history; • adopt multi-professional approach; • work with trusted adult; • collaborate with home; • follow guidance for self-harm. • Signpost to external services e.g calmharm
Self-neglect or reduced self-care routines.	• Provide gentle low pressure prompts; • Offer choices • liaise with pastoral/welfare teams; • build routines; • offer safe spaces; • maintain non-judgemental communication through trusted relationships

Attention, Focus & Executive Functioning (SEMH-linked)

Attention difficulties or low-level disruption	• Use CYP voice to inform provision. • Identify patterns or underlying needs through observation and screening tools e.g. sensory needs • allow movement breaks; • provide clear structure, Preparing for changes; • Use adapted voice/gesture to cue attention • provide positive reinforcement; • use scripts and visual prompts; • Consider flexible grouping and seating positions, quiet working spaces.
Difficulty following and accepting adult direction.	• Understand underlying cause - screen for Speech, language and communication difficulties; • use positive scripts to redirect/ reinforce • Explicitly model and teach appropriate behaviour; • ensure tasks are achievable and motivating; • give explicit and concise instructions; • use visuals; • individualise rewards. • Offer directed choice - e.g would you like to calm down at your desk or in the calm corner?

Identified Barrier and/or Need

Strategies to be adapted according to age/stage

Relationships, Attachment & Social Interaction

Difficulty building relationships

- Liaise with parents/carers/families to build on strengths
- implement strong transition plans;
- maximise opportunities for belonging and emotional literacy through whole class teaching, small groups and extra-curricular participation;
- Give opportunities for responsibility
- ensure staff are trained in how to support CYP e.g. through Virtual School.

Difficulty in making and maintaining healthy relationships.

- Run nurture interventions
- enhanced PSHE/SEAL programme to reinforce right to safety; ways to manage emotions; healthy relationships
- provide social communication / interaction opportunities e.g. circle time; circle of friends.
- use restorative approaches.
- Use social stories / comic strip conversations.
- Offer reflection times with a trusted adult.

Over-reliance on adult reassurance.

- Gradually reduce prompts;
- teach self scaffolding;
- use visual supports;
- set independence goals;
- reinforce attempts at autonomy.

Overwhelm in unstructured or busy spaces.

- Provide structured alternatives;
- use safe spaces;
- allocate supportive peers/adults;
- teach coping strategies;
- adjust transitions.
- Support self-awareness and independence of communication around their feelings of overwhelm.

Identified Barrier and/or Need

Strategies to be adapted according to age/stage

Engagement, Motivation & Participation

Low motivation or engagement linked to emotional need.

- E.g Learned helplessness or avoidance due to repeated failure.
- Difficulties participating and presenting as withdrawn or isolated.
- Low self-esteem or self-efficacy

- Use identified strengths and interests to motivate.
- Offer choices between different tasks.
- Break learning down into achievable steps and provide scaffolds for both academic tasks and social interactions.
- Ensure clear, visible criteria.
- Use short, varied tasks and “chunk” the work into small, manageable goals to prevent overwhelm.
- Provide specific, strength-based praise and positive feedback as soon as a success occurs.
- Pre-teach resilience tools e.g 3 before me; thinking time; self-regulation strategies.
- Use predictable routines.
- **Evidence-Based Success:** “Hold onto successes” by gathering and recording achievements specifically to share with the CYP and their family.
- Use strength-based language to reframe difficulties and celebrate even the smallest wins.

Additional Factors impacting SEMH

Children We Care for/ previously cared for may experience:

- instability of placement; multiple moves; trauma; difficulties building relationships
- **Young Carers:** can affect attendance; concentration; homework; anxiety
- **Bereavement & Grief**
- **Socio-economic Factors e.g** housing; substance misuse in family; material deprivation
- **Identity (LGBTQ+ / Cultural):**

- Ensure PEPs are current and prioritise pastoral check-ins; Trusted adult; Trauma-informed approach; multi-agency support.
- Offer flexible deadlines and confidential check-ins; signpost to [young carer services](#).
- Provide sensitive, timely support and allow “time out” as needed. Signpost to services such as [Winston’s wish](#)
- Provide discreet support for food (breakfast clubs), uniform, and digital access to avoid stigma. Signpost to support eg. [Family Hubs](#)
- Ensure visible allyship, inclusive policies, and adjustments for faith-based practices.

Further information

- ESCC SEN Matrix [The Matrix - Czone \(eastsussex.gov.uk\)](https://www.eastsussex.gov.uk/czone/the-matrix)
- [MHEW team](#)
- [CLASS link advisors](#)
- [TASS](#)
- [Inclusion and Alternative provision team \(INCAP\)](#)
- [Family Hubs](#)
- Family hubs [advice line](#) for professionals
- ESCC [Family first programme](#)
- ESCC [MHEW team](#)
- Advice, support and training - provided by Educational Psychology Service, and the [Virtual School](#) The Virtual School - Czone (eastsussex.gov.uk)
- SPA (Single Point of Access) [Contacting the Single Point of Advice - East Sussex County Council](#)
- School Health Service, including School Nursing [East Sussex School Health | Kent Community Health NHS Foundation Trust \(kentcht.nhs.uk\)](#)

Sensory, Physical and Medical needs

Core Principles: Belonging, Autonomy, Sense of Safety and Equity (BASE model)

The provision in this section should be in addition to the expectations in Part One.

Identified Barrier and/or Need

Strategies to be adapted to age/stage of CYP

Sensory Over-Responsivity (Hypersensitivity)

Hypersensitivity to noise, touch, and visual stimuli:

- CYP may become distressed, anxious, distracted, cover ears, avoid busy spaces or struggle to focus.
- CYP may avoid corridors, playgrounds or lunch halls; may become distressed or withdrawn.
- CYP may freeze, panic or refuse to enter noisy/crowded environments.
- CYP may appear distracted, anxious or unable to start tasks.

- Adjust background noise, lighting temperature, visual stimuli in the environment where possible
- Offer ear defenders/headphones; pre-warn about loud activities
- Use visual cues instead of verbal instructions
- Reduce visual clutter on walls and environments
- Use neutral backgrounds on worksheets / slides
- Seat away from high traffic areas; offer flexible approach to lesson transitions
- Teach coping and self-regulation strategies
- Use calm corners / quiet workspaces
- Offer choices

Sensory Under-Responsivity (Hyposensitivity)

Hyposensitivity to movement:

- CYP may appear constantly “on the go,” fidgety or seek intense movement.

- Provide movement breaks
- Use wobble cushions / sensory chair bands / wobble boards
- Allow standing work
- Incorporate heavy-work activities
- Build movement into routines

Identified Barrier and/or Need

Strategies to be adapted to age/stage of CYP

Sensory Seeking Behaviours

Seeking movement:

- CYP may run, jump, spin or crash into objects. Seeking oral, tactile and visual stimulation.

- Use sensory circuits
- Allow outdoor access
- Incorporate movement into learning
- Chewable jewellery or safe alternatives
- Offer discreet fiddle objects

Mobility and Access

Reduced mobility / wheelchair use:

- CYP move slowly, need ramps or accessible routes.
- CYP cannot access upper floors independently.
- CYP need assistance boarding transport or escorts.
- Off-site venues or transport are inaccessible

- Ensure ramps/lifts, accessible routes, adapted furniture, early/late transitions, individual risk assessments and physio liaison.
- Classroom layout allows easy access to seat, resources and allows for social interaction
- Provide lift access or ground-floor alternatives, personal emergency evacuation plans (PEEPs) and timetable adjustments.
- Liaise with transport providers, plan safe handovers, provide escorts and record transport needs in plans.
- Risk-assess trips, choose accessible venues, provide extra staff/ equipment and adapt activities and roles.

Motor Skills, Balance and Coordination

Fine or gross motor difficulties including dyspraxia:

- CYP have poor handwriting or difficulty with tools.
- CYP struggle with PE, ball skills or running.

- Offer typing/speech-to-text, adapted pens/grips, writing frames, writing slopes, fine motor programmes and OT input.
- Adapt PE, teach motor skills stepwise, provide physio/OT input and small-group or 1:1 support

Balance / vestibular difficulties

- CYP feel dizzy or avoid heights.

- Provide adapted activities, gradual exposure, supervised balance tasks and vestibular-safe movement breaks.

Joint hypermobility / musculoskeletal conditions

- CYP fatigue or experience pain during activity.

- Provide posture support, pacing strategies, adapted PE and liaison with physio/medical teams.

Identified Barrier and/or Need

Strategies to be adapted to age/stage of CYP

Hearing and Vision Specific Needs

Mild-moderate hearing loss

- CYP miss verbal instructions in noisy classrooms.

- Seat close to teacher (no more than 2 metres away), reduce background noise, use visual supports, use subtitles, provide FM/loop systems and hearing-aid checks.
- Provide small group intervention to develop positive self-image.

Severe hearing loss / deafness

- CYP rely on BSL, lip-reading or interpreters.

- In addition to above:
- Seek advice from Sensory Needs Service for communication support, if necessary use qualified interpreters, visual alarms, captioned media and deaf-awareness training.

Low vision / partial sight

- CYP struggle with board work and printed text.

- Seek advice from Sensory Needs Service for communication support;
- provide large-print/high-contrast resources, audio descriptors and materials, optimal seating and liaison with VI services.
- Additional time to complete tasks
- Individual or small group intervention to help develop positive self image
- Consider use of lighting

Blindness

- CYP needs mobility support and tactile access.

- Provide mobility, orientation and independence skills support.
- Provide tactile and audio resources,
- Use consistent physical layout and specialist VI support from the Sensory Needs Service.

Fatigue, Pain, Recovery and Short-term Needs

Post-operative or short-term recovery:

- CYP have temporary mobility/activity restrictions.

- Provide phased return plans, adapt PE/practical tasks and schedule medical appointments to minimise disruption.

Chronic fatigue / reduced stamina:

- CYP tire quickly or cannot sustain full days.

- Provide rest breaks; reduce cognitive load; allow part-time timetables where appropriate; prioritise key learning; provide quiet recovery spaces.

Pain or fluctuating symptoms

- CYP have variable engagement and concentration.

- Adjust workload, provide comfort breaks/seating adaptations, monitor patterns and liaise with clinicians.

Identified Barrier and/or Need

Strategies to be adapted to age/stage of CYP

Managing Long-Term Medical Conditions including life threatening diagnoses

- Long-term medical condition impacting stamina, energy or attendance.
- CYP may tire easily, need rest breaks, or miss learning due to treatment or symptoms.

- Reasonable adjustments in line with the Equality Act 2010 are implemented
- Staff liaise with specialist colleagues and receive relevant, up to date training including medication/care training
- Individual health care plan followed by staff which is monitored and reviewed with specialists and parent/carers regularly
- Support equipment is provided such as lockable medicine cabinets, first aid bags, fridges
- Regular home setting contact to support the family's well-being and when/if the CYP is not in the setting to maintain 'sense of belonging' with peers and setting community.
- Staff receive bereavement training and follow clear policies

Medical Procedures & Monitoring in School

Risk of sudden medical deterioration:

CYP may require rapid adult response (e.g., asthma attack, seizure, allergic reaction).

- Ensure all staff know the signs and response steps; keep emergency medication accessible; practise emergency procedures; create clear IHPs; ensure staff remain calm and confident.
- CYP may need time to recover before re-engaging.
- Provide quiet recovery space; allow flexible timing; reduce demands; check understanding before continuing learning.

Need for regular medical monitoring

(e.g., blood glucose checks, peak flow, seizure monitoring).

- Provide trained staff; ensure privacy; build monitoring into routine; communicate with families; record data accurately; adapt expectations around monitoring times.

Infection Control, Hygiene & Personal Care

Self-care and intimate care needs:

- CYP need help with toileting or changing.
- **Dressing/undressing for PE:** CYP need help with fastenings or changing.
- CYP need adapted feeding textures, supervision or scheduled feeds
- CYP feel embarrassed or avoid school due to care needs.

- Create individual healthcare plans (IHPs), provide private accessible toilets, trained staff and clear safeguarding/intimate care/manual handling protocols
- Allow extra time, provide adapted clothing, private changing support and alternative PE roles.
- Follow SALT/medical guidance, provide adapted cutlery/seating, trained staff for tube feeds and hygiene protocols.
- Provide discreet support, independence training, confidentiality and pastoral support.

Identified Barrier and/or Need

Strategies to be adapted to age/stage of CYP

Increased infection risk:

- CYP may be immunocompromised or vulnerable to illness.

- Reduce exposure to infection; adapt seating; ensure good ventilation; encourage hand hygiene; risk-assess activities; communicate with families.

Further information

- ESCC [Sensory Needs Service](#)
- [Children's](#) Disability Team
- East Sussex Speech and Language, Occupational and Physio Therapies Service ([CITES](#))
- [School Health Service](#)
- [Community Paediatricians](#)

Term	Definition
ASD	Autism spectrum disorder.
AFL	Assessment for learning is an approach to teaching and learning that creates feedback which is then used to improve children and young people's performance. They become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.
ANP	Additional Needs Plan.
Blooms Taxonomy	Bloom's taxonomy is a hierarchical system that categorises the thinking skills of children and young people, ranging from recalling information which is a basic skill to evaluation, which involves judging and stating an opinion about information.
Collaborative learning	Educational approach of using groups to enhance learning through working together
Co-production	Co-production is the involvement of persons in the design and delivery of services. In schools, this means parents working with teachers, other staff and specialists, to improve the educational development of their child(ren).
CPD	Continuing professional development.
Differentiation	Differentiation refers to a wide variety of teaching techniques, resources and lesson adaptations that settings use to support children and young people with their SEN.
EBSA	Emotionally based school avoidance is the broad term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school.
ELSA	Emotional Literacy Support Assistant.
Graduated approach	The use of assess, plan do, review cycle to effectively meet the needs of the child or young person through reviewing and refining actions.
INA	Individual Needs Assistant.
Holistic	Holistic education is a comprehensive approach to teaching where setting staff seek to support the emotional, social, ethical, and academic needs of children and young people.
Local Offer	The Local Offer provides information for children and young people with special educational needs and their parent/carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.
MASH	Multi-agency safeguarding hub.
Nurture Provision	Nurture provision offers a short term, focussed, early intervention strategy, which addresses barriers to learning arising primarily from social, behavioural, emotional or well-being difficulties, in an inclusive and supportive manner.
OFSTED	Office for Standards in Education, Children's Services and Skills - government body whose role is to inspect and assess the educational standards of schools and colleges in England and Wales.
Pastoral	Pastoral care is the provision the setting makes to ensure the physical and emotional welfare of children and young people.
SALT	Speech and language therapy.
SEMH	Social, Emotional mental health needs.
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service is a free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability.
SEND Register	Setting's maintain a register of the children and young people who have a special educational need as defined by the 2014 code of practice.
Setting	Child or young person's place of education e.g. Pre-school, primary, secondary school or post 16 college including free schools and academies.
SMART targets	SMART is an acronym that stands for targets being Specific, Measurable, Achievable, Realistic, and Timely.

Term	Definition
SPOA	Single Point of Access - The one point of access for those working with children and young people making a referral for the Child and Adolescent Mental Health Services (CAMHS).
TA	Teaching Assistant.
Teaching Standards	Teaching standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). They are also used to assess the performance of all teachers with QTS.
Therapeutic Thinking Approach	Therapeutic Thinking is a philosophy which East Sussex is promoting. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health; it also helps to develop an understanding of how to respond to those who may be communicating through concerning behaviours.
Thrive Approach	Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs.