

Clifton Green Primary School Ordinarily Available Provision 2025-2026

Approaches and resources that we provide for children and young people with SEND

Cognition and Learning	
Specific Learning Difficulties (SpLD)	
Quality First Teaching:	SEN support:
<ul style="list-style-type: none">• Differentiation of literacy and numeracy tasks to support learning outcomes, e.g. listening and discussing rather than reading and writing, use of assistive technology, etc.• Alternative multi-sensory activities to enhance and support learning• Use of hands- on classroom learning aids (e.g. subject specific word mats, word lists colour coded by category, writing frames, spell checkers, specialist dictionaries, number lines, Numicon, ICT, etc.)	<ul style="list-style-type: none">• An assessment of child's SpLD leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved) Recommended standardised assessment tools include the York Assessment of Reading Comprehension (YARC), Dyslexia Portfolio, Wechsler Individual Achievement Test III (WIAT) for teachers• Classroom support to develop literacy and numeracy skills and generalisation of skills taught as part of individual/small group programmes

- Use of reading texts matched to age and interest as well as reading level
- Consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, appropriate use of illustrations etc.
- Reduced background noise and distractions
- Support to sequence tasks and instructions within class e.g. task strips
- Extra time for processing, speaking and listening
- Support for homework and to ensure that tasks are clearly recorded including use of ICT
- Use of teaching strategies that develop the independent learning of the CYP

- The use of technological aids e.g. such as reader pens or apps
- Time limited proven interventions matched to pupil need and delivered by suitably trained staff
- Some use of small group or time limited 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties; reinforced by appropriate
- ICT on phonological awareness, phonics including letter sounds and blending, sight vocabulary, reading strategies, comprehension and inference skills, letter formation, handwriting, spelling, sentence formation, grammar, writing/composition skills, study skills, etc. as appropriate and using evidence-based interventions programmes
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

Cognition and Learning

Moderate Learning Difficulties (MLD)

Quality First Teaching:	SEN support:
<ul style="list-style-type: none"> ● Learning reflects starting point and agreed next steps with learning broken down into smaller achievable steps ● Tasks set are related to the child’s everyday experience with an emphasis on direct experience or preferences ● Range of practical activities including appropriate use of ICT ● Extra time for responses to questions, contributing to class discussions and to complete activities ● Alternative ways to record learning, e.g., oral, photographic, video, highlighting text, mind maps etc. ● Cueing and reinforcing children’s listening/attention ● Checking understanding and reinforcing as required through repetition, rephrasing, explaining & demonstration (what the finished product looks like) ● Immediate feedback/live marking 	<ul style="list-style-type: none"> ● An assessment of child’s learning needs leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved) Recommended standardised assessment tools include the York Assessment of Reading Comprehension (YARC),Dyslexia Portfolio, Wechsler Individual Achievement Test III (WIAT) for teachers ● Individual/small group programmes for language, literacy and numeracy skills, pre- teaching and reinforcing curriculum learning, study skills etc. ● Classroom support to modify tasks as agreed by class teacher where required and to generalise skills taught as part of individual/small group programmes ● Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP



- Use of classroom learning aids (e.g. subject specific word mats, writing frames, number lines, ICT, etc.)
- Use of topic maps to link current learning to previous learning
- Explicit teaching to support generalisation of skills
- Use of peer support
- Visual cues to support understanding including the use of objects, pictures, signs, symbols, models, examples, ICT
- Modelling and teaching study skills (e.g. having a plan to complete the task, problem solving skills, etc.)
- Physical environment that is organised and well-defined and labelled using written and visual cues
- Use of teaching strategies that develop the independent learning of the CYP
- Support for homework and to ensure that tasks are clearly recorded including use of ICT

Communication and Interaction

Speech, Language and Communication Needs (SLCN)	
Quality First Teaching:	SEN support:
<ul style="list-style-type: none"> ● Range of strategies are routinely available to collect pupil voice e.g. Talking Mats • Reference to and advice implemented from Universal and Targeted advice sheets: yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/slt/slc-advice-sheets/Cueingandreinforcingchildren'slistening/attention ● Establish communication friendly strategies to facilitate communication and to assess learning: <p>Support what is said by visuals/pictures including objects, pictures, signs, symbols, models, examples, etc.</p> <p>»Get the CYP's attention » Allow time to process what has been said » Allow time to respond » Differentiation of teacher language, i.e., use of key vocabulary, short sentences with simple grammar, chunking/sequencing of concepts</p> <p>» Differentiation of tasks, use of task planners/schedules » Differentiated use of questions » Use of word webs, concept/ topic maps to illustrate/reinforce key</p>	<ul style="list-style-type: none"> ● An assessment of child's SLCN leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved). The WELCOMM programme is a recommended assessment tool for Early Years. The British Picture Vocabulary Scales III (BPVS) is a test of receptive vocabulary. ● A range of activities available to support communication and interaction and extend communication skills supported by adults, such as turn taking games ● Individual/small group programmes for language, literacy and numeracy skills, pre- teaching and reinforcing curriculum learning, study skills, etc., with suitably experienced staff such as ELKLAN trained TA with access to ELKLAN Language Builder manual ● Classroom support to modify tasks as agreed by class teacher where required and to generalise skills taught as part of individual/small group programmes



language » Modelling, prompting and reinforcing children's language, such as providing a framework or model for a response

» Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration

» Physical environment that is organised and well-defined and labelled using written and visual cues

» Use of appropriate areas of the room to support speaking and listening skills

- Apply personalised advice from SaLT (where a SaLT assessment has taken place)
- Schemes of work are differentiated including content from earlier years as appropriate.
- Use of peer support
- Support for homework and to ensure that tasks are clearly recorded including use of ICT
- Use of teaching strategies that develop the independent learning of the CYP
- Use of schedules and routines, support for transitions including unexpected change

- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

- Opportunities for direct experience and practical activities including use of ICT
- Opportunities for pre-teaching, overlearning and reinforcement and generalisation of key language
- Opportunities to develop speaking and listening skills, social skills and relationships with other children e.g. Talk Boost, Time to Talk, Talking Partners, Narrative groups, Socially speaking, Talkabout, as well as Circle of Friends
- Access to a quiet, distraction-free environment in which to deliver intervention groups
- Awareness of implications of SLCN on basic skills i.e. numeracy, reading, writing and use of relevant High Quality Teaching to support learning as per MLD section
- Environmental audit for example using the resources provided by the Communication Trust or using the Haxby Road outreach support audit tool
- Consider speech sound development when delivering phonics

Communication and Interaction	
including ASC (Autistic Spectrum Condition)	
Quality First Teaching:	SEN support:
<ul style="list-style-type: none"> ● Range of strategies are routinely available to collect pupil voice e.g. Talking Mats ● Teacher language is explicit, unambiguous and avoids non-literal language and inferred meaning ● Clear and positively stated rules and expectations for behaviour are modelled by all adults /9● Visual and practical supports e.g. Visual timetables and lists. ● Awareness that a CYP may need more time to process language and complete tasks 	<ul style="list-style-type: none"> ● An assessment of child’s needs leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved). The SCERTS programme is recommended as an assessment tool using ‘can do’ statements to identify areas of strength and areas for development ● Individual/small group programmes with staff who have knowledge/skills to address specific needs to support social communication, language skills, emotional regulation, self-awareness etc as part of assess, plan, do, review cycle (e.g. Circle of Friends, self-esteem group, Socially Speaking, 5 Point scale, feelings board, Zones of regulation, Lego therapy, musical interaction and recognition / understanding of emotions, including visual supports). Group work to be planned and tailored to meet identified need and includes good role models.



- Structured and consistent routines reinforced by visual timetable, support for transitions and for managing unpredicted changes to the routine
- Explicit teaching of comprehension, concepts, inferential understanding, perspective taking, empathetic thinking and generalisation of skills
- Explicitly naming emotions in situ, explaining the and thoughts of others and explicitly teaching of appropriate social interaction skills
- Managing, supporting and differentiating collaborative learning (e.g. opportunities to work alongside/ outside of a group as appropriate)
- Providing greater structure for open ended/creative activities and those that rely on inference (e.g., choice from options instead of prediction, writing about actual experience instead of imaginative writing, etc.)
- Use reading to support understanding of characters' emotions, thoughts, intentions, actions and social interactions
- Explicit teaching about social awareness and social skills and how to make and manage friendships (also about sex and relationships for older young people)
- Use positive behaviour management strategies to unpick situations that have gone wrong, being aware of the impact of social communication and emotional regulation difficulties, literal thinking and sensory difficulties
- Adjusted, flexible timetable introduced in negotiation with pupil, parents and staff e.g. temporary withdrawal from some activities such as assemblies, specific lessons and/or provide needed quiet time at periods throughout the day to support regulation of emotions.
- Use of key-working approaches/mentor to ensure CYP has trusted adult to offer support for both self & mutual regulation during vulnerable times.
- Classroom support to develop communication and interaction skills and generalisation of skills taught as part of individual/small group programmes
- Use of appropriate ICT to reinforce skills
- Support for unstructured parts of the day to provide routines and support for social interaction
- All teachers and TAs have completed Good Autism practice training from Autism Education Trust (AET) or equivalent relevant training
- Use of specialist interests of CYP to help engage and motivate in lessons
- Records of the CYP's emotional regulation are updated daily and analysed to consider frequency, duration as well as triggers/patterns to help understand underlying causes/triggers
- Individual support for pre and post teaching

- Use of an individual workstation, task strips and schedules for structured teaching and independent working
- Physical, sensory and/or learning breaks across the school day and provision of a quiet space/time out at times of heightened anxiety
- Awareness of and planning to manage sensory sensitivities, issues, e.g., light, noise, texture, temperature, etc.
- Use relevant Quality First Teaching to support learning as per SLCN and MLD sections
- Visual aids and prompts (e.g. personal visual timetables, now/next cards etc.)
- School have an Autism Champion who regularly attends the Autism Champion meetings run by CYC STT for Autism
- Use of teaching strategies that develop the independent learning of the CYP
- School trips which are planned well in advance to prepare the young person for the trip and have a comprehensive risk assessment which takes into consideration the needs of the CYP
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

- All staff in school have completed Making Sense of Autism or Good Autism Practice training from Autism Education Trust (AET) or equivalent relevant autism training
- Use of 'Graduated pathway to support attendance'
- Other pastoral interventions should include:
 - » Meeting and Greeting (Soft landing and "Down' time at the end of day to support transition to and from home.)
 - » Circle Time
 - » Peer mentoring
 - » Buddy Systems
 - » ELSA support
 - » Lunch clubs
 - » School Counsellors

Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. e.g. Communication tool kit



Social, Emotional and Mental Health Needs (SEMH)	
<p>Quality First Teaching:</p>	<p>SEN support:</p>
<ul style="list-style-type: none"> ● Range of strategies are routinely available to collect pupil voice e.g. Talking Mats, Person Centered Planning tools ● Developing a positive relationship and connection with all children and young people ● Use of trauma-informed behaviour policies which recognise the importance of offering a secure base (e.g. trusting relationships, felt safety, teaching regulation skills, focusing on repairing, understanding the function of behaviour). See CYC EPS Trauma Informed Behaviour Policies for details (search for CYC Trauma Informed Behaviour Policy Guidance November 2019 at Yor-OK.org.uk) ● Effective adult language that is appropriate to the child’s developmental stage ● Clear routines, boundaries and consistency of approach by all staff working with the child 	<ul style="list-style-type: none"> ● An assessment of child’s SEMH needs (including records of the CYP’s emotional regulation updated daily and analysed to consider frequency, duration as well as triggers/patterns to help understand underlying causes/triggers) leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved) including planned responses to behaviour as part of a positive behaviour programme ● Modifications to environment eg access through a different entrance, pass to access different toilets ● Individual/small group programmes to support attention and concentration skills, emotional literacy, anxiety management, self-esteem, turn-taking and cooperation skills, social interaction skills, etc as part of assess, plan, do, review cycle ● Classroom support to prompt attention and repeat and reinforce class teacher’s instructions and routines, develop social and emotional skills and



- Identification of co-occurring SEND e.g. SpLD or SLCN and the additional barriers this presents
- Managing the immediate environment to create nurturing classroom and reduce distraction and minimise potential for conflict or disruption
- Interventions should include:
 - » Wellbeing based approach
 - » ELSA provision Alternatives to the start and ends of the day
- Emotion Coaching (understanding and validating feelings, setting limits and problem solving)
- Supporting behaviours that challenge through:
 - » Prioritising relationships and understanding what behaviour may be communicating
 - » Positive reinforcement and praising appropriate behaviour of nearby pupil (proximity praise)
 - » Tactical ignoring of low level behaviour
 - » Non-verbal signals e.g Moving closer

- generalise skills taught as part of individual/small group teaching, support agreed opt out strategies in situations that may otherwise escalate
- Support for executive functioning skills (See Quick Guide from CYC Educational Psychology Service)
 - Personalised timetable introduced in negotiation with the CYP, parents/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons.
 - Alternative curriculum opportunities at KS4 e.g. vocational/college/work placements
 - Personalised reward systems known to all staff in school implemented consistently across the curriculum
 - Provide meet and greet arrangements, and support for unstructured parts of the day to provide routines & support for social interaction
 - Regulation activities integrated through the day (e.g. rhythmic/repetitive activities, movement, sensory integration)
 - Activities that are soothing, grounding and regulating e.g. play, dance, colouring, gardening

- » Ask and/or restate relevant rule/routine/behavioural expectation
- » Distract onto desirable task
- » Modify or change activity
- » Use of humour
- » Modify groups for any joint activity
- » Use the language of choice, remind of consequences ('If you choose to....then...')
- » Take up time, clear choices, schedules and consistent routines and boundaries
- » Effective adult language, e.g., 'I... when.... because', 'I am looking for...', 'when/ then' statements

- Allocation of an 'additional attachment figure' with opportunities for check-in time and approaches to support being 'kept in mind'
- A 'safe space' in school, identified in collaboration with the child/young person
- Clear processes for home-school communication to share information and support consistency of approach/understanding
- Implementation of strategies advised by the Effective Strategies document (gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools)
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

Physical and Sensory

D/deaf Support

Quality First Teaching:	SEN support:
<ul style="list-style-type: none"> ● Teacher discussion with the child about their preferred access arrangements ● Consistent, effective use and management of audiological equipment in school ● Implementing advice from the Qualified Teacher of the Deaf and seeking further advice as needed to meet the needs of the child ● Maintaining skills and understanding about supporting deaf children through accessing training e.g. training from the Deaf and Hearing Support Team ● Visual aids to support understanding and access to the curriculum. These may include: objects, pictures, gesture, signs, symbols, visual timetable, models, examples, ICT, demonstrations, use of subtitles or transcripts, visual/written instructions for homework etc. ● Adaptations to the physical environment: background noise is reduced; good room acoustics and seating plan is used to optimise listening and visual access to lip patterns ● Providing an accessible environment where the child can access language and cognitive ideas 	<ul style="list-style-type: none"> ● Regular liaison with a qualified Teacher of the Deaf to support student and school staff to understand hearing loss and promote independent use of audiological equipment through training, regular checks and monitoring ● Use of subtitles ● Individual/small group programmes to develop the child's language, social emotional needs and access to the curriculum ● Individual/small group programmes reinforced by appropriate language activities, literacy and numeracy skills, pre-teaching and reinforcing curriculum learning, study skills, etc ● Pre and post teaching of phonic skills or other curriculum subjects as needed ● Individualised support to implement recommendations from support services e.g. QToD., SLT etc. ● Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period in partnership with parents/carers CYP and QToD



- Modified language and scaffolding of subject-specific vocabulary as needed
 - Extra time for responses to questions, contributing to class discussions and activities
 - Cueing in and reinforcing children's listening/attention
 - Management of turn taking in classroom discussions with repetition of key points made by others
- Teacher repetition of class contributions
- Checking understanding and reinforcing by repetition, rephrasing, explanation/ demonstration
- Opportunities for pre-teaching and consolidation of language
- Opportunities for social interaction which may need supporting/scaffolding.
- Good role models of language, communication and social behaviour from adults and other children
- Use additional support staff and note takers to give equal access to learning if appropriate
- Teacher manages the work of teaching assistants and provides individualised intervention work for teaching assistants to deliver, as appropriate

Physical and Sensory

Vision Support	
Quality First Teaching:	SEN support:
<ul style="list-style-type: none"> ● Class/subject teachers to take responsibility for acting upon personalised educational advice supplied by Qualified Teacher of VI around individual child's needs ● The environment is planned taking into consideration the physical and sensory needs of all CYP eg playground and classroom layouts, displays, signage and lighting ● All staff and supply staff, visiting speakers, sport, drama groups etc. are informed of the child's visual needs at the planning stage of activities. ● Support for inclusion with extra-curricular activities, modified homework resources and newsletters ● A range of multi-sensory tasks, teaching styles and support for the alternative ways of recording work 	<ul style="list-style-type: none"> ● Consideration of timetabling and location of rooms and appropriate workstation for 1:1 instruction ● Assistance with access to specialised equipment eg laptops, cameras, speech/large print software or talking equipment ● Teaching assistance is targeted towards the supply of teaching and learning resources e.g. the preparation / resourcing of suitable visual materials. coordinating the adaptation of resources, support with use of equipment in specific subjects (e.g. Science, Technology, Maths, and ICT) ensuring advised seating arrangements and access to interactive white board ● Sufficient curriculum time allocated for the pre-teaching/revision of skills, completion of task, and teaching the additional curriculum e.g., touch typing, lip reading, independent living skills, mobility, social skills ● Planning shared with Vision Support team to enable resources to be obtained/ modified in time for the lesson, differentiation both in quantity and level of



- Provision of recommended generic specialist assistive technology such as: iPad/ tablet/ laptop/ eReader/ scanner and specialist software. e.g., screen sharing packages and magnification
- Clear classroom routines supported by cues, e.g., objects of reference, signs, symbols, gestures, signing to support language, photographs, visual timetables
- Careful consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, appropriate use of illustrations, clutter free diagrams, all modified resources onto A4 paper only
- Provision of consumables, e.g., specialist paper, matt laminates. Appropriate black fibre tipped pens/ dark leaded pencils, exemption from learning a cursive script. Use of a sloping desk or board White/interactive board displays should be clear for all CYP, a dark pen should be used when writing on the board with teacher verbalising
- Seating at proximity to interactive white board/learning facilitator/ point of learning
- Clear and tidy classroom with good organisation and labelling of resources
- Visual fatigue rest breaks built into the school day and a shaded outdoor area as appropriate

work, delivery method through ICT, sign, lip reading, modified worksheets, practical activities

- Regular liaison with a qualified Teacher of VI to support student and school staff to understand vision loss and promote independent use of equipment through training, regular checks and monitoring
- Oversight for PE, unstructured times in the playground and when moving around school, to monitor safety, interpretation of instructions and use of equipment
- Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

<ul style="list-style-type: none"> • Use of teaching strategies that develop the independent learning of the CYP 	
<p>Physical and Sensory</p>	
<p>Physical Difficulty (PD)</p>	
<p>Quality First Teaching:</p>	<p>SEN support:</p>
<ul style="list-style-type: none"> • Reasonable adjustments to the school environment and building adaptations including accessible toilets, rise and fall changing beds ramps, height adjustable furniture, grab bars, door handles, lifts, etc. • Class/subject teachers take responsibility for acting upon relevant information around individual students including: <ul style="list-style-type: none"> » Well-organised classrooms with clear route ways » Appropriate seating arrangements in relation to the teacher/teaching focus 	<ul style="list-style-type: none"> • Individual programmes of physical and occupational skills as advised by relevant specialists Input, where appropriate (e.g. Specialist Nursing Teams and Regional Specialist medical Teams (e.g. Renal, Neuro muscular clinic. Oncology etc), SALT, OT, Physio) • Providing support for self-help, e.g., going to the toilet, dressing/undressing, lunchtimes, etc. Assistance with manipulating equipment in specific subjects especially science, DT, Maths and ICT • Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP

- » Adapting and modifying classroom tasks that require sustained and/or precise fine and/or gross motor skills
- » A range of alternative equipment may be useful - chunky pencils, adapted scissors, pencil grips, enlarged lined paper/frames especially maths for laying out etc.
- » Planning may need to include rest breaks or movement breaks
- » Extra time for completion of tasks
- » The use of assistive ICT including (on screen keyboards, Clicker, predictive text)
- » Access to medical support, if appropriate
- » Careful consideration of timetabling and location of rooms
- Schools support the use of low-tech aids or equipment (basic word processors, communication passport)
- Modification of activities for P.E and all movement-based learning, practical activities, use of equipment as appropriate
- Optimal seating position including correct size furniture and additional resources such as seating wedges and writing slopes

- Support for accessing and demonstrating learning within the classroom
- Ensuring safe movement in the classroom and around the school
- Trained support for moving and handling may be required as well as a Moving and Handling Plan
- Accessible toilet/hygiene suite
- Toilet passes
- Support for unstructured parts of the school day
- Support for wider whole school activities and social opportunities
- School trips which are planned well in advance and take into consideration the needs of the CYP
- Use of guidance within relevant policies
 - » Educational Visits Guidance
 - » Intimate Care
 - » Managing Medicines Guidance
 - » Supporting Children with Physical Disability and Medical Needs

--	--



Better Never Stops...

