

Guidance for inclusive education and ordinarily available provision for SEND support in Post 16 educational settings in Birmingham

Introduction

Birmingham's ambition is to become a great place to grow up for all our children and young people. Our strategy for children and young people with special education needs and disabilities (SEND) has a strong mission: to work with all our children, young people, and young adults to support them to thrive in their early years, at school and in further education, to find employment, and lead happy, healthy, independent, and fulfilled lives.

Education professionals in Birmingham are committed to providing every child and young person with the best opportunities to learn, to achieve their full potential, and to thrive. Understanding strengths and needs, and well-planned inclusive support are crucial to secure the best outcomes for Birmingham's children and young people with SEND.

The purpose of this guidance is to support all our education settings to put in place inclusive practice that benefits every child and young person, and especially those with SEND. By setting out the expectations in this guidance, we aim to encourage consistency between all our schools and settings across Birmingham.

The guidance has been coproduced with Inclusion Leads and SENCos and has involved consultation with different SEND professionals, partners, and Post 16 settings.

Who is this guidance for?

This guidance is for all tutors, SENCos/ Inclusion Leads and senior leaders who are committed to creating inclusive educational settings. The guidance can be used as reference for identifying and effectively responding to the needs of students and young people with SEND. The guidance is written with professionals in mind, but we also hope that it will help parents, carers, children, and young people to better understand our approach to providing support for students with SEND who do not have an Education, Health, and Care plan (EHCP).

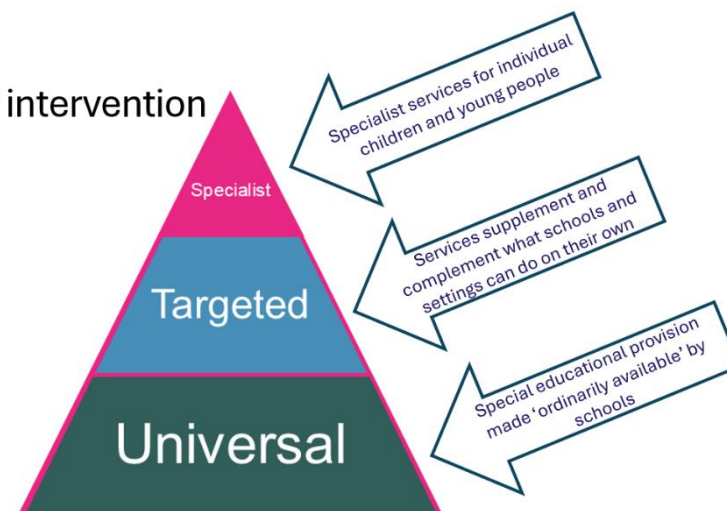
Ordinarily available provision refers to the activities, experiences, and strategies to remove barriers to learning for children and young people with SEND in all mainstream educational settings. This guidance outlines a wide range of approaches that are ordinarily available within the existing resource within mainstream Post 16 educational settings for all students, including those with SEND.

Provision that is ordinarily available may sit both within the universal and targeted levels of intervention depending on frequency and amount.

Ordinarily available provision will improve outcomes for all students, with or without an Education Health and Care Plan (EHCP). Students with an EHCP will also benefit from this type of provision in addition to the provision written in their plan. The guidance does not exhaustively describe every approach but indicates the type of arrangements that are typically available.

The guidance is not a checklist or auditing tool. While many settings will be able to apply most of the ideas contained within, we recognise that not all settings will be able to implement everything. This guidance provides a comprehensive but not exhaustive list of useful strategies and resources that can signpost schools or settings to ideas to meet the individual needs of students and young people.

Levels of intervention



Foundations for Thriving - for every child and young person in Birmingham.

This guidance is based in the firm foundations of:

- **Birmingham's ambition for all our babies, children, and young people:** to make Birmingham a great place to grow up.
- **Statutory requirements:** what every educational setting must do and must have in place in relation to children and young people with SEND.
- **Foundation for thriving:** the practice, learning and development framework for relationship-based practice in Birmingham.
- **Inclusive education settings:** so that every child and young person is included in the educational setting. The focus of this guidance is including every child and young person with SEND.

- **Adaptive Teaching:** crucial to inclusive educational settings are the high-quality interactions within the classroom to engage, motivate and challenge children and young people with SEND.
- **Graduated approach:** understanding and responding effectively to the strengths and needs of children and young people with SEND.
- **Ordinarily available provision:** the support available in all education settings that removes barriers to learning for children and young people with SEND.

Birmingham Children and Young People's Partnership: change for children and young people - [Children and Young People's Plan](#)

Birmingham's change for children and young people plan sets out the collective actions that partners will take together to achieve our bold ambition: to make Birmingham a great place to grow up for all our babies, children, and young people.

We want all our children and young people to be as healthy as possible, safe, confident, included, happy, respected and connected to meaningful opportunities so they can thrive as they prepare for adulthood. We will only achieve our ambition if we put our children and young people at the heart of everything we do. This means that coproduction with our children and young people with SEND and their families is at the heart of all our improvement work.

In Birmingham, we have also begun a journey with UNICEF UK to becoming a Child Friendly City. This means creating a city where all children and young people have a meaningful say in, and truly benefit from, the local decisions, services and spaces that shape their lives. The Child Friendly Cities & Communities UK programme is part of a global UNICEF initiative that reaches close to 30 million children in 40 countries.

As we work on the programme, we will collaborate with partners across Birmingham to protect and promote children's rights and put them into practice.

Statutory requirements: Children and Families Act 2014 and SEN and Disability Code of Practice 2015

National legislation sets out that schools must "have regard" to the Children and Families Act 2014 and SEN and Disability Code of Practice 2015.

This means that education settings should carry out what is set out in this legislation and guidance, or explain why they have not done so, and what alternative action has been taken. The legislation is underpinned by the principle that where a parent of a child with SEND, or a young

person with SEND, wants a place in a mainstream setting, this must not be denied on the basis that mainstream education is unsuitable, or that their needs or disabilities are too great or complex.

Mainstream schools must ensure that children or young people with SEN engage in the activities of the school together with children or young people who do not have special educational needs (section 35 of the Children and Families Act 2014).

Birmingham have co-produced their SEND Strategy with a wide range of partners, including children, young people and families demonstrating their response to meeting statutory requirements for SEND [Birmingham SEND Strategy](#)

[All settings must apply the key principles that underpin the SEND Code of Practice 0 to 25 years and have regard to the Equality Act 2010 guidance, throughout the Children and Young Peoples learning journey.]

Inclusive education settings

All children and young people need to feel safe, included, as healthy as possible, and happy as highlighted in the [Birmingham Inclusion Strategy](#). Educational settings play a crucial role in developing relationships, enhancing wellbeing, and creating a sense of belonging for all children and young people. In settings where students achieve to their full potential and enjoy their learning, relationships are at the centre of everything they do. In these settings, all staff contribute to creating a culture where every member feels valued. These are settings where outcomes can improve for every student, and where young people can form meaningful relationships that support them to thrive in the future.

An inclusive culture is evident in everyday relationships, interactions, approaches to teaching and learning, use of language, and the routines of an educational setting. Inclusive culture is reflected in an educational setting's policies and practice and results in every member of the setting feeling welcome. Creating an inclusive education setting is the responsibility of every member of the community that makes up the setting: leaders, staff, parents, children, young people, professionals from partner agencies, and the wider community.

SECTION ONE: Expectations for all Settings

This section describes the inclusive practice that all education settings are expected to provide for all children and young people. High quality teaching is pre-requisite to any additional targeted support and should underpin all provision for children and young people and should be a key element of a graduated approach.

In Birmingham, we know that adaptive teaching is crucial for all our children and young people to get the best from education settings and to thrive. Adaptive teaching and a graduated approach are the foundations for identification and understanding of the needs of children and young people as well as for the appropriate provision to meet these needs. Alongside these are further expectations for inclusive practice and adaptations that are integral to adaptive teaching and will be key to removing barriers to learning for children and young people with SEND, as well as benefitting all children and young people in any classroom. The table below outlines these and offers strategies to support educational settings in implementing them; these are not exhaustive and may look different in different settings.

This section will be of particular use to SENCOs, SEND leads and Leadership across all Post 16 educational providers, to inform and support their provision and practice.

Co-produced and family centered

Expectations:

Students will play an active part in strategies used to help them safe, achieving, included, confident and healthy (as possible).

Schools and services work in partnership with parents/carers to understand needs of student, plan and review support strategies.

Strategies & Resources:

- Strengths based approach
- Capturing student voice
- Person centred approaches
- Two-way communication
- Parent friendly, clear and accessible guidance considering the needs of the community
- Person centred tools
- Be Empowered workshops

Adaptive Teaching and Learning

Expectations:

High quality teaching means the continuous process of understanding and responding to the needs of students in all our education settings. Central to this is differentiated, scaffolded, and personalised approaches to teaching and learning that meet the individual needs of students including those with SEND. Our students with SEND have the greatest need for high quality teaching and for provision that supports their learning and enjoyment in our settings.

To be effective, adaptive teaching must be embedded in all subject areas, across all phases of education, by educational professionals in all our settings. This means that teaching and learning are modified and adapted to remove the barriers to learning so that students with SEND can connect with the full curriculum.

All educational settings are expected to monitor and evaluate the quality of teaching and the progress made by students including those with SEND, and the outcomes of monitoring and evaluation will inform the continuing professional development for all staff.

Adaptive teaching, putting the voice of students at the heart of everything we do, and developing strong partnership with families are crucial to our goal of creating an inclusive city. If we achieve our goal, every learner will be able to connect to meaningful opportunities, to learn and achieve within Birmingham's education settings.

Post 16 educational settings have a staff development plan which focuses on the development of Quality Teaching across the school. Tutors understand the range of needs within their classes. Students can be taught in a way that they can learn based on a robust assessment of need. All students will access a course or programme of study that enables them to make at least expected progress.

Strategies & Resources:

- Link to appraisal process (student progress targets)
- Learning walks
- Audit of student needs
- Student Profile
- Visual Reminders
- Designated resources – see specific areas of SEND in Section two

Graduated approach

Expectations:

The graduated approach is a model of action in response to the continuum of needs for students with SEND. The graduated approach is used by educational settings and professionals from partner agencies in collaboration with students and families, and describes a cycle of understanding needs, planning, doing, and reviewing progress. All students learn differently, and an approach to support that works for one may not help another. By this approach, a student with SEND can be assessed and appropriate actions can be planned as part of an ongoing cycle.

Assessments and reviews are an integral part of planning and teaching, with regular review to ensure that support is matched to need and sufficient progress is being made.

The views of the student and family and student's strengths and barriers to learning are clearly identified during the assessment and are used to inform planning and interventions. Consideration is given for individual student's unique journey.

Strategies & Resources:

- A wide range of assessment strategies and tools are used to ensure a thorough understanding of student
- Case studies may be used to demonstrate holistic progress
- Have easy access to information about the student's learning and additional needs, for example: planning documents, student profiles, learning plans, data systems
- Include a student's individual targets into their teaching and adapt their marking policies to take account of individual student need
- Give students regular opportunities to evaluate their own performance

The Birmingham SEND Advisory and Specialist Services have brought together information on several assessments which may be useful for Post 16 educational settings that need to further investigate a student's strengths and difficulties to identify potential special educational needs – see Section Two

Creating an Enabling Learning Environment

Expectations:

A planned approach to a flexible whole Post 16 educational setting environment based on assessment of the cohort of need.

A structured and supportive routine is provided for all students.

Strategies & Resources:

- Environmental audits
- Identified safe spaces for students

Leadership and Management: creating an inclusive culture

Expectations:

Leadership will promote and ensure an inclusive ethos, through the development and implementation and ongoing review of policies and procedures. Governance are aware of the whole setting approach to SEND and are supportive of the SLT across the setting.

Strategies & Resources:

- SEND Governors involved in Quality Assurance activities in order to provide challenge to the leadership team
- Leadership SEND training, including for Governors
- SEND Review
- SEND to be on agenda of all staff meetings
- SEND reflected, co-produced and reflected in all policies

Coordinated partnership working

Expectations:

Post 16 educational settings will consider the whole person and have provision in place to meet both the educational and pastoral needs of student.

Strategies & Resources:

- Early Help
- Safeguarding tools

Supporting transition across whole life course

Expectations:

Post 16 educational settings will have ongoing robust processes that support the successful transition and transfer for students with SEND, including liaison and involvement of students, families and other settings.

Strategies & Resources:

- Transition days/ events
- Careers advice and support
- Reference to transition frameworks
- Preparation for Adulthood
- Local Area Partnership Transition framework

Staff Training

Expectations:

All staff understand how to make a positive contribution to students to enable them to feel safe, achieve, be included, confident and as healthy (as possible).

All staff take part in ongoing professional development around SEND across their setting.

SEND is an integral part of the training offer to Early Career Teachers.

Strategies & Resources:

- Audit of staff needs in relation to knowledge and understanding around a range of SEND
- Staff are able to access support and guidance from the SENCo / Inclusion Leads in setting

Equality & Diversity

Expectations:

Post 16 educational setting will have an inclusive ethos, through the development and implementation and ongoing review of policies and procedures related to Education & Development.

Strategies & Resources:

- Accessibility planning <https://pdnet.org.uk/accessibility-toolkit/>

- Adherence to the 2010 Equalities Act – Part 6 Education <https://www.legislation.gov.uk/ukpga/2010/15/part/6>
- [Birmingham Children's Trust Homepage \(birminghamchildrenstrust.co.uk\)](http://birminghamchildrenstrust.co.uk)

Additional Needs

Expectations:

Post 16 educational settings will have knowledge and understanding of how to identify and make provision for additional needs, that may not be SEND.

Strategies & Resources:

- Understanding the differences between additional needs and other needs such as social care needs
- EAL Language proficiency levels to support planning
- Bell Foundation EAL Programme – a range of CPD and free resources to support EAL learners in Post 16 settings - [With post-16 and adults \(ESOL\) - The Bell Foundation](#)

Section Two: Support for the four broad areas of need

We have separated this section by the four areas of need set out in the SEND Code of Practice (2015) i.e.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

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

Communication and Interaction:

SEND Code of Practice (2015):

‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’ 6.28

‘Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.’ 6.29

The following ordinarily available provision is in addition to Adaptive Teaching in the classroom and to the Generic Expectations set out in Section One. This section has been split into Speech, Language and Communication needs (SLCN) and Autism/Social Communication differences.

Speech, Language and Communication needs (SLCN)

Assessment of the Level of Need	Planning
In addition to ensuring the student is part of normal classroom assessments SENDCO/ Inclusion Leads/ Learning Support Teams and staff should complete more specific assessments and observations to clarify SLCN as the primary area of need and the exact nature of the difficulty including: Actively monitor behaviour as an indicator of SLCN. SENDCO/Inclusion Leads/ Learning Support Teams and staff should be involved in more specific assessments and observations to clarify SLCN as the primary area of need and the nature of the difficulty. Post 16 educational setting to consider whether other professionals need to be involved e.g. through external referral to NHS Speech and Language Therapist.	Whole class planning shows opportunities for language-based activities. Flexible student groupings within the whole teaching group: positive peer speech and language models ensuring systematic inclusion of speaking and listening activities relevant to the lesson and based on good practice. Communication-supportive strategies are used throughout the school, e.g., students are given opportunities to talk, staff model good talking for learning in the classroom, questions are used to support talking and thinking, and talk time is given to students. Visual support strategy(ies) used throughout the setting, e.g., use of visual reminders, adapted learning materials. Groupings reflect ability with modifications made to ensure course content access. Opportunity for planned small group activity focusing on language and communication within classroom activities. Opportunities for time limited small group/individual work based on identified need with a focus on language development. All staff are aware of the importance of communication for learning, literacy, behaviour and social interaction. Key members of staff undertake professional development activities focussing on communication and pass these skills on to other staff members.
Resources and Advice	
- Inclusion Leads should seek advice from professionals where available. - The Communication Trust – Speech, Language and Communication Framework - Home - SLCF - The Communication Trust - Speech and Language UK - ‘What Works for pupils with SLCN’ database - Register for our What Works database - Speech and Language UK: Changing young lives - NHS Birmingham Community Healthcare SaLT – referrals - Referrals Website	

General Universal Resources and Information:

- Speech and Language UK: Changing young lives - [Home - Speech and Language UK: Changing young lives](#)
- Widgit Symbols (Communicate in Print) - [Widgit Online](#)
- Elklan Training for Practitioners - Elklan Training Ltd - [Speech and Language Support for Post 16s | Elklan Training Ltd](#)
- Colourful Semantics - [Colourful Semantics Resources - SALT Inclusion - Twinkl](#)
- Stamma – Advice on stammering - [STAMMA home page](#)
- Action for Stammering Children – Stammer Awareness Toolkit - [ASC Stammer Awareness Toolkit - Action for Stammering Children](#)
- Raising Awareness of Developmental Language Disorder (DLD) - [RADLD - Raising Awareness of Developmental Language Disorder - RADLD](#)
- The DLD Project (series of podcasts that includes supporting adults, in higher education and co-occurring needs) - [The Talking DLD Podcast - The DLD Project](#)

Screening and Interventions

- Talk for Work, Speech and Language UK - [Talk for Work - Speech and Language UK: Changing young lives](#)
- Communication Progression Tools 3-18 - [Progression Tools – Speech and Language UK Shop](#)
- Thinking and Talking - [Thinking Talking](#)
 - Word Aware
 - Language for Thinking
 - Language for Behaviour and Emotions.

Identified Barrier and/or need	Provision and/or strategies:
Expressive Language: difficulty in making their ideas and needs known and understood. Presenting behaviours may include difficulty speaking in age-appropriate sentences and in recounting events. Talking may not be fluent and there may be heavy reliance on simple phrases with everyday vocabulary.	• Adults actively support students by modifying tutor talk and scaffolding/modelling responses. • Give the students plenty of opportunities to practice talking in the classroom e.g. group work, think pair share, talking with staff member. • Give students extra time to think and formulate their responses to any questions asked. It helps to use the ‘10 second rule’ where an adult counts silently to 10 after asking a question. If at the end of this time the student does not respond, try once more using the same words and then following this if the student is still struggling, rephrase in simpler language. • Model the correct language back to the student when mistakes e.g. student: ‘they is going football Saturday’, adult: ‘oh they are going to football on Saturday’.

Identified Barrier and/or need	Provision and/or strategies:
	• When relevant to the course, provide students frames for talking and writing tasks to help them to structure and sequence their responses. • When relevant to the course, provide narrative frames that can help map out stories or sequencing charts including key words like 'first...next', sentence starters. • Use a range of ways of recording so that learning is not limited by the student's ability to write full sentences.
Receptive language: meaning that they have difficulty in understanding language. Presenting behaviours may include difficulties with following instructions, answering questions, processing verbal information, reading comprehension and following everyday conversations. Difficulty in the understanding of language for learning such as conceptual language (size, time, shape, position). These may be difficulties with listening and attention that affect task engagement and independent learning, and the students may appear passive or distracted.	• Check that hearing has been tested. • Check you have the student's full attention before talking to them. This can involve saying their name or cueing them in visually. • Adults actively support students by modifying tutor talk and scaffolding/modelling responses. • Consider how many information carrying words a student can manage when giving instructions. Give short instructions with everyday vocabulary, supported by visual and written cues. • Allow extra time to process what has been said and encourage the student to check their understanding back with a peer/adult. • Use of chunking and breaking tasks down. Provide visual prompts if necessary, including key vocabulary and visual reminders and checklists, task boards. • Think about the environment and limiting any distractions where possible. • Pre-teaching of key vocabulary to include key word and subject specific language. • Check students understanding of language.
Speech production: difficulty in articulation of specific sounds. Presenting behaviours: Speech has some immaturities or the student uses unusual sounds within their talking. Speech may usually be understood by familiar adults, however	• Encourage the student to show you or indicate if you have not understood. • Make sure they can see how you speak. Face them and speak clearly. • Reduce background noise so you can hear the student clearly. • Encourage the student to slow down if their speech is becoming too fast. • Allow time for student to process and respond (10 second rule).

Identified Barrier and/or need	Provision and/or strategies:
unfamiliar people may not be able to understand what the student is saying if out of context	

Autism / Social Communication Differences

The National Autistic Society's definition of autism is that "Autism is a lifelong developmental disability which affects how people communicate and interact with the world." CYP with autism will have differences within social understanding and communication; flexible thinking, information processing and understanding; sensory processing and integration.

The Birmingham SEND Advisory service for Autism (CAT) are a strategic partner with the Autism Education Trust (AET). AET are supported by the Department for Education and all materials and resources are underpinned by current research into good autism practice and are fully co-produced. The Autism Education Trust promote "culture change" within educational settings and aim to provide settings with knowledge, understanding and resources to enable autistic children and young people to progress and fulfil their potential.

Assessment of the Level of Need	Planning
Students may or may not have a diagnosis of autism made by an appropriate multi-agency diagnostic team or paediatrician. Students may or may not be on the autism diagnostic pathway. Post 16 educational settings will use observation tools available to the setting to establish a profile of the student's strengths and areas for development. This will inform areas for intervention and adjustments or arrangements required for access to the curriculum for example Student Passport or One Page Profile, AET Framework. Identification of triggers and support for emotional regulation with related plans to support, for example in a Student Passport or One Page Profile, transition plans from previous setting with planning to make adjustments.	Teaching plans clearly show adjustments made for individual student to access the course or programme of study. This should include planning for additional adults supporting the student within the classroom with a focus of enabling the student to access the course content and/or supporting social communication. Planning shows consideration to making activities appropriate and predictable for students, with activities that focus on increasing opportunities for successful communication in Preparation for Adulthood (PfA). Parents/ carers, students and Post 16 educational settings are all involved in setting, monitoring and supporting their targets. Encouragement for students to be participating in and having ownership of the support they require as part of their normal way of working. A whole person-centred approach to understanding of the individual's strengths and needs supports effective planning. Tutor/SENCo/ Inclusion Lead to explore communication and interaction factors in relation to individual needs with a clear profile of strengths and areas that require additional support. Regular monitoring and reviewing of support based on progress and strategies in place so these can be adapted accordingly – this should take place termly.

Progress of social, communication, emotional and independent skills, and preparation for adulthood is measured through termly reviewed targets as part of a person centred discussion with the student, the setting's inclusion/additional support team, course/personal tutor/s and parent/ carers.	Key staff are identified to support as required, for example during unstructured times such as start and end of day, breaks and lunch and organised trips out of setting. Staff working directly with students must have basic knowledge and training when working with students with communication and interaction needs/Autism for example AET Making Sense of Autism. School will be working strategically to develop 'good autism practice' using measures such as the AET Standards and Competency Frameworks with reference to the Autism Good Practice Guidance.
Resources and Advice	
• Autism Education Trust (AET) - Autism Education Trust • AET Post 16 Standards - Post-16-Standards-Framework T-HUB-Sc-Mt.pdf • AET Post 16 Competency Framework - Post-16 Competency Framework Autism Education Trust • Autism Toolbox - Home Autism Toolbox Autism Toolbox • Ambitious About Autism "Know Your Normal" Your Know Your Normal toolkit Ambitious about Autism • Communication Matters Home - Communication Matters • Autism Matters Autism Matters - Home • Autism West Midlands Autism West Midlands Supporting the Autistic Community • Classroom resources - Free Autism Classroom Resources - Teaching Autism • National Autistic Society - Resources for autistic teenagers	

Identified Barrier and/or need	Provision and/or strategies:
Students will have communication and interaction needs that will affect their access to their courses or programmes of study including the social emotional curriculum and all aspects of Post 16 educational setting life.	• Adaptations made to course content focusing on multi- sensory learning opportunities planned with emphasis on concrete, experiential and consistent visual supports to reduce anxiety. • Emphasis on using and applying and generalisation of skills to support Preparation for Adulthood (PfA). • Understanding monitored and checked at key points by staff inside or outside of the classroom environment. • A variety of methods enable the student to develop an understanding of vocabulary related to new subjects to include the use of digital media, real life experience. • Consideration given to groupings for students within classes. • Planning will include adaptations such as rest breaks and additional time for information processing needs if necessary. • Opportunities for small group support outside the classroom, focused on developing communication and interaction skills, building of social relationships and development of study skills in preparation for adulthood. • Where appropriate and within context, adaptations are made to the environment to facilitate effective communication and interaction. • Use of literal language with any use of colloquial language, inference or figures of speech explained. • Whole-staff knowledge of One Page Profile/ Passport style document in place for individual students, detailing their strengths and used by all staff, developed with the student and their parent/ carers.
The student with an autism diagnosis and or communication and interaction differences is likely to have an effect on information processing and understanding resulting in impact on the acquisition, retention and generalisation of skills.	• Classroom routines and timetables individually given through planners/ apps. • Students are supported by staff when inevitable changes happen at the start of the year which may cause changes to routine and staffing. • Prepare in advance for any changes in routine and for transition points where possible. • Students have access to key staff to support if issues occur. • Support at key transitions - this could be throughout the day or at key transition points. • Provision includes extra time to process language. • Use of graphic organisers are provided, for example subject-related writing frames, mind maps, checklists, task boards.

Identified Barrier and/or need	Provision and/or strategies:
	• Reduce and simplify language to small, manageable chunks. • Programmes to consist of small achievable steps. • Where appropriate student and parent/ carers to be involved in decision making regarding strategies.
Differences with aspects of executive function and may include response inhibition, planning and prioritising, mental flexibility, working memory, emotional control, task initiation, self-monitoring and organisation.	• Pre-warning when a task is ending. • Key members of staff/ team identified to provide additional support. • Opportunities for skill reinforcement, revision, transfer and generalisation in preparation for adulthood. • Support for comprehension of text to include formal teaching of vocabulary and concepts. • A system to alert an adult when support is needed and or to communicate needs, agreed with the student.
As part of the student's autistic needs they may present with sensory differences or responses to the environment which have a direct impact on their learning or emotional regulation.	• Sensory differences identified with students and families or through sensory audits reviewed with the student with consideration given to the setting environments. • Consideration given to sensory differences identified in the student's sensory profile when discussing and agreeing on the wearing of ID badges or making uniform adjustments. • An individual plan agreed with student to encourage independence in preparation for adulthood, to manage sensory needs with available equipment used in the setting. • Adaptations to the working environment where necessary, such as a reduced distraction area within the setting for individual work. • Availability of a lower arousal space identified with the student if necessary, within the setting.
Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support.	• Provide specific meaningful praise and feedback when a student persists and or achieves something new. • Provide verbal feedback for the next steps in learning. • Student experiences success through carefully planned expectations and interventions if appropriate. • Make explicit links to prior learning and share steps involved, so students know what to expect. • Emphasis on developing Preparing for Adulthood (PfA) skills– activities designed to develop skills which will support the student to become independent. • Support to manage self-esteem – celebration of strengths, reinforcement of success.

Identified Barrier and/or need	Provision and/or strategies:
	• A safe space identified with the student and is available. • The setting develops an inclusive ethos where differences are celebrated. • Positive neurodiverse role models are promoted. • The teaching of language linked to the emotions which is modelled by staff and peers. • SEND/ Learning Support Teams and Pastoral Teams work collaboratively to support student's well-being. • Staff support understanding when the student perceives an injustice to have taken place. • Student and parent/ carers where appropriate, involved in decision making regarding strategies to improve emotional regulation. • A key adult is identified to go to for support to share any anxiety the student may be experiencing. • Co-regulation strategies if required, to promote wellbeing when the student is anxious or dysregulated.
Autistic students often find transitions anxiety provoking. Additional support to be given at transition points, particularly when moving to a different setting or transitions within settings.	• When settings are informed, the individual needs of autistic students are considered during transition planning, with support tailored to ensure a positive experience. • Parent/carers and the student are involved in the planning of the autistic student's transition. • Information around what works for each autistic student, their strengths, and areas where they may need support, is shared with the receiving setting. • Key adults are identified within the receiving setting to support a smooth transition. • Use of resources such as video tours, open events, prospectuses, social media, additional visits. • Quality careers planning to support next steps with interim reviews to consider progress. • Independence and Preparation for Adulthood (PfA) is central to all planning and pathways. • Support provided to students to seek work experience and preparation for employment. • Contact to be made with prior setting if required to gain information for transition once the student has declared their needs and gives consent for contact.

Cognition and Learning

SEND Code of Practice (2015):

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including MLD, SLD, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to PMLD, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.’ 6.30

‘Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’ 6.31

The following ordinarily available provision is in addition to Adaptive Teaching in the classroom and to the Generic Expectations set out in Section One.

Assessment of the Level of Need	Planning
In addition to ensuring that the student is part of normal classroom assessments, SENCo/ Inclusion Leads and tutors should complete more specific assessments and observations to clarify Cognition and Learning as the primary area of need and the exact nature of the difficulty. As appropriate, further English and Maths assessments may be completed alongside curriculum departments. SENCo/ Inclusion Leads will use screening tools available such as BKSB, LADS or GL Assessment to establish a profile of the student's strengths and weaknesses if appropriate. Consultations and transition information will also inform areas for adjustments/arrangements required for access to the programme of study.	Teaching plans clearly show adjustments made for individual student to access the course content including personalised changes to the teaching, learning and assessment. Curriculum managers/ Heads of Departments and/or SENCo/ Inclusion Leads to monitor planning of adaptations made to teaching the course content and the impact it is having. Regular monitoring, data tracking and reviewing of support is planned, so impact is measured and adaptations made accordingly, which should take place termly with the involvement of the young person. Staff trained regularly on adaptive teaching/scaffolding and opportunities for peer support.

Resources and Advice

- British Dyslexia Association - <https://www.bdadyslexia.org.uk/>
- Dyscalculia - <https://www.bdadyslexia.org.uk/dyscalculia>
- Assistive Technology - Call Scotland – information and apps - <https://www.callscotland.org.uk/information/>
- JCQ access arrangements - [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)
- Pupil and School Support page on Local Offer including courses - [Pupil and School Support - Local Offer Birmingham](#)
- Pupil and School Support free webinars including Support for Memory Difficulties, What do Dyslexic Pupils find difficult?, Maths Anxiety and Positive Mindset - [Online Courses- SEND Support Services - Local Offer Birmingham](#)
- The Bell Foundation (EAL) - [With post-16 and adults \(ESOL\) - The Bell Foundation](#)
- BBC Bitesize for post-16: <https://www.bbc.co.uk/bitesize/post-16>

Identified Barrier and/or Need	Provision and/or strategies:
Difficulty with the acquisition and use of literacy and/or numeracy skills despite appropriate adaptations, making inadequate progress over time across the course content. These difficulties may affect task engagement and independent learning, and the student may appear passive or distracted. Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support.	• Transition and enrolment information used to inform placement/ courses in order for students to be accessing the most appropriate courses. • Multi-sensory learning opportunities and activities planned with emphasis on concrete, experiential and visual supports. For example, in vocational courses opportunities to experience ‘hands on’. Visual supports can include age-appropriate symbols, graphic organisers, mind maps. https://www.bell-foundation.org.uk/resources/great-ideas/graphic-organisers/ • Emphasis on using, applying and generalisation of skills, which is embedded through course content. • Include alternative methods to record and access text. This will include assistive technology as appropriate including use of accessibility tools within programmes e.g., within Microsoft and Google, word prediction, text-to-speech. Other assistive technology can include reader pens, ClaroRead (https://www.texthelp.com/en-gb/solutions/dsa/claroread/), tablets, word processors/ laptops or note taking apps e.g. Genio). Students are able to use their own assistive technology in agreement with setting’s policy. • Assistive technology skills and tools are taught explicitly through Learning Support teams before independent use. • Groupings need to be flexible and include positive peer models with input from staff within the setting.

Identified Barrier and/or Need	Provision and/or strategies:
	• Within Foundation Learning, small group provision within course focuses on the development of literacy and numeracy. Within Level 1 and above, course content also focuses on English and Maths with additional offers from settings to receive academic study support. • Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g., Thinking Skills and problem solving. • Make explicit links to prior learning and share steps, so students know what to expect. • Activities designed to develop skills which will support them to become independent learners and preparation for adulthood. • Support to manage self-esteem – celebration of strengths, reinforcement of success.
Difficulty with the usual pace of curriculum delivery. These difficulties may affect task engagement and independent learning, and the student may appear passive or distracted.	• Simplify level/pace/amount of tutor talk. • Allow additional time and/or adjust expectations for the quantity of work produced. • Programmes of study within lessons and course to consist of small achievable steps. Transition and enrolment information used to inform placement/ courses in order for students to be accessing the most appropriate courses. • Alternative means of recording or assistive technology is available within the classroom. This will include assistive technology as appropriate including use of accessibility tools within programmes e.g., within Microsoft and Google, word prediction, text-to-speech. Other assistive technology can include reader pens, ClaroRead (https://www.texthelp.com/en-gb/solutions/dsa/claroread/), tablets, word processors/ laptops. Students are able to use their own assistive technology in agreement with setting's policy. • Assistive technology skills and tools are taught explicitly through Learning Support teams before independent use. • Provide specific meaningful praise and feedback when a student persists and or achieves something new. • Provide verbal feedback for the next steps in learning.
Difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the course	• Transition and enrolment information used to inform placement/ courses in order for students to be accessing the most appropriate courses. • Repetition and overlearning of key concepts within course content. • Opportunities for skill reinforcement/revision/transfer and generalisation for life skills, access to work and preparation for adulthood.

Identified Barrier and/or Need	Provision and/or strategies:
content. May have difficulties with organisation and independence in comparison with peers. These difficulties may affect task engagement and independent learning, and the student may appear passive or distracted.	• Links established between new and prior learning with support from review and overlearning techniques. • Adults use appropriate level of vocabulary in questioning and explanation. Rephrasing is used to support understanding. Tools used to support understanding of vocabulary and concepts independently such as word bank glossaries. • Assistive technology to support with organisation such as timetable apps, Microsoft Teams or similar to provide audio/verbal feedback. Ensure the student knows how to access these resources and have them readily available. • Break down tasks into sequential tasks, supporting student in knowing how to prioritise. • Formal teaching of vocabulary and concepts within course content. • For those with dyslexia and dyscalculia identified or presenting with similar needs, offer of small group sessions outside of the curriculum time if appropriate, to support with accessing course content. • Activities designed to develop and build skills which will support them to become independent learners and to prepare for adulthood.
Difficulty with acquiring and using reading, spelling and /or numeracy skills despite appropriate support or intervention, making inadequate progress over time within specific areas of literacy and/or numeracy.	• Transition and enrolment information used to inform placement/ courses in order for students to be accessing the most appropriate courses. • Opportunities for mixed groupings as student's cognitive ability is likely to be higher than their literacy skills might indicate particularly in vocational courses. • Baseline assessments and transition information undertaken to identify the areas of need in consultation with the learner or observation if more appropriate. • Metacognition approaches – learning to learn e.g., by trying to understand the learner's difficulty and asking them what helps which will support preparation for adulthood. • Simple changes e.g., font, coloured paper, line spacing, lighting, overlays, adaptation, technology. Skills taught to students in conversation with settings on how to make adaptations themselves such as how to re-format work, printing onto coloured paper to encourage independence and preparation for adulthood. • Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation and encourage students to develop their own independence skills.

Social Emotional and Mental Health Difficulties

Post 16 Ordinarily Available Guidance: Social, Emotional and Mental Health Needs (SEMH)

SEND Code of Practice (2015):

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.’

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Presenting behaviours should be understood as communicating underlying SEMH Needs. A few young people will require increasingly individualised intervention programmes, in addition to Inclusive Adaptive Teaching, to accelerate and maximise progress and close performance gaps. Young people who are avoiding learning tasks (either by refusing to work, asking to leave the classroom, passively ignoring instructions, or copying others) may initially be considered to have SEMH needs. It is important that adults supporting the young person also assess/ baseline their learning (literacy and numeracy skills) and their listening and metacognitive skills. Adaptations in these areas may have an impact on the young person’s emotional and mental health needs.

SEMH needs can present in various ways, including for example:

- Trauma or attachment-related behaviours
- Anxiety, depression, low self-esteem
- Withdrawal or isolation
- Risk-taking behaviours or school/ college refusal
- Difficulty regulating emotions leading to behavioural or observable challenging behaviours

These are not always visible and often overlap with other areas of need. Provision must be proactive, person-centred, and strengths based.

Provision to support young people with SEMH needs in Post 16 settings should:

- Ensure equity and consistency in SEMH support across all Post-16 education and training settings.
- Promote inclusion and participation for young people with SEMH needs.
- Support staff confidence and capability in identifying and meeting needs early.
- Facilitate effective transitions into adulthood.

All settings should provide:

- A culture of inclusion, belonging, and emotional safety.
- An appropriate level of staff training in trauma-informed, attachment-aware, and inclusive practice.
- Emotionally literate environments with staff confident on how to support students and where they can go for help and support.
- Relationship-based approaches to managing behaviour, including for example restorative practices.

Assessment of the Level of Need	Planning
Keep a log and analyse patterns or trends to identify either internal or external triggers in Post 16 educational setting. Understand reasons for any patterns. SEMH assessments carried out by professionals, such as Educational Psychologists or Forward-Thinking Birmingham, can support in trying to understand student's behaviour being presented. Some of these may involve the use of diagnostic assessments. Observation (in class and unstructured times) and liaise with staff and parent/carers to understand the underlying factors that give rise to certain behaviours. Explore the history and context of the behaviour. Explore what they are trying to communicate with their behaviour, what need	SEMH support should be integrated with wider services to ensure holistic and joined-up provision where appropriate including: • Work with health partners including GPs, Forward Thinking Birmingham and adult mental health services. • Coordinate with Adult Social Care, Early Help, and community-based services. • Enable smooth transitions from children's services to adult services where applicable. • Share information (with consent) to ensure continuity and minimise retelling of difficult experiences. • Collaborate in planning for key milestones, including employment, independent living, and community participation – Preparation for Adulthood (PfA). Young people should be empowered to co-design and take ownership of their support. Post 16 settings should: • Involve learners in regular reviews of support plans and strategies. • Offer opportunities for self-advocacy.

they are trying to meet and what skills need to be taught. Wellbeing surveys used to screen and identify any systemic SEMH issues affecting staff and students. This information will be used to inform planning for any whole setting initiatives and staff training. Relational practice and policy audit tool for reflection and planning. Assessments that can be used to baseline and measure progress following interventions, for example: • Boxall Profile • Strengths and Difficulties Questionnaire • The Thrive Approach • Pupil Attitudes to School and Self (PASS) Spence Anxiety Scales https://www.scaswebsite.com/	• Provide flexible methods for learners to share their views (e.g., 1:1, digital forms, creative expression). • Develop youth forums or participation groups to influence wider policies and practice. To ensure high-quality support, all post 16 providers should: • Ensure provision is captured within the settings SEND Offer and aligns with statutory duties under the Equality Act 2010 and Children and Families Act 2014. • Settings should have a named SEMH or Inclusion Lead responsible for provision quality and to uphold standards and positive outcomes. • Regularly audit and review SEMH strategies and provision as part of quality assurance. • Monitor progress and engagement using both academic and wellbeing indicators. • Provide training in approaches such as youth mental health first aid, trauma-informed approaches, and inclusive behaviour management for pastoral staff and leaders which is cascaded to the wider staff team as part of ongoing staff SEMH focused CPD. • Offer ongoing CPD opportunities linked to SEMH for pastoral staff and leaders. • Maintain up-to-date resources and guidance (physical and digital) that support student wellbeing and engagement. • Have a clear offer for students detailing SEMH based support that is available to them online, in the community and nationally. • Encourage reflective practice through supervision or coaching models with and between staff. • Involve students in evaluating the effectiveness of support. • Provide opportunities for students to interact with others and practice social and emotional skills. Staff will consider how they group students with SEMH within their class. This could involve the provision of working alongside role models for example. Pupils with SEMH needs will have preferential seating with modifications agreed with them in advance to promote engagement and buy in.
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Resources and Advice

- “Mental Health and Behaviour in Schools. Departmental advice for school staff.” (DfE, November 2018)
- Well-being surveys: The Warwick-Edinburgh Mental Wellbeing Scale (for young people and adults aged 11 and over) via the Breathe website www.breathe-edu.co.uk/census/
- You’ve Been Missed! guidance and resources for work with pupils at risk of emotionally based school avoidance.
- Beacon House Resources to support Teacher’s understanding of topics like developmental trauma so that they can adapt their practice <https://beaconhouse.org.uk/resources/>
- Trained Thrive Practitioners. Training can be accessed by James Brindley School <https://www.thriveapproach.com/>
- Trauma Informed Schools UK offers Practitioner Training and/or Senior Leads training <https://www.traumainformedschools.co.uk>
- Young Minds: Offers a wealth of information on mental health conditions, self-help strategies, and how to access support. Also provides a parent and carer helpline. <https://www.youngminds.org.uk>
- Mind – For Better Mental Health - Provides detailed information about mental health problems, where to get help, and tips for everyday living. <https://www.mind.org.uk>
- Anna Freud National Centre for Children and Families - Offers a Post-16 toolkit with practical advice, school resources, and guidance on supporting transitions. <https://www.annafreud.org>
- Papyrus – Prevention of Young Suicide - Confidential support and resources for young people struggling with suicidal thoughts, and training for professionals. <https://www.papyrus-uk.org>
- Samaritans - Free 24/7 support for anyone in distress, struggling to cope, or at risk of suicide. <https://www.samaritans.org>
- Kooth - Free online counselling and emotional wellbeing support for young people aged 11–25. <https://www.kooth.com>
- The Mix - Offers support for under-25s on mental health, money, relationships and more, including via text and phone helpline. <https://www.themix.org.uk>

- Anti-Bullying Alliance - Offers tools and guidance on creating safe and inclusive environments, including peer mentoring and restorative practice. <https://www.anti-bullyingalliance.org.uk>
- Restorative Justice Council - Information and training on applying restorative practices in educational settings. <https://restorativejustice.org.uk>
- Preparing for Adulthood (PfA) - National programme offering guidance on supporting young people with SEND to achieve positive life outcomes. <https://www.preparingforadulthood.org.uk>
- National Careers Service - Offers guidance on career planning, skills development, and transitioning into employment or further education. <https://nationalcareers.service.gov.uk>
- The Waiting Room - a directory of health and well-being services in Birmingham and Solihull. the-waitingroom.org

Identified Barrier and/or need	Provision and/or strategies:
Emotional needs: • Identifying and managing heightened emotions, • 'Excessive' worrying which is not easy to resolve • 'Emotionally Based School/ College Avoidance', • Persistent sadness and withdrawal which does not resolve with encouragement, • Disruptive, difficult or dangerous behaviour (may include frustration, anger, verbal and physical threats, aggression), • Emotional issues relating to trauma or early childhood experiences such as impoverished attachment relationships with primary caregivers	• Access to a trusted staff member to share concerns. • Personalised support plans with calming strategies could be considered, this might include the provision of an anxiety management plan or similar which sets out what the student and staff need to do in times of crisis. • Regular emotional check ins with pastoral staff/ key adult including for a short time as part of a planned intervention or access to an adult facilitated safe space as agreed, to help focus the student, provide connection and regulation and problem solve issues as appropriate. • Student independent access to quieter spaces or learning hubs (if available) to when overwhelmed including break times. • Regular opportunities to have learning or movement breaks, particularly if the student has difficulties concentrating, listening or learning needs. • Drop-in opportunities to support students to understand their emotional health and well-being compassionately. • Key staff are aware of approaches such as coaching approaches when working with students to de-escalate and avoid conflict scenarios. This could include approaches such as emotional coaching, where available. • Where attendance is addressed, Post-16 settings will consider the impact of trauma-related experiences that may be affecting attendance and support/signposting may be offered.

Identified Barrier and/or need	Provision and/or strategies:
• Low self-esteem or poor sense of self as a learner or person (including masking of feelings or needs) Bereavement and loss.	• A clear Behaviour Policy that is understood by staff and shared with students and parents/carers that is calmly and consistently applied and reinforced by all within the setting. • Staff work with students calmly and have an awareness of managing difficult conversations. • Key pastoral staff confident to support students experiencing loss and bereavement and have an awareness of best practice and where to appropriately signpost in this area.
Mental Health needs: Withdrawn or depressed, anxiety, panic attacks, obsessional behaviours, self-harm, suicidal ideation, substance misuse, difficulties around eating, situational mutism, sexually risky behaviour.	• Mental health awareness promoted and signposted across colleges/settings catering for students with SEND. This may through the setting website, for example. • Signposting to in-setting counsellors, support lines and/or external services, where available. • Safe and supportive communication with trusted key adults, such as a personal tutor, with confidentiality a key guiding principle where appropriate. • Key supporting staff awareness of best practice in supporting pupils experiencing self-harm and suicide ideation including knowledge of referral processes and signposting. • Key staff liaison with external services/ agencies to provide advice and guidance on how best to support students in this area and signposting students to appropriate agencies or resources designed to support them. • Working and/or liaising with parents/carers where appropriate to ensure students remain safe and well.
Social needs: Difficulties making, managing/maintaining friendships, difficulties forming relationships with adults, problems with conflict resolution, issues around bullying, difficulties understanding / adhering to social rules or boundaries, or problems reading social situations or nuanced social cues.	In addition to the provision already set out: • Availability of social spaces and enrichment activities based around a shared interest. This may include activities such as a chess club, for example. • Anti-bullying work is promoted. Post 16 educational settings celebrate diversity and difference in all areas and have clear processes in place for managing this and promoting positive and diverse role models. • Key supporting staff have an awareness of restorative practice and can apply this in conflict scenarios. • Students are supported to develop social awareness and understanding through short term interventions and/or access to online approaches.

Physical and / or Sensory Needs

SEND Code of Practice (2015):

‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.’ 6.34

‘Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.’ 6.35

This section has been split into Hearing, Vision and Physical Needs and details the additional expectations to Ordinarily Available Provision there should be for young people with these issues.

Hearing

Assessment of the Level of Need	Planning
Settings should invite opportunities (e.g. when applying for courses, enrolling or at reviews) for students to disclose any hearing needs. A known hearing loss will have a diagnosis following an assessment by an audiology clinic. A young person who has a diagnosis of a moderate or more severe hearing loss should be assessed in the setting by a Teacher of the Deaf (ToD).	Relevant staff should have deaf awareness training to understand the basic principles of supporting students with hearing loss. A young person with a diagnosed unilateral (one sided) or mild hearing loss should manage well where reasonable adjustments and support advice for their type of hearing loss is followed (see below for links to resources). Post 16 educational settings who are aware that a young person has a hearing loss of moderate or more significant severity should notify the local Hearing Support Team within their authority if there is no Teacher of the Deaf or Deaf specialist employed at the setting. When the support of an external Specialist Teacher is required, the setting must facilitate: • acquiring the appropriate paperwork promptly, e.g. a medical diagnosis of the condition, referral forms, specialist equipment loan agreements, etc. • assisting in arranging an assessment visit so the Teacher of the Deaf can assess the student and learning environment. • communicating to the specialist teacher key arrangements, such as review meetings, in good time so that the specialist teacher can participate. Additional Learning Support staff to ensure the specialist assessment report is shared with all staff working with the student and measures taken to ensure advice given is followed. Additionally, where exam access arrangements have been recommended, the report should be shared with the appropriate person/department in order that these are actioned ahead of deadlines. The student should have a key staff member made known to them who they can contact to discuss any issues with their access to learning. Standard technology used in class should have the accessibility features available for adjustment by students as necessary to accommodate their access needs. Career planning must consider the access arrangements the young person will require in the world of work and appropriate guidance given to support these needs.

Resources and Advice

Unilateral and Mild Hearing Loss

- [Mild hearing loss | National Deaf Children's Society](#)
- [One-sided hearing loss | Single-sided deafness \(SSD\)](#)
- [Mild Hearing Loss - Local Offer Birmingham](#)

Equipment

- [Radio aids | National Deaf Children's Society](#)
- [Windows 11 Accessibility Features | Microsoft](#)

Preparation for Adulthood

- [Employment Support - Birmingham - BID Services](#)
- [Access to Work - RNID](#)
- [Deaf World – Empowering deaf and hard of hearing young people](#)
- [Other resources on post-14 support | Information for professionals](#)

Identified Barrier and/or Need	Provision and/or strategies:
Cannot hear teaching input. Cannot hear peers in groups. May misinterpret information. Language comprehension can be behind that of peers. Poor listening conditions can cause fatigue and tiredness.	• Students are encouraged to wear personal hearing technology (issued by audiology clinic) and kept in good working condition. • A favourable listening environment: classroom management to take account of the seating position i.e. seated near front of class and for the student to have a clear, unobstructed view of the speaker and any visual material being used. • Be aware the student may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking. • Consideration given to the optimum acoustics, listening, lighting/blinds, when possible. Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will help to reduce noise. Seat away from any source of noise e.g., window, corridor, fan heater, projector, the centre of the classroom etc. • Instructions delivered clearly and with allocated time to check understanding of lesson content and tasks.

Identified Barrier and/or Need	Provision and/or strategies:
	• Access to visual clues and real experiences, to include subtitled visual resources or transcripts, visual reminders as appropriate. • Providing lists of key vocabulary and/or glossaries prior to starting a new topic/area of study. • Where applicable daily use of provided assistive listening devices is accommodated (e.g., radio aids and remote microphones) - advised upon by the Teacher of the Deaf. • Opportunities for listening breaks where required and led by the student.

Vision

Assessment of the Level of Need	Planning
Settings should invite opportunities (e.g. when applying for courses, enrolling or at reviews) for students to disclose any vision needs. A known vision loss will have a diagnosis following an assessment by an Ophthalmology clinic. If a young person has a suspected vision loss they should be signposted in the first instance to a high street optician for an assessment. A young person who has a diagnosis of a moderate or more severe vision loss should be assessed in the setting by a Qualified Teacher of the Vision Impaired (QTVI).	Relevant staff should have vision loss awareness training to understand the basic principles of supporting students with vision loss. A young person with a diagnosed monocular (one sided) or mild vision loss should manage well where reasonable adjustments and support advice for their type of need is followed (see below for links to resources). Post 16 educational settings who are aware that a young person has a vision loss of moderate or more significant severity should notify the local Vision Support Team within their authority if there is no Qualified Teacher of the Vision Impaired employed at the setting. Such students may require specialist mobility training from a Habilitation Officer, to learn travel routes to and from college or work placements, and orientation around college – and this is best arranged as soon as a college or work experience placement is confirmed. The college should contact the local Habilitation Team to make the referral, if needed. When the support of an external Specialist Teacher is required, the setting must facilitate: • acquiring the appropriate paperwork promptly, e.g. a medical diagnosis of the condition, referral forms, specialist equipment loan agreements, etc.

	• assisting in arranging an assessment visit so the Qualified Teacher of the Vision Impaired can assess the student and learning environment. • facilitating arranging appropriate technology required to access learning and ensuring the relevant arrangements are made promptly so linking equipment to college networks are made when necessary. • communicating to the specialist teacher key arrangements, such as review meetings, in good time so that the specialist teacher can participate. Additional Learning Support staff to ensure the specialist assessment report is shared with all staff working with the student and measures taken to ensure advice given is followed. Additionally, where exam access arrangements have been recommended, the report should be shared with the appropriate person/department in order that these are actioned ahead of deadlines. The student should have a key staff member made known to them who they can contact to discuss any issues with their access to learning. Standard technology used in class should have the accessibility features available for adjustment by students as necessary to accommodate their access needs. Career planning must consider the access arrangements the young person will require in the world of work and appropriate guidance given to support these needs. Environmental factors that need to be considered are good controllable lighting, quality blinds on windows and task lighting, where available. Outside of the classroom, steps, curbs and other hazards should be highlighted and stairs should all have handrails. Rooms should be clearly labelled with bold well contrasted lettering (and braille if required).
Resources and Advice	
Monocular and Mild Vision Loss • Eye Conditions - Local Offer Birmingham Learning Support • Home - RNIB Bookshare Equipment • Windows 11 Accessibility Features Microsoft	

- [Learn Touch Typing Free - TypingClub](#)

Preparation for Adulthood

- [Employment Support - Birmingham - BID Services](#)
- [College, Sixth Form and Apprenticeships - Thomas Pocklington Trust](#)
- <https://www.look-uk.org/mentoring/find-a-mentor/>
- [Blind in Business Students - Blind in Business](#)

Mobility / Habilitation in Birmingham

- [Habilitation | Priestley Smith Specialist School](#)

Identified Barrier and/or Need	Provision and/or strategies:
Cannot see what is presented on the white board. Cannot see learning materials given for desk work. Cannot see demonstrations given by the tutor. Misses visual clues and body language. Unsuitable lighting conditions in the classroom. Visual fatigue caused by straining to see, especially when text size is smaller than a comfortable font size, will exacerbate vision loss, cause reading errors and reduce cognitive processing speed.	• A student with a vision loss should be accommodated to sit close to the tutor, any demonstration, and the white board. • A tutor should talk through demonstrations and what is presented on the board concisely and clearly, “as if for radio” is best practice, to reinforce all visual content orally. • When addressing a student, use their name first so it is clear you are referring to them. • Use of a smart phone and/or assistive technology with magnification tools should be permitted if this is a student’s usual way of managing their access to learning materials, in line with setting policy. • If a student is struggling with glare, then student to raise this and consideration be given to adjustments such as lowering window blinds where available and using overhead lights instead will help, as can tinted glasses and a cap which should be permitted if the student is very sensitive to light (photophobic). • For students who struggle to read the contents of the white board even when sitting close, student’s own assistive technology may be used in line with setting policy. • Learning materials either board presentations or worksheets, should be made available, where appropriate in a readable (i.e. not a scan or photo) electronic format to a vision impaired student, prior to a lesson (unless live sharing platforms such as MS Teams is used), in order that they can make the necessary adjustments themselves to adapt it to be visually accessible or use reading software to access the content. • An uncluttered format with well contrasted text is a considered.

	• To enable students to access textbooks, the Additional Learning Support staff can set up an account/or signpost to RNIB Bookshare (link above in 'Resources' section). This is a free service which will provide accessible electronic formats of the main UK academic course textbooks. • Consideration needs to be given to pace of the learner and completion of learning tasks due to the impact of visual fatigue. • Interactive whiteboard needs to be of good quality presentation. Any basic whiteboard used needs to be clean and pens used of high quality with dark bold colours.
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Physical

Assessment of the Level of Need	Planning
Post 16 educational settings should implement their accessibility planning to increase access in their setting over time which may be undertaken by Site/ Facilities team or Learning Support Teams. Setting-based assessments, where appropriate, and monitoring should be in place to ensure student progress is made despite minor health/medical/physical needs. Post 16 educational setting to seek advice and liaise with external agencies such as Physical Sensory Team and /or SEND Locality Occupational Therapy, where appropriate.	Post 16 educational setting has awareness of their responsibilities under equality legislation including reasonable adjustments and accessibility planning. Settings must develop, implement /review and publish their accessibility plan. This should be designed to promote access over time. This may be led by the Site/ Facilities team or the Learning Support Teams. Plan for flexibility of groupings, where possible and appropriate, to allow shared support from adults. Plan supportive usual routines to ensure opportunities and strategies are encouraged to support independence. Planning incorporates shared strategies between home and setting for routines and daily living tasks e.g., eating, dressing and toileting. Consideration given to the pace of the learner e.g., providing learning breaks/rest breaks /movement breaks.
Resources and Advice	

- Materials /signposting for staff and students to generally raise awareness around a range of medical and PD needs.
- Support with Accessibility Planning <https://pdnet.org.uk/accessibility-toolkit/>
- PD Net – Raising Awareness of Physical Disability Post 16 - <https://pdnet.org.uk/pdnet-level-1-training/>
- NHS Birmingham Community Healthcare Occupational Therapy (OT) – referrals_- [Referral Information | Website](#)
- Information on Developmental Co-ordination Disorder (DCD) - [Developmental co-ordination disorder \(dyspraxia\) in children - NHS](#)
- Assistive Technology - Call Scotland – information and apps - <https://www.callscotland.org.uk/information/>
- Managing Bladder and Bowl issues in schools and colleges. - <https://eric.org.uk/wp-content/uploads/2022/10/Managing-Bowel-and-Bladder-issues-in-nurseries-colleges-and-schools-2022.pdf>

Identified Barrier and/or Need	Provision and/or strategies:
Fine Motor skills: may have difficulties with handwriting/presentation. These difficulties could be associated with hand strength/co-ordination affecting the pace /amount/ legibility of written work. Fine motor skills: may have difficulties impacting on curriculum access such as access to practical curriculum tasks and /or using tools and equipment within the curriculum, such as using maths equipment.	• Adapt the outcome and/or recording of the task by: • Reducing the amount of text required, where appropriate and proportionate to the course. • Provide copies of notes, PowerPoint slides as appropriate. • Provide alternative ways of recording using ICT including use of student's own resources or assistive technologies (in line with setting policy). • Provide extra time to complete tasks or learning breaks where appropriate. • Provide a variety of adapted equipment where appropriate and required.
Fine Motor skills: may include difficulties with dressing/changing.	• Provide extra time and support within usual routines when changing for activities that require this, such as for sports, overalls in animal care, etc.
Gross Motor skills: may have difficulties with mobility around the Post 16 educational setting, accessing physical activities, accessing trips and	• Provide time and space for students to move safely within their environment. • Consider reducing walking distances and providing rest breaks if required on a setting trip, where feasible and appropriate.

difficulties maintaining sitting position on usual chairs.	• Provide adjustments made to support mobility around the setting's environment, where available, e.g., short cuts, use of lift, alternative routes.
Personal care – toileting or accessing bathroom facilities.	• Personal care support to be offered and where available/appropriate in consultation with student and their family, and with an essential reference to their privacy, self-esteem and dignity. • Staff to be available for additional support e.g., an occasional toileting accident with discretion and reference to dignity. • Ensure taps, soap and paper towels accessible to the students e.g., lever tap. • Provide facilities to support toilet access e.g., lower toilet, and rails/frame.

Glossary

Best Endeavours

The Code of Practice states that “Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less” (section 1.24)

‘Best endeavours’ is a strong legal definition. It means doing everything possible to make something happen, even if it is expensive. Best Endeavours is not “We’ll have a bit of a go”, it’s a very strong responsibility. An obligation to use best endeavours means that the appropriate education setting is expected to do everything that a reasonable person would be able to do in the circumstances. Financial cost cannot be used as a reason to not perform their obligation.

Reasonable Adjustments

Reasonable adjustments are the changes that an education setting must anticipate and make, so that while a student is at the setting, they are not at a disadvantage compared to others. Any reasonable adjustments required will depend on a student’s needs. When considering what reasonable adjustments to make, the following should be considered:

- **Provisions, criteria and practices.** This is about the way in which a Post 16 educational setting operates on a daily basis, including their decisions and actions. For example, the setting’s uniform policy would need to be adjusted for students with an allergy to synthetic materials to allow them to wear non-synthetic clothing.
- **Auxiliary aids and services.** This includes equipment or support from a member of staff. It could include things such as coloured overlays, adapted PE equipment, adapted keyboards and computer software.
- **Physical features.** Settings must make their buildings accessible for disabled students as part of their overall planning duties.

Safe Space

A safe space is a designated area students who are feeling overwhelmed by their emotions and needs can spend some time away from the difficult situation. A safe space can be created in any environment and will be different things in different settings. It does not need to be a separate room but will be a space that is designed to help the student to calm down. Examples of safe spaces include a corner of a room with cushions or a table with a cloth over it. The student may be able to help you to design the safe space that is best for them, but it may require observing where the student goes when they need to feel safe.

What is meant by SEMH in the SEND Code of Practice?

'The 2015 SEND Code of Practice changed the way young people who struggle to manage their behaviour and emotions are referred to. These pupils are now described as having "social, emotional and mental health" (SEMH) difficulties. This encourages us to look beyond student's behaviours and instead identify the underlying causes to address what that behaviour is communicating.

High Quality Teaching

High-quality teaching, or quality-first teaching is a style of teaching that focuses on high quality and inclusive teaching for every student in a learning environment. HQT relies on a variety of learning strategies to be effective, like adapting teaching for individual students, responding to students that have or may have SEND and the effective use of SEND resources. In short, HQT is an approach that highlights the need for a personalised and well-differentiated learning experience and encourages greater inclusion of students with SEND needs.

Person-Centred Approach

A person-centred approach puts children and young people at the centre of planning for their support and any decisions that affect them. The adults that are involved in the process will work together and treat each other with respect and care. When students are meaningfully involved, this can change their attitude, behaviour and learning and make them active partners who work with adults to bring about change.

In a person-centred approach, the whole person is considered, and their strengths, abilities and good qualities are recognised. The student is encouraged to share their interests, preferences, hopes and ambitions. At the same time, they are honest and realistic about the difficulties and barriers they face. Professionals should take the initiative to listen actively and meaningfully, acknowledging that they are learning too. Through this way of working, the young person is listened to and involved and should feel valued and connected; trust is built, between parents, professionals, and young people.

Graduated Approach

The Graduated approach is a model of action and intervention in early education settings, schools and colleges to help students who have special educational needs, whether they have an EHCP or not. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a student may be experiencing. The Graduated Approach is supported by a model of intervention that consists of 4 stages: Assess, Plan, Do, Review