

# Your Guide to SEND at Heamoor School



**A series of quick guides outlining strategies for supporting students with specific special educational needs and disabilities in your classroom.**

# Your SEND Team at Heamoor School

<p><b>Lesley Osborne</b> SENDCO Assistant Head</p>	<p><b>Sharon Brolley</b> SEND Governor</p>	<p><b>Brigitte Barr</b> Learning Mentor</p> <p>THRIVE/Trauma Informed Schools trained Mental Health Specialist</p>	<p><b>Chloe Reeves</b> Communication Champion Higher Level Teaching Assistant</p> <p>ASD and Behaviour Support Specialist Parenting Link Moving &amp; Handling trained</p>	<p><b>Katrina Searle</b> Teaching Assistant Early Years Staff Governor</p> <p><b>Toni Graham</b> Higher Level Teaching Assistant THRIVE/Trauma Informed Schools trained/Mental Health/ASD Specialist</p>	<p><b>Lianne Menear</b> <b>Cheryl</b> <b>Chamberlain</b> <b>Emma Smith</b> One to One Teaching Assistants Communication/ASD Specialists</p>	<p><b>Lottie Millard</b> One to One Teaching Assistant ASD Specialist Mental Health Interest</p> <p><b>Helen Jones</b> One to One Teaching Assistant ASD Specialist</p> <p><b>Hannah Maddern</b> Phonics Specialist</p>
<p><b>Louise Adams</b> Teaching Assistant Epilepsy trained</p>	<p><b>Emma Barnes</b> One to One Teaching Assistant Epilepsy/ ASD/Dyslexia Specialist</p>	<p><b>Jane Flores</b> Teaching Assistant Cognition &amp; Learning Specialist Moving &amp; Handling trained</p>	<p><b>Nicky Ellis</b> Higher Level Teaching Assistant One to One ADHD/PE Specialist/PPA Cover</p> <p><b>Ruth Glover</b> One to One Teaching Assistant</p> <p><b>Helen Pittard</b> Higher Level Teaching Assistant One to One</p>	<p><b>Rachel Chisholm</b> Higher Level Teaching Assistant</p> <p>PPA cover/ Intervention delivery</p>		

## I have ADHD. Here is how you can help.

- Really getting to know me will help you to recognise when to enforce the rules and when not to. A non-confrontational approach, where you value and listen to me will help reduce my heightened arousal. This will lead to better behaviour and help me remain in control.
- Reward me immediately upon task completion, with tangible rewards (tokens, stickers, star charts, certificates) to reinforce my positive behaviour. Ask me which rewards I would like.
- Rules are important to me as they provide structure and predictability, but they need to be consistently implemented and reinforced. School rules need to be differentiated for me.
- I have a hands-on (kinaesthetic) learning style and like teaching methods which meet my need for activity.
- Using a timer will engage me and provide a focus for my attention.
- I may have a 'time-out' card. Please help me to take responsibility for moderating my own arousal levels and learn when to use it.
- Ensure instructions are delivered clearly, concisely and step by step. Ask me to repeat them back or have them written down for me on a prompt sheet.
- Teach me strategies to improve my listening skills and encourage me to take notes.
- Allow me to use pictures or diagrams to represent my thoughts and ideas.
- Use subtle, visual cues agreed with me to remind me when I am off task or my behaviour is inappropriate, such as a tap on the desk to focus my attention.
- Listening to music on headphones while engaging with sedentary tasks, tests or extended writing will help focus my attention.
- I may benefit from using a word processor if my work is disorganised and illegible.
- Please sit me at the end of a row or the back of the classroom to minimise distractions.
- A 'stress ball' or other fiddle object (agreed by the SENCO) may help me concentrate.
- Please allow a calming-down period for me when entering the classroom as I find the transition between lessons difficult to manage.
- Provide me with time limited learning breaks to allow me to release excess energy. You could give me an active 'job' to do.
- I am very impulsive, so please raise my awareness of potential danger when using equipment in practical lessons.
- Paired working or support from a positive role model can help me focus.
- I may struggle to work in a group as I am unable to read the signals and cues for successful communication.

## I have Anxiety. Here is how you can help.

- Types of anxiety may include Generalised Anxiety Disorder, School Phobia, Specific Phobias, Social Phobias and Obsessive Compulsive Disorder. Anxiety will often also accompany many Special Educational Needs and Disabilities.
- It is really important that you get to know me and we can build up a trusting relationship. Learn what it looks like when I am in a heightened state of anxiety. I may be particularly quiet, withdrawn, avoid eye contact, be tearful or shaky. I may show no outward signs at all.
- Ask me where I am most comfortable sitting in class. I may prefer to sit at the front with my back to the class, or at the back where no one is looking at me. I may like to enter the room first before the rest of the class, or enter quietly after the others.
- I may find some rooms easier to enter than others.
- Knowing where to sit is important to me, so please let me know if you plan to change the normal seating plan.
- I am most comfortable if I know who I have to support me. This may be a particular friend or group of friends or an adult.
- Be mindful of whether I can cope with being asked questions in class. This may vary on a day to day basis. I may not be comfortable speaking in front of the class.
- I may need to leave class early so that I can go through the corridors when they are quiet. I may not cope with crowds because of noise, jostling and fear of being pushed over.
- I may not be able to use the school toilets as it causes me anxiety to do so, or I may need to go only when the toilets are empty of other people. Having access to toilets at all times is important. I may be issued with a toilet pass or Help Card.
- I may not cope with teachers I do not know, especially supply teachers.
- I may need a quiet and private place to eat. I may not be able to eat in public (very common with social anxiety). If I go all day with nothing to eat or drink, then my blood sugar levels drop, my metabolic rate increases and this suppresses my appetite. This can cause loss of weight.
- I may not feel confident to change in front of others or feel able to perform. This may apply to PE, Music and other performance arts subjects.
- If I have a Help Card, I may need to use it to go somewhere where I can feel safe and where I can calm down if I need to.
- There may be certain teachers I cannot cope with. This may be because I find you fierce, overly friendly, strange, unpredictable, loud or too demanding. I may not be able to communicate this for fear of saying something wrong. If you notice that I am anxious around you, please adapt your behaviour accordingly to make me feel more comfortable.

## I have Autistic Spectrum Disorder (Autism). Here is how you can help.

- Use the recommended strategies here to build a good relationship with me. It takes me a while to trust someone.
- Make learning accessible to me. Differentiate where necessary.
- Ask me where I will be most comfortable sitting in the classroom.
- Avoid changing seating plans without consulting me first - change can cause me huge anxiety.
- Give instructions using tick lists, breaking down the task into manageable chunks.
- Avoid open-ended questions as these are not focused enough for me to respond to.
- Provide me with some vocabulary, structure or starting ideas for the lesson.
- Use visuals and structured tasks, incorporating my own interests wherever possible. Find out which ones work and use them all of the time even if it doesn't seem that I need them.
- Give me time to process information and don't put me on the spot by asking me questions publicly, unless you know I am comfortable with this.
- Prepare me for what is coming and make sure my TA knows what is coming next and what the lesson is about so we are ready.
- Allow me to use speech to text technology so there is less writing or allow me to present my work in an alternative format.
- I am likely to experience sensory processing difficulties where I may be either over-responsive or under-responsive to sensory stimuli.
- Allow me to have planned and unplanned sensory breaks in a break out space or fiddle toys in class.
- I may have rigid thoughts and expectations of the structure of a lesson. If this changes from the norm, I may become anxious and withdrawn.
- If my behaviour becomes challenging, it is important to remember that this is often communicating a need or difficulty. Please look beyond the behaviour. Ask for support from the SEND team if necessary.
- I may struggle to work in a group and prefer to work on my own due to my communication difficulties.
- Be aware that I use a lot more energy just coping with the day, so completing homework may be a challenge.
- Ensure I understand how to do my homework and am aware of any differentiation you have put in place for me, support me to do the homework in school or give me less homework,
- Make sure it is clear exactly what is expected of me, how long I should spend on the task and provide me with a clear deadline.
- Please try and pre-warn me of any changes.

## I have **Dyscalculia**. Here is how you can help.

- I will find it difficult to keep up in class.  
Please provide written instructions, printed diagrams and personalised worksheets with a worked example for me to follow.
- I find tracking from the whiteboard to paper difficult. Please share the lesson with me so I can follow it on a laptop.  
Provide print outs of diagrams for me and provide visual support for me in lessons,
- I need concrete, physical manipulatives to help me understand concepts. Provide me with shapes, Numicon, Unifix, counters, dice etc.
- I need to repeat and repeat an activity to be able to process, store it in my long term memory and recall it. I will work slower than my peers. Please do not think I am being lazy.
- I become easily overwhelmed and anxious. I may shut down and employ avoidance strategies. You can interrupt this cycle by scaffolding my work and supporting me.
- Replace passive teaching methods with experiential learning for me, such as drawing, building, writing and demonstrating.
- Provide hands-on activities with deliberate instruction of the language involved. Ask me to demonstrate the concepts until I can do so competently.
- I will benefit from untimed tests and the provision of reference aids eg: maths facts, rules and vocabulary.
- Help me find my way through operations like long division by providing graph paper to organise my numbers, guides/rulers to isolate rows and columns, highlighters or coloured pens to colour-code operations.
- I will be unaware when I have made a mistake copying numbers or writing dictated numbers. A partner can correct my errors or I could use assistive technology to provide immediate feedback.
- Let me create something that communicates the concepts, such as a picture or a diagram.
- Let me teach the concepts successfully and enthusiastically to others, discussing key vocabulary, using rich verbal explanations, and with visual demonstrations that use manipulatives or examples
- I lack basic skills such as number sense, place value, and math facts. Please ensure I have time to regularly practice these basic concepts. I will really benefit from using concrete resources as well as a Place Value chart and times table square.

## I have **Dyslexia**. Here is how you can help.

- Please check my reading age and ensure any work is differentiated appropriately.
- Use pastel shades of paper (cream is a good alternative to white) and matt paper which reduces 'glare'.
- Avoid black text on a white background and light text on a dark background.
- I prefer text at font size 12 or above.
- I prefer fonts which are clear, rounded and have a space between letters, such as: Century Gothic, Comic Sans, Arial or Verdana.
- Use 1.5 or double line spacing and wide margins and lower case rather than capital letters.
- Numbered or bullet points are easier for me to follow, rather than continuous prose.
- Keep paragraphs short - dense blocks of text are difficult for me to read.
- The use of background graphics with text over the top is too visually confusing.
- Use text boxes or borders for headings or to highlight important text.
- Underlining and italics makes words 'run together' for me and is difficult to read.
- Use bold text for titles & sub-headings or to draw attention to important information or key vocabulary.
- Colour-code text - for example, information in one colour, questions in another.
- Include flow charts, illustrations and diagrams to break up large sections of text or to demonstrate a particular procedure.
- Ensure that data, charts and diagrams are logical and easy to follow.
- Sentences and written instructions should be short and simple for me to read.
- Avoid too much text on the page. Make sure that it isn't too cluttered.
- Remember to leave plenty of space for me to write my response. I will struggle to write in a small space.
- I will need help to learn and understand vocabulary.
- Read through questions with me.
- In Maths encourage me to write down the steps during calculations, help me use a calculator and use concrete examples where possible to illustrate a topic.
- I may not like reading aloud in class.
- It may help me to use a ruler or my finger to track the words as I read.
- I may use a personalised coloured overlay or ruler. Please check I have this available to me.
- I may use text to speech technology.

## I have **Dyspraxia**. Here is how you can help.

- Consider alternatives to writing – word processors, dictaphones, scribe etc.
- I will need a large space to work in.
- I may need to use special equipment eg: looped scissors, rulers with handles etc
- Provide a lesson breakdown and tick list to help me to organise my time.
- Write instructions out for me, using different colours for each line.
- Provide templates with headings to help me work through an activity.
- Prepare diagrams for me to label as I find copying and drawing neatly challenging.
- Provide part-prepared handouts to reduce unnecessary writing and lists of key concepts or vocabulary.
- Provide me with an equipment list and encourage me to only get out what I need.
- Clarify rules and expectations, using unambiguous language.
- Let me know if plans are likely to change from the norm.
- Allow me extra time to complete work, with movement breaks when needed and please don't keep me in at break time.
- Allow me to move around whilst working.
- Allow me time to settle. Transitions are challenging for me.
- Allow me to stand up when handling equipment.
- Allow me to pack up and leave lessons early.
- Suggest suitable time limits for homework. I am a slow worker.
- In PE and Dance, allow me to start getting ready before the other students. Provide a quiet area for me to change.
- Don't ask me to go first. I will pick up cues from others about what I need to do.
- Pair me up with someone who is sensitive and knows what they are doing.
- Watch for signs of stress due to noise and allow me to have time out if needed.
- Demonstrate how to handle equipment, or ask a sensitive peer to help demonstrate.
- Don't draw attention to the awkwardness of my movements.
- Break down activities into component parts and teach these separately.
- Be aware that my performance will deteriorate during the lesson as I tire easily.



## I have a **Hearing Impairment**. Here is how you can help.

- Please talk to me in private about where I would like to sit and any other considerations I may need to be put in place. Do not ask me in front of my peers as I am unlikely to admit to any problems.
- If I wear a hearing aid, please **discreetly** check I am wearing it in your lesson.
- Be aware if I have hearing loss in one ear only and seat me with my good ear facing outwards into the classroom.
- Even if I only have partial hearing loss, I may be very reliant on lip reading and gesture to help me understand what is said.
- Seat me toward the front of the classroom where I will have an unobstructed line of vision. This is particularly important if I lip-read, rely on visual clues or use a hearing aid which has a limited range.
- Please **discreetly** check in with me regularly to check I am hearing and understanding.
- Ensure that any background noise is minimised.
- Repeat clearly any questions asked by other students in class before giving a response as I may not have heard these.
- Do not speak when facing the blackboard. Be aware that face masks, moustaches, beards, hands, books or microphones in front of your face can add to my difficulties when lip-reading.
- It is very hard for me to lip-read in darkened rooms. You may need to adjust the lighting in your teaching environment.
- Assist me with lip-reading by having me sit directly opposite you and ensure, if possible, that I can see anyone else who is talking.
- Any videos or films used should be captioned. When this is not possible, you will need to consider alternative ways for me to access the information.
- It is difficult for me, if I rely on lip reading, to also take notes from a whiteboard or write whilst you are talking. It is important that you provide me with written materials to supplement all lessons.
- Announcements made regarding class times, assemblies, homework, visits etc, should be given in writing as well as verbally.
- Please share your lesson with me if I use a laptop and allow me to use headphones to use the built-in assistive technology.
- Control any discussions so that only one person is speaking at a time.
- If I have associated speech issues, I may be embarrassed to speak out loud. Please read out my work for me if I ask you to.
- If I acquired my hearing loss early in life, I may have literacy issues. Please provide support for me with reading and interpreting information.

## I have **Toileting Issues**. Here is how you can help.

- **Toileting issues** can be caused by a range of factors including **sensory differences**, **anxiety** and **other medical conditions including Inflammatory bowel disease (IBD) (Ulcerative Colitis and Crohn's disease.)**
- Let me leave and return to the classroom discreetly and without having to get permission whenever I need the toilet. Let me use my Toilet Pass if I have one.
- Sit me close to the door so that I can leave the classroom discreetly.
- Appreciate that I may arrive late at school or for lessons because of an urgent need to use a toilet.
- Be aware that I may need to take medication during school hours and/or need extra meal breaks.
- Be mindful of other students teasing me about my lack of stamina or my need for extra rests.
- Respect my' need for privacy. I should decide how much teachers and other pupils are told about my condition.
- Try to be alert to my psychological needs and relationships with other children. Let me judge for myself if I wish to join in sport/ PE or after-school activities on a day today basis - but don't stop me trying whatever I want to try.
- It is important to bear in mind that strenuous physical exercise can trigger an urgent need to go to the toilet or cause joint pains. Even mild activity may be too much at times if I am feeling exhausted, suffering severe stomach pain, or if I am recovering from surgery.
- Bending and stretching may bring on pain or make pain worse. Team games can be particularly problematic.
- Be aware that I may try to push myself so as not to let anyone down.
- I may need an extended deadline for homework assignments if I am suffering from a flare up.
- When a school trip is coming up, talk to me and/ or my parents about my needs and try and arrange to meet these, e.g. with an aisle seat at the theatre or cinema and using a coach with a toilet.
- If I am unwell at school, consider giving me time to rest rather than sending me home. I may be able to return to lessons later in the day.
- If I have a diagnosed medical condition I will have an Individual Healthcare Plan. Please make sure that you are familiar with this document. The SENCO can give you access to this.
- If I have ongoing toileting issues I will have an Intimate Care Plan. Please make sure that you are familiar with this document. The SENCO can give you access to this.

## I have Cognition & Learning Challenges. Here is how you can help.

- I need carefully planned & differentiated work, broken down into small manageable tasks.
- Give me time to consider questions, process & formulate an answer. Slow down and/or reduce the number of words that you use.
- Plan self-checks for me at each stage of a task with the use of a tick list.
- I have problems understanding instructions and the requirements of tasks. You can support me with this by using visual timetables and prompt cards with pictures to remind me what I need to do to complete the task you have set me.
- Provide me with a word bank with key vocabulary and go over this with me to check my understanding.
- Provide key words with pictures/symbols to help me remember them.
- Provide me with a writing frame to help me structure my work.
- Keep slides in Powerpoint simple and uncluttered. Highlight key information for me.
- I struggle with my visual and auditory memory for information, processes and instructions. Please check my understanding of questions and tasks. If I appear off task, it is very likely that I do not understand what is expected not because I haven't listened.
- Use structured questioning to support me and help me answer by scaffolding my response.
- Get me to make a mind map or other visual representation of what I already know and use that as a starting point to teach me the next steps.
- Physically demonstrate tasks to me rather than relying on verbal instructions.
- Repeat information in different ways, varying the vocabulary you use. If I didn't understand what you said, please rephrase it for me.
- Provide me with a work 'buddy'.
- I find my personal organisation over the short, medium and long term difficult. Please help me by providing me with clear instructions for homework, including a submission date and a list of equipment for each lesson.
- I have difficulties with sequencing skills and this can lead to me becoming confused when I am given too many instructions at once. Please keep instructions simple and provide me with a checklist for the lesson so I can complete all the tasks required of me.
- I may appear immature and find it difficult to mix with my peer group. Please be vigilant for bullying that I may experience as a result and encourage paired working or group work.
- I may appear needy with an over-reliance on adult help and support. Please promote my independence by making the curriculum accessible to me.
- Give me specific, targeted praise.

## **I have Speech, Language and Communication Needs (SLCN). Here is how you can help.**

- Be aware of the specific communication difficulties that I have. It may not be obvious as it may be a processing disorder.
- Be aware of the level of language I am using - use a similar level to ensure I understand.
- Please do not rush or interrupt me as I have to begin processing all over again from the beginning. This will frustrate both of us!
- Slow down your rate of speech by using pausing and give me lots of time to process and reply - be prepared to wait for an answer.
- Allow time for me to finish what I have to say, don't finish it for me.
- Create a relaxed, safe and friendly environment with lots of opportunities to talk. Not too noisy.
- Keep language simple by breaking long sentences into short separate ideas.
- Use signs, symbols and visual timetables to support my communication.
- Use visual displays (objects and pictures) to support my understanding.
- Give me a visual guide to the lesson, eg: a check list or pictures to aid understanding.
- I will benefit from lots of repetition eg: of activities and vocabulary
- Use non-verbal clues to back up what you are saying eg: gesture.
- Give me a clear language model and expand what I say by repeating my words back to me correctly without pointing out my errors.
- Provide plenty of opportunities for me to communicate in a small group. I will be less confident working in a big group and will be less involved.
- Include good communication role models in a small group for me to copy.
- Respond positively to any attempt I make at communication - not just speech.
- Listen carefully to what I say. I may be too embarrassed to repeat myself, especially in front of the class.
- Provide a low distraction/quiet area for my group to work so I can focus on my communication.
- Reduce the number of questions that you ask and make sure you give me time to answer.
- If you do need to ask questions in front of the class, try to use closed questions, as these require me only to answer yes or no which will reduce my anxiety.
- Please do not make fun of me or use sarcasm when I am struggling to communicate. This will make me less likely to try to communicate.
- Regularly check my understanding and identify what I can/cannot understand

## I have Tourette Syndrome. Here is how you can help.

- Common vocal tics are: coughing, grunting, sniffing, throat clearing, shrieking, whistling, spitting, animal sounds and echolalia (repeating others' words or phrases).
- Common motor tics are: eye blinking (excessively or in an unusual pattern), echopraxia (imitating others' actions), self-injurious behaviours involving touching, biting, hitting, pulling out eyelashes/hair, smelling/sniffing things.
- My tics can be triggered, or increased by stress, excitement or relaxation. Please filter out your emotional reaction and instead listen and respond with support and understanding.
- Ignoring tics avoids drawing any unnecessary attention towards them.
- It is not helpful to ask me to stop my tics as they are involuntary. Being asked to suppress them is stressful and will cause me to tic more. I will also be unable to engage with what is going on around me.
- Try not to ask me **not** to do something. It will instantly become the very thing that I have to do and turn into a compulsion.
- Motor tics of my eyes, head or neck may interfere with reading and affect my handwriting or the ability to write for prolonged periods of time.
- Motor and vocal tics may make me reluctant to read aloud, ask or answer questions or ask for help. Please be understanding of this.
- Thought tics inhibit auditory processing. Please do not assume I am intentionally not listening.
- I may have a poor attention span, fail to complete tasks, be easily distracted, unable to listen, fidgety and impulsive.
- Provide a structure (schedule/tick list) to assist me with planning, organisation, time management, and initiation of tasks.
- Because Tourette Syndrome can be suggestible, if classmates discover 'the trigger', they may use this to make me tic. Please try and prevent this happening.
- I am likely to experience sensory processing difficulties where I may be either over-responsive or under responsive to sensory stimuli, eg: noise, clothing, textures.

## I have experienced **Trauma**. Here is how you can help.

- It is important to understand my behaviour in the context of my past experiences.
- I need a non- confrontational, trauma informed approach. I will respond best to a discreet, understanding and reassuring approach from adults.
- The **PACE** approach should be used, using playfulness, acceptance, curiosity and empathy to understand my emotions and behaviour
- Slow yourself down when talking to me as this will appear non-threatening: talk slower, use a lower pitch for your voice, don't use complex sentences, don't use lots of body movements.
- Teach and model positive self-talk to me to encourage self-belief. Help me to see that making a mistake is considered a necessary part of learning and that minor mistakes will not incur adult anger or punishment.
- Incorporate more opportunities for humour and laughter in the curriculum (laughter reduces the traumatic response in the brain).
- I need a predictable environment with clear expectations for behaviour and structure during the school day.
- I will need adults to support and coach me in ways to calm myself and manage my emotions as well as opportunities to practise de-escalating when I feel overwhelmed.
- Help me to settle down when something in the classroom triggers an emotional outburst. When I am escalating, try and connect with what I am trying to tell you about what I am feeling. It can work even if you just make a guess — you don't have to be right, I can correct you.
- Allow me to go to a breakout space when I am feeling overwhelmed or emotionally dysregulated.
- Practice active listening with me and demonstrate empathy.
- Use the 10:1 rule when interacting with me. (Ratio of positive to negative statements for traumatised children)
- Actively ignore my negative behaviour.
- Have consistent expectations and behaviour plans that are based on reward systems, not punishment. Use collaborative problem-solving with me, I need to have some control.
- I need access to exercise through regular learning breaks.
- For further information on types of trauma, see the following link:  
<https://www.nctsn.org/what-is-child-trauma/trauma-types>

## I have a Visual Impairment. Here is how you can help.

- Please keep your classroom uncluttered.
- If I am sensitive to light and glare, please control the light in the classroom using blinds, sit me with my back to windows and reduce the glare on surfaces.
- I may need to wear a hat/visors or sunglasses even when staying indoors.
- I may need more light and need to position myself near natural light when possible.
- I may need to use a lamp. This should be placed behind my shoulder on the opposite side of my writing hand and/or the same side as my stronger eye.
- I may benefit from high contrast objects and pictures.
- Please warn me of changes in lighting as this can cause extreme eye strain and headaches.
- I will be able to read my own writing better if I use a thicker black pencil/pen/marker.
- Please produce resources in the correct font size and type-face for me to access.
- Black & white give the highest contrast. Do not use dark colours together (like blue and green). Avoid using white & grey with other light colours. Avoid pastel colours next to each other.
- Please avoid the use of red and green pens on the whiteboard. These are hard for me to see.
- I may need a typoscope when reading. This is a reading shield made of a black material with a rectangular cut out. It reduces extra light reflected from the surface of the paper and helps me to stay on the correct line while reading.
- Please ensure I wear any prescribed glasses to reduce visual fatigue.
- I will benefit from my work being magnified. Provide me with enlarged pictures, images, maps and print. The VI team will have assessed my vision and recommended a font size and typeface to use. The SENCO will advise on this.
- Simply enlarging worksheets on a photocopier makes the letters or edges of diagrams lose their sharpness and reduces the contrast.
- I may prefer to work at close distances. Move me closer to the object, such as sitting closer to the board or the object can be moved closer to me, such as people getting closer when talking.
- Please reduce the visual clutter in the classroom and reduce the number of objects in the immediate working area,
- Please allow me to take a break from my work as this enables me to be visually focused for shorter periods of time and prevents fatigue.
- Allow me more time when visually exploring a material and when completing a visually challenging tasks.
- If I have central visual field loss, I may experience incomplete images or a central "blind spot" when looking. I will appear not to maintain direct eye contact.



Name of agency	Professionals Involved	How they support SEND
<b>CAMHS</b> Child and Adolescent Mental Health Services	Psychiatrists Social workers Nurses Occupational therapists Psychologists Counsellors Family therapists Arts therapists Primary mental health workers Outreach workers	Cornwall and Isles of Scilly CAMHS has multidisciplinary teams that offer a service to all young people up to the age of 18 who are experiencing difficulties with their mental health.  Their priority is to work quickly to provide an effective assessment, treatment plan and therapeutic support for individuals and their families.
<b>SLT</b> <b>Speech and</b> <b>Language</b> <b>Therapy</b>	Speech and Language Therapists Specialist Speech and Language Therapists Speech and Language Therapy Assistants	The Speech and Language Therapy team work with children and young people who have speech, language and communication needs. This includes children and young people on the Autism spectrum.
<b>EHCP assessment</b> Education and Health Care Assessment	The child's parent The young person Headteacher or principal Teachers SENCO Health care professional Speech and language therapist Occupational therapist, Physiotherapist CAMHS	The local authority (LA) must seek information and advice on a child or young person's needs, the provision required to meet those needs, and the outcomes expected to be achieved by the child or young person. This advice must come from a range of different people.  The LA has the legal duty to carry out the assessment process. They must seek psychological advice, advice and information in relation to social care and health and advice and information from any other person the local authority thinks appropriate.



	Educational Psychologist Social Care	<p>Where the child or young person is in or beyond year 9, advice and information in relation to provision to assist the child or young person in preparation for adulthood and independent living must be included. It must also include advice and information from any person the child's parent or young person reasonably requests that the local authority seek advice from. If a child or young person is hearing impaired and/or visually impaired the educational advice must come from a suitably qualified person.</p> <p>The LA must decide, on the basis of the evidence from the EHC needs assessment, whether it is <b>necessary</b> for the child or young person to have an EHC plan.</p>
<b>EHCP</b> Education and Health Care Plan	Local Authority	<p>An EHC plan is a <b>legal document</b> that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want in their life. EHC plans are drawn up by the local authority after an education and health care assessment has taken place.</p>
<b>AST</b> Autism Spectrum Team	Autism Advisers Specialist Practitioner Highly Specialist Speech and Language Therapist and AST workers  The team is line managed by a Senior Educational Psychologist	<p>This Local Authority team works with children and young people with a diagnosis of Autistic Spectrum Condition aged 4-16. Their aim is to shape positive futures for young people with ASD and to inspire, challenge and advise parents and professionals to find shared solutions.</p> <p>The majority of the work undertaken by the Autism Spectrum Team in Cornwall promotes the inclusion of young people with Autism in an educational setting through work set in both the home and at school. Professionals within the Autism Spectrum Team will support multi agency working, promote a joint problem solving approach and promote interventions that are evidence based. On occasion the team will work in the home with the young person and/or their family.</p>
<b>EP</b> Educational Psychologist	Educational Psychologist	<p>Educational Psychologists use their training in education and psychology and their knowledge of child development to assess difficulties children may be having with their learning.</p>

		<p>The EP will produce a report giving an overview of the child's strengths and weaknesses. The report will give recommendations for teaching strategies or additional materials to be used with the child, or advice on suitable school types for the child.</p>
<p><b>CIC</b>  <b>Child in Care</b>  (supported by the  <b>Virtual School)</b></p>	<p>Social worker  Designated Teacher from  child's school  Foster carer  Child</p>	<p>The role of the virtual school is to promote education in the lives of children and young people in care, monitor, challenge and support the termly Personal Education Plans for children in care, allocate and monitor the use of the Pupil Premium Grant for children in care, which is intended to help remove emotional barriers to learning and raise attainment nearer to that of their peers and advise, support and challenge designated teachers, other professionals and carers on educational issues</p>
<p><b>MARU</b>  Multi Agency Referral  Unit</p>	<p>Police  Domestic Abuse Services  Health Services  Mental Health Services  Education  Social Care  Housing  Youth Offending Services  Probation  Early Years Services  Fire Services</p>	<p>The Multi-agency Referral Unit (MARU) is the central resource for the whole of Cornwall and Isles of Scilly receiving all safeguarding and child protection enquiries. The MARU is able to trigger a response, the emphasis being on interventions to the child or young person and their family to prevent harm.</p>
<p><b>EHH</b>  Early Help Hub</p>	<p>Child and Adolescent Mental  Health (CAMHS)  Early Support - Supporting  Change in Partnership (SCIP)  Early Years Service  Family Group Conferencing  Family Support</p>	<p>The 'front door' to Early Help services led by Cornwall Council and Cornwall Foundation Trust.</p> <p>Staff within the Early Help Hub will decide whether the child / young person is eligible for support and which service is most appropriate. This is usually in discussion with the person making the request and/or young person/family.</p> <p><b>Who is eligible for early help services?</b></p>

	<p>Health Visiting (over 2 years) (including ASD, ADHD, Tics, and learning, sensory and coordination difficulties)</p> <p>Parenting Support</p> <p>Portage</p> <p>School Nursing</p> <p>Speech and Language Therapy</p> <p>Supporting Change in Partnership (SCIP)</p> <p>Targeted Youth Support</p> <p><b>Professional request only:</b></p> <p>Children's Community Nursing/Diana Nurses and Psychologists</p> <p>Early Support - Team Around the Child (TAC)</p> <p>Neurodevelopmental Assessment (including ASD, ADHD, Tics, and learning, sensory and coordination difficulties)</p> <p>Paediatric Epilepsy Nurse Specialists</p> <p>Video Interactive Guidance</p>	<p>Children and young people who are aged pre-birth to 18. If a young person has a special educational need or disability, who have a need for early help care and support, this is extended up to age 25.</p> <p><b>Who can request Early Help services?</b></p> <p>Professionals, parents and young people can request early help.</p> <p>Parents/carers must have Parental Responsibility (PR) if requesting a service for a child. Young people must be old enough to consent for support themselves (aged 13 or above). Professionals must gain consent from a parent or competent young person to make a request for help.</p> <p>Some Early Help services can only be requested by a professional.</p>
<p><b>TAC</b></p> <p>Team Around the child</p>	<p>Parent(s)</p> <p>Carers</p> <p>Child</p> <p>Whichever other agencies are involved. (eg: Family Worker,</p>	<p>A meeting between the family and different professionals to find support and help for a family where a referral has been made for Early Support/Early Help This is a stage below Child In Need status or Child Protection and is not a statutory process.</p>

	Health Visitor, School Nurse, Teachers, SENCO, Speech Therapist, CAMHS and/or any other support worker who might be working with the family or able to offer extra support.)	
--	---	--