

## Indicators of Need:

Learners may demonstrate **some or all** of the following characteristics:

### Social Difficulties

- The learner may have difficulty in forming positive relationships. They may struggle to make and keep friends. This could then prevent them from being able to cooperate with other peers or adults.
- The learner may have a neurodevelopmental condition which has been diagnosed that helps in the understanding of the behaviour and thus in the planning of intervention.

### Emotional Difficulties

- The learner may struggle to manage and accept change in systems and routines.
- The learner may not be able to understand or appreciate the changes that they could make (with support) in order to make progress.
- The learner may find it hard to express themselves verbally and instead may communicate their thoughts and feelings through their behaviour.
- The learner may sometimes be anxious, distressed or aggressive, or they may withdraw from the situation because of a social or learning situation.
- The learner may have a negative view of themselves at times and may make deprecating comments. The learner is more likely to give up easily when there is a challenge facing them often through fear of failure.
- The learner may find it difficult to accept praise.
- The learner may struggle or be unable to self-regulate.
- The learner may be hypervigilant which impacts on their ability to access and apply themselves to learning.
- The learner may be heavily reliant on key people.
- The learner may not have capacity to access learning due to their emotional well-being.

### Learning behaviour and attitude towards school

- Difficulty in developing a positive behaviour for learning attitude. This could affect the learning skills needed to attend school, to start, remain engaged and to complete tasks.
- A lack of confidence and self-esteem may result in avoidant behaviours, or rigidly following set tasks and routines.
- The learner may demonstrate difficulty in keeping their attention on one thing (directed adult tasks).
- Their progress may be inhibited (though this may be in certain areas only and sporadic) and their actions may also be hindering the learning of others.
- The learner may find some subjects difficult (for example literacy) in that they are not motivated by the learning.
- The learner may show some areas of learning in which they are more successful.
- The learner may find it harder to learn, which can be addressed through careful planning.

### **Quality First Teaching to meet need:**

Where learners are operating broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other learners, Quality First Teaching provision should continue to be used by the class teacher. This includes:

- The learner should remain part of the mainstream teaching timetable for all activities.
- A consistent learning environment with established practices and routines which should be shared with the learner.
- There should be consistency in approach from all adults in the learner's approach to education including non-teaching staff.
- Teaching should be planned to ensure the learner accesses a continuous loop of improvement – Assess, Plan, Do, Review – through school monitoring systems.
- Behaviour management systems should be used consistently with the learner and positive praise given often to provide motivation.
- A flexible approach to Behaviour Management should be implemented to reflect the individual needs of the learner.
- An appropriately differentiated curriculum should be made available to the learner to ensure they are included within the mainstream classroom.
- Reasonable adjustments are implemented to support the learning of all individual learners.
- Consideration is given to prior learning and how to support and previous missed learning
- The learner is enabled to participate in the setting, monitoring and review of their targets.
- Regular communication is established and maintained with parents/carers about how they can support their child's learning needs, e.g. during parents' evenings, parent workshops on specific learning themes.
- Learning tasks which allow success first to build confidence before developing further challenge
- Visual evidence of their success as a result of their effort is regularly reviewed by the learner, to enhance confidence and intrinsic motivation.
- Appropriate training is available to school staff to support teachers take into account the impact which emotional needs may have on learning, and appropriate support is provided.
- Teachers increase their use of effective praise through a range of verbal and non-verbal strategies that focus on the learning behaviour and process, not the outcome E.g. I know you have tried really hard to produce this piece of work, NOT this is great you have written loads.
- A calm, consistent learning environment with a range of strategies to demonstrate clear expectations, routines and rules, with secure and explicit boundaries in all curriculum areas and at times of less structure is established. This is especially important for less structured times of the day (e.g. lunchtime or room transition).
- Use a variety of social learning experiences/groupings which provide opportunities for peer modelling and positive social interaction.

- Consistently use logical strategies as part of a stepped approach in order to support pupils to self-regulate and make appropriate choices to develop their skills and resilience.
- Use of strategies such as and 'wondering aloud' and the Pace Approach (More information in the links below)

### **Additional and Different Provision; Targeted and Specialist Support**

- After school activities and other personal development and play/ leisure opportunities
- Access to support during social times or less structured times of day
- Staff work with learners to support them to feel that school is a place where they belong and that they feel safe, secure and happy in the environment.
- Peer mediation; peer mentoring and other forms of peer support.
- A nominated person/key adult who can provide appropriate emotional support and regulation, aligned with Attachment Theory and PACE.
- Proximity and sensitive attuned care are necessary within a genuine relationship in order to build up both his sense of self and sufficient internal control.
- Anti-bullying interventions
- A comprehensive social and emotional skills programme across the school.
- Support for emotional literacy – self-awareness and regulation
- Group size, composition and staff levels and environment are adjusted to facilitate access to/engagement with the curriculum.
- Referral to Early Help Service for support
- Planned opportunities for calming routines as needed during the school day.
- Planned provision implemented by a suitably competent, experienced and confident member of staff.
- SENCOs and Designated Teachers for CLA can seek support, advice and guidance from the virtual school for CLA and PLAC learners
- Multi agency working and pulling together so that there is effective supportive working towards similar outcomes.
- Alternative provision – such as Nurture Groups and other small group provision.

