

InSplre

***SEND
OUTREACH
SUPPORT
SERVICE***



*A Graduated
Approach*

Executive Summary

InSplre Service Support Framework starts at whole-setting/school level, represented by **GREEN and GREEN+**. Where the *assess, plan, do, review* cycle identifies more individualised assessment to enable a child or young person to access learning, this support is reflected by **'AMBER, AMBER+' and RED**. The Framework provides an essential reference tool for new and experienced professionals, including SENCOs, school/setting leaders, class teachers and additional adults.

The SEN Code of Practice 2014 defines a 'Graduated Approach' as:

"a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. 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 child or young person may be experiencing."

Each InSplre specialism firstly, describes CYP profiles from the specialism's continuum of need and secondly, offers practical advice and guidance to schools/settings and parents/families about the 'reasonable adjustments' mainstream schools and early years settings are required to make to meet the needs of children and young people with special educational needs and disabilities. The interventions available from InSplre's specialist advisory teachers is outlined for professionals; this also includes training and signposting to additional support from other services and agencies, including online advice surgery and resources.

The Inclusion and Specialist Intervention Outreach Service (InSplre) framework supports:

- The development of young children's communication and exploration through specialist sessions with preschool children
- The building of confidence and capacity of educational settings and schools to meet SEND needs through information sharing, signposting and training.
- Improving the access to the learning environment, curriculum, communication and information through direct work in settings and schools including the provision of specialist teaching, resources and equipment and training.
- The promotion of independence, resilience and well-being through close liaison with children and young people, their families, health professionals and the commissioning of additional support eg mobility training and specialist activities.

InSplre Support Service to SEND Communication & Interaction Autism

Autism & Social Communication

GREEN AUTISM- CYP PROFILE	GREEN AUTISM – SCHOOL	GREEN AUTISM – InSplre
<ul style="list-style-type: none"> • CYP may not have a diagnosis of autism however they may exhibit some of the following characteristics: • <i>Finds social situations confusing- may prefer solitary activities</i> • <i>Can be unclear about expected responses and how to develop and maintain relationships with others</i> • <i>Likes to follow own interests rather than accept direction</i> • <i>Displays a strong interest in particular subjects</i> • <i>Seeks repetitive actions or routines</i> • <i>Low level sensory likes and dislikes.</i> 	<p>All settings/schools are required to ensure that they provide Quality First Teaching that promotes inclusive practices.</p> <p>All settings/schools follow and document a Graduated Approach of Assess, Plan, Do, Review</p> <ul style="list-style-type: none"> • The setting can demonstrate an inclusive ethos that supports the learning and wellbeing of all • CYP can learn in a mainstream class/pre-school with appropriate differentiation of task and teaching style • The wider curriculum/EYFS promotes positive examples of diversity • Anti-bullying is routinely addressed and CYP are confident in reporting incidents • Opportunities for social interaction between peers and the wider community may need to be engineered to develop and improve self-esteem and confidence • Provision of planned opportunities to learn and practice social skills during structured activities • Other pastoral interventions could include: meet & greet, circle time, peer mentoring, buddy systems, lunch clubs. • All staff engaged with AET Training <i>Making Sense of Autism</i> module 	<ul style="list-style-type: none"> • INSPIRE Specialist Advisory Team can offer whole school CPD • Practitioner AET Autism Training modules and guidance on use of frameworks • Leadership training and guidance on use of AET frameworks • Signpost to H&F Tracker support (EP)
GREEN PLUS AUTISM- CYP PROFILE	GREEN PLUS AUTISM – SCHOOL	GREEN PLUS AUTISM – InSplre
<ul style="list-style-type: none"> • CYP has identified needs and may be going through an assessment for autism • CYP may have difficulties with understanding expectations, following classroom routines and adult direction, forming relationships with peers, sharing or taking turns, unstructured/social times, changes in routines and settings, recognising their own emotions, regulating their emotions/behaviour, developing communication and language skills 	<ul style="list-style-type: none"> • Access to small group support, which is planned and tailored to meet identified need and includes good role models, e.g. Circle of Friends, self-esteem group • Learning tasks differentiated by task and outcome to meet individual needs • Preparation for changes to activities/routines/ staffing aspects of structured teaching may be helpful e.g. use of an individual visual timetable/schedule, workstation, structured supports for organisation of resources (individual pencil pot, folders 	<p>Specialist Advisory Team can offer</p> <ul style="list-style-type: none"> • setting/school visit(s) & observation • Small group CPD specific to group of Autistic pupils/additional needs in one class or year group • Signposting to SEND specific resources and additional training. • ASK US! sessions • Practitioner AET Autism Training modules and guidance on use of frameworks

<ul style="list-style-type: none"> • The CYP may be socially and/or emotionally immature; they may exhibit low level anxiety in social situations • CYP can learn through whole class teaching, but needs support when they find the school environment difficult or stressful. 	<p>for work/books etc.)</p> <ul style="list-style-type: none"> • Peer mentoring support • Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, forest schools etc. • Supporting pupil to recognise and communicate their feelings about the school day (emotion rating scale) • Oversight when moving between classrooms. • All staff engage with AET <i>Making Sense of Autism</i> module 	<ul style="list-style-type: none"> •
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AMBER AUTISM - CYP PROFILE	AMBER AUTISM– SCHOOL	AMBER AUTISM– InSplre
<ul style="list-style-type: none"> • Pupil has a diagnosis of autism or identified social communication difficulties, requiring some support to access the curriculum. <i>For example, a CYP who finds it difficult learning in core curriculum areas, taking part in small groups independently, understanding and using language, understanding the social use of language (greetings, turn taking, starting or ending a conversation), understanding social interactions and friendships (difficulties interpreting other people's behaviour, language and intentions).</i> • CYP may be socially isolated and vulnerable to bullying or low self-esteem • They may have difficulties recognising and regulating their own emotions/behaviour. They may exhibit increased levels of anxiety in social situations. 	<p>Expected School Provision</p> <ul style="list-style-type: none"> • Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher/Specialist Teacher • Personalised timetable introduced in negotiation with pupil, parents and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons • Individual work around recognition and understanding of emotions, including personalised visual supports and resources/interventions • Teaching support is targeted towards the provision of teaching and learning resources • Use of key-working approaches/mentor to ensure the pupil has a trusted adult to offer support during vulnerable times. • All staff engage with AET Training <i>Good Autism Practice</i> module • All staff to engage with training for AET <i>Competencies Framework</i> 	<p>Specialist Advisory C&I Team</p> <ul style="list-style-type: none"> • Referral to INSPIRE • Request for focussed discussion/assessment and Specialist Advisory Team involvement as appropriate. • Modelling interventions/resources/strategies • Practitioner AET <i>Autism Training modules</i> and guidance on use of frameworks
AMBER PLUS AUTISM - CYP PROFILE	AMBER PLUS AUTISM – SCHOOL	AMBER PLUS AUTISM – InSplre
<ul style="list-style-type: none"> • Pupil has a diagnosis of Autism resulting in communication, social, emotional/behavioural and/or sensory needs that 	<p>Expected School Provision</p>	<p>Specialist Advisory C&I Team provision of intervention program(s) to include</p>

<p>make learning in a mainstream school environment challenging</p> <ul style="list-style-type: none"> • The CYP will have difficulties with understanding classroom routines and following instructions- they may need adult support to start tasks and sustain attention • They may experience a high level of anxiety in most school situations, which may be masked in school but displayed at home. They may have a high level of sensory needs (sensory seeking or sensory avoiding). 	<ul style="list-style-type: none"> • Individual support during breaks and lunch • Individual support around recognition and understanding of own emotions and those of others • Access to personalised visual resources to support with self-regulation • Programmes to develop social interaction and emotional wellbeing, as identified by professionals • Emotional Regulation Transactional Support (SCERTS) framework may be used in collaboration with external professionals e.g. SALT, EP, and Specialist Teacher • Alternative curriculum opportunities at KS4/5 e.g. vocational/ college /supervised work placements. Independent travel training to develop independence skills for the future • All staff engage with AET Training Good Autism Practice module • All staff to engage with training for AET Competencies Framework 	<ul style="list-style-type: none"> ✓ reduce the likelihood of negative/challenging behaviour patterns developing due to anxiety and frustration related to a confusing and overwhelming school environment ✓ model effective approaches to autism teaching may include - <i>sensory integration, intensive interaction, Bucket time</i>; ✓ work partnership and provide training to staff ✓ Support new intake of Autistic pupils ✓ Advise on 'reasonable adjustments' for effective inclusion and communication ✓ Support in creating a communication enabling environment (accounting for sensory and social/communication needs) ✓ Support in creating high-quality learning, communication and regulating resources ✓ Support in creating an adaptive learning curriculum and the development of autism management through the SCERTS framework ✓ Give guidance on creating effective behaviour support plans and structures on modelling of positive and proactive approaches to autism behaviour management ✓ Support in creating pathways for transition ✓ Lead Review Meetings to monitor impact of intervention and evaluate pupil progress and identify areas for further development ✓ Lead Strategic planning meetings with setting/school leaders to review impact of intervention program(s) for the continued development and effectiveness of Good Autism Practice within the setting/school
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RED AUTISM- CYP PROFILE	RED AUTISM– SCHOOL	RED AUTISM – InSplre
<p>The CYP will experience <i>significant, complex persistent and enduring</i> difficulties</p> <p>The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive</p> <p>Pupils will need a <i>high level of specialist support</i></p>	<p>Expected School Provision</p> <ul style="list-style-type: none"> • Outcomes informed by Annual Review/EHCP. • Curriculum to include life skills and highly differentiated PHSE aspects • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • Adult support to access an individualised curriculum. • Opportunities to explore their Autistic identity • Disapplication from certain subjects if appropriate. • Specialist teaching focusing on both learning curriculum and social skills throughout the school day. 	<p>Specialist AUTISM provision</p> <p>To support school with autistic learners who are in ‘crisis’ and possible at risk of exclusion or a change of placement - Highly specialised and detailed support plan for student and setting (a plan would be devised to cover one term) – Program of interventions/visits from INSPIRE Specialist C&I Team to provide strategic support -Bespoke package created in partnership for a specific school/setting</p>

InSpire Support Service to SEND Communication & Interaction Speech, Language & Communication Needs (SLCN)

INSPIRE Joint Communication Team (JCT)

GREEN SLCN- CYP PROFILE	GREEN SLCN – SCHOOL	GREEN SLCN – InSplre
<p>SLCN is noticeable however can be managed within a whole class setting including through applying Quality First Teaching and CYP continues to make progress.</p>	<p>Expected Setting/School Provision</p> <ul style="list-style-type: none"> • All settings/schools are required to ensure that they provide Quality First Teaching that promotes inclusive practices. • All settings/schools follow and document a Graduated Approach of Assess, Plan, Do, Review • Access to a differentiated curriculum including expectations around listening behaviours/length and opportunities for breaks in learning • All settings/schools are expected to provide an Enabling Learning Environment an Audit Tool' to assess 'Reasonable Adjustments' that can be made to support the CYP SLCN: https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/ • Implemented the reasonable adjustments as highlighted as part of the audit tool. • Use of the Speech, Language and Communication Needs (SLCN) Checklists • Confirm that hearing has been tested and if not refer to school nurse 	<p>Specialist C&I Joint Communication Team can offer</p> <ul style="list-style-type: none"> • Practitioner training on Enabling Learning Environments for teachers and Additional Adults to support implementation /Audit • Practitioner training Early Identification, Early Intervention SLCN
GREEN PLUS SLCN- CYP PROFILE	GREEN PLUS SLCN – SCHOOL	GREEN PLUS SLCN – InSplre

<p>Suspected SLCN identified by difficulties accessing the curriculum in one or more of the following areas:</p> <ul style="list-style-type: none"> • Attention and listening • Understanding language e.g. answering questions or following instructions • Expressive language e.g. making their needs met, using appropriate vocabulary, using expanded sentences, using appropriate grammar • Problem solving skills • Dysfluency • Emotional regulation difficulties <p>SLCN is noticeable however can be managed within a whole setting/school.</p>	<p>Expected Setting/School Provision</p> <ul style="list-style-type: none"> • Completion of iCAN Progression Tool Training and screening of setting/school identified CYP with possible SLCN • Attendance on CLCH Learning Workshop trainings on a range of different topics to support CPD knowledge and skills of school staff to support SLCN through the Universal Offer • Completion of Speech, Language and Communication Framework (SLCF) for all school staff: https://www.slcframework.org.uk/ 	<p>Specialist C&I Joint Communication Team can offer access to training to include:</p> <ul style="list-style-type: none"> • Identification of SLCN needs in Early years, primary, secondary and post 16 settings. • Completing Enabling Learning Environments Audit Tools • Completing iCAN Progression Tools to screen for SLCN in specific children <p>Specialist C&I Joint Communication Team can also offer:</p> <ul style="list-style-type: none"> • setting/school visit & observation to support implementation of the Enabling Learning Environments Audit Tool following attendance on the training • setting/school visit to support outcomes of iCAN Progression Tools and advise on appropriate interventions or strategies through an Action Plan.
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AMBER SLCN - CYP PROFILE	AMBER SLCN– SCHOOL	AMBER SLCN– InSplre
<ul style="list-style-type: none"> • CYP has confirmed medical diagnosis with associated SLCN received through assessment by Cheyne Child Development Service, SLT or other health professional' • A lack of progress or response to approaches used by those working at 'Green' and 'Green Plus' . • Communication skills behind other areas of the CYP's development e.g. motor skills 	<p>Expected Setting/School Provision</p> <ul style="list-style-type: none"> • School to deliver a rolling programme of Lower Targeted SLCN groups to support children with SLCN identified through the iCAN Progression Tool. These interventions may include: <ul style="list-style-type: none"> ○ Language for Thinking ○ Word Aware ○ Lego Therapy ○ Say When You Don't Understand 	<p>Specialist C&I Joint Communication Team can offer to include:</p> <ul style="list-style-type: none"> • INSET trainings on topics bespoke to the setting/schools' SLCN profile and needs. • setting/school visit to support set up and implementation of Lower Targeted intervention groups • One off setting/school visit to plan and implement a tracking system for Lower Targeted intervention groups • setting/school visit to plan/implement specific support • to advise on support for all children with SLCN who are Phase transitioning as appropriate. • Signposting to the relevant CLCH learning workshop training to support knowledge and approach

<ul style="list-style-type: none"> • A specific concern in a particular area of communication which is a barrier to learning or access to the curriculum. • Noticeable behaviour of concern which is having an adverse impact on the CYP's ability to communicate. 		<ul style="list-style-type: none"> • Access to visual resources and tools to adapt classroom environments following the outcome of the Enabling Learning Environment Audit
AMBER PLUS SLCN - CYP PROFILE	AMBER PLUS SLCN – SCHOOL	AMBER PLUS SLCN – InSpire
<ul style="list-style-type: none"> • CYP has confirmed medical diagnosis with associated SLCN received through assessment by Cheyne Child Development Service, SLT or other health professional' • A lack of progress across 2 terms of universal support or no response to approaches used by those working at 'Green', 'Green Plus' and 'Amber' levels. • Communication skills behind other levels of the CYP's development. • A specific concern in a particular area of communication which is a barrier to learning or access to the curriculum e.g. difficulties understanding and using appropriate grammar/sentence structure, poor narrative skills or difficulties understanding language • Persistent behaviour of concern continues to have an adverse impact 	<p>Expected Setting/School Provision</p> <ul style="list-style-type: none"> • Setting/School to implement a rolling programme of Upper Targeted SLCN groups to support CYP with SLCN identified through ican Progression Tool. These interventions may include: <ul style="list-style-type: none"> ○ Colourful Semantics ○ Narrative Skills ○ Conversation Skills ○ Zones of Regulation 	<p>Specialist C&I Joint Communication Team can offer to include:</p> <ul style="list-style-type: none"> • Support to implement Upper Targeted intervention groups • setting/school visit(s) to plan and implement a tracking system for Targeted intervention groups • Parent/caregiver workshop to support SLCN at home. • Support from INSPIRE JCT Speech and Language Therapist to advise of further interventions needed if appropriate. • model interventions for CYP as appropriate. • Specialist teacher support for curriculum differentiation to meet the CYP's SLCN within the classroom setting.

re: the child's ability to communicate.

RED SLCN- CYP PROFILE	RED SLCN- SCHOOL	RED SLCN – InSplre
<p>Difficulties in the following areas specialist to SLT:</p> <ul style="list-style-type: none"> • Persistent speech sound difficulties and CYP not being understood due to this • A stammer that has persisted over a period of time • A disordered pattern of communication development (e.g. the CYP is not following the usual expected developmental pattern). • A voice disorder • A direct referral from the CLCH EYS SLT service for a specialist diagnostic assessment for DLD, Dysfluency or Speech Sound Disorder • A direct referral from the CLCH SLT GP Assessment and Advice service • CYP who has received support at an 'Amber' or 'Amber Plus' level for at least 2 terms and measurable progress has not been demonstrated via the ICAN Progression Tool • A CYP moving into the borough who has a identified SLCN where it is 	<p>Expected Setting/School Provision:</p> <ul style="list-style-type: none"> • Has attended relevant Learning Workshop trainings on a range of different topics to support knowledge and skills of school staff to support SLCN through the HF Local Offer as identified through classroom audit and progression tool outcomes • Evidenced implementation of lower and upper targeted interventions for at least 2 terms however the CYP continues to present with persistent SLCN. • Re-assessment of the CYP's SLCN via the Progression Tool to demonstrate lack of progress and further support required. • School to implement a specialist programme of support as identified and supported by the Joint Communication Team and delivers this on an agreed frequency monitoring the progress of this over an agreed timescale. 	<p>Specialist C&I Joint Communication Team can offer to include:</p> <ul style="list-style-type: none"> • support to complete a comprehension assessment of a CYP SLCN and provide advice for next steps. • provide specialist level support for practitioners in settings and schools to facilitate the effective implementation of tailored targeted interventions following joint MDT discussion of case with INSPIRE JCT SLT. • Workshops provided for parents/caregivers of CYP with specialist level needs in order to ensure they understand their CYP's needs and are confident in their role as key communication partner. • INSPIRE JCT Speech and language Therapist to deliver direct intervention for CYP alongside a member of setting/school staff following the outcome of their assessment for a time limited period as specified by the SLT in a SLCN Support Plan • Support understanding and knowledge of the local agreement for specialist assessment and intervention <i>e.g. practice and procedures for high tech augmentative and alternative communication systems and managing dysphagia</i> within education settings to be managed by CLCH SLT services

known specialist SLCN support is required e.g. Hearing Impairment, DLD, CYP uses Assistive Communication Device		
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DRAFT v3

InSpire Support Service to SEND

Sensory Team

Vision Impairment

(VI)

GREEN VI- LEARNER PROFILE	GREEN VI – SCHOOL	GREEN VI – InSplre
The CYP whose needs are managed well in a mainstream class with appropriate differentiation of task and teaching style. A CYP who should wear glasses for a refractive error (i.e. short/long sightedness, astigmatism) whose vision is fully corrected by their spectacles and is NOT classed as having a vision impairment.	<p><i>“High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”</i> SEND Code of Practice (p99), Department for Education, January 2015.</p> <p>Quality First Teaching meets the needs of all CYP to include:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Some differentiation of activities and materials • Environmental considerations are made to meet the needs of all CYPs. 	<ul style="list-style-type: none"> • Specialist Teacher VI can offer VI Awareness whole school CPD upon school request.
GREEN PLUS VI- LEARNER PROFILE	GREEN PLUS VI – SCHOOL	GREEN PLUS VI – InSplre

InSpire Support Service to SEND

Hearing Impairment (HI)

InSpire Support Service to SEND

Specific Learning Difficulty (SpLD)

TRADED



Inclusion & specialist



intervention Outreach

Provide outstanding Specialist interventions to inspire Children and Young People with SEND to transform lives and achieve their best possible outcomes

InSplre Support Service to SEND

Glossary & Links