



# Raising Rochdale

## Ordinarily Available Provision – supporting SEND Children, young people and families

Making our borough a great place for all to grow up, get on and live well



 COUNCIL  
FOR DISABLED  
CHILDREN



  
Heywood, Middleton  
and Rochdale  
Clinical Commissioning Group

 ROCHDALE  
BOROUGH COUNCIL

# Introduction

The desired purpose of the Rochdale Ordinarily Available Provision (OAP) document is to outline the provision that Rochdale expects to be made available for children with SEND in mainstream schools.

Provision should meet the needs of all children / Young People. Schools/settings must apply the principles underpinning the SEND Code of Practice 0 to 25 years and have regard to the Equality Act 2010.

The key principles of the SEN Code of Practice should be applied in all schools/settings and throughout the child's school learning journey.

School provision should meet the needs of every child contributing to an inclusive education policy with children at its heart. This document guides inclusive practice and is underpinned by the philosophy, excellence through equity.

The document has been produced with SENDCO's, Head Teachers, LA officers, parents, carers and is part of the Raising Rochdale ambition.

We would like to extend a special thanks to Portsmouth and Bristol Local Authority

**There are two sections to the OAP document.**

Section 1 includes eight key areas	Section 2 includes the four areas of need
<ol style="list-style-type: none"><li>1. Assessment</li><li>2. Partnerships with learners and parents/carers</li><li>3. Pastoral</li><li>4. The physical and sensory environment</li><li>5. Teaching and learning strategies</li><li>6. Resources</li><li>7. Staff skills and training</li><li>8. Transition and transfer</li></ol>	<ol style="list-style-type: none"><li>1. Communication and interaction.</li><li>2. Cognition and Learning</li><li>3. Social, Emotional and Mental Health</li><li>4. Sensory and Physical</li></ol>

# Section One

Broadly speaking much of this section will be an integral part of the school/setting's provision for all children.

It outlines some of the practices and adaptations that are part and parcel of quality first teaching. The provision and strategies outlined in this section may be required for children with SEN and/or disabilities but will undoubtedly be of benefit to many of the children and young people across Rochdale borough.

## Assessment

Expectations of all Settings	Strategies
A Regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.	Pupils' strengths and difficulties in learning and behaviour are observed and monitored in different settings and contexts for a short period of time to inform planning. Staff are aware of pupils' starting points so that expected progress can be measured across each key stage. Assessment is used to inform planning and interventions. Consideration is given for individual pupils' developmental trends. Case studies are used to demonstrate holistic progress.
Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in feedback and assessment policy.	A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners. Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets. The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners.
Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations.	Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the learner's normal way of working. Please refer to the relevant exam board guidelines. Arrangements could include: <ul style="list-style-type: none"><li>• <b>Rest breaks</b></li><li>• <b>Use of a reader/scribe/technology/extra time</b></li></ul> Adapted resources are used in class and assessments.

## Partnership with learners and parents/carers

Expectations of all Settings	Strategies	
<p>The setting works in partnership with learners, carers, external partners and other stakeholders in decision making.</p> <p>An effective partnership with learners and parents is evident through their participation in assessment and review processes.</p>	<p>The SEND information report is co-produced with parents and carers.</p> <p>Parents and carers are signposted to Rochdale Local Offer. This is referenced on the school's website.</p> <p>Parents and carers are aware of the range of communication channels available for sharing information about their child.</p> <p>Parents are aware of SEN status of their child and the support and individually tailored interventions in place. They are involved in setting and reviewing targets for their child.</p> <p>Formal and informal events take place to seek views in relation to SEN provision in the school e.g. pupil and parent surveys, coffee mornings.</p> <p>Use of a home school diary/book bag/text/email to support communication directly with parent/carers in addition to communication given via learners. For more detail see tool kit.</p>	<p>Learners are involved in the Graduated approach, assess, plan, do review process, setting and reviewing targets and identifying their own learning strategies e.g. the pupil passport/one page profile</p> <p>Learners are helped to understand their own barriers to learning and to value their achievements.</p> <p>Learners understand are able to contribute to the targets they are working to achieve.</p>

## Pastoral

Expectations of all Settings	Strategies
<p>The setting works in partnership with learners, carers, external partners and other stakeholders in decision making.</p>	<p>There is a calm and purposeful climate for learning where pupils feel they belong and their contributions are valued.</p> <p>Pupils can identify an agreed safe space.</p> <p>Language used in the classroom demonstrates unconditional positive regard for learners (e.g. Restorative Approaches).</p> <p>Awareness that learners with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place.</p> <p>PSHE is used to develop wellbeing and resilience.</p> <p>Staff and Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.</p>
<p>Learners feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.</p>	<p>Named adults/key workers as a stable point of reference when required.</p> <p>Negative attitudes, beliefs and perceptions toward individuals and groups are challenged, in the classroom, the wider school and society.</p> <p>Learner voice is sought, heard and acted on.</p>

## The physical and sensory environment

Expectations of all Settings	Strategies	
<p>The Physical environment is adapted to meet the needs of learners.</p>	<p>The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is on the school's website and "Reasonable adjustments" are made according to individual needs.</p> <p>Appropriate plans, equipment and resources for safe emergency evacuations for all learners.</p> <p>The furniture is the appropriate size/height for the learners.</p> <p>Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in-line with the Equalities Act 2010), including those with SEMH and physical disabilities. "Reasonable adjustments" are made.</p>	<p>Displays are meaningful and visually accessible to reduce sensory overload.</p> <p>Staff are aware of lighting in the room e.g. use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.</p> <p>Use of pale background and accessible font styles on the whiteboard.</p> <p>Staff are aware of smells and noise in the room and any particular individuals who may be impacted by these, e.g. class room next to the canteen or music room.</p> <p>Access to quiet spaces and or low stimulation areas for pupils experiencing sensory over load.</p>
<p>Practitioners are aware of sensory needs and issues that may impact on learners.</p>	<p>Learners' views are routinely sought and are used to inform in planning for physical or sensory adaptations that they may require.</p> <p>Learners' sensory needs are known and used to plan seating arrangements and movement breaks.</p> <p>Left and right-handed pupils are able to use equipment comfortably.</p> <p>Learners who wear glasses and/or hearing aids wear them and are seated in the optimum position.</p>	<p>Personal care facilities/resources to ensure dignity, privacy and safety of all learners.</p>

## Teaching and learning strategies

Expectations of all Settings	Strategies
<p>Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.</p>	<p>Aspects of structured teaching are used according to pupil needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions.</p> <p>Pupils profiles are used to share SEND information with staff and are actively used in planning.</p> <p>Learners are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>The pace and order of activities is varied to maintain interest and attention of all pupils.</p> <p>Alternatives are used routinely to capture learning.</p> <p>Study skills are explicitly taught. Pupils have access to homework clubs, or additional support with homework.</p> <p>Homework is differentiated appropriately for pupils.</p> <p>Teachers' handwriting on the board and in pupils' books is clear and legible.</p> <p>Interactive whiteboard is used to effectively promote engagement and scaffold the lesson.</p> <p>Recognisable success for all learners.</p>
<p>Practitioners differentiate to provide suitable learning challenges and cater for different learning needs.</p> <p>Individualised and/or small group planning and programmes in more than one curriculum area.</p> <p>Use of steps-to-success or similar to promote independence, scaffold and support learners.</p>	<p>Modelling is used to aid understanding.</p> <p>Visual/audio demonstrations and visual cues/audio commentary are used.</p> <p>Key vocab is displayed with visuals.</p>
<p>Practitioners ensure that learners have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs.</p> <p>Individualised and/or small group sessions.</p>	<p>Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources.</p> <p>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups structured opportunities for conversation and sharing of ideas and access to additional adults where they are available.</p> <p>Use of additional adults is planned to maximise their impact on learning.</p>
<p>Practitioners ensure that collaborative learning and peer support is a feature of lessons</p>	<p>Strategies are used to build and maintain positive relationships across the whole school community (e.g. restorative approaches).</p> <p>There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities both in and out of the classroom.</p>

## Resources

Expectations of all Settings	Strategies	
Resources are allocated appropriately to ensure additional needs are met. The quality and impact of support is monitored.	Resources are within easy reach of learners to promote independence and reduce stigma.	Concrete apparatus and adapted resources are available for those pupils who require them/ choose to use them.
Specific resources and strategies are provided to overcome potential barriers to learning.	Learners have easy access to assistive technology that they require.  Adapted physical resources such as PE and Maths equipment are provided to promote independence.	Technology is used to support alternatives to written recording and to enable independent learning and curriculum access for all learners.

## Staff skills and training

Expectations of all Settings	Strategies	
All school staff make a positive contribution to learner progress.	There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners.  There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.	SENCO supported to continue to develop. This includes attending cluster meetings/ collaboratives etc.  Investment in school staff training for all.
Staff collaborate and have effective links with other relevant outside agencies and specialists.	Practitioners know when to refer for extra support or advice.  The setting is aware of and regularly communicates with any other professionals who are involved with each learner.	Advice received from other professionals is used to inform and adapt teaching and learning.

## What do children and young people with SEND tell us is important?

Feedback was collated from focus groups with over 40 children and young people with SEND from Rochdale. This consultation was conducted independently by the Council for Disabled Children.

Children and young people with SEND in Rochdale were asked about what they thought was good about support in Rochdale and what could be improved.

## What do children and young people value about support in Rochdale?

Children and young people highly valued the activities and groups they were involved in

- “Deaf club is important”
- “Morris dancing – helps me build confidence and keeps me healthy”
- “Going to performing art clubs like Rock School, we feel included when we are there”
- “Youth clubs - can meet friends, improve social skills, learn things (e.g. first aid)”

They also valued a wide range of support from a variety of services

- “Access to Positive Steps and Pathways to Employment”;
- “Well supported by the network of social services”
- “Getting one-to-one support sessions to help me achieve, and to have a main person you can go to, like a mentor”
- “Everybody is helping each other and makes us happy”.

## What do children and young people think could be improved in Rochdale?

Groups, leisure and social activities - Some children and young people said they would like to have a wider choice of groups that they could access, including “outside sports” and ‘mainstream’ groups

- “Being able to go to more than one group”
- “Advertise clubs properly”
- “Need more of central hub – to have a safe social space to hang out with friends”
- “Organise games and challenges at parks at weekends for fun”.

Transport and accessibility

- “It would be better if there was a free bus service for people aged 16-18 and you don’t have to apply for a pass, and people to help with the application form”
- “More buses - instead of waiting ages - more regular buses, waiting too long to get home”
- “Taxi’s should be free - should have system 1 pass, it’s important as not everyone can safely get on the bus”
- “Wheelchair access is still an issue in many shops in Rochdale Town Centre.”



## Transition and Transfer

Expectations	Strategies
<p>Support is in place for routine and life transitions when required.</p>	<p>Transitions include:</p> <ul style="list-style-type: none"> <li>• <b>Preparing for weekends and the start of holidays and beginning of term.</b></li> <li>• <b>Moving from lesson to lesson.</b></li> <li>• <b>Changing from structured to unstructured times.</b></li> <li>• <b>Moving from break to lesson times.</b></li> <li>• <b>Moving from one activity to the next within a lesson.</b></li> <li>• <b>Changes of staff – permanent and temporary</b></li> <li>• <b>Special events: visitors, visits, celebrations.</b></li> <li>• <b>Life events: birth of a sibling, change in parenting arrangements e.g. change in parents relationship status, loss and bereavement or contact visits.</b></li> <li>• <b>Puberty</b></li> </ul> <p>Safe space available within the classroom or an identified area of the school for time out.</p> <p>Visual timetables are used, events are removed or ticked off when finished.</p> <p>Timers are used to show pupils how long they have to work for/how long they have to finish.</p> <p>Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/individual time-out.</p> <p>Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as games club, use of library for vulnerable pupils.</p>
<p>Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit.</p>	<p>Information is actively sought and shared about learners to support successful transitions and manage change both within the school and beyond.</p> <p>The information is available for the learner's parents and carers, other colleagues within the setting and receiving or previous settings as required.</p> <p>Practitioners are aware of pupils who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.</p> <p>Soft landing are in place for tricky transition times for pupils.</p> <p>Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes learners who:</p> <ul style="list-style-type: none"> <li>• <b>Have insecure attachment, including but not limited to LAC, CIN, CP and armed forces pupils.</b></li> <li>• <b>Have social communication difficulties including ASC</b></li> <li>• <b>Have suffered trauma, loss or bereavement.</b></li> <li>• <b>Are anxious.</b></li> </ul>

# Section Two

We have separated this section by the four areas of need set out in the SEN Code of Practice.

## The four areas of need.

- **Communication and interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and Physical**

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time.

For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autistic Spectrum Condition may have needs across all areas.

The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.

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

This provision should be in addition to the expectations in section one.

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. 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.



Approaches and Strategies	Outside agency support / specialist services	
<ul style="list-style-type: none"> <li>• Whole school awareness and understanding of communication and interaction needs</li> <li>• Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities</li> <li>• Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful</li> <li>• Staff are skilled in adjusting the pace and order of activities to maintain interest and attention</li> </ul>	<ul style="list-style-type: none"> <li>• Education Psychology Service (EPS)</li> <li>• Speech and Language Therapy Service (SALT)</li> <li>• Children and Adolescent Mental Health Services (CAMHS) – accessed through Single Point of Access Referral (SPOA)</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational Therapy (CAONS)</li> <li>• #Thrive</li> <li>• Mentally Healthy Schools Team (MHST)</li> <li>• Rochdale Additional Needs Service (RANS)</li> </ul>
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners.	
Difficulties saying what they want and being understood	<ul style="list-style-type: none"> <li>• <b>Modelling and scaffolding language – all staff to be aware of expected language milestones.</b></li> <li>• <b>Assessment through observing/interaction</b></li> <li>• <b>Small group or individual language sessions</b></li> <li>• <b>Language programme devised by a SALT</b></li> <li>• <b>Allow time for child to process and respond</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduce a variety of language through rhymes, songs</b></li> <li>• <b>All attempts to speak are supported and encouraged.</b></li> <li>• <b>Pupil voice</b></li> <li>• <b>Talking tins, sound buttons, talking post cards</b></li> </ul>

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners	
Difficulties understanding what is being said to them	<ul style="list-style-type: none"> <li>• Consider how many information carrying words a child can manage when giving instructions.</li> <li>• Consider the comprehension ability of pupil.</li> <li>• Tailor deliver style according to the learner's needs e.g. "bossy talk" (give name and clear short instruction) or language modification techniques.</li> <li>• Provide visual prompts if necessary, including key vocabulary and visual timetables.</li> <li>• Extra time to process what has been said.</li> <li>• Ask the child to repeat back instructions to check for understanding.</li> <li>• Allow take up time to process information.</li> </ul> <ul style="list-style-type: none"> <li>• Think about the environment and limiting any distractions.</li> <li>• Check you have engaged the child's attention before talking to the, use their name.</li> <li>• Check that hearing has been tested.</li> <li>• Pre-teaching of topic vocabulary.</li> <li>• Use of first, then, next....</li> <li>• Assistive technology to record instructions and playback as necessary for individuals.</li> <li>• WELLCOMM</li> <li>• ELKLAN</li> <li>• Sign along</li> <li>• Clearly labelled resources and areas</li> </ul>	
Child/Young person does not understand or use social rules of communication	<ul style="list-style-type: none"> <li>• Modelling/Role play.</li> <li>• Small group sessions (e.g. circle of friends).</li> <li>• Structured social skills intervention that explicitly teach the social rules of communication.</li> <li>• Social stories.</li> </ul> <ul style="list-style-type: none"> <li>• Comic strip conversations</li> <li>• Prompts – symbols, signing systems.</li> <li>• Now (you are doing this) and Next (you are going to be doing that) boards.</li> <li>• Now you have done this you can do that</li> </ul>	
<p>Difficulties with language</p> <p>Difficulties with communication</p>	<ul style="list-style-type: none"> <li>• Use the child's name first to draw their attention, followed by key word instructions e.g. Jamie, stop.</li> <li>• Simple instructions (avoiding idioms).</li> <li>• Using literal language (avoiding sarcasm and figures of speech).</li> <li>• Use of symbols or visuals to support communication</li> <li>• 70% of what we communicate is non-verbal and so be very aware of your own body language.</li> </ul> <ul style="list-style-type: none"> <li>• Awareness of what would be an appropriate tone of voice (calm, not too loud).</li> <li>• Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout).</li> <li>• Awareness of use of language (some children may need a language rich environment, others may need it to be kept simple).</li> <li>• Colourful semantics</li> <li>• Sentence starters/ graphic organisers</li> <li>• Blank Level Questioning</li> </ul>	

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners	
Difficulties with imagination	<ul style="list-style-type: none"> <li>• Role play and drama, use of props (e.g. puppets).</li> <li>• Modelling.</li> <li>• Story telling.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear positive support to resolve playground or peer disputes.</li> <li>• Photos/video sounds used to talk through what might be happening.</li> </ul>
Difficulty with social communication and developing relationships	<ul style="list-style-type: none"> <li>• Small group/1 to 1 tasks and activities.</li> <li>• Calm learning environment.</li> <li>• Clear communication of expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to positive communication role models</li> <li>• Pupil voice</li> <li>• Choice boards</li> </ul>
Anxiety in busy environments/checking emotional temperature	<ul style="list-style-type: none"> <li>• Preparation for assessment through observation of activity or routine.</li> <li>• Small group/1 to 1 tasks and activities.</li> <li>• Calm learning environment.</li> <li>• Clear communication of expectations.</li> <li>• Regular mentor support, including adult or peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetable to be used in setting/school.</li> <li>• Positive praise and unconditional positive regard.</li> <li>• Five-point scale</li> <li>• Emotion coaching/ co-regulation</li> </ul>
Sensitivity to sensory stimuli	<ul style="list-style-type: none"> <li>• Sensory breaks and snacks and sensory attention tools – use of sensory circuits.</li> <li>• Engage children and young people to give their voice.</li> <li>• Flexibility with uniform policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration to environment e.g. noise, room temperature, visual stimuli, proximity.</li> <li>• Flexible approach to transitions e.g. between lessons and to and from school.</li> <li>• Access to safe place with clear and shared boundaries agreed with all staff.</li> </ul>

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the learners	
Physical outbursts causing harm to others and/or to self and/or damage to property	<ul style="list-style-type: none"> <li>• A consistent approach to managing individuals with “reasonable adjustments” made.</li> <li>• Assessments through observation.</li> <li>• Recording and understanding of and sharing of frequency and location of triggers.</li> <li>• Whole school training on de-escalation strategies.</li> <li>• Communication with families about what might be happening at home (e.g. divorce, bereavement, illness) and strategies that work/don’t work and relaying this information to staff.</li> <li>• Preventative strategies in place.</li> </ul> <ul style="list-style-type: none"> <li>• Safe area/reflection room.</li> <li>• Appropriate de-escalation strategies in place (e.g. time-out card).</li> <li>• Relationship based and trauma informed policy.</li> <li>• Behaviour policy to include reasonable adjustments.</li> <li>• Risk management plans.</li> <li>• Reintegration plans.</li> <li>• A clear plan of action, agreed with parents with regard to physical intervention e.g. positive handling plan.</li> </ul>	
Limited attention span compared to developmentally appropriate milestones	<ul style="list-style-type: none"> <li>• Regular, short breaks. Linked to sensory profile.</li> <li>• Assessment through action.</li> <li>• Adaptive teaching</li> <li>• Chunking, breaking task down.</li> <li>• Visual timetables.</li> <li>• Backward chaining – chain parts of the task together (e.g. build the sequence at the last part of the task and working back to the child experiences success and then gradually work back to increase more elements until they can do the entire task).</li> </ul> <ul style="list-style-type: none"> <li>• Named instructions (instructions given using the child’s name).</li> <li>• Asking the child to repeat back what activity they are going to do.</li> <li>• Use of timers, so they know they only have to focus for a comfortable amount of time.</li> <li>• Individual timetables.</li> <li>• Scaffolding.</li> <li>• Clear feedback on progress, “I do, we do, you do”.</li> <li>• Practising retrieval/“overlearning”.</li> </ul>	

# Cognition and Learning

This provision should be in addition to the expectations in section one.

## Cognition and learning

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 moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

Approaches and Strategies	Resources, Advice and special services	
<ul style="list-style-type: none"><li>• Differentiation to ensure the development of expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.</li><li>• Arrangements to support the use and delivery of approaches/materials for learners with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness, motor skills programme.</li><li>• Effective use of technology to support learning.</li><li>• Practitioners are trained and skilled in supporting learners with general and specific learning difficulties.</li></ul>	<ul style="list-style-type: none"><li>• Group consultation, with parents, professionals and school.</li><li>• Advice or support via assistive technology pathway (RANS).</li><li>• Educational Psychology Team.</li><li>• Evidence based English and mathematics interventions.</li></ul>	<ul style="list-style-type: none"><li>• Speech and Language Therapy Service.</li><li>• Guidance on supporting children and young people with reading difficulties.</li><li>• CAMHS</li></ul>

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings, according to the ages and stages of the learners	
<p>Difficulties with learning: e.g. despite appropriate adaptive teaching, making inadequate progress over time across the curriculum and working below age related expectations</p>	<ul style="list-style-type: none"> <li>• <b>Identify strengths.</b></li> <li>• <b>Assessment through teaching to identify the areas of need in consultation with the learner and celebrate success.</b></li> <li>• <b>Clear and simple instructions, breaking down longer instructions and giving one at a time.</b></li> <li>• <b>Visual timetable.</b></li> <li>• <b>Visual cues and prompts.</b></li> <li>• <b>Give time before a response is needed.</b></li> <li>• <b>Pre-teaching – to help prepare the learner for the new topic/vocabulary.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shared next steps – so they know what to expect.</b></li> <li>• <b>Differentiated resources – to ensure appropriate access to the curium.</b></li> <li>• <b>Use of manipulative e.g. CPA (Concrete, Pictorial, Abstract) models and images.</b></li> <li>• <b>Setting the ethos to ensure staff maintain unconditional positive regard towards CYP with difficulties across the curriculum who are under-performing against their peers.</b></li> <li>• <b>Celebrate small steps of success focusing on effort.</b></li> <li>• <b>Regular setting of targets.</b></li> </ul>

# Raising Rochdale

Making our borough a great place for all to grow up, get on and live well



RAISING ROCHDALE

## 1 vision

Rochdale will be a great place to grow up, get on in life and live well. Rochdale will meet the needs of all children and young people with special educational needs and disability, from birth to the age of 25 years. Children, young people and their families will choose their own outcomes and be supported to improve them, together with professionals when needed. Services will be inclusive and easy to access and support will be given at the earliest possible point of need. Getting more help will be easy and there won't be delays.

## 7 outcomes

These outcomes are what children and young people with Special Educational Needs and Disabilities across Rochdale want life to be like, and what we are all working towards together.



## 2 spotlights

- Children are in school** (attendance and exclusions).  
**WHY?** When children are in school they are supported, receive education and are safe.
- Children stay close to home** (educated in and live in Rochdale).  
**WHY?** When children remain close to their home family and community, we can support them, build resilience and help them to achieve positive outcomes into adulthood.

## Count the difference

We want to know that things are improving, and will measure if children and young people:

- achieve their goals
- see their mental health improve
- develop as expected
- are educated, or in care, within Rochdale or elsewhere
- are excluded, or not in education,
- employment or training
- are involved in a social activity
- have positive relationships
- feel supported (not just children and young people, but their parents/carers too).

## 8 ways we support

- 1) Children and families will be at the heart of decision making
- 2) The journey to and through support and help will be easy
- 3) There will be training, skills and knowledge to help children with SEND
- 4) Early Help and preventing needs from reaching crisis will be our priority
- 5) Information will be easy to understand and data will be shared
- 6) Communication - we will set up a regular newsletter and improve the local offer
- 7) All organisations in Rochdale will work together
- 8) Diagnosis will not be the only way of getting support.

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings, according to the ages and stages of the learners		
<p>Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment.</p> <p>(N.B. a small number of children may have a formal diagnosis of e.g. dyslexia, dyscalculia or dyspraxia.</p> <p>For all areas of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependent on any formal diagnosis)</p>	<ul style="list-style-type: none"> <li>• <b>Assessment through teaching to identify the areas of need in consultation with the learner or observation if more appropriate.</b></li> <li>• <b>Metacognition approaches – learning to learn e.g. by trying to understand the learner’s difficulty and asking them what helps.</b></li> <li>• <b>A neuro-diversity approach to celebrate the strengths of each learner.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognising and celebrating success in other areas of their life.</b></li> <li>• <b>Use of evidence informed approaches to address the difficulty.</b></li> <li>• <b>Simple changes e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staff will have been informed of what strategies or approaches to use in line with advice from assessments or consultation.</b></li> <li>• <b>Evidence based interventions to develop skills e.g. spelling, handwriting, literacy, numeracy.</b></li> <li>• <b>Use of O.T., SALT specialist support where appropriate</b></li> </ul>
<p>Generalised learning difficulties e.g. Difficulties across the curriculum but with some areas of strength</p> <p>Children with an uneven profile of skills and attainment</p>	<ul style="list-style-type: none"> <li>• <b>Adjustment, modification and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum.</b></li> <li>• <b>Active learning, concrete, pictorial and pragmatic approach to learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners.</b></li> <li>• <b>Support to manage self-esteem – celebration of strengths, reinforcement of success.</b></li> </ul>	

## Social, Emotional and Mental Health Difficulties

This provision should be in addition to the expectations in section one.

Children and young people may experience a wide range of social and emotional needs which present in many ways such as becoming withdrawn or isolated, avoidance, displaying behaviours that may appear to be challenging, worrying and disruptive.

All behaviours should be considered as a child or young person communicating some unmet need. The 2014 Code of Practice of Special Educational Needs (SEN) helps to promote a shift towards viewing behaviour as a communication of an unmet emotional need (whether conscious or unconscious), and responding accordingly.

Many pupils who struggle to learn or who experience stress and anxiety are likely to be having some difficulty managing the demands of school.

Schools should have clear processes to seek to understand what the behaviour is communicating in order to understand what adjustments and/or support they need.



## Approaches and Strategies

### Whole School Approaches

Settings should seek to understand the presenting SEMH needs to help staff understand the barriers to learning that pupils face. Learning needs should also be reviewed using a school's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.

- **Use of whole school approaches to promote wellbeing and resilience.**
- **A behaviour policy underpinned by a commitment to putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers and which fosters connection, inclusion, respect and value for all members of the school community.**
- **Use of Restorative Approaches to build, maintain and repair relationships.**
- **Anti-bullying work.**
- **Identification of key adult to build positive and trusting relationship.**
- **Use of social stories.**
- **Small group or 1 to 1 work with teaching assistant/learning mentor or equivalent.**
- **Support available for staff working with pupils with SEMH via group or individual supervision or debrief sessions.**
- **Emphasis on choice rather than control and “take up time” to respond to choice whenever possible.**
- **Use of distraction techniques and giving responsibility.**
- **Explicitly teaching de-escalation and self-management strategies.**
- **Use of PHSE, circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all learners.**
- **Use of nurture groups.**
- **Trauma-Informed and Attachment aware training programme (provided by the Child & Educational Psychology Service)**

## Resources, Advice and Consultation Available

- **AP Strategy**
- **Use of Early Help Assessment.**
- **Consultation with EHASH. (Complex Early Help and Safeguarding Hub).**
- **Service guide.**
- **Child and Educational Psychology Service. ( Professional support where needed)**
- **Professional consultation with CAMHS via Single Point of Access (SPOA).**
- **School Nursing Service.**
- **Fair Access Team (FAT) when considering the use of part-time timetables, and virtual school or SEN team for LAC or learners with EHCPs.**

### Local Networks:

- **Emotional based non-attendance tool kit.**
- **SDQs.**
- **Wishes and feeling.**
- **Emotion coaching.**
- **The EPS Relationship Policy guidance**
- **ELSA (Emotional Literacy Support Assistant) training programme**
- **A Safe School Toolkit**
- **Belonging Toolkit**
- **PACE framework (Playful, Acceptance, Curiosity & Empathy) to create a sense of safety**

Approaches and Strategies	Resources, Advice and Consultation Available	
<p>Difficulties participating and presenting as withdrawn or isolated</p>	<ul style="list-style-type: none"> <li>• <b>Assessment through teaching – e.g. are there parts of the curriculum they find easier to manage than others? Use these to develop confidence.</b></li> <li>• <b>Small group work e.g. friendship or social skills, nurture groups.</b></li> <li>• <b>Backward chaining – bringing learner in at the end of assembly or school day. Where appropriate</b></li> <li>• <b>Forward chaining.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Play based activities.</b></li> <li>• <b>Establish interests.</b></li> <li>• <b>Buddying/Peer Mentoring.</b></li> <li>• <b>Wellbeing Ambassadors</b></li> <li>• <b>Giving responsibility for looking after someone else.</b></li> <li>• <b>Visuals</b></li> <li>• <b>Contributing using their chosen method.</b></li> </ul>
<p>Displaying challenging behaviour, e.g. refusal to follow instructions, aggression, damage to property.</p>	<ul style="list-style-type: none"> <li>• <b>A consistent message but flexible approach, using a relationship process e.g. I want you to be in class learning is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs. Language choice is important.</b></li> <li>• <b>Reasonable adjustments are being made such that we differentiate for SEMH in the same way that we differentiate for learning.</b></li> <li>• <b>Understand the basis for the behaviour e.g. what is the history/context?</b></li> <li>• <b>Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child? What is x trying to tell us with their behaviour?</b></li> <li>• <b>Helping the learner to substitute other, more acceptable behaviours.</b></li> <li>• <b>Use of choices to allow the child some control with the same end result e.g. Would you like to talk to me now or in 1 minute?</b></li> <li>• <b>Teach the learner different ways to get their needs met? e.g. develop social skills, strategies to manage anger.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use of scripts</b></li> <li>• <b>Five-point scales</b></li> <li>• <b>Emotional Coaching</b></li> <li>• <b>De-escalation techniques</b></li> <li>• <b>Develop readiness to learn.</b></li> <li>• <b>Consideration of the timetable and transitions.</b></li> <li>• <b>Detailed transition between year groups/ phases of education.</b></li> <li>• <b>Professionals meeting to unpick the behaviour.</b></li> <li>• <b>Risk assessment.</b></li> <li>• <b>Communication with home/family e.g. what is going on at home, other agencies involvement?</b></li> <li>• <b>Regular review of plan.</b></li> <li>• <b>Whole school approach to support strategies – consistency.</b></li> <li>• <b>Structure would be clear and explicit – what are the expectations?</b></li> <li>• <b>Therapeutic stories, use of puppets and role play</b></li> </ul>

Approaches and Strategies	Resources, Advice and Consultation Available	
<p>Symptoms of unmet need may also present as:</p> <ul style="list-style-type: none"> <li>• <b>Anxiety/depression</b></li> <li>• <b>Self-harming</b></li> <li>• <b>Substance misuse</b></li> <li>• <b>Eating disorders</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unpicking the behaviours – negative and positive behaviours – what lies behind them?</b></li> <li>• <b>Multi-professional approach.</b></li> <li>• <b>Identifying what is not right through engagement with the learner.</b></li> <li>• <b>Looking at the history, when did the behaviour start to change?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Liaison and collaboration with home is essential to understand the wider picture.</b></li> <li>• <b>Substitutes for self-harming behaviours e.g. elastic bands, marbles.</b></li> <li>• <b>Seek professional advice</b></li> </ul>

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners	
<p>Physical symptoms that are medically unexplained e.g. soiling, stomach pains.</p>	<ul style="list-style-type: none"> <li>• <b>Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, forest school.</b></li> <li>• <b>Keep a log and analyse pattern or trends to identify triggers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Liaison with school nurse.</b></li> <li>• <b>Appropriate books to share with children and parents</b></li> <li>• <b>Elsa (nurture Group)</b></li> </ul>
<p>Attention difficulties</p>	<ul style="list-style-type: none"> <li>• <b>Understanding the reasons, is there a pattern?</b></li> <li>• <b>Allowing plenty of time for movement or frequent small concentration periods.</b></li> <li>• <b>Have a clear structure to the day.</b></li> <li>• <b>Interventions to develop executive functioning skills e.g. planning, organisation, sustaining attention, working memory, impulse control etc</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have clear expectations regarding behaviours and a clear and consistent response to behaviours.</b></li> <li>• <b>Being aware of times of the day that may be more difficult.</b></li> <li>• <b>Consideration of discipline procedures/behaviour policies and any reasonable adjustments that need to be made in line with Equalities Legislation.</b></li> </ul>
<p>Attachment needs linked to interruptions, loss, harmful and/or inconsistent</p>	<ul style="list-style-type: none"> <li>• <b>Nurture group/nurture ethos.</b></li> <li>• <b>Liaise with parents and carers for a shared understanding.</b></li> <li>• <b>A good transition when the child starts school – checking the history.</b></li> <li>• <b>Supportive, structured school curriculum.</b></li> <li>• <b>Staff to all be trained and aware of any child with attachment difficulties and how to respond to them.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consideration of discipline procedures/behaviour policies.</b></li> <li>• <b>Consideration of family context and the range of children that may have attachment difficulties, e.g. adopted, forces children, previously CIN, LAC.</b></li> <li>• <b>Liaison with the Virtual School and/or EPS for training and advice including working as part of the attachment aware project</b></li> </ul>

Approaches and Strategies	Resources, Advice and Consultation Available	
<p>Low level disruption or attention needing behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling with objects</p>	<ul style="list-style-type: none"> <li>• Differentiated use of voice, gesture and body language.</li> <li>• Focus on reducing anxiety and thereby behaviours.</li> <li>• Flexible and creative use of rewards and consequences e.g. 'catch them being good'.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reinforcement of expectations through verbal scripts &amp; visual prompts.</li> <li>• Planned time in with a key adult (attention seeking means connection needing)</li> </ul>
<p>Identified barrier and/or need</p>	<p>Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners.</p>	
<p>Difficulties following and accepting adult direction</p>	<ul style="list-style-type: none"> <li>• Look for patterns and triggers to identify what may be causing behaviours, including checking language and communication needs.</li> <li>• Positive scripts – Positive language to re-direct, reinforce expectations, e.g. use of others as role models.</li> <li>• Approaches to promote shared attention (Connect 2 Communicate training from the Child &amp; Educational Psychology Service)</li> </ul>	<ul style="list-style-type: none"> <li>• Calming scripts to de-escalate, including for example, use of sand timers for 'thinking time'.</li> <li>• Limited choices to engage and motivate.</li> <li>• Flexible and creative use of rewards and consequences, e.g. 'catch them being good' sticker charts.</li> <li>• Visual timetable and use of visual cues i.e. sand timers to support sharing</li> <li>• Use of relational practice</li> </ul>
<p>Presenting as significantly unhappy or stressed</p>	<ul style="list-style-type: none"> <li>• Identify and build on preferred learning styles.</li> <li>• Safe place/quiet area in the setting.</li> <li>• Feedback is used to collaborate and plan with parent/carer, to ensure consistency between the home and setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of social stories to identify triggers and means of overcoming them.</li> <li>• Therapeutic stories, puppets &amp; role play</li> </ul>
<p>Patterns of non-attendance</p>	<ul style="list-style-type: none"> <li>• Feedback is used to collaborate and plan with parent/carer, to ensure consistency between the home and setting.</li> </ul>	<ul style="list-style-type: none"> <li>• EBNA guidance</li> </ul>

## Sensory and/or Physical Needs

This provision should be in addition to the expectations in section one

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 rehabilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (See code of practice Chapter 6 for a link) 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.



Approaches and Strategies	Resources, Advice and Consultation Available, from specialist support services and Consultation Available	
<ul style="list-style-type: none"> <li>• Student fully involved in planning support for them, pupil voice gained, listened to and acted upon.</li> <li>• All staff are aware of individual students' sensory/physical disability and implications in all teaching and learning environments.</li> <li>• Awareness training specific to the student needs; sensitivity to and understanding of the physical, sensory and emotional impact of the student's conditions.</li> <li>• Favourable seating arrangements are identified.</li> <li>• Staff are aware that for some pupils, a sensory or physical disability could impact on their language, emotional resilience and social interaction.</li> <li>• Staff should enable students to wear appropriate sensory equipment and use assistive technology.</li> <li>• Staff should ensure that all students have understood all instructions.</li> <li>• Reasonable adjustments in line with the Equality Act 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Education Psychology Team</li> <li>• Early Support Key Workers</li> <li>• Occupational Therapy Service</li> <li>• Children with Disabilities Team</li> <li>• Physiotherapy Service</li> </ul>	<ul style="list-style-type: none"> <li>• School Nursing Team</li> <li>• Rochdale Additional Needs Service</li> <li>• CAONS - Children's Acute and Ongoing Needs Service</li> <li>• PDNet Training</li> </ul>

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners	
Hearing Impairment	<ul style="list-style-type: none"> <li>• Seated near front of the class with a clear view of teacher's face and any visual material used.</li> <li>• Instructions delivered clearly and at an appropriate volume.</li> <li>• Check the lesson content has not been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary.</li> <li>• Repeating/rephrasing pertinent comments made by other pupils ensuring the student accesses those comments.</li> <li>• 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 them instructions. Try not to move around the room while talking.</li> <li>• Visual reinforcement (pictures and handouts), to support learning.</li> <li>• Be aware that during P.E. or Games lessons it will be more difficult to follow instructions.</li> <li>• Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles.</li> </ul> <ul style="list-style-type: none"> <li>• Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.</li> <li>• Seat away from any source of noise, e.g. window, corridor, fan heater, projector, the centre of the classroom etc.</li> <li>• Encourage good listening behaviour: sitting still, looking and listening.</li> <li>• Encouraged to ask when not sure what to do.</li> <li>• A quiet working environment, particularly for specific listening work.</li> <li>• All staff who work with a learner with HI should be made aware how best to support in school.</li> <li>• Adults working directly with a child with HI to have appropriate training i.e.</li> <li>• Visual timetable and use of visual cues i.e. sand timers to support sharing.</li> <li>• Staff to work together with other professionals to share strategies and advice to support the child.</li> <li>• Sign along training.</li> </ul>	
Visual Impairment	<ul style="list-style-type: none"> <li>• Staff to work together with other professionals to share strategies and advice to support the child.</li> <li>• Use of ICT e.g. Ipad connected to whiteboard, talking books &amp; literature/books in Braille.</li> </ul> <ul style="list-style-type: none"> <li>• Reading apps</li> <li>• Mobility/cane training.</li> <li>• Talking equipment for life skills/curriculum activities.</li> </ul>	
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners.	

Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners	
Physical disability and/or complex health and medical needs including progressive life limiting conditions	<ul style="list-style-type: none"> <li>• <b>Staff to work together with other professionals to share strategies and advice to support the child.</b></li> <li>• <b>Environmental audit and risk assessment prior to transition and frequent reviews planned and undertaken.</b></li> <li>• <b>Accessibility planning.</b></li> <li>• <b>Individual Health Care Plan (IHCP), including medical needs, physical access plan, intimate care plan, Personal Emergency Evacuation Plan and event specific planning e.g. for trips, if appropriate.</b></li> <li>• <b>Staff with moving and manual handling training and appropriate support and oversight.</b></li> <li>• <b>Staff with care training and appropriate support and oversight.</b></li> <li>• <b>Support equipment such as lockable medicine cabinets, first aid bags, fridges.</b></li> <li>• <b>Support to manage pain and/or fatigue.</b></li> <li>• <b>Appropriate support and resources to aid emotional resilience.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Assistive technology i.e. aids and resources that support the student to be as independent as possible. e.g.</b> <ul style="list-style-type: none"> <li>o <b>For activities of daily living, e.g. appropriate hygiene suites, toilet frames, changing beds, hoists and slings, appropriate cutlery, easy access clothing.</b></li> <li>o <b>For getting out and about, e.g. accessible transport, walkers, wheelchairs, powered chairs.</b></li> <li>o <b>For curriculum access, e.g. work chairs, appropriate height or specialist seating, adjustable height tables, accessible kitchen, adapted cookery equipment, appropriate electronic technology for recording.</b></li> </ul> </li> <li>• <b>Liaising with specialist colleagues for up to date training.</b></li> <li>• <b>Clear bereavement training and policies.</b></li> <li>• <b>Regular home school contact when/if learner is not in school to maintain ‘sense of belonging’ with peers and school community.</b></li> </ul>	
Identified barrier and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of learners.	
Physical sensitivity including hyper and hypo responses and possible Sensory Processing Disorder (SPD)	<p>In addition to the sensory provision outline in section one:</p> <ul style="list-style-type: none"> <li>• <b>Staff to work together with other professionals to share strategies and advice to support the child’s sensory diet.</b></li> <li>• <b>Sensory profile</b></li> <li>• <b>Pre-referral strategies from OT</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Sensory workouts/sensory integration (training via OT)</b></li> <li>• <b>Sensory reduction planning.</b></li> <li>• <b>Staff training through CPD.</b></li> <li>• <b>Individual work stations</b></li> <li>• <b>Build resilience using timers.</b></li> </ul>	



## Contact Information

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