

# High Quality Inclusive Practice

| The Essentials



States of Guernsey  
Education

**JULY 2024**

# Introduction

# Introduction

High quality inclusive practice is an integral part of a setting's provision for all learners. The provision and strategies may be required for those with additional learning needs (ALN) but will also be of benefit to many of the learners in the classroom. A whole setting approach ensures that all learners are supported with consistent strategies and approaches throughout the day by all the adults they meet. Making reasonable adjustments to remove barriers to learning and participation for learners with ALN requires settings to be flexible and provide an individualised response based on an understanding of the individual needs of each learner.

The Committee for Education, Sport & Culture ('the Committee') aspires to excellence in its education system. The Education Strategy<sup>1</sup> serves as a guiding compass for what the Bailiwick's education system needs to deliver. This includes whole-setting cultures and practices which deliver high-quality learning and excellent outcomes; promote inclusivity; and remove barriers to personal ambition. This aims to help realise the right of every child to an education that supports and develops their personality, talents and abilities to their fullest potential.<sup>2</sup>

Each learner is unique, with different strengths and aspects of learning that they may find more difficult. They all need support to help them learn, but how much and what type of support differs.

**High quality inclusive practice (HQIP)** should form the foundation of education for all learners. Some fundamental concepts of HQIP are that:

- Knowledgeable and skilled educators should be aware of each learner's abilities; have high aspirations for them; and be able to identify ways to provide them with appropriate access to the curriculum.
- All learners should be able to access common opportunities in ways relevant to their needs and which ensure that they fully belong to the community within the education setting.
- While every learner can benefit from HQIP, it is particularly important for any learner who may have barriers to learning and participation.

<sup>1</sup> <https://www.gov.gg/educationstrategy>

<sup>2</sup> The United Nations Convention on the Rights of the Child: Articles 28 and 29 and The Children (Guernsey and Alderney) Law 2008

<sup>3</sup> See information on the Bailiwick of Guernsey Professional Standards for educators in Section 1

- The needs of learners with additional learning needs<sup>4</sup> (ALN) should be met alongside learners without ALN where possible.
- Every educator is an educator of ALN; every educational leader is a leader of ALN.
- Practice should be needs-led: any provision should be provided in line with the needs of the learner and is not dependent on any formal diagnosis.

<sup>4</sup> The term 'Additional Learning Needs' is adopted for use in the 2024 Additional Learning Needs Code of Practice. It replaces previous term 'special educational needs'. See the Code of Practice for further information.

The essentials document is intended to guide and assist professionals in how to deliver high quality inclusive practice for their learners. It is integrally linked to the ALN Code of Practice, which sets out how education settings and services maintained by the Committee identify, assess and make provision for learners with ALN. It also supports the setting's ability to comply with requirements in the [Prevention of Discrimination \(Guernsey\) Ordinance, 2022](#), to make reasonable adjustments for learners.

## Document Structure

This document is split into three sections:

<b>Section 1:</b>	Expectations and Strategies for settings
<b>Section 2:</b>	High Quality Inclusive Practice - The Essentials for Educators
<b>Section 3:</b>	Broad Areas of Support for educators

# Terminology used in this document

<b>High Quality Inclusive Practice</b>	HQIP
<b>Additional Learning Needs</b>	ALN
<b>Additional Learning Provision</b>	ALP
<b>Learning Support Assistant</b>	LSA
<b>Staff</b>	Adults who support learners
<b>Settings</b>	Early years provision, schools and post-16 institutions

## Section 1: Expectations and Strategies for settings

This section sets out the universal provision that is **expected** in every setting. All settings and educators must have high expectations and be ambitious for all learners.

All staff working in education settings must be aware of duties within the Prevention of Discrimination (Guernsey) Ordinance 2022 to not discriminate on protected grounds. Of particular relevance to this document is the protected ground of disability, where there is also a duty to make reasonable adjustments.<sup>5</sup> The setting is needs-led and any provision should be made in line with the needs of the learner – it is not dependent on any formal diagnosis.

<sup>5</sup> Education duties will come into force no earlier than September 2025. However, until that time education settings should endeavour to make reasonable adjustments.

All staff providing education in settings should be aware of the key principles of the ALN Code of Practice:

- High quality teaching as the foundation
- Inclusive education that focuses on removing barriers to learning
- A rights-based, person-centred approach
- Early identification, intervention and review
- Joined-up working and clear responsibilities
- Effective preparation for the future.

# Implications for Leadership

Successful inclusion relies on strong leadership. Leaders have overall responsibility to ensure all learners can access the full depth and breadth of the setting's curriculum. A leader will demonstrate an inclusive attitude, based on the belief that all learners have rights to learn and develop with and alongside their peers. Committed leaders build positive relationships with all learners and their parents/carers, regardless of their needs, and support all members of staff to do the same.

## Bailiwick of Guernsey Professional Teaching Standards

**(including standards for lecturers and other education professionals in tertiary education).**

At the heart of the HQIP are the Bailiwick of Guernsey Professional Teaching Standards. These set out a clear and concise description of the professional qualities and capabilities the teaching profession is expected to maintain and enhance throughout their careers, providing a progressive standard of professional competence for development and review. Every education practitioner should be familiar with the standards that apply to their role, and endeavour to uphold them at all times.

## 'Five-a-day Principle' - Special Educational Needs in Mainstream Schools

Based on the Education Endowment Foundation's report<sup>6</sup>, high quality inclusive practice is underpinned by the 'five-a-day' principle which is useful for all and vital for some:

- E** Explicit instruction
- C** Cognitive and metacognitive strategies
- S** Scaffolding
- F** Flexible grouping
- T** Using technology to support pupils with ALN

<sup>6</sup> Education Endowment Foundation (2020) Special Educational Needs in Mainstream Schools. Available at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

# ECSFT - Every Child Succeeds through Fabulous Teaching

The following tables set out expectations and strategies for settings and broad areas of support around:



**Partnership with learner and parents/carers**



**Assessment**



**Pastoral Support**



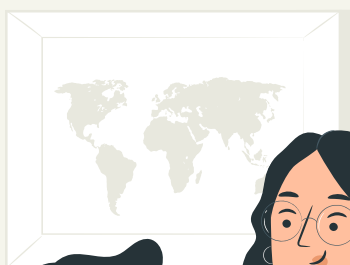
**The physical and sensory environment**



**Teaching and learning strategies**



**Resources**



**Staff skills and training**



**Transition**

①

# Expectations and Strategies for Settings



# 1. Partnership with learner (and parents/carers where appropriate)

## Expectations of all settings

## Strategies

1.1

**The setting works in partnership with parents/carers (or the learner, where appropriate).**

**a)** Parents/carers are made aware of the range of communication channels available for sharing information about their child (where involvement of parent/carer is appropriate given age or needs of learner).

**b)** The settings website signposts information on education and additional learning needs, including gov.gg.

**c)** The setting has a clear system for communicating to parents/carers or the learner and this is detailed in the setting handbook e.g. class charts/dojo.

**d)** The views and voice of parents and carers (or for older learners the employer) are actively sought where appropriate e.g. through surveys and meetings.

**e)** Parents/carers of learners are made aware of any identified additional learning needs and provision to support, including any individual tailored interventions in place as appropriate. They are involved in setting and reviewing targets for the learner.

1.2

**An effective partnership with learners is evident through their participation**

**a)** Learners are helped to understand their own barriers to learning and the strategies that can support them.

**b)** Learners are supported to value and celebrate their achievements.

**c)** Learners understand and are able to contribute to the targets they are working to achieve.



## 2. Assessment

### Expectations of all settings

### Strategies

2.1

**A regular cycle of Identify, Plan, Do, Review is used to ensure that learners (including those with ALN) are making progress.**

- a) Staff should identify learners' needs; are aware of learners' starting points; and use this information when evaluating progress and planning future learning.
- b) Learners' strengths and difficulties in their learning and behaviour are identified and monitored in a range of environments, situations and contexts.
- c) Observations and assessments are used to inform and adapt planning.
- d) Consideration is given to contextual factors which may impact on the learner's progress.

2.2

**Staff ensure that diagnostic assessment and feedback are a feature of teaching and learning.**

- a) Educators check for understanding in the course of their teaching and adapt teaching in the moment to meet learner need.
- b) A wide range of observation, assessment strategies and tools are used to ensure a thorough understanding of the learner's needs e.g. Reading Ladders, do now.
- c) Learners have regular opportunities to reflect on their own learning and take responsibility for improving it.
- d) The impact of provision and interventions are evaluated.

2.3

**Expertise is in place to manage reasonable adjustments e.g. examination arrangements (access arrangements) for assessments, and public examinations.**

**a)** Settings make adaptations to assessment arrangements, formal and informal, based on the learner's normal way of working as agreed by ALNCo; reasonable adjustments are used to enable the learner to access their learning.

**b)** Adapted and specific resources are used in class and assessments as appropriate.



## 3. Pastoral

### Expectations of all settings

### Strategies

3.1

**The setting recognises, and responds to, the need for pastoral support for learners, bearing in mind the individual's learning, social and emotional needs and other relevant contextual circumstances.**

**a)** Settings are safe and inspiring places to learn, where learners are respected, their talents nurtured, and learners are able to thrive.

**b)** There is a calm and purposeful climate for learning, where learners feel they belong, and their contributions are valued.

**c)** Learners can identify an agreed safe space when appropriate in consultation with the ALNCo.

**d)** Affirming language is used when talking to learners.

**e)** There is awareness that learners with ALN are vulnerable to bullying, so settings have pro-active monitoring systems and a culture of staff vigilance.

**f)** The curriculum itself is designed and used to develop wellbeing and resilience.

**g)** Peer awareness and sensitivity towards difference (including but not limited to ALN) are raised at a whole setting level.

**h)** Regular and frequent meetings are planned with the Senior Leaders to discuss progress and plan for learners with ALN.

3.2

**Learners feel safe and valued. They can approach staff and that their opinions and concerns are valued.**

- a) Settings focus on 3Rs - routines, relationships and responses.
- b) A named adult/key person that is known by all staff provides a stable point of reference when required.
- c) Negative attitudes, beliefs and perceptions towards individuals and groups are challenged – within staff, across staff, within learner and across all learners.
- d) The learner’s voice is encouraged and acted upon.



## 4. The physical and sensory environment

### Expectations of all settings

### Strategies

4.1

**The physical environment is adapted to meet the needs of learners.**

- a) For physical features of the educational setting the Prevention of Discrimination (Guernsey) Ordinance 2022 will come into effect on 1st October 2028 at the earliest and any necessary reasonable adjustments which can be made to physical features of the environment, should be made in the interim.
- b) The physical accessibility of the building and individual learning spaces is assessed.
- c) The most suitable physical locations for the learner are identified.
- d) The furniture is the appropriate size/height for the learner.
- e) Learners’ views are routinely used to inform planning for physical or sensory adaptations that they may require.
- f) Extra-curricular activities and educational visits are planned to include learners with ALN and ‘reasonable adjustments’ are made.

**g)** Ensure use of carpeting, soft furnishing, and rubber feet on the table and chair legs to reduce noise, where appropriate.

**h)** Provide training for care and hygiene support.

**i)** Provide support equipment such as lockable medicine cabinets, first aid bags, fridges.

**j)** Provide staff training through CPD to ensure physical and sensory needs are being identified accurately and being met.

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4.2

**Staff are aware of sensory needs and issues that may impact on learners.**

**a)** Learners' sensory needs are known and used to plan the environment, including noise and movement management; seating arrangements; and movement breaks.

**b)** Left and right-handed learners are able to use equipment comfortably and are seated so that they don't knock each other as they write/draw.

**c)** Learners who wear glasses and/or hearing aids wear them and are seated in the optimum position.

**d)** Displays are purposeful and consider cognitive load to reduce sensory overload.

**e)** Staff are aware of lighting in the room e.g. use of natural light; glare from the board; and their position in relation to the light.

**f)** Accessible font styles and choices of colour are used on the whiteboard.

**g)** Staff are aware of smells and noise in the room and any particular individuals who may be significantly impacted by these e.g. rooms next to the canteen or music room – and should avoid learners being located within areas of sensory intolerance.



## 5. Teaching and learning strategies

### Expectations of all settings

### Strategies

5.1

**Staff are aware of the ALN of the learners in their class(es) and understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.**

- a)** The educator accesses and becomes familiar with learners' profiles of needs.
- b)** Aspects of structured teaching are used according to learner's needs e.g. visual schedules and timetables; clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions.
- c)** Where appropriate, learners are given time to process information before being asked to respond e.g. using the 10 second rule.
- d)** Tasks are broken down into small, manageable steps which may be shown explicitly where this is appropriate e.g. on a task plan.
- e)** The attention demands of activities are considered when planning, with consideration of how activities might be adapted to reduce cognitive load (for example, by breaking explanations or tasks into small chunks, or by ensuring visuals do not include extraneous information).
- f)** Advice is proactively sought from the ALNCo, Mediating Learning Support Approach Registrants (MeLSA) and specialists as needed.

5.2

**Staff use adaptive teaching to provide suitable learning challenges and cater to different learning needs. Use of success criteria, or similar, to promote independence, scaffold and support.**

- a)** Modelling, cueing, prompting and self-scaffolding is used to aid understanding and promote independence.
- b)** Visual/audio demonstrations and visual cues/audio commentary are used. Key vocabulary is displayed with visuals where appropriate.
- c)** Alternatives to written recording are used appropriately according to need and recording techniques are taught.

- d) Staff handwriting on the board, working walls and in learners' books is clear and legible.
- e) Technology e.g. visualisers, interactive TV, tablets etc. are used to effectively promote engagement and scaffold the learning.
- f) Planning and teaching are informed by memory demands of the content. Memory demands are supported through scaffolding; reduced through chunking explanations and by using small steps; anticipated by thoughtful curriculum design; and strengthened through opportunities to practice (including retrieval practice that revisits prior learning.)
- g) Skills to promote independent learning and/or study skills are explicitly taught.
- h) Appropriate home learning tasks are set and supported as necessary.

5.3

**Staff are skilled in choosing the most effective learning modes for specific tasks e.g. independent working, small groups and/or in pairs.**

- a) Strategies are used to actively promote independent learning e.g. through pre-teaching, over-teaching, and appropriately adapted resources.
- b) Seating plans and groupings take account of individual needs and routinely provide opportunities for access to positive role models.
- c) Learners are explicitly taught appropriate skills to manage routines and independence.

5.4

**Staff provide opportunities for collaborative learning and peer support.**

- a) Positive relationships are built and maintained across the whole setting and community.
- b) There are opportunities to develop peer awareness/ sensitivity and support for different needs and differences both in and out of the classroom.



## 6. Resources

### Expectations of all settings

### Strategies

6.1

**Specific resources and strategies are provided to overcome potential barriers to learning.**

- a) Resources are well organised and within easy reach of learners to promote independence, reduce stigma and avoid discrimination.
- b) Physical resources such as PE and Maths equipment are adapted to promote independence e.g. different sized balls.
- c) Tangible apparatus and adapted resources are available for those learners who require them.
- d) Technology may be used to support and promote independent learning. Some learners may need a clear assistive technology plan.
- e) There should not be a sole reliance upon a specific resource if it is possible to continue to develop the related skill.





## 7. Staff skills and training

### Expectations of all settings

### Strategies

7.1

**All staff make a positive contribution to progress.**

**a)** All staff are deployed proactively to ensure that their presence has a positive impact on the learners. Settings check that progress is supported and maintained.

**b)** Grouping/seating arrangements, additional support and resources are used to promote independent learning as far as possible.

**c)** Strategies taught and used in interventions are integrated into teaching so that learners can sustain progress.

7.2

**Senior leaders / teaching and learning lead / ALNCoS appropriately guide, support and challenge all staff to deliver HQIP and meet ALN.**

**a)** There is a planned programme of ongoing CPD in relation to HQIP, ALN for the whole setting and individual teams and departments – typically delivered by the setting.

7.3

**Staff collaborate and have effective links with other relevant outside agencies and specialist.**

**a)** Staff know when and how to refer for extra support or advice.

**b)** The setting is aware of and regularly communicates with any other professionals who are involved with the learner.

**c)** Advice received from other professionals is implemented and used to inform teaching and learning.



## 8. Transition

### Expectations of all settings

### Strategies

8.1

**Support is in place for routines, transitions and life events when required. (Please see Transition Guidelines).**

Transitions include:

- a) The start and end of the day.
- b) Moving from one setting to another.
- c) Moving from one year to the next.
- d) Moving around the setting.
- e) Preparing for weekends, the start of holidays and beginning of term.
- f) Moving from lesson to lesson.
- g) Changing from structured to unstructured times.
- h) Moving from one activity to the next within a lesson.
- i) Changes of staff – permanent and temporary.
- j) Special events: visitors, visits, celebrations.
- k) Life events: birth of a sibling; change in parenting arrangements e.g. change in parents'/carers' relationship status; loss and bereavement; contact visits; as well as puberty.

All staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes learners who:

- a) Have insecure attachment, including, but not limited to, Children in Care and those who are subject to Children in Need or Child Protection Plan.
- b) Have social communication difficulties.
- c) Are neurodiverse (ND).
- d) Have suffered trauma, loss or bereavement.
- e) Are anxious.
- f) Historically have coped poorly with change.

Possible strategies include:

- a) Having clear routines and expectations.
- b) Having a nominated key adult with whom they can talk.
- c) Use of safe spaces available within the room or an identified area.
- d) Use of visual timetables; events are removed or ticked off when finished.
- e) Use of timers to show learners how long they have to work for/how long they have to finish.
- f) Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/individual time-out.
- g) Plans are made for unstructured times: safe spaces are available; there are structured alternatives such as clubs or the use of the library for vulnerable learners.
- h) Alternative activities, structures or routines are in place dependent on individual needs.

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8.2

**Procedures are in place for ensuring smooth progression within and between settings, particularly during all transition phases, including on entry and exit. (Please see Transition Guidelines).**

- a) Information is actively sought and shared about learners to support successful transitions and manage change both within the setting and beyond.
- b) This information is available for the learner's parents/carers, other colleagues within the setting and the receiving or previous setting as required.
- c) Staff are aware of learners who need additional support and enhanced transitions, and adjustments are planned for e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.
- d) Clear transition plans including conversations and meetings between receiving and feeder settings and sharing of information.

②

# High Quality Inclusive Practice - The Essentials for Educators

# High Quality Inclusive Practice - The Essentials for Educators

1

## Promote Self-Esteem and Motivation

- A** Foster positive relationships treating all learners with respect and dignity.
- B** Ensure learners treat each other with respect and dignity.
- C** Recognise and celebrate success.
- D** Make learners aware of their unique strengths.
- E** Enable early success to build motivation.
- F** Connect effort with personal achievement.
- G** Create an ethos where it is safe for learners to make mistakes.
- H** Ensure levels of challenge are appropriately aspirational.
- I** Provide expectations that are clear, explicit and consistent.



2

## Purposeful participation

- A** Consider suitable seating arrangements.
- B** Provide a productive working environment.
- C** Establish a culture that includes high quality speaking and listening.
- D** Encourage learners to ask when not sure what to do.
- E** Ensure the learning environment is purposeful, calm and orderly with resources neatly stored.

3

## High behavioural expectations and routines

- A** Have clear expectations regarding routines and behaviours with a clear and consistent response.
- B** Encourage good listening behaviour.
- C** Respond to dysregulated behaviour in a calm, solution-focused way that is respectful of the dignity of learners and follows agreed policies and procedures.

## 4

### Understand Cognitive Load

- A** Present new knowledge in small steps.
- B** Ensure all learners are thinking hard about the learning rather than the activity.
- C** Teach learners about the power of retrieval practice, giving them regular opportunities to use this.
- D** Remove distracting visual clutter from surfaces and walls.

## 5

### Adaptive Teaching

- A** Consider whether reducing content is appropriate.
- B** Anticipate how the lesson reinforces, builds on, and deepens previous learning.
- C** Provide scaffolding to support working memory demands, which is gradually withdrawn.
- D** Address gaps through targeted teaching where prerequisite building blocks are not secure.
- E** Provide periodic opportunities to strengthen learning after the topic has been finished.

## 6

### Explicit Teaching: Presenting Visual Information

- A** Use visuals to support verbal explanations.
- B** Build up complex diagrams gradually alongside verbal explanation (blank canvas modelling).
- C** Remove distracting information or detail from any slides or worksheets.
- D** Remove distracting material from around screens or whiteboards.
- E** Place text near the corresponding part of the graphic.
- F** Consider font size, colour, spacing and quantity of text when designing slides.

## 7

### Explicit Teaching: Effective Explanations

- A** Make sure explanations explain the learning, not just the activity.
- B** Use unambiguous language, simple grammar and short instructions.
- C** Make links with prior learning.
- D** Plan for and address misconceptions.
- E** Deliver instructions clearly and at an appropriate volume, pitch and pace.
- F** Break explanations down into small chunks.

## 8

Explicit Teaching:  
Modelling

- A** Define outcomes through modelling and worked examples.
- B** Model using visualisers, interactive screens, flipcharts and whiteboards.
- C** Model the thinking process out loud, including getting stuck.
- D** Use 'backwards fading' when providing worked examples.

## 9

Explicit Teaching:  
Checking for  
Understanding

- A** Use all learner response systems to check that **everybody** understands.
- B** Plan questions that explore thinking processes and misconceptions.
- C** Adapt teaching in the moment from responses gathered.
- D** Ensure learners receive feedback.

## 10

Guided and  
Independent Practice

- A** Guide learners as they begin to practise new material, focusing on the improvement of specific knowledge and skills.
- B** Use scaffolding to support memory demands.
- C** Remove scaffolding gradually.
- D** Use flexible grouping for explicit, short-term purposes.
- E** Ensure success prior to learning through repeated and varied practice, and overlearning.
- F** Dedicate time to independent practice based on learner need, rather than lesson time.
- G** Deploy LSAs to help learners develop independence and manage their own learning.

## 11

## Cognitive Strategies

- A** Enable learners to connect new learning with prior knowledge by providing tasks that support generative learning.
- B** Have good knowledge of the different range of graphic organisers and when to use them.

## 12

## Metacognitive Strategies

- A Model your own metacognitive thinking.
- B Embed systems by which the learner may seek help.
- C Explicitly teach planning, checking and evaluating strategies.
- D Explicitly teach about the power of retrieval practice to strengthen learning.
- E Use problem-solving language / thinking out loud strategies to suggest and model solution-focused thinking.
- F Develop readiness to learn by reinforcing the process of learning instead of the end result.

## 13

## High standards of literacy and oracy

- A Promote the importance of literacy as a key to knowledge acquisition.
- B Model high standards of literacy including oracy.
- C Ensure regular opportunities to use writing as a tool for thinking.
- D Teach Tier 2 and 3 vocabulary explicitly.



3

## Broad areas of support for Educators

# Broad Areas of Support for Educators

The Additional Learning Needs (ALN) Code of Practice (Guernsey) identifies four broad areas of support<sup>7</sup>:



**Social, Emotional and Mental Health**



**Sensory and Physical**



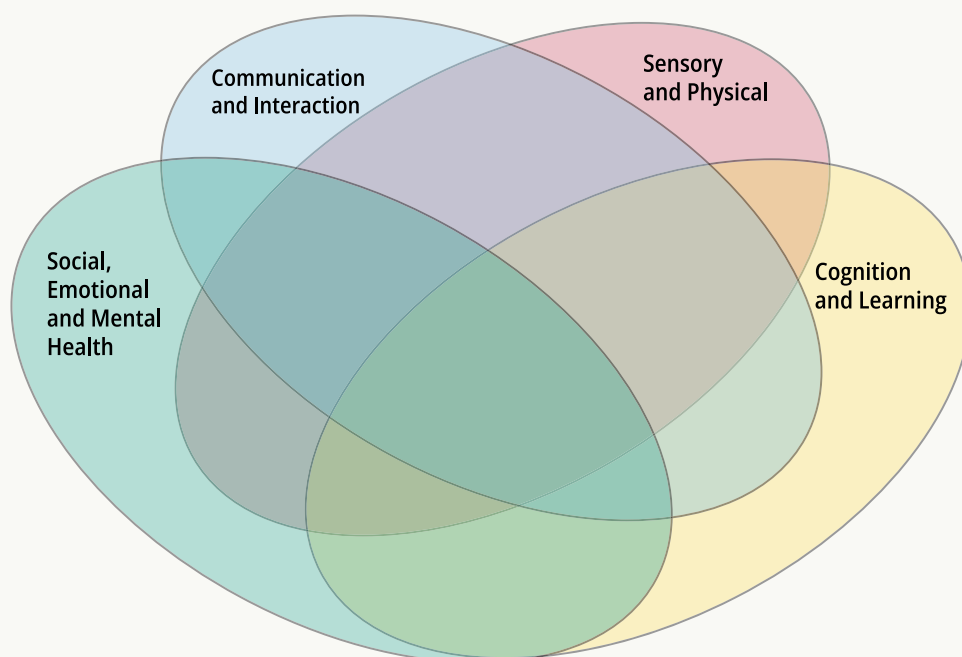
**Communication and Interaction**



**Cognition and Learning**

Learners with specific barriers to learning have an entitlement to adaptations and reasonable adjustments in the classroom. It is important to consider all areas of need to make sure that support is tailored appropriately. The diagram above shows how areas can overlap; learners may have needs that fall into one or more of these areas.

In the tables that follow are a range of possible strategies that may help the learner overcome barriers to learning. Educators should select those strategies most appropriate to meet specific learner need at that moment in time. It is not expected that every strategy is used all at once. The strategies themselves are not an entitlement: the entitlement is for educators to make reasonable adjustments to remove barriers to learning.



<sup>7</sup> See the Additional Learning Needs (ALN) Code of Practice (Guernsey) for further information.



# Communication and Interaction

'Communication and interaction' is the umbrella term for one of the four broad areas of support described in this Code. Some learners may have barriers to learning and participation as a result of speech, language and communication needs. Their learning difference may result in a difficulty in understanding or processing language. It may be that the use of spoken language or non-verbal communication is a challenge. There may be barriers with social communication and interaction. The learner's neurodiverse approach to learning should be supported as appropriate to enable them to progress in their learning.

## Resources, Advice and Consultation Available

- Regular positive communication with parents/carers
- Regular consultation with ALNCo, professionals and the setting
- Continued Professional Development provided by Educational Psychology Service (EPS), Les Voies Inclusion Service, Communication Interaction and Autism Service (CIAS), Occupational Therapy (OT), Speech and Language Therapy (SLT). Work together effectively with other professionals to share strategies and advice to support the learner
- Speech and Language UK provides information on Speech, Language and Communication Needs along with some short courses suitable for all staff.
- The Speech, Language and Communication Framework – a free online professional development tool which sets out the key skills and knowledge needed by the children and young people's workforce to support the speech, language and communication development of all learners.
- Elklan Accredited Training offering practical ideas to support learners with communication and interaction needs. Available locally from the Speech and Language Therapy Service.

- Word Aware – a structured whole setting approach to promote the vocabulary development of all learners. Available locally from the Speech and Language Therapy Service.
- Speech Link and Language Link empower ALNCoS, educators and Learning Support Assistants (LSAs) in their work with learners and help them to identify the need for further support where required. This is done through screening, intervention, staff training and support.

## High Quality Inclusive Practice strategies to support identified barrier or need

Educators should select those strategies most appropriate to meet specific learner need at that moment in time. The strategies themselves are not an entitlement: the entitlement is for educators to make reasonable adjustments to remove barriers to learning.

Identified barrier or need	High Quality Inclusive Practice - including adaptations and reasonable adjustments in the classroom made by settings according to the ages and stages of the learners
<p><b>1.1</b></p> <p><b>Listening and attention</b></p> <p>Limited attention span compared to developmentally</p>	<ul style="list-style-type: none"> <li>a) Model active and attentive listening and use visuals to remind the learner what active listening looks like i.e. looking at the person who is speaking, thinking about what they are saying.</li> <li>b) Give praise and reinforce appropriate listening skills as they occur.</li> <li>c) Provide visual aids, such as visual timelines, picture instructions and Now/Next Boards to keep the learner focused on the task.</li> <li>d) Secure the learner’s attention by using their name and getting down to their level.</li> <li>e) Use language at an appropriate level for the learner’s stage. This may involve short, simple sentences or rephrasing information.</li> </ul>

- f)** After clear instructions have been given, ask the learner to repeat what they have to do.
- g)** If the adult recognises that the learner has not understood, they can correctly model back to the learner.
- h)** Work for shorter periods of time and offer regular short breaks.
- i)** Chunking: breaking tasks down into smaller, manageable steps to ensure learning success.
- j)** Refocus the learner when necessary to keep them on task.
- k)** Use of timers so they know they only have to focus for a set/agreed amount of time.
- l)** Individualised timetables.
- m)** Use the learner's areas of interest to provide motivational learning opportunities e.g. use a visual incremental motivator.
- n)** Build attention skills within a small group before generalising to the whole class.

**1.2**

### **Speaking and expressive language**

Difficulties saying what they want and being understood (may lead to frustrated or withdrawn behaviour)

- a)** Attempts to communicate are valued and supported.
- b)** Introduce a variety of language through a range of opportunities e.g. rhymes, songs, good quality texts.
- c)** Model language at an appropriate level for the learner (based on previous observations).
- d)** Reflect correct vocabulary/grammatical structures rather than correcting.
- e)** Repeat what the learner has said and add one or two words to extend their sentences.
- f)** Plan for and teach new vocabulary using a structured method, such as Word Aware.

- g)** Provide opportunities to use oral language skills e.g. through discussions, rhymes, songs, storytelling and drama.
- h)** Use visual strategies, such as story maps, story grids and mind maps to prompt expressive language.
- i)** Use problem solving language/thinking out loud strategy to suggest and model solution focused thinking and planning skills e.g. I understand you did not like the way ... did .... You could say 'that made me feel sad/cross/worried'. This can also be written down as a script for another time.
- j)** Use alternative methods of communication e.g. Signalong; use of pictures/symbols; ICT; communication books and boards; and communication cards e.g. 'I am okay/'I am not okay' cards.
- k)** Use visuals to support communication of needs e.g. emotional regulation schemes; Zones of Regulation; Incredible 5-point scale; emotions wheel; emotion symbols/pictures e.g. emotion key rings.
- l)** Regular check-ins with the learner throughout the day to provide opportunities to tell others how things are going.
- m)** For pronunciation difficulties, implement a Speech Link assessment and follow up with activities.
- n)** Support phonological awareness to aid speech sound development. This includes syllable awareness, phoneme awareness, segmenting and blending.
- o)** Adults should repeat words clearly rather than correcting speech sound errors.
- p)** Selective Communication/Selective Mutism is a communication difficulty that has anxiety at its core. Support should be provided under the SEMH umbrella. See [Selective Mutism Information & Research Association \(SMIRA\)](#) for more information.

### 1.3

#### Understanding and processing

Difficulties understanding what is being said to them

- a) Consider whether the learner requires a hearing test.
- b) Assessment of the learner's understanding of language. Information Carrying Word and Blank level assessments may be useful. Can be assessed through Language Link where available.
- c) Staff are aware of the learner's level of understanding and moderate language accordingly by reducing demands and reducing language based on needs identified in language assessments.
- d) Secure learner's attention by using their name and getting down to their level before giving instructions.
- e) Be aware of the complexity of whole class instructions. The learner may need individual instructions.
- f) Chunk instructions into small steps: give them in order of completion and give time to process in between.
- g) Use visual aids, such as picture instructions, task plans and now/next boards to aid understanding.
- h) Give extra time for the learner to process what has been said.
- i) Encourage learners to acknowledge when they do not understand.
- j) Use body language, facial expression, gesture and (where appropriate) Signalong to aid understanding. Stress the important information.
- k) Where Language Link has been used to assess, follow up with recommended activities.
- l) Pre-teach topic vocabulary to aid understanding during whole class teaching, e.g. using strategies from Word Aware.

- m)** Teach new vocabulary through a multi-sensory approach.
- n)** Avoid using sarcasm and metaphors as these can be harder to understand.
- o)** Consider whether reasonable adjustments for examinations are required.

**1.4**

### **Interaction and social communication**

Learner does not understand or use rules of social communication

- a)** Identify the social misunderstandings and skills which need to be taught e.g. taking turns and sharing through to maintaining relationships and resolving conflict.
- b)** Provide intervention to develop social skills e.g. 1:1 and/or small group to teach specific social skills (with allocated roles); tasks giving the learner a role or task in which they are competent; and/or social stories.
- c)** Provide support during unstructured times and break times to model and encourage successful interactions and friendships e.g. teaching structured games; giving structured choices; and peer support and buddy systems.
- d)** Personalised timetables.
- e)** Provide opportunities to work as part of a group, allocating roles or tasks within the group, giving the learner a role/task in which they are competent.
- f)** Encourage choice making, starting with two choices: A or B.
- g)** Provide preparation for change including staff and micro and macro transitions.
- h)** Use social stories and comic strip conversations to explain 'stuck' patterns of difficulty, new situations, and changes to routines.

1.5

**Sensory and physical needs relating to communication and interaction**

- a) Explore sensory preferences and what each learner finds satisfying.
- b) Explore sensory preferences and provide sensory breaks e.g. drinking through a straw; eating crunchy cereal; accessing a chew-buddy; accessing sensory trays with sand/rice/dried beans/lentils/cornflakes/dried pasta
- c) Provide movement breaks.
- d) Adapt/modify teaching environment (e.g. noise, light, room temperature, seating position) to take account of sensory needs to support self-regulation (see Autism Education Trust environmental checklist).
- e) Provide access to a safe haven/low arousal space.
- f) Develop a sensory profile for the learner (see Autism Education Trust resources).
- g) Teach self-regulation strategies to manage their sensory and emotional needs e.g. Zones of Regulation.
- h) Flexibility with uniform policy.
- i) Flexible approach to transitions between lessons and to and from the setting.
- j) Where producing written work is slow or difficult consider alternatives e.g. mind mapping, using a laptop, scribing, voice activated software and summary response techniques such as cloze procedure.
- k) Ensure teaching resources (slides, worksheets, books) do not produce sensory overload. Minimise use of colour, flashy graphics etc. and focus solely on the key information you want learners to learn.
- l) Remove distracting information from any slides you are using. Visuals and text should enhance understanding. Remove detail intended to motivate or engage.
- m) Consider the impact of lunchtimes and eating in busy classrooms/canteens where smells of other foods may be overwhelming. Adaptations may need to be made – for example offering another eating space.



# Cognition and Learning

Some learners may learn at a slower pace than their peers. They may experience barriers to learning due to a specific learning difference that has an impact on one particular aspect of their learning (for example, in literacy or numeracy). They may need support with organisation or memory skills. It may be that there is a more generalised difficulty in learning.

## Resources, Advice and Consultation Available

- Regular consultation with ALNCo, parents, professionals and the setting
- Regular positive communication with parents/carers
- Continued Professional Development provided by Educational Psychology Service (EPS), Les Voies Inclusion Service, Communication Interaction and Autism Service (CIAS), Occupational Therapy (OT), Speech and Language Therapy (SLT). Work together effectively with other professionals to share strategies and advice to support the learner.
- Evidenced based literacy and numeracy interventions: reading recovery, Language and Literacy Specialist Intervention Team (LALSIT)
- Mediating Learning Support Approach Registrants (MeLSAs)

## High Quality Inclusive Practice strategies to support identified barrier or need

Educators should select those strategies most appropriate to meet specific learner need at that moment in time. The strategies themselves are not an entitlement: the entitlement is for educators to make reasonable adjustments to remove barriers to learning.

**Identified barrier or need**

**High Quality Inclusive Practice** - including adaptations and reasonable adjustments in the classroom made by settings according to the ages and stages of the learners

2.1

**Difficulties with learning e.g. despite appropriate adaptive teaching, making progress at a slower pace than would be reasonably expected over time and across the curriculum.**

- a)** Ensure that through the 'I do>we do>you do' process, learners with ALN are able to work independently without adult support for most tasks most days. Take care to avoid building dependency.
- b)** Provide temporary scaffolding that is gradually withdrawn. This can be visual, verbal or written e.g. writing frames; checklists; flashcards; charts; or providing a choice of answers.
- c)** If a task is potentially intimidating to a learner, give it to them in small chunks e.g. by providing a roadmap outlining a step by step path to completion or covering up part of the task that they do not need to be focused on yet.
- d)** Technology can be used to expand the quantity and quality of learner practice i.e. typing may increase the speed ideas can be recorded.
- e)** Provide visual cues and prompts.
- f)** Give time before response is expected.
- g)** Pre-teaching via the class/subject teacher e.g. to help prepare the learner for the new topic/vocabulary.
- h)** Adapt resources and teach the curriculum at a developmentally appropriate level to the learner not their chronological age (e.g. year five learner may be accessing year one objectives in the same context).
- i)** Ensure that there is a collaborative approach to meeting the needs of learners across learner, home, setting and other professionals.
- j)** Establish an informed view of the extent of the learner's needs considering age related expectations.

- k)** Assessment through teaching to identify the areas of need in consultation with the learner or through observation if more appropriate.
- l)** Metacognition approaches – learning to learn e.g. by trying to understand the learner’s difficulty and asking them what helps.
- m)** Giving the learner evidence of progress.
- n)** Recognising and celebrating success in other areas of their life.

## 2.2

### **Specific learning difficulties affecting one or more specific aspects of learning e.g. literacy difficulties, numeracy difficulties or Developmental Language Disorder (DLD).**

(N.B. any provision or support should be provided in line with the needs of the learner and is NOT dependant on any formal diagnosis)

- a)** Make simple adjustments e.g. font, line spacing, lighting, overlays, adaptation, technology.
- b)** Staff will implement the strategies or approaches recommended through assessments.
- c)** Use evidence-based interventions to develop skills e.g. spelling, handwriting, literacy, numeracy.
- d)** Adapt spoken and written work based on language abilities.
- e)** Be aware of the complexity of questions.
- f)** Pre-teach vocabulary: learners with DLD are likely to need many more exposures to new words to learn them – one study found that they need 36 exposures compared to 12 for their typically developing peers (Storkel et al, 2017).  
  
Use more visual supports: use symbols; question cue cards; pictures and images to support understanding and written expression, as well as visually represented key word lists.
- g)**
- h)** Provide learners with DLD scaffolded versions of worksheets where information is chunked and presented in small components, and graphics are used to break up written information. Reduce the quantity of elements on one page and highlight key words and information.

- i)** Use a task plan or to-do list to show learners what they need to do and to support their organisation and independence. Show them how to check off or cross out tasks from their list when they are complete.
- j)** Support written language using narrative frameworks and visual structures e.g. give three boxes for the learner to write about the beginning, middle and end of a story.
- k)** Provide writing frames and templates for different genres of narrative or written assignments to help learners with planning and structuring their ideas.
- l)** Explicitly teach different forms of writing that are needed for different situations, for example that written language needed for reports is different to how people speak. Help learners at the planning stage of written tasks to organise their thoughts and work out where to start/what to do first.
- m)** Some learners benefit from having an adult scribe for them at this stage – write down everything they say about the topic initially, and then help them to look back and edit the vocabulary, sentence structure and grammar, and then organise their thoughts in a more structured way.



# Social, Emotional and Mental Health

Social, emotional and mental health needs are a specific category of need that relates to the support a learner might need to understand others' and their own emotions and positively manage their own emotions and behaviour. There are often a range of different reasons why a learner can face difficulties in this area and these are not always easy to initially identify. Behaviour is a form of communication often indicating an unmet need that will require support and intervention.

## Resources, Advice and Consultation Available

- Regular consultation with ALNCo, parents, professionals and the setting
- Regular positive communication with parents/carers
- Mental Health and Well Being in Education Settings policy (which includes an evaluation framework)
- Continued Professional Development provided by Educational Psychology Service (EPS), Les Voies Inclusion Service, Communication Interaction and Autism Service (CIAS), Occupational Therapy (OT), Speech and Language Therapy (SLT). Work together effectively with other professionals to share strategies and advice to support the learner.
- Emotional Literacy Support Assistants (ELSAs)
- Liaison with School Nurse

## High Quality Inclusive Practice strategies to support identified barrier or need

Educators should select those strategies most appropriate to meet specific learner need at that moment in time. The strategies themselves are not an entitlement: the entitlement is for educators to make reasonable adjustments to remove barriers to learning.

**Identified barrier or need**

**High Quality Inclusive Practice** - including adaptations and reasonable adjustments in the classroom made by settings according to the ages and stages of the learners

**3.1**

**Difficulties participating and presenting as withdrawn or isolated**

- a)** Identify skills deficit and work on developing these skills.
- b)** Small group work e.g. friendship or social skills, nurture groups.
- c)** Backward chaining - bringing learner in at the end of assembly or end of the day.
- d)** Play based / distraction activities.
- e)** Giving responsibility for looking after someone else.
- f)** Provide a key adult.
- g)** Give learners the opportunity for compromise.

**3.2**

**Displaying dysregulated behaviour e.g. refusal to follow instructions, aggression, damage to property**

- a)** Teach emotional literacy and self-regulation skills.
- b)** Understand the basis for the behaviour e.g. what is the history/context? Antecedents, Behaviours Consequences, Communication (ABCC) charts can help here.
- c)** Reasonable adaptations are made for SEMH in the same way that we adapt learning e.g. adapting policies to meet needs.
- d)** Descriptive positive praise for acceptable behaviours – catch them doing the right things and praise them.
- e)** Use of choices to allow the learner some control with the same end result e.g. 'Would you like to talk to me now or in 1 minute?' (i.e. controlled choice).
- f)** Teach the learner different ways to get their needs met e.g. develop social skills; teach emotional literacy; offer coping strategies/behaviours.

- g)** Consideration of the environment, timetable and transitions.
- h)** Detailed transition between year groups/phases of education.
- i)** Risk assessment in place e.g. Physical Intervention Policy; Individual Behaviour Plan etc.

### 3.3

#### Attention difficulties

(N.B. any provision or support should be provided in line with the needs of the learner and NOT dependent on any formal diagnosis)

- a)** Identify the nature of the attention difficulty – what type of attention/when does it affect the learner?
- b)** Understanding the reasons; is there a pattern?
- c)** Allowing plenty of time for movement or frequent small concentration periods followed by breaks e.g. brain breaks/sensory breaks.
- d)** Being aware of times of the day that may be more difficult.
- e)** Help the learner to identify strategies which work well for them and practice these.

### 3.4

#### Developmental trauma and attachment difficulties

(N.B. any provision or support should be provided in line with the needs of the learner and NOT dependent on any formal diagnosis)

- a)** Focus on the 3Rs – relationships, routines, and responses.
- b)** Consideration reasonable adjustments to the settings' relationships and behaviour policies.
- c)** Consideration of family context and the range of learners that may have attachment difficulties e.g. adopted, forces learners, previously Child in Need (CIN), Child in Care (CiC).
- d)** Give the ongoing message that the four fundamental areas of human need are being met: being known; being cared for; being accepted; and belonging.

- e) Liaise with parents/carers to address any adverse childhood experiences which can be resolved.
- f) All information regarding any diagnosis or medical condition needs to be considered and implemented as appropriate.
- g) Use of trauma informed approaches e.g. PACE (Playfulness, Acceptance, Curiosity, and Empathy).

### 3.5

**Low level disruption  
e.g. talking out of turn,  
frequent interruptions  
to learning, fiddling  
with objects**

- a) Focus on the 3Rs – relationships, routines, and responses.
- b) Begin to unpick the ‘why’ behind the behaviours in an appropriate place (outside of classroom, not class teacher).
- c) Engage learners in planning a set of strategies to achieve optimal arousal for working.
- d) Adapted use of voice, gesture and body language.
- e) Focus on reducing anxiety and thereby behaviours by engaging with the learner to find out what helps them.
- f) Flexible and creative use of rewards and consequences e.g. catch them doing the right thing and praise.
- g) Positive reinforcement of expectations through verbal scripts and visual prompts.
- h) Review the effectiveness of strategies with the learner and support the learner to begin to select and implement these independently.

### 3.6

#### Difficulty in making and maintaining healthy relationships

- a) Focus on the 3Rs – relationships, routines, and responses.
- b) Help the learner to understand personal and others' relationship needs.
- c) Small group/nurture group activities to support Personal Social and Emotional development (ELSA).
- d) A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time.
- e) Restorative approaches to build, maintain and repair relationships.
- f) Use learner-centred strategies to understand the impact of certain behaviours and relationships.





## Physical and Sensory

This area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. Some learners may have a sensory processing difficulty. The sensory range extends from profound and permanent hearing or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs. Some learners will have multi-sensory difficulties with associated physical difficulties.

### Resources, Advice and Consultation Available

- Regular consultation with ALNCo, parents, professionals and the setting
- Regular positive communication with parent/carers
- Continued Professional Development available from Educational Psychology Service (EPS), Occupational Therapy Service (OT), Sensory support service (hearing and vision), Physiotherapy service. Work together effectively with other professionals to share strategies and advice to support the learner.

### High Quality Inclusive Practice strategies to support identified barrier or need

Educators should select those strategies most appropriate to meet specific learner need at that moment in time. The strategies themselves are not an entitlement: the entitlement is for educators to make reasonable adjustments to remove barriers to learning.

4.1

### Hearing Impairment

- a) Seat learner near front of class with clear view of teacher's face and any visual material used.
- b) Repeat/rephrase pertinent comments made by other learners to ensure the learner with a HI accesses those comments.
- c) Be aware the learner may use lip-reading and visual clues to support their hearing. Ensure that they are face-on when you are giving instructions. Try not to move around the room whilst talking.
- d) Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles.
- e) Seat away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the classroom.

All staff who work with a learner with a HI should be made aware of how best to support in the setting by implementing recommended strategies and resources e.g. hearing loop.

- g) Provide opportunities for the learner to interact with other learners with a HI.
- h) Visual timetable and use of visual cues e.g. sand timers.
- i) PECS (Picture Exchange Communication System) and Signalong.
- j) Regularly review with the learner the strategies that are working best.
- k) Ensure exam access arrangements are in place.

## 4.2

### Visual Impairment (VI)

- a)** All staff who work with a learner with a VI should be made aware how best to support in the setting by implementing recommended strategies.
- b)** Use of a Braille and Braille Training where appropriate (via Sensory Impairment Service)
- c)** Use of ICT e.g. iPad connected to whiteboard (via Join Me).
- d)** Talking books & literature/books in Braille.
- e)** Reading apps.
- f)** 3D printer where appropriate.
- g)** Mobility/cane training where appropriate.
- h)** Talking equipment for life skills/curriculum activities.

## 4.3

### Physical Disability

- a)** Ensure that the environment enables the learner to engage in suitable physical challenge so as to maintain the highest level of independence.
- b)** Clear evacuation procedures for stairs/fire and training.
- c)** Ensure environment is accessible for specialist equipment needed e.g. hoists; walkers; standing frames; and specialist seating.
- d)** Ensure use of specialist equipment (examples listed above) and ensure risk assessments and appropriate training are in place for specialist equipment.
- e)** Accessibility planning, risk assessments and Personal Emergency Evacuation Plan.
- f)** Moving and manual handling training across all settings/environments and transport.

- g)** Provision of fine motor equipment e.g. adapted pencils, pens, ruler, writing slope, cutlery and scissors.
- h)** Work chairs/dynamic seating.
- i)** iPad and grips and other apps.
- j)** Staff with care training and appropriate hygiene suites.
- k)** Personal/intimate care policies.
- l)** Adapted equipment to access specific aspects e.g. cutlery, crockery, scissors.
- m)** Height adaptable tables and chairs.
- n)** Opportunities to practice physical skills included in the learners' daily timetable.
- o)** Movement breaks.

#### 4.4

#### **Severe and complex medical needs including a life threatening and life limiting diagnosis or condition**

- a)** Sense-ology workouts/sensory integration (training via OT).
- b)** Sensory reduction planning.
- c)** Individual work stations.
- d)** Develop educational goals around the learners' priorities – to enhance quality of life.
- e)** Emergency medication policy and training.
- f)** Risk assessments around medication.
- g)** Ensure care protocols are in place.
- h)** Build resilience using timers, visual schedules

# Acknowledgements

## Portsmouth Ordinarily Available Provision

- Services consulted in collating this document include:
- Educational Psychology Service
- Education Improvement Service
- Les Voies Inclusion Service
- Child and Adolescent Mental Health Service
- Communication Interaction and Autism Service
- Speech and Language Service
- Occupational Therapy Services
- Physiotherapy Service
- Visual Impairment Service
- Hearing Impairment Service
- States of Guernsey Early Years Team
- Children and Family Community Services
- The Office of the Children's Convenor
- Public Health



