

Recommended Special Educational Provision and Outcomes

All settings are expected to provide for the effective inclusion of all young people with high quality, consistent and personalised teaching, known as 'quality first teaching'. The provision/intervention detailed in the following section assumes quality first teaching is in place and targeted support is available as described in the City of York [Ordinarily Available Provision](#).

Please note, the outcomes suggested are intended to span a key stage. Smaller step, SMART (specific measurable, achievable, realistic and time bonded) targets that work towards achieving these outcomes will be devised by the child/young person's educational setting in consultation with parents, the young person themselves and relevant professionals eg Speech and Language Therapist, Occupational Therapist etc

Links to Code of Practice	Links to York Outcomes Statements	Special educational Provision	Timescales quantity and frequency	Provided By	Outcome sought	By When
Communication and Interaction	I have a choice and am heard	<i>XX is waiting for a Speech and Language Therapist appointment.</i>		eg Teaching Assistant, pastoral staff such as an ELSA, under the guidance of class/subject teacher(s)/SENCO	<p>By the end of Key Stage 3, XX will ...</p> <ul style="list-style-type: none"> • XX will build a safe relationship with a key adult who will support him to build confidence in communicating his needs and wants. • XX will share his views using a tool/medium of your choice (e.g. Talking Mats/Mind of My Own App) 	<i>Date by which the outcome should be achieved</i>
		<ul style="list-style-type: none"> • XX will require the support of a keyworker who will build rapport with him and provide him a safe base using a relational approach. This Key person will check-in with him regularly during the day to establish regular feedback from XX. <ul style="list-style-type: none"> ▪ XX will be supported by having important information repeated to him, also, keyworker will ask XX clarifying questions to confirm they have understood him. 	Daily throughout the day	Teacher and Teaching Assistant		Key Stage 3

		<ul style="list-style-type: none"> ▪ Adults will provide time and resources to support XX to share his views. Talking Mats and/or the Mind of my Own (MOMO) App training maybe helpful resources. Training on the MOMO app is available through CYC. 			
		<ul style="list-style-type: none"> • XX may benefit from having his key person support while he speaks to other adults. This support can be carefully removed as he gains confidence to do so himself. School may wish to use the 'Stages of Confident Speaking' framework to assess and plan opportunities to develop XX confidence in communication. https://www.nhs.uk/conditions/selective-mutism/ 	Daily throughout the day	Key worker	
		<ul style="list-style-type: none"> • A learning provision that can predominantly provide an individual and small group approach to learning and, within that, consistent modelling. 	Daily, throughout the day	Teacher and Teaching Assistant	
		<ul style="list-style-type: none"> • Use of informal social skills training (initially at an individual level) to help XX to reflect on, perceive and understand the social behaviour of others, and to develop effective coping 	At least twice weekly, for at least 30	Teacher and Teaching Assistant	

		<p>strategies. This should include social stories, comic strips, and time for XX to process his experiences with a consistent/trusted adult who can support him in making sense of social situations.</p> <ul style="list-style-type: none"> ▪ Provide opportunities for visual and non-verbal cues to communication. <p>• A high level of individual support should Intervention aimed at supporting the development of XX's social communication skills, e.g. using resources like Talkabout for Children or Socially Speaking. This will allow him to build meaningful friendships that will serve as a protective factor.</p> <p>• Provide structure, predictability and a PACE approach to teaching. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. <u>Using PACE in School (oxfordshire.gov.uk)</u></p> <p>• </p>	minutes but typically guided by staff throughout the school day	Twice weekly for 30 mins	Teacher/ Teaching Assistant	Throughout the day.	Teacher/ Teaching Assistant	
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Cognition and Learning	<p>I achieve my goals I can overcome challenges and difficulties on my own or with support</p>	<p><i>Please see the most recent CAMHS report for specific strategies and interventions relating to the Cognitive Assessment undertaken (dated April 2023)</i></p> <ul style="list-style-type: none"> XX could contribute to a person-centered plan like Planning Alternative Tomorrows with Hope (PATH), in order to share his long and short term goals as well as identify and enrol relevant adults that will support him. Incorporating XX's strengths, interests and goals into intervention plans may give him ownership of any new plan and allow him to invest in it. XX will benefit from an enhanced transition to a new secondary school. <ul style="list-style-type: none"> Before XX is due to start secondary school, he will benefit from several visits with opportunities to meet and learn about the key adults, important areas (such as nurture provision, the sensory room and safe spaces), and basic procedures. It will be important to determine what are the potential difficult areas so as to build contingency plans for the new school year. XX will require a personalised curriculum and targeted 1:1 support during learning times to help him manage anxiety and access the curriculum. Individual support should include 'low demand' task followed by a 'high desire' activity schedule. 	<p>Once for 90 mins and updated termly for 30 mins</p>	<p>SENCo and all adults involved in XX's care and education.</p>	<p>By the end of Year 7, XX will ...</p> <ul style="list-style-type: none"> XX will successfully transition into secondary school with the support of adults. XX will recognise his learning strengths and identify areas of learning that he wants to improve. XX will consistently record his learning ideas with support from assistive technology and school staff. 	Year 7
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		<ul style="list-style-type: none"> XX will receive additional, targeted support to assess and plan developmentally appropriate learning opportunities to address his gaps in knowledge and skills in Maths, English and Science. Catch up programs like Read Write Inc's Fresh Start, and Numicon will be useful in this regard. All learning provided to XX should be monitored using the graduated approach. A consistent relational approach to support: Trusted adults who know XX well to provide a consistent level of individual support in the learning setting. These adults will start XX off on short/ 'chunked' tasks and check in with XX at different points during learning activities to check his level of understanding, ability to engage with the task and to offer additional support/scaffolding when required. Support from a scribe and assistive technology to support XX in being able to share and demonstrate his learning ideas and to experience being a successful learner. 	2-3 hours daily during Maths and Literacy	Teacher/ Teaching Assistant		
Social, Emotional and Mental Health	I can overcome challenges and difficulties on	<ul style="list-style-type: none"> A safe or 'calm' area, for XX to access when he is overwhelmed and needs support to co-regulate with a trusted adult. 	As and when required as a regulation space.	Teacher/ Teaching Assistant	<p>By the end of Key Stage 3 or age 14, XX will ...</p> <ul style="list-style-type: none"> XX will recognise when he is feeling anxious, as a result of knowing how 	By the end of Key Stage 3

	<p>my own or with support</p> <p>I am included</p> <p>I am healthy</p>	<ul style="list-style-type: none"> Adults supporting XX should have a good awareness of triggers and early subtle signs of anxiety and various sensory needs, implementing de-escalation strategies appropriate to the stage of emotional arousal (e.g. distraction, quiet time, sensory aid). Teach XX explicitly about the link between emotions, thoughts and behaviours using visual resources, games and real-life examples. This will include a focus on understanding anxiety and exploration of relevant self-regulation strategies. Also focus on supporting XX's positive sense of self – celebrating his strengths and skills. Explicitly teach XX about safety in the community and support him to share his views when he doesn't feel safe. Explicitly teach XX what steps he should take when he is feeling physically unsafe (e.g. who to call and in what circumstances), including providing visual reinforcement and discussing these options in further detail during times when he is regulated. <ul style="list-style-type: none"> XX will explore emotional regulation tools (for example; Zones of Regulation) that allow him to identify the onset of dysregulation and the associated thoughts and feelings. 	<p>Throughout the school day.</p> <p>At least once weekly for 30 minutes (minimal).</p> <p>Initially at least 3 hours – broken down into shorter sessions to support his learning engagement. Return to sessions after 3/4 weeks to support</p>	<p>Teacher/ Teaching Assistant</p> <p>A well matched, trusted adult, ideally ELSA trained.</p> <p>A well matched, trusted adult, ideally ELSA trained.</p>	<p>her body communicates anxiety to her (eg feeling sick, or fidgety).</p> <ul style="list-style-type: none"> XX will develop an understanding of different coping strategies that may support her to feel calmer, and begin to use some of these strategies. XX will begin to identify and communicate his feelings to trusted adults in school. 	
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		<ul style="list-style-type: none"> • Timetabled, sensory regulation breaks and resources/sensory aids. 	generalisation of learning.		
		<ul style="list-style-type: none"> • Use of the outdoor environment, such as walking/gardening outside with a trusted adult, as a means to supporting regulation and reducing overwhelm. 	To be implemented by school staff who know XX well - following a person centred approach and in response to XX's presentation	Teacher/Teaching Assistant to facilitate	
		<ul style="list-style-type: none"> • Use of Emotion Coaching steps, alongside Restorative Practice to support XX's emotional development and wellbeing: Step 1: Recognising the child's feelings and empathising with them 	Daily, when required, as a means of supporting regulation	Teacher/Teaching Assistant to facilitate	
			Throughout the day when required	All school staff working with XX	

		Step 2: Labelling the feelings and validating them Step 3: Setting limits on behaviour (if needed) Step 4: Problem-solving with the child				
		<ul style="list-style-type: none"> • XX will take managed steps in being exposed to busy places and times in his new school. He will manage his sensory sensitivities by creating a contingency map of how he can safely get around the busy place with the help of his keyworker. <ul style="list-style-type: none"> ○ XX may select a trusted buddy to walk with during transition times. ○ XX will be given access to a hall pass. 				
Sensory and physical	I am healthy	<ul style="list-style-type: none"> • XX's sensory needs are not fully understood. Therefore, all adults involved in XX's care and education will need to be aware of any specific difficulties that he may have with regard to his sensory needs. Adults will require additional time and resources to complete this, and to put appropriate strategies in place. They will also require additional time to review this audit and update these strategies where needed. This will need to include: <ul style="list-style-type: none"> ○ Environmental audit ○ Sensory checklist ○ Anxiety/arousal curve • XX will need strategies to reduce the impact of sensory overload. As signs for XX's dysregulation are very subtle, it is important 	<p>An initial 2 hours to complete the forms and 30 minutes termly to update.</p> <p>Daily throughout the day</p>	<p>SENCO, Keyworker</p> <p>Teacher and Teaching Assistant</p>	<p>By the end of Key Stage 3 or age 14, XX will ...</p> <p>XX will develop his ability to understand and manage his sensory needs, so that he is able to manage in a range of environments.</p> <p>XX will increase his interoceptive awareness and his understanding of how to maintain healthy sleep habits.</p>	<p>Key Stage 3</p>

	<p>that adults are mindful and do not miss his distress.</p> <ul style="list-style-type: none"> ○ XX will require adults to support him to develop strategies to improve his sensory regulation. As XX gains confidence adults could encourage him to become more independent in using these strategies. ○ Setting can support XX to access a range of information about he needs so he can develop an appropriate understanding of difficulties. <p>● XX appears to have a hypo-awareness to his interoceptive markers. This means, XX may not notice changes in his internal states including thirst, hunger or even moods. Adults working with XX will need to support him to notice these changes in his body. Some activities to improve his interoception include</p> <ul style="list-style-type: none"> ○ Body Scans ○ Guided Relaxation ○ Mindfulness ○ Reducing sensory overload ○ Using visual prompt and timers <p>● As XX is bothered by loud noise and crowded spaces, discreet noise cancellers in the form of ear pods could be used to manage this sensitivity. XX will benefit from access to a sensory room that will help him calm his sensory</p>	<p>Targeted time of 5 minutes 10 times daily.</p> <p>Daily throughout the day</p> <p>Daily throughout the day</p>	<p>Teacher and Teaching Assistant</p> <p>Teacher and Teaching Assistant</p> <p>Teacher and Teaching Assistant</p>	
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		<ul style="list-style-type: none"> • Adults working with XX should provide designated time to reinforce skills about good sleep hygiene. <ul style="list-style-type: none"> ◦ Poor or inadequate sleep has a direct impact on learning, decision making, and emotional regulation. As XX struggles to fall and stay asleep, key adults could support her to understand what good sleep hygiene looks like. ◦ Budgeting eight hours of sleep daily schedule and keeping that same schedule on both weekdays and weekends. ◦ Creating a consistent pre-bed routine to help with relaxation and falling asleep fast ◦ Avoiding caffeine and energy drinks, especially in the afternoon and evening. ◦ Putting away electronic devices for at least an hour before bed and keeping them on silent mode to avoid checking them during the night. ◦ Ensure that the bed is comfortable. ◦ Keeping the bedroom cool, dark, and quiet 	Targeted time of 15mins every term	Teacher and Teaching Assistant		
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Independence & Preparation for Adulthood	I am safe I am becoming independent	<ul style="list-style-type: none"> • Visual resources and schedules • Daily practise of following routines and instructions with support. 	Targeted time 3 times a day for 5 mins	Teacher or Teaching Assistant	<p>By the end of Key Stage 3 or age 14, XX will ...</p> <ul style="list-style-type: none"> • Follow a visual schedule to engage in class routine, with reduced adult support • Follow a visual schedule to organise belongings such as packing a bag for home at the end of the school day 	
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Review:

All interventions above to be tracked and reviewed *half termly/termly, overseen by Personal Tutor/Teacher/SENCO /Inclusion Lead/ Pastoral Leader*

Report completed by:	
Name: Maryam Y A Ibrahim	Signature: <i>M. Ibrahim</i>
Designation: Educational Psychologist Registered to practise by the Health and Care Professions Council http://www.hcpcheck.org	Date: 20.10.24
HCPC registration number: PYL043132	Telephone number: 07741692863
Email Address: yakakaaliko@gmail.com	Address: Educational Psychology Service, West Offices, Station Rise, York, YO1 6GA

This report will be placed in XX's Educational Psychology file and copies sent to:	
Name	Role
Ms MX	(mum)
Ms CT	SENCo, CGPS