SEND

Special Educational Needs and Disabilities (SEND) Support Guide

2026-2027

Haringey LONDON

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Introduction

In Haringey, pupils with Special Educational Needs and Disabilities (SEND) are not just in the school; they are part of the school—they must have the same opportunity as their peers to benefit from the highest-quality teaching the school can provide. All teachers are teachers of SEND, and schools use distributed responsibility to ensure that they are inclusive places to learn and develop.

Meeting children's needs does not require a comprehensive understanding of every type of Special Educational Needs and/or Disabilities (SEND) in classrooms. Effective teachers of pupils with SEND are focused on learning more about the individual profiles of the pupils they teach and maximising their teaching effectiveness.

This guide has been produced by SEND Co-ordinators (SENDCOs) from local Haringey schools, working with specialist teachers, therapists, and children. It is designed to support all teachers and enable children to have access to high-quality teaching with carefully selected small group and one-to-one interventions. The provision described in this guide should be available in all Haringey schools and form their ordinarily available offer.

There are a number of other resources that will support teachers in meeting the needs of children with SEND, and these should be read in conjunction with this guidance.

Education Endowment Fund SEND Toolkit

- Evidence-based recommendations and practical ideas for supporting children with SEND (external link)
- The toolkit identifies five key approaches which are particularly well evidenced as having a positive impact. View the toolkit here (external link)

Haringey Core Standards

The local authority's expectation for the quality of provision for SEND pupils in mainstream schools. View the Core Standards on our SENDO Forms and Resources webpage.

Walkthrus

Walkthrus are a resource which provides evidence-based teaching strategies rooted in a deep understanding of how learning works. Each Walkthru breaks teaching techniques down into five clear steps. All Walkthrus which improve outcomes for learners will improve outcomes for SEND children as they are also learners. However, the resource has identified a number of techniques which are particularly helpful for children with SEND.

Meeting Children's Needs - Universal Provision

This provision benefits all children and forms the basis of high-quality teaching.

Teaching Strategies and Interventions (Universal)
• A non-judgemental environment of understanding of difference where all pupils feel valued and safe. • Seating plan that offers pupils good listening and visual access to the class teacher, support staff and their peers, takes account of group dynamics but also allows for flexible grouping within the classroom. • Pre warning of changes to activities, routines and staffing. i.e. visual timetable, tutor group, keyworker time. • Focus on key learning objectives of each lesson including opportunities to revisit and recap learning. • Whole class identification, pre teaching and word banks of topic vocabulary. • Instructions given in clear and accessible way for example given in short chunks using simplified language and clear sentence structure, stressing key words, repetition (using same or simplified language. • Adult support to check understanding of instructions and key concepts with appropriate resources; re-phrasing, recasting and reflecting language. • Varied and engaging activities to reinforce and practice key skills e.g games, quizzes, group projects, building in movement breaks to lessons. • Responsive adaptation of learning objectives or activities to encourage the pupil's engagement in the curriculum. • Explicit teaching of metacognitive strategies e.g reflecting on effective revision strategies, guided self-reflection. • In the moment, modification or disapplication of behaviour policy to meet pupil's needs • Rewards and praise used carefully to positively reinforce desired behaviours; Positive language celebrating individual achievements. • Whole class teaching of self-regulation, understanding and expressing emotions by using approaches such as 'Zones of Regulation' (primary). • Staff modelling and reinforcing specific social skills. • Access arrangements for national assessments and exams if pupil meets requirements • Sensitive and kind communication between home and school. • Appropriate support and encouragement for students to work autonomously, e.g., support to get started, checking-in, prompts and visual time reminders. • Staff modelling and extending expressive language. • The use of talk partners to rehearse what to say. • School trips and practical activities planned, and risk assessed well in advance to enable reasonable adjustments ensuring all children are included. • Buddy/befriender system or similar at play and lunch times to promote developing friendships and support social inclusion.

Environment & Resources (Universal)
• Calm and quiet to support listening, attention and communication. • Well organised, clearly labelled and consistent. • Comfortable, consistent lighting, minimal glare on teaching boards. • Curtains, carpets and wall displays optimise acoustics. • Accessible text and resources e.g. bullet points, clear fonts, remove unnecessary images and text, use of colour. • Visual supports for teaching for instance using gestures, pictures and props to aid listening and understanding; key information and vocabulary written down. • Planning and organisational supports e.g visual timer, writing frames, mind maps, checklists, model answer, success criteria. • Scaffolds to support independent learning e.g spelling dictionaries, spell checkers, alphabet strips, phonics mats, high frequency Word mats, working walls, number lines/squares, concrete apparatus, picture word banks, writing.

Haringey children with SEND say:

Don't make us do things during break or lunch we need to wind down.

Speak to us in private about why we are doing something

Make time to get to know us – show us that you can make mistakes

Be patient. Give us time. We need time to: Say want we want to say. Explain things. Understand what we are being asked to do. Finish our work.

Sometimes our brains are tired. This doesn't mean we are misbehaving

Don't put us on the spot in front of the class when we find things difficult

Haringey children with SEND say:

Give us 5 minutes to have a brain break and give us space when we ask for it

Keep sentences simple – say what you mean and mean what you say

Make sure all the adults in the class know our abilities

Be consistent with the rules and explain why they are, not just I told you so

Use our name so we know you are talking to us

Show us that you care. Don't judge us Don't shout at us. Think about how we might be feeling. Ask us how we are, that helps

Check we understand. Never just assume we do just because it looks that way

Trust us to work with our friends

Use pictures and real things that will help us to understand better – not just talking

Meeting Children's Needs: Targeted Provision

For provision to be effective it needs to be matched to the child's need, in addition to the features of high-quality teaching specified above. In Haringey for children in Y1-13, we think of children's needs in the following areas:

- Cognition and learning
- Speech, Language and Communication
- Social communication
- Social, Emotional and Mental Health
- Hearing
- Vision
- Physical & Medical

You can read more about this in the Haringey Banding document. Children often have more than one need so you should consider all their needs when planning for them. Haringey SEND services provide an extensive range of training to support staff to select and implement evidence-based intervention. You can find details of the training here in our 2025-2025 Inclusion Training Booklet on the SENDCO Professional Learning webpage.

If you require more support, then talk to your SENDCO who can also seek support from the Educational Psychology Service, the Educational Inclusion Service or their SENDCO Support Partner.

Cognition and Learning	
Environment and Resources (Targeted)	**Teaching Strategies and Interventions (Targeted)**
• Books at interest level e.g audio books, high interest books, being read to, graphic novels • Targeted, structured interventions groups to develop phonics /reading / spelling/maths	• Planned adaptation of learning objectives or activities • Planned use of technology such as iPads (talk and type), laptop, reading pen as appropriate • Small group pre-teaching of vocabulary and pre-reading of texts/books overseen by class teacher • Additional time to complete tasks • Opportunities to recap learning outside of the lesson in a small group • Short term precision teaching focused on a key skill

Speech Language and Communication	
Environment and Resources (Targeted)	**Teaching Strategies and Interventions (Targeted)**
• Use of non-verbal cues such as visuals and gestures • Vocabulary rich environment e.g. repetition and use of vocabulary with peers • Visual support for tasks if needed, including use of symbols as appropriate. e.g. Communicate in Print, Widgit on line, tick list of activities to complete	• Targeted intervention groups to develop skills e.g. listening, attention, social interaction, emotional literacy. Lego therapy, Attention Autism • Targeted small group interventions such as WellComm Infants and Primary, Early TalkBoost, TalkBoost KS1 and TalkBoost KS2, Colourful Semantics, Language link, NELI (EYFS) delivered by appropriately qualified staff • Small group support for learning new concepts and key vocabulary, including pre teaching, word maps (Word Aware) and making links with real experiences. • Group teaching of explicit attention and listening skills. • Reduced pace of teacher talk and Additional time to process oral information and prepare answers • Planned opportunities for specific students that support communication throughout the day, such as talk partners/structured group discussions. • Encourage and support pupils to indicate when they have not understood and to develop 'ask for clarification' skills

Social Communication	
Environment and Resources (Targeted)	**Teaching Strategies and Interventions (Targeted)**
• A low arousal, communication supportive environment where language is positive and the use of signing, symbols, writing and other visual support are readily available • Staff team who are AET trained • Safe spaces and low arousal working areas within the sight of the teacher • Resources to support emotional regulation, e.g., class movement breaks and access to sensory resources such as ear defenders, focus aids, happiness boxes, opportunities to explore special interests	• Trusted relationships with staff and peers where all students feel they can be their authentic selves including acceptance of, and understanding the importance of stimming, and other ways of emotionally regulating • A good understanding of the pupil's emotional needs and how they regulate themselves e.g. they may not show when they are anxious, stimming. • Celebrating individual achievements that is evidence based and written/recorded with pictures • Planned activities around special interests • Personalised preparation to create certainty for transitions, unexpected changes, new activities including the use of visuals, social scripts, visual timetables, photographs and flow charts of what to expect • Planned support for break and lunch times, such as buddy/befriender system or opportunities to attend interest clubs

Social Emotional and Mental Health	
Environment and Resources (Targeted)	**Teaching Strategies and Interventions (Targeted)**
• Staff team who are attachment disorder and trauma informed/ trained (Training can be accessed from the Anchor project or educational psychology service) • A quiet work area within the sight of the classteacher and resources to support focus and attention • Safe spaces and low arousal working areas within the sight of the teacher	• Planned behaviour policy modifications or disapplications to meet pupil's needs. • Clear, structured and positive individualised behaviour management plan in place, which is led by class teacher or pastoral manager, shared with and followed consistently by all staff • Time-limited movement/rest breaks to manage own emotions, self-regulation within the supervision of the teacher • Responsive teaching including additional or alternative in class activities to encourage the pupil's engagement in the curriculum. • Identified safe adults who can be easily located on demand • Focused adult support for group work, managing challenge, reinforcement of positive learning behaviours. • Short term small group structured emotional literacy, social skills interventions such as ELSA, Lego Therapy, Zones, Talkabout • Access to school-based mental health support e.g Place to Be, Trailblazers, Kooth, Open Door

Hearing	
Environment and Resources (Targeted)	**Teaching Strategies and Interventions (Targeted)**
• All relevant staff to have specialist deaf awareness and access training and be deployed appropriately (Training can be accessed from the Hearing Support Team) • Recommendations from specialists are included in classroom practice and pupil's support plan, e.g. appropriate seating position away from background noise and with a clear view of speaker, use of radio aids and sound field systems, careful consideration when choosing media/visual resources including use of subtitles on all media resources • Hearing profiles and audiological information provided by appropriate specialists and shared with relevant staff including supply teachers and lunch time supervisors • Adult who understands and can support with managing, monitoring and troubleshooting hearing aids and other assistive devices and takes responsibility for keeping equipment safe and secure when not being used • Access to spare batteries in school • Effective use of additional listening devices such as radio aids • A quiet area to work in when needed to minimise listening fatigue	• Where hearing aids are issued encourage pupils to wear them consistently and are supported to become independent in maintaining their hearing technology • Help with acquiring, comprehending and using chosen means of communication in structured and unstructured situations • Encourage whole class discussion with consent from the deaf pupil, about hearing loss and use of listening devices to support their self-esteem. • Pastoral/mentoring support from school and visiting specialist teacher for understanding sensory needs and its implications, the use of specialist equipment, promoting self-advocacy and independence. • Specific teaching of social, language and interaction skills with their peers outside of the classroom in specific intervention groups as required. • Additional short term small group work to reinforce understanding of instructions, new vocabulary and concepts

Vision	
Environment and Resources (Targeted)	**Teaching Strategies and Interventions (Targeted)**
• All relevant staff to have specialist vision loss and access training (Training can be accessed from the Vision Support Team) • Vision profiles provided by appropriate specialists and shared with relevant staff including supply teachers and lunch time supervisors • Classroom environment & common school areas with minimal clutter to ease mobility • Classroom displays in an accessible format, e.g. large visuals, tactile where possible, auditory options where possible • Assistive technologies, including magnifying technology and the use of screen sharing technologies to enable access to content on separate devices (these may be provided by VI Team) • Large print resources using a sans serif font, such as Arial, with good quality print using high contrast and minimal visual clutter • A range of reading materials and adapted equipment, e.g. larger print books, kindle, iPads, audiobooks, talking calculators, scales, high contrast PE equipment	• Pupils given the option to sit where best suits their vision • Extra time to complete tasks and 'rest breaks' within the classroom to reduce the effects of visual fatigue • Pastoral/mentoring support from school and visiting specialist teacher for understanding sensory needs and its implications, the use of specialist equipment, promoting self-advocacy and independence. • Planned reinforcement/skill-development activities as required, e.g. verbal reinforcement, tactile and kinaesthetic materials, real objects and specific IT support

Physical and Medical	
Environment and Resources (Targeted)	**Teaching Strategies and Interventions (Targeted)**
• Flexibility in school uniforms for pupils with physical or medical needs being allowed to wear easy to manipulate clothing etc • Up to date medical care plans which have been written with parents and medical professionals that all staff are aware of • Environment supports and adjustments for independence e.g, resources are accessible, adequate space between tables to enable ease of movement. • Pencil grips or writing slopes as required to support writing • Alternative methods of recording, including access to a laptop or tablet and easy-to-access software such as Clicker, if necessary • Access to training cutlery • Access to disabled access toileting facilities	• Careful planning to help pupils keep up with any missed learning opportunities due to ill heath, medical appointments • Support to manage medical conditions such as monitoring blood sugar levels • Support to cut up food and to open packets and containers if required • Generalised therapy programmes and recommendations from specialists that can be incorporated into the school curriculum. • Short term focused support to learn to self-manage own medical conditions such as responding to low blood sugar levels or to warning signs of a seizure • Adult support to check for correct use of adapted equipment

Meeting Children's Needs: Specialist Provision

Despite universal and targeted provisions, a small number of children do not make adequate from their starting points.

Environment , Resources and Teaching Strategies and Interventions
A bespoke programme tailored to the child's needs. A multi-agency team e.g. with therapists, psychologists and/or specialist teachers will identify the child's barriers to learning, individual outcomes and the personalised provision. This will be implemented by the school. An Education, Health and Care needs assessment may be required when the provision needed to achieve their outcomes exceeds the ordinarily available offer.