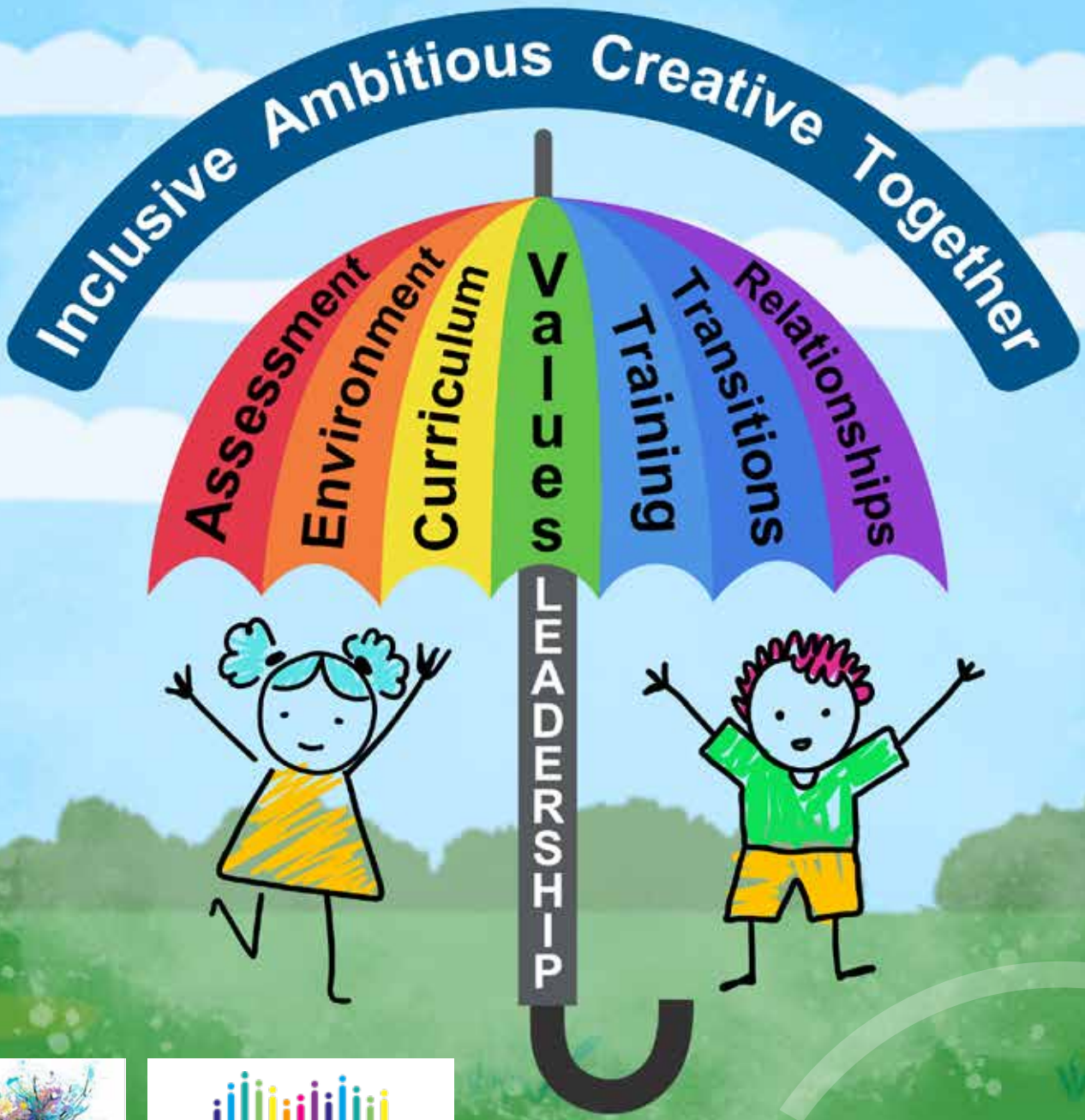
NORTH YORKSHIRE COUNCIL

The Inclusive Mainstream Toolkit Parent Guide



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NORTH YORKSHIRE
WORKING TOGETHER FOR POSITIVE CHANGE

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Introduction

The purpose of this guide is to provide parents and carers with an overview of The Inclusive Mainstream Toolkit, which may support and inform your discussions with schools about provision which is ordinarily available to support children and young people in mainstream schools across North Yorkshire.

This guide has been developed in collaboration with our North Yorkshire parent partnership groups and supports the Local Area Special Educational Needs and Disabilities Strategy 2023-2026.

Please note that more information is provided in the full version of The Inclusive Mainstream Toolkit, which is available within the local offer.

SEND Local Offer | North Yorkshire Council

The Inclusive Mainstream Toolkit

The full Inclusive Mainstream Toolkit is divided into two sections and sets out a range of principles and approaches that should ordinarily be available for all children or young people with additional needs in North Yorkshire mainstream schools dependent on need.

Section 1

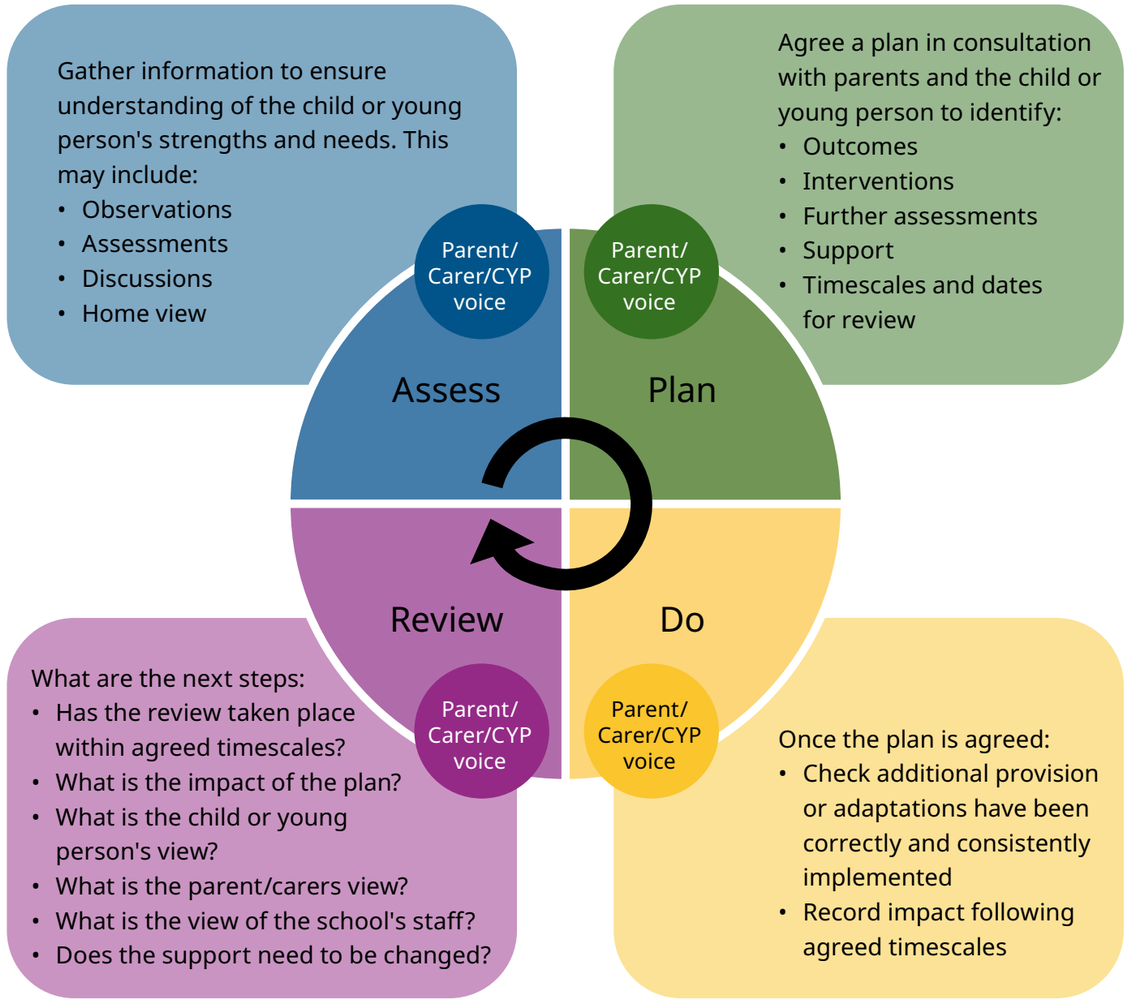
The first section is a tool for school leaders which outlines the key inclusive principles to support whole school development and has been divided into the following sections:

- Safeguarding
- Early Years Foundation Stage (EYFS)
- Assessment and Individual Planning
- Expectations and Values
- Leadership and Management
- Curriculum Implementation
- Learning Environment
- Relationships and Behaviour
- Transitions
- Skills and Training

The inclusive principles within these sections provide guidance on the whole school SEND strategy and what this could look like in practice. The teachers' standards and OFSTED framework are also referenced for school leaders to be able to easily link with school development documents and professional development for staff.

How do schools support children and young people with SEND?

The school or setting use a continuous cycle of support approach called "Assess, Plan, Do, Review". This is sometimes referred to as the graduated approach, recommended by the SEN Code of Practice,2015. This is to ensure that the right support is in place to meet your child/young person`s SEND at the right time.



Following school assessments, your child or young person may have additional interventions. In most cases, this will be provided by the school from within the resources they receive to support children and young people with SEND. When a child or young person has been identified as having SEND, schools take action to remove barriers to learning and put 'additional to and different from' special educational provision in place. This is known as SEND Support.

The strategies and resources detailed within Section 2 of The Inclusive Mainstream Toolkit can be used by schools as part of this graduated approach. This cycle of support will be revisited in increasing detail, to identify the best way of securing good progress for children and young people. Throughout the process there is a collaboration between yourself, your child or young person and the school. These views will be at the centre of any discussions about learning arrangements during review meetings.

Section 2 - The Four Broad Areas of Need

In North Yorkshire, our aim is for all children/young people with SEND/additional needs and their families to feel well supported and have positive experiences in school; to make this happen they need to access the right support in the right place at the right time. For most children and young people their needs are best met within their local mainstream school with their peers.

Although there are a range of strategies suggested in Section 2, it is important to note that all learners are different and have their own unique strengths and needs. Not all strategies or interventions will be effective for all learners, and not all should be provided at the same time as this may cause overload for the child or young person.

It has been separated into the four broad areas of SEND need, as detailed in the SEND Code of Practice, 2015; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and/or Sensory Needs.

Barriers to learning have been identified with strategies and approaches to support the child/ young person. While the barrier descriptors relate to the four areas of need, it should be noted that a child or young person may have needs that don't fall neatly into one area. It is not expected that any child/young person would need all the interventions listed in the strategy tables, but the use of an effective graduated response cycle may reduce barriers to learning.

If you have a concern about the provision in your child/young person's school or setting speak to the school`s Special Educational Needs and Disability Coordinator (SENDCo). For further information visit the local offer website: [SEND Local Offer | North Yorkshire Council.]

Barriers to learning: What might you see?	Strategies/Recommendations/What could you do?	Resources/links to support
Attention and listening A limited attention span	• Check hearing has been tested – don`t assume that because they aren't looking at you that they are not listening or hearing you – check understanding first. • Use t…ntion. • Use t… • Use e…ication.	Progress checks and what to look for: C and L research

Check in this section for the barrier to learning for the child or young person

Check in this section for strategies that may help the child or young person overcome the barrier

Additional resources that may support the strategy are listed here

Communication and Interaction

Some children and young people have speech, language and communication (SLCN) needs which make it difficult for them to use, understand and process language and to communicate and socially interact effectively with others.

Planning, Organising and Multi-tasking support	Peer Interaction and maintaining friendships support
• Ensure that tasks are broken down into manageable sections. Use a timer/alert or regular prompts to track the time on a task (Task Analysis). • Use an interesting hook to get the children and young people engaged in the task at the start to motivate them to continue i.e. Using a special interest. • Prepare for change using visual timetables or countdowns and prompts. • Use mind maps and/or word maps to visually link concepts and work plans together.	• Use social stories™ /scripts and social articles (for older pupils) to breakdown social situations. • Be clear with expectations and use consistent language at home and school. • Provide opportunities for supported social interactions/social group activities in quieter, safe environments e.g. an alternative space at lunchtime/club. • Support using comic strip conversations to help rephrase comments and draw their attention to the impact on others by explaining how the others felt in that situation. Work on linking emotions to feelings and seeing situations from another person's perspective.
Saying what they want and being understood support	**Spoken Language that they hear or read support**
• Encourage and support pupils to contribute to class discussions. • Provide access to pictures and symbols as a means of communication; those who can communicate verbally may still find this beneficial as in times of stress and dysregulation they may struggle to use their voice to communicate effectively. • Use a total communication approach – e.g. use of Makaton, gesture, visuals. • Ensure all communicative attempts are supported and celebrated. • Recognise behaviour is communication. (See SEMH section).	• Slow down your pace and rate of speech by half to increase the chances of processing and understanding. • Use consistent language at home and in settings – e.g. lunch or dinner. • Consider how many information carrying words i.e. reduce the number of words required for a sentence to be understood. Keep it simple! • Pre-teach key vocabulary using a multisensory approach and first-hand experiences. • Consider managing, reducing, removing demands, where at all possible.

Attention and listening skills support

- Use their name to cue them in to verbal instructions to gain attention.
- Use interests to engage them.
- Allow time to process instructions and information.
- Provide instructions and information in an alternative format, for example a copy of slides on the desk as well as on the screen, or visual step by step instructions.

Questions to support conversations with school/setting

1. Which of the strategies above are being used with my child/young person and how are these being monitored for effectiveness?
2. Have the staff had training in basic communication and interaction strategies i.e. using visual supports/giving time for processing instructions?
3. What strategies would be beneficial for me to use at home with my child/young person and can school help me to ensure they are consistent?
4. How will I know that my child/young person is making progress using the strategies used?

For the full range of strategies please see The Inclusive Mainstream Toolkit or SEND Local Offer | North Yorkshire Council

Cognition and Learning (C and L)

Some children and young people learn at a different pace than others their own age. They may have needs that require support with organisation and memory skills or have a general or more specific need affecting one part of their learning such as English (reading, writing) or Maths.

Support with Gross and Fine motor skills support	Speaking and listening skills support
• Handwriting practice using a multisensory approach e.g. a sand tray writing, spraying letters using shaving foam, using chalk on the playground, using a variety of pens. • Gross motor skills practice e.g. fun activities on balance/ wobble boards. • Pencil grip support e.g. pencil grips or writing slopes.	• Visual prompt cards to support language e.g. key vocabulary, now and next, visual timetables, gesture, signing. • Extra time given to process what has been said by adult (10 seconds). • Keep instructions simple e.g. one step at a time.
Writing Skills Support	**Maths Skills support**
• Writing supports e.g. sentence starters, mind maps, IT to voice record ideas or work in draft form by typing in Word, Google Docs, Clicker etc . • Group writing / Paired writing approaches.	• Maths skills practice e.g. small group teaching of vocabulary, specific targets and key concepts, daily practice activities. • Teach and model how to use concrete resources e.g. counters, beadstrings, numberlines, money, numicon.
Executive Functioning - Memory	**Reading Skills Support**
• Visual aids to support verbal instructions. • Provide opportunities for repetition and practice of key skills and new tasks. • Reduce demand by scaffolding activities e.g. spellings provided.	• Paired reading. • Use a child or young person's interests (e.g. sports, song lyrics, rap battles, recipes, instruction booklets for toys, comics). • Access to reading-age and interest-level appropriate texts.
Questions to support conversations with school/setting?	
• Are you providing any visuals or resources to support my child/young person's understanding in class? • Which key skills is my child or young person currently practising? • Is there anything that I can do to support learning at home? • Are there any interventions, adjustments or strategies in place to support my child or young person's learning? • Are assistive technologies or multi-sensory teaching methods being used to support their learning?	

Social, Emotional and Mental Health support

Some children and young people may need support managing relationships with other people, can be withdrawn and isolated, or respond in ways that may disrupt their own and others' learning.

Wellbeing	Barriers to engagement
• Create a safe and supportive classroom environment where children and young people feel comfortable expressing their feelings and they are able to seek help when needed. • 'Meet and greet' at the start of every day or lesson as appropriate to build emotional capital. • Encourage healthy lifestyles through active participation in sports and a healthy, balanced diet. • Encourage children/young people to build positive relationships with peers and adults by modelling this and encouraging its practice between peers. • Plan a range of opportunities for social and emotional development. • Explain emotional regulation skills and allow time to practice.	• Use positive regard strategies to build positive relationships. For example, instead of "that's wrong", say "that's an interesting try! Let's think about it another way" or instead of "you need to work harder", say "I love how you're trying! Let's see if we can figure it out together". • Use positive reinforcement of expectations through verbal scripts and visual prompts e.g. if you want students to raise their hand before speaking, find a student getting it right and saying "I love how you raised your hand! That helps everyone take turns". • Use a structured approach to teaching social skills. • Plan for social and emotional learning to be woven throughout the curriculum. • A range of adapted opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time.
Barriers to regulation	**Barriers to accessing learning**
• Teach and demonstrate calming/self-regulation strategies, perhaps through co-regulation. E.g. breathing exercises, sensory techniques, 5,4,3,2,1 senses game, movement-based strategies, animal walks. • Create spaces for self-regulation to occur. • Express calmness through voice and facial expression. • Respond empathetically, validate feelings. • Seek the child or young person's voice, what do they want? • Place the student in the appropriate location in the class to facilitate quicker access to support.	• Establish clear time limits for finishing tasks. • Teach the child or young person to periodically step back and ask themselves "am I on task and paying attention?" or "what should I be doing now?" • Teach the child to look at their own performance and help them to develop strategies to improve. • Look for patterns and triggers to identify what may be causing stress or anxiety, e.g. is there a pattern in lesson subjects, times of the day, individual teachers or days of the week.

Risk taking behaviour	Questions to support conversations with school/setting:

• In the first instance refer to your organisation's Child Protection, Safeguarding and Prevent guidance.
• In any situation adopt a relational approach:
  • Listen and explain the limits to confidentiality.
  • Reassure the young person it is OK to talk about it.
  • Stay calm and don't judge the child/ young person for their actions.
  • Let them talk, don't ask leading questions.
	• What SEMH interventions does the school offer?
	• What support does my child currently access?
	• Have you noticed any common trigger points during the day where my child needed support?
	• What can we do at home to support the work you do in school to build my child's regulation skills?

For the full range of strategies please see The Inclusive Mainstream Toolkit or
SEND Local Offer | North Yorkshire Council

Sensory, Physical and Medical needs

Hearing Impairment (HI)	Visual impairment (VI)
Creating a deaf friendly environment: • The school should consider the learning environment to minimise background noise and ensure the child's seating position is appropriately considered. • Teachers and key staff to ensure they gain the attention and face the child or young person when speaking. • Teachers and key staff ensure that instructions are delivered clearly and at an appropriate level of language. • Teachers and key staff providing visual reinforcement to support learning and check in' with the child or young person to ensure they have understood the learning. • Teachers and key staff have made reasonable adjustments to the acoustics within the learning environment. • The school should ensure the child is supported to actively engage in a range of social communication opportunities, including paired activities, small group interactions, and whole-class discussions, as part of their learning experience.	**Creating a visual friendly environment:** • Staff should ensure that the classroom is well-lit, free from clutter, and organised with clearly labelled resources. • Teachers and other staff making sure there's good contrast between print and background colours, when making either paper copies or electronic presentations. • Staff consideration of where the child/ young person and teacher are sitting/ standing to ensure lack of glare, good lighting and optimal access to interactive whiteboards etc. • Staff should provide clear verbal explanations, narrating what is being written or displayed, and ensure they address the child by name before directing or instructing them.

Physical needs support	Severe and complex medical needs support
Develop core stability and gross motor skills – this could include: • The school provides physical activities to support development of gross motor skills such as throwing, catching or cross body exercises. • The school use supportive and developmentally appropriate equipment such as wobble cushions. **Promote the development of fine motor skills – this could include:** • Hand and arm exercise such as dough disco, threading and pincer grip activities are planned for the child/young person. • Grips for pencils, pens and paintbrushes are available to support the needs of the child/ young person. • Adapted scissors and cutlery are available.	**Use of correct guidance and planning for need – this could include:** • An Individual Healthcare Plan (IHP) should be produced through collaboration between the child/young person and their family, the educational organisation and health professionals. • Reasonable adjustments should be made in line with the Equality Act 2010. • Clear and robust communication with any external agencies providing support is vital. • Individual Risk assessments to be in place, where appropriate, and used to inform both daily practice and educational visits outside of school grounds.
Questions to support conversations with school/setting?	
• Do you have concerns about a child or young person's vision/ hearing? • Does your child or young person have a diagnosis of a vision or hearing impairment? • Does the school or setting have most recent guidance and support from the relevant healthcare team? • Has my child or young person been included in planning for their needs, asked about what strategies work well for them? • Are transitions around school adjusted to support their needs?	

For the full range of strategies please see The Inclusive Mainstream Toolkit or
SEND Local Offer | North Yorkshire Council

Parent and Carer's Frequently Asked Questions

1) Is there a requirement for schools to use the Inclusive Mainstream toolkit ?

Whilst there is no statutory requirement for schools/settings to follow The Inclusive Mainstream Toolkit, it is based on the guidance outlined in the SEND Code of Practice (2015) alongside evidence-based best practice recognised nationally that great schools use as part of their everyday teaching and learning. School and settings will use the associated school Self Evaluation Tool to identify and evidence their inclusive practice and this will be supported by NYC advisors and specialist staff.

2) What is the SEND Code of Practice?

The SEND Code of Practice is a statutory guidance document that provides policies and procedures for organisations working with children and young people with special educational needs and disabilities. It ensures access to a fair education regardless of learning needs.

3) How do you find the right section if the child or young person does not have a diagnosis?

As North Yorkshire is a needs-led county, the information in section 2 of the framework is divided into the four broad areas of need for each area. Barriers to learning are listed with corresponding strategies and recommended resources.

4) How do I know which parts of The Inclusive Mainstream Toolkit will work for my child/young person.

The framework is a menu of strategies and resources from which schools can select the most appropriate to meet an individual's additional needs. We would not expect a single child or young person to receive all the strategies from any of the sections. SENDCos will talk through what is likely to work best with class or subject teachers and yourselves. For example, children/ young people who find it very hard to change from one activity to another often benefit from the use of timers and now-next boards. However, another child might find this heightens their anxiety and would respond better to spoken reassurance. It is important to allow time for strategies to be embedded to see if they have an effect and to gain the views of the child or young person, they often surprise us with their insights into what helps them.

5) My child or young person behaves differently in school/at home. I am concerned that the school doesn't fully understand my child or young person's needs. What should I do?

In the first instance please contact the school SENDCo who will be able to discuss your child/young person's presentation and needs with you. It is quite common for children or young people to behave differently at home and at school and the SENDCo or school staff should be able to support you. Any information you can provide is going to be beneficial for staff in building a fuller picture of your child/young person's needs and will ensure that support is more effective at school.

6) What do I do if The Inclusive Mainstream Toolkit isn't used in school, or they don't agree with me on what I think my child/young person needs?

The SEND Code of Practice says that all schools must 'use their best endeavours to make sure that a child/young person with SEND gets the support they need'. Your first point of contact to raise concerns should be with your child or young person's class/form teacher and then, if you are not able to resolve your concerns, ask for a meeting with the SENDCo. The Inclusive Mainstream Toolkit can be used to support discussions with your child/young person's school/setting.

It could also be helpful to look at the school's SEND Information Report. This report will explain how the school delivers SEND support so it can be a useful place to start. It is reasonable to ask the school how they support your child or young person in accordance with the information they publish. It must be reviewed annually and published on the school's website.

7) What if my school says they don't have the financial resources to fund The Inclusive Mainstream Toolkit?

Many of The Inclusive Mainstream Toolkit strategies do not require additional funding to implement, but there may be costs of training and resources. North Yorkshire provides some elements of free training and advice which many schools can draw on.

8) Can my child/young person receive The Inclusive Mainstream Toolkit support if it is not included in their Education and Health Care Plan (EHCP)?

Yes, The Inclusive Mainstream Toolkit is for all children and young people, whatever their level of need. Sometimes section F of the EHCP includes strategies we have included in The Inclusive Mainstream Toolkit, such as 'using alternative methods of recording'. The difference for the child or young person with an EHCP is that the support and provision detailed must be delivered as it is a statutory document. Many of the strategies listed in the framework can also be used to support the child/young person as their needs develop or change.

9) Should schools include parents and carers in the cycle of support (graduated approach: Assess, Plan, Do, Review) and should they provide documentation detailing the support they are providing and progress made?

When a school or setting believes a child or young person would benefit from additional support, they should discuss this with parents/carers and begin the cycle of support (see page 5). This could be face-to-face or by telephone or virtual meeting. The SEND Code of Practice says that 'schools should talk to parents/carers regularly to set clear outcomes and review progress towards them' (para 6.65). It goes on to say that records of these discussions should be kept and shared with school staff, a copy given to parents/carers and stored securely on the school's record keeping system.

10) Can I use The Inclusive Mainstream Toolkit at home?

The inclusive practice principles and strategies included in the framework are intended for schools, however some of the strategies and resources may be helpful to you at home (See section 2 of The Inclusive Mainstream Toolkit). A good source of further information is to search on the North Yorkshire's Local Offer website, which links to the main services that are commissioned by North Yorkshire and provides specialist advice to our schools.

Useful Contacts:

General

SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

SEND Local Offer | North Yorkshire Council

Local Area Special Educational Needs and Disabilities Strategy 2023-2026

SEND Information Advice and Support Service (SENDIASS) | North Yorkshire Council

Short breaks for disabled children and young people | North Yorkshire Council

Welcome to NY Connect | NY Connect (northyorkshireconnect.org.uk)

What is FEAST - North Yorkshire Together

Children and family hubs | North Yorkshire Council

Parent Carer Voice | SEND support and information North Yorkshire (parentcarervoiceuk.org)

Communication and Interaction

Widgit Online

Autism education trust

Speech and language.org.uk

Online safety for children with SEND | NSPCC

Autism Central for Parents and Carers | Autism Central

Meeting the educational needs of pupils with a PDA profile (autism.org.uk)

How can I support my child with PDA? - Support for Parents from Action for Children

Cognition and Learning

Understanding the Strengths and Difficulties of Dyspraxia/DCD: a guide for parents (ed.ac.uk)

Libraries | North Yorkshire Council

Understanding the Strengths and Difficulties of Dyspraxia/DCD: a guide for parents (ed.ac.uk)

Clicker - Literacy Software | Crick Software

www.retrievalpractice.org **parents (ed.ac.uk)**

Social, Emotional and Mental Health

https://thegoto.org.uk/

Parenting and Family Support - Family Lives (Parentline Plus) | Family Lives

NHS Depression in Children and Teenagers

Mind - Depression

YoungMinds

Physical and Sensory

Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

Allergy guidance for schools - GOV.UK (www.gov.uk)

Supporting pupils at school with medical conditions (publishing.service.gov.uk)

Contact us

Online: **northyorks.gov.uk/contact-us**
By telephone: **0300 131 2 131** when prompted, please say 'SEND'

North Yorkshire Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

You can request this information in another language or format at **northyorks.gov.uk/accessibility**

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