

SEND Mainstream Guidance

Supporting children and young people who have special educational needs and disabilities (SEND) at SEN support in mainstream schools and settings

September 2018

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The Newcastle Promise

A city where we all share responsibility for providing the best educational opportunities for all our children and young people

We will:

- Create the sense of belonging in our schools, where children are proud of the present and ambitious for their future.
- Support and challenge each other so that no school or child is left behind.
 - Drive improvement, seeking excellence through equity.
- Work creatively, beyond institutional boundaries, to raise standards and maximise the learning opportunities for all.
- Build a collaborative learning community, sharing our success, innovation and evidence-based practice.



Introduction

This document describes the provision that should be normally available across all mainstream schools and settings for pupils with SEND.

Other Newcastle documents to support the planning of SEN provision in schools include:

- SEN Policy guidance (November 2017)
- SEN Information Report guidance (November 2017)
- Accessibility Plan guidance (November 2017)
- Annual SEN Report guidance (November 2017)
- SEND Review Framework (March 2018)
- SENCO Guide (2017)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Key Duties

| Code of Practice, DfE, 2015 | Equality Act, 2010 |
|---|---|
| <p>A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ol style="list-style-type: none"> 1. have a significantly greater difficulty in learning than the majority of others of the same age; or 2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions <p>A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.</p> | <p>A disability under the Equality Act is defined as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. For schools and services this means;</p> <ol style="list-style-type: none"> a) They must not discriminate, and they must make reasonable adjustments for disabled children and young people. b) Public bodies are also under wider duties to promote equality of opportunity. c) The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. d) Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. |
| <p>Key Duties</p> | |
| <ol style="list-style-type: none"> e) Part 3 of the Children and Families Act 2014 replaces Part 4 of the Education Act 1996. f) The EYFS is given legal force through an order and regulations made under the Childcare Act 2006. g) Duties towards children and young people may be covered by both SEN and disability legislation (SEND), however, not all children and young people with disabilities will necessarily have special educational needs. h) Detail of Equality Act duties that apply to schools is available in the Equality Act 2010: advice for schools, and Technical Guidance for Schools in England published by EHRC. i) Guidance on changes to legislation relating to children and young people with SEND has been published, August 2015, on GOV.UK. j) Section 66 of the C&FA, contains a key duty on the governing body, proprietors or management committee of a school to use their ‘best endeavours’ to secure special educational provision for all children or young people for whom they are responsible. This duty applies to all mainstream schools including; maintained and non-maintained, maintained nursery schools, 16–19 academies, alternative provision academies, further education institutions and pupil referral units. | |

Responsibilities

The LA is responsible for securing the provision of services which address the needs of all children and young people, including the most disadvantaged and vulnerable and their families and carers. A priority of the LA is to ensure that education is of utmost importance in realising positive futures for all children and young people in Newcastle. As part of achieving this aim, all schools are expected to provide for children and young people with SEND, and those who are vulnerable, within their own locality area. This is also in accordance with the Education Act and all partners in the education community have a role to play:

The Local Authority

There are many statutory functions that the LA carries out but in relation to children and young people with SEND, priorities include:

- Ensuring a sufficiency of provision for pupils with SEND and reviewing this annually (place planning).
- Publishing information on SEND funding and provision.
- Monitoring the progress of children with SEND.
- Providing information, advice and support to parents of children with SEND and young people themselves, including the provision of a statutory information, advice and support service (SENDIASS) along with mediation and resolution services.
- Planning for the statutory assessment of pupils, where agreed, and maintain and review education, health and care plans (EHCP).

In addition, a duty for local authorities is that of the local offer. This requires the LA to publish information about what goes on every day to support children and young people with SEND and how quality of provision is ensured. The local offer must include details of provision (both locally and outside the local area) that the LA expects is likely to be used by children and young people with SEND for whom they are responsible. The local offer has two key purposes:

To provide clear, comprehensive and accessible information about the support and opportunities that are available.

To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review. To further promote the local offer, the C&FA also obliges schools to include information on where the local offer is published, on their own websites (see appendix).

Governing bodies

All boards have legal duties in relation to pupils with SEND and these are set out in the Children & Families Act 2014 and statutory guidance on the SEND Code of Practice, jointly published by the department for education and the department of health.

Boards are also under a duty 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service. Boards providing auxiliary aids and services is part of the 'reasonable adjustments' duty.

In practice, the functions these duties require of the board can be delegated to a committee, an individual or to the executive leader; although the responsibility is still with the board itself to ensure that the functions are carried out. It should decide, with the executive leader, the school's policy and approach to meeting children and young people's SEND requirements, including those with and without Education, Health and Care (EHC) plans.

All boards have legal duties under the Children & Families Act 2014 and must have regard to the statutory guidance, 'the SEND Code of Practice: 0 to 25 years'. Academies must also meet these requirements by their funding agreement.

Boards providing extended services must also consider their duties under the Equality Act 2010; whether proposed extended services affect their functions and responsibilities towards their pupils, the users of these services or their employees.

When services are provided by a third party on schools' premises, either independently of the school or on behalf of the school, boards should establish who would be regarded as the service provider with the responsibility to make 'reasonable adjustments' and/or access improvements for disabled users, pupils or employees'.

Governors are also accountable for raising the questions about how their school is going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals and those who are more broadly disadvantaged, boys and girls, those of ethnicity and any who are currently underachieving.

Boards must (SEND Code of Practice references provided):

1. Co-operate with the LA in reviewing the provision that is available locally (Chapter 3) and developing the local offer (Chapter 4);
2. Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s SEND (para 6.2);
3. Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND (para 6.2);
4. Inform parents when they are making special educational provision for a child (para 6.2) ; 5. Ensure that arrangements are in place in schools to support pupils at school with medical conditions. (para 6.11);
5. Provide access to a broad and balanced curriculum (para 6.12);
6. Ensure that pupils from Year 8 until Year 13 are provided with independent careers advice (para 6.13);
7. Have a clear approach to identifying and responding to SEND (paras 6.14 – 6.63);
8. Provide an annual report for parents on their child’s progress (paras 6.64 – 6.51);
9. Record accurately and keep up to date the provision made for pupils with SEND (paras 6.52 – 6.58);
10. Publish information on their websites about the implementation of the board’s policy for pupils with SEND, the School SEN Information Report 28; (paras 6.59 – 6.83);
11. Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
12. Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCo) for the school. (paras 6.84 – 6.94);
13. Determine their approach to using their resources to support the progress of pupils with SEND (paras 6.95 – 6.99).
14. In addition, there should be an individual on the board or a committee with specific oversight of the school’s arrangement for SEND.

Governors Handbook, 2017

Schools

Schools have numerous responsibilities in relation to children and young people, the following being specifically in relation to those with SEND:

- Appoint a SEND governor, or a sub-committee with specific oversight of the school's arrangements for SEN and disability to have oversight
- of the arrangements for SEND in school
- Identify how many pupils in the school have SEND and ensure provision is made in accordance with the SEND CoP
- Know how much money the school receives in SEND funding and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
- Review and approve the SEND policy and any other relevant policies
- Monitor the progress of children and young people with SEND and ensure that the provision specified in EHCPs are made
- Ensure that SEND provision is integrated into the school improvement plan
- Publish on their website the school SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND
- Appoint a SENCO who is a qualified teacher
- Invest in whole school and targeted training for staff
- Ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND
- Provide information on school arrangements for SEND to parents and governors
- Consider pre-emptive arrangements for pupils (present and future) with a disability

Headteachers

The role of headteachers is to embed high standards across their school, within a self-improving school system. This is to raise aspirations and secure high academic standards for all children and young people, regardless of whether they have SEND. School leaders should review regularly how expertise and resources, used to address SEND, can be used to build the quality of whole-school provision as part of their approach to school improvement. Headteachers are expected to:

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

National Standards of Excellence for Headteachers, January 2015

Teachers

The teachers' role is to make the education of all their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences, teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their pupils.

Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions. In relation to all pupils, teachers are expected to:

- Be accountable for attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Adapt teaching to respond to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Fulfil wider professional responsibilities - deploy support staff effectively

Teachers Standards, 2011 (updated 2013)

Special Educational Needs Coordinators

All schools are required to have a special educational needs coordinator (SENCO). The SENCO must be a qualified teacher working at the school.

A newly appointed SENCO, where they have not previously been a SENCO, must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The SENCO has an important role to play, along with the headteacher and governing body, in determining the strategic development of SEND policy and provision in school.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who do and do not have EHC plans.

Schools should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching, to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within a school. SENCOs will be most effective in their role if they are part of the school leadership team.

Key responsibilities of the SENCO include;

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Being a key point of contact with external agencies, especially the LA and its support services
- Working with the headteacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Liaising with:
 - Designated teachers where a looked after pupil has SEND
 - Parents of pupils with SEND
 - Early years' providers
 - Other schools
 - Health and social care professionals
 - Independent or voluntary bodies
 - Potential next providers of education to ensure smooth transition

Teaching Assistants

The Professional Standards for Teaching Assistants were published in June 2016. They define high standards that can be applied to all teaching assistant roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of teaching assistants, and to position their role within a community of professionals including teachers and school leaders, all working together to improve outcomes for children and young people. In addition, the Education Endowment Foundation (EEF) 2015 reports on the best use of teaching assistants, usefully outlining these seven evidence-based recommendations:

Teaching Assistants: Seven Golden Rules

1. Teaching assistants should not be used as substitute teachers for low-attaining pupils
2. Use teaching assistants to add value to what teachers do, not replace them
3. Use teaching assistants to help pupils develop independent study skills and manage their own learning
4. Ensure teaching assistants are fully prepared for their role in the classroom through out of class liaison with teachers
5. Use teaching assistants to deliver high quality one-to-one and small group support using structured interventions
6. Adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction
7. It is important that what students learn from teaching assistants complements what they are being taught in the classroom

SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges. A resource for mainstream leaders, teaching and support staff working with pupils and students with special educational needs and learning difficulties and disabilities was published in 2017 (DfE, ASK research and Coventry University).

<http://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html>

The Teaching Assistant Deployment Review Guide: www.wholeschoolsend.com/content/ta-review-challenging-schools-improve-their-ta-deployment

Quality First Teaching

| Whole School | Expected Outcomes of School Provision |
|--|--|
| <ul style="list-style-type: none"> ✓ Relentless focus on whole school inclusive ethos and high expectations for all ✓ Effective strategic leadership ✓ Appropriate curriculum/provision is in place to meet assessed need (reasonable adjustments) ✓ The physical environment is adapted to meet the needs of pupils ✓ All staff make a positive contribution to pupil progress and achieving outcomes ✓ There is a plan for on-going continuing professional development (CPD) in relation to the needs of the pupils for all staff ✓ The school recognises, and responds to, the need for pastoral support for pupils with additional needs ✓ Effective measures are in place to deal with safeguarding issues | <ul style="list-style-type: none"> ✓ All pupils are included and can access the environment as independently as possible ✓ There is a strong team ethos that ensures proactive and collaborative working ✓ Parents demonstrate confidence with the school’s provision for pupils ✓ Staff training demonstrates confidence and the workforce implements their knowledge in practice ✓ There is inclusiveness and equality of opportunity for all pupils ✓ Effective strategies for pupils’ well-being leads to good relationships and inclusion across the school |

| Teaching & Learning | Expected Outcomes of School Provision |
|---|---|
| <ul style="list-style-type: none"> ✓ Staff working in school: ✓ Are aware of the additional needs of their pupils, understand the nature and impact of these and how to respond to them ✓ Differentiate to provide suitable learning challenges ✓ Ensure that pupils have opportunities to work in different ways, e.g. independently, in a variety of small groups and in pairs ✓ Ensure that collaborative learning and peer support is a feature of lessons | <ul style="list-style-type: none"> ✓ Pupils have their needs met ✓ Pupils make good progress ✓ Learning is generalised into different environments and contexts ✓ Pupils are confident to take risks in their learning further leading to better progress ✓ Pupils are supportive of each other, and the result is better relationships ✓ Pupils are self-aware and can identify areas of strength and challenge for themselves ✓ Pupils are skilled in working collaboratively and are supportive of others |

| Deployment of Resources | Expected Outcomes of School Provision |
|---|--|
| <ul style="list-style-type: none"> ✓ Resources are allocated appropriately to ensure additional needs are met ✓ Effective links exist with other relevant agencies, and teachers know when to refer for extra support ✓ Specific strategies, resources and provision are provided to overcome potential barriers to learning | <ul style="list-style-type: none"> ✓ Pupils make good progress as a result of appropriate resource allocation and use ✓ Pupils are supported in all aspects of their development leading to greater inclusion and participation ✓ Pupils make good progress leading to better life outcomes |

| Assessment & Review | Expected Outcomes of School Provision |
|---|--|
| <ul style="list-style-type: none"> ✓ An effective partnership with pupils and parents as part of assessment and review is evident ✓ Pupils are involved in the; <i>assess, plan, do, review</i> process, setting and reviewing targets and identifying their own learning strategies (minimum three times per year) ✓ A positive marking and assessment policy is in place ✓ School makes good use of appropriate external agencies and this addresses wider needs of pupils enabling individual outcomes to be met | <ul style="list-style-type: none"> ✓ Parents are confident in what school is undertaking and this supports generalisation of learning for pupils ✓ Pupils’ confidence leads to good or better participation rates ✓ Learners are helped to understand their own challenges and value their achievements |

Graduated Response

The SEND Code of Practice (CoP) suggests that there is a continuum of SEND and that, where necessary, increasingly specialist expertise should become involved.

The SEND CoP describes this as a graduated approach to addressing SEND (see appendix). Where a child or young person does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

Most needs in relation to SEND can be met within mainstream settings out of schools' own resources. If little or no progress is made through the 'assess, plan, do, review' approach school staff should consider seeking external support. At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement.

However, the SEND CoP is clear that the involvement of external specialists can also play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child with SEND continues to make little progress over time, even with the support of external specialists such as the inclusive education service, the school may consider asking the LA to undertake a statutory assessment of the child's SEND, through a request for an education, health and care assessment.

There is an expectation that interventions have been implemented for a significant period, e.g. two cycles of assess, plan, do, review (APDR), before a request for additional resources is made. Once this has been submitted, however, it does not necessarily lead to assessment and an education health care plan (EHCP).

This will be contingent on evidencing the support provided through the school's SEND provision over time, including external support and advice. There should also be evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school (Elements 1 & 2).



Four Broad Areas of Need

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|---|--|
| <p style="text-align: center;">Communication & Interaction</p> <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with autism are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> | <p style="text-align: center;">Sensory & Physical</p> <p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p> |
| <p style="text-align: center;">Social, Emotional & Mental Health</p> <p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.</p> | <p style="text-align: center;">Cognition & Learning</p> <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> |

Overview of normally available provision

The following information is intended to give an overview of the categories of special educational needs identified in the SEND Code of Practice, along with the types of interventions that could be used to address these. Examples of interventions and resources are also provided as a start point; although these need to be planned in relation to individual and/or cohort needs and may require adapting accordingly.

Examples of outcomes that may be sought are provided as an overview and, again, these should be adapted or expanded to meet individual needs. None of the lists are exhaustive or exclusive to the category of SEND in which they appear in the tables below. Rather, they could be used in various areas of development and skills building, given the right differentiation and targeting. Definitions of the SEND categories from the CoP have been included to provide an overview of the correct terminology for what is meant by different aspects of SEND.

Items in the vertical columns **do not match up** with items in the horizontal rows and this is intended. The reason is that many of the items in the vertical columns can correspond with any of the items in the other columns. The intention is not to be rigid but to provide ideas for development, which can be built upon, adapted and amended as required in order to develop more specific provision maps.

For further research-based evidence please see p.114-121 of 'SEN Support: Research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges'.

Communication & Interaction

| Pupils' needs | Intervention & targeted response | Outcomes |
|---|--|---|
| <ul style="list-style-type: none"> • Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction • Difficulties in understanding rules of politeness and manners e.g. may speak to Headteacher like a friend • Attention and conversation focused on own needs and interests • Extreme reactions, rather than a measured response • Problems with unwritten rules e.g. you don't talk in assembly • Problems with subtle social rules e.g. those governing dating and sexual relationships • Unable to cope with close proximity to others • Physical outbursts if stressed, • Echolalia, rather than meaningful language • Lack of response inhibitions, e.g. can't wait, shouts out, runs off | <ul style="list-style-type: none"> • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class • Clear rewards and sanctions – including motivators • Overt expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills • Whole school awareness and training • Regular mentor support, including adults or peers • TEACCH approach • Access to time out area or distraction free environment • Regular, short sensory breaks • Small social skills and/or friendship group with baseline assessment • Building block based therapy • Paired or 1:1 curriculum tasks with differentiated support | <ul style="list-style-type: none"> • Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour • Pupil can calmly and independently move around the school at key changeover times • Reduction in distressed behaviours • Skills learned in social group applied to school situations |

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|---|---|--|
| <ul style="list-style-type: none"> • Literal understanding of language- struggles to understand sarcasm/humour/idiom/metaphor • Physically challenging behaviour • Unusual reactions to sensory stimuli • Difficulties with independence skills, such as dressing, toileting, eating • May seem to have a phobia of speech with some adults. The SMIRA website gives resources for children and young people with selective mutism | <ul style="list-style-type: none"> • Individual work station and individual visual timetable • Individualised programme, including interventions supported by the SENCO/outside professionals • Specific interest clubs • Comic Strip Conversations and/or Social Stories | <ul style="list-style-type: none"> • Greater participation at playtime with less adult intervention • Able to access the mainstream curriculum with support • Reduced frustration • Improved mental health |
|---|---|--|

| Suggested Resources | Links |
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| <ul style="list-style-type: none"> • Visual timetables, schedules & prompts • TEACCH work system • First / next board • Simple Social Stories • Role-play scenarios • Buddy system • Circle time activities • Structured lunchtime/break activities • Monitoring cards, e.g. traffic lights or rating scale • Time-out system/safe place to retreat to • Visual prompt cards, e.g. take turns, stay on topic • Emotions cards and activities • TA/Mentor time • Play scheme helper • Personalised learning station | <ul style="list-style-type: none"> • Exit strategy/card • Time to Talk programme • Socially Speaking • Talkabout • Developing Social Communication Skills • High level of TA support • Specialist team involvement • Alternative teaching space • Building Block Based Therapy groups • Barrier games • Intensive interaction approaches • Training for staff in social communication difficulties • Social Stories • Comic Strip Conversations • The SMIRA website gives resources for children and young people with selective mutism http://www.selectivemutism.org.uk/ |

| Language | | |
|--|--|---|
| Pupils' needs | Intervention & targeted response | Outcomes |
| <ul style="list-style-type: none"> • Difficulty when <i>saying</i> words or sentences • Difficulty <i>understanding</i> words or sentences • Difficulty following/processing instructions • Short attention span • Comprehension and/or decoding affected in literacy • Considerable difficulties with receptive and/or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty understanding words, sentences and instructions • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating a spoken sentence • Severe difficulty understanding words, sentences and instructions | <ul style="list-style-type: none"> • Ensure you have the pupil's attention before giving an instruction • Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding of classwork and homework tasks • Model correct sentence usage • Visual support across the curriculum • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way • Guided reading for decoding and comprehension, especially inference • Whole school awareness and training • Language groups for vocabulary, verbs, negatives, questioning, reasoning • Vocabulary teaching with phonological/semantic cues • Use of information carrying words when giving instructions • Targeted comprehension group • Concept development programme • Individualised Language Link or S&LT programme • Use of Makaton signing by staff • Individual vocabulary wordbook | <ul style="list-style-type: none"> • More contributions to class and group discussions • Expanded oral and written sentences • Increased confidence • Improved listening and attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of lesson content leading to better progress • Enhanced reading comprehension • Correct usage of grammar, e.g. plurals and tenses • Shift from spoken phrases to sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding and/or inference • Ability to follow longer instructions • Improved words and sentences • Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access |

| Suggested Resources | Links |
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| <ul style="list-style-type: none"> • Colourful Semantics programme, including using cards for sentence extension • Communicate in print vocabulary cards • Good listening prompts • Making & breaking word activities • Communication Cookbook • Language for Thinking • Speaking and Listening Through Narrative Intensive interaction approaches • Non-literal language, idioms, jokes etc. • Concept signs and symbols • S&LT programme & advice • Makaton training for adult • Communicate in Print for curriculum differentiation • Individualised Language Link programme • Talk Boost for EY, KS1 or 2 is an evidence-based programme for schools to deliver. Training and resources can be purchased from IES (see useful links for website address) | <ul style="list-style-type: none"> • Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs • Languagelink/Speechlink is an online assessment system which can be used to screen speech and language skills in primary and secondary. For more information see useful links section. • The Communication Trust Primary and Secondary school age progression tools may be used to assess language skills – Universally Speaking • The AET progression tools can be used to assess and track progress and set objectives. • Specialist support and interventions e.g. Educational Psychologists (EPs), SENTASS |

| Speech | | |
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| Pupils' needs | Intervention & targeted response | Outcomes |
| <ul style="list-style-type: none"> • Speech that is sometimes difficult to understand • Decoding often poor in literacy • Speech difficulties are impeding literacy development • Speech may be incomprehensible to an unknown adult or peer • Specific difficulties in hearing or perceiving speech, particularly in distracting environments • Speech difficulties have a significant impact on literacy • Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs | <ul style="list-style-type: none"> • Provision of a quiet workstation • Application of specific speech targets during the day in a quiet environment • Attention and listening activities • Oral blending and segmentation linked to reading and spelling • Targeted speech group • Specific phonemic awareness programme linked to letters • Segmentation activities linked to topic and functional vocabulary • Speech cueing system, if advised by S&LT, e.g. cued articulation • Alternative or augmentative communication (AAC) system- low or high tech, designed by S&LT • Total communication approach including Makaton signs, symbols and gestures to communicate needs • Individual programme, provided by S&LT • Consistent support from teacher and TA to reinforce speech sounds throughout the day • Total communication training for staff • Support to develop peer relationships and participate in group work when intelligibility is a problem | <ul style="list-style-type: none"> • Correct pronunciation of sounds in some situations • Segmentation of spoken words • Improved production of speech sounds (these still need to be applied throughout the day) • Some segmentation of vocabulary – syllables, rhyme, phonemes • Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level |

| Suggested Resources | |
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| <ul style="list-style-type: none"> • Letters & Sounds (Phase 1) • Talk buttons or talking postcards • Phonological awareness activities linked to speech production | <ul style="list-style-type: none"> • Home/school book/objects of reference box to aid understanding of • Phonics programme with strong phonological awareness component • Advice from Speech & Language Therapy, Educational Psychologists (EPs), SENTASS |

Cognition & Learning

| Pupils' needs | Intervention & targeted response | Outcomes |
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| <ul style="list-style-type: none"> • Low levels of attainment • Phonological and short-term memory difficulties • Difficulty acquiring new skills (particularly in literacy and numeracy) • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration and/or aggressive behaviours • Difficulties involving specific skills such as sequencing, ordering, word finding | <ul style="list-style-type: none"> • Pupil's name and eye contact established before giving instructions (unless autism is present/suspected) • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new/difficult vocabulary • Pre-teach vocabulary and key concepts • Check for understanding • Consistent use of positive language • Jot down key points/instructions • Give time before response is needed • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills including worked examples • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments e.g. working walls, word mats • Teaching of functional Skills • Activities to support life skills • Targeted/structured literacy and numeracy programmes • Computer intervention programmes • Develop touch typing • Study skills | <ul style="list-style-type: none"> • Increased access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Improved engagement and desire to learn/motivation • Increase range of secure concepts • Able to apply strategies of what to do when unsure or unclear about learning • Able to predict/recount content of lesson • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self esteem • Reduction in anxiety |

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| <ul style="list-style-type: none"> • Difficulty forming concepts particularly when information is more abstract • Limited skills in verbal exchanges • Avoidance strategies • Low self-confidence/esteem • Episodes of dis-engagement | <ul style="list-style-type: none"> • Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording • Teach note taking and shorthand ways of recording information e.g. use of bullet points • Teaching memory strategies • Additional time for key curriculum areas • Access arrangements for tests and exams • Avoid rote learning, instead aim to improve understanding of concepts • Involve the pupil in discussions about how they learn and approach tasks • Track back to skills taught earlier on in school life • Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics | <ul style="list-style-type: none"> • Decrease in number of frustrated and/or aggressive behaviours • Improved listening and attention • Increased self-confidence and self-esteem • Improved social inclusion • Positive response from pupil voice • Improved attainment |
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| Suggested Resources | |
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| <ul style="list-style-type: none"> • Flexible grouping • ACE dictionary • Laptop/iPad • ICT resources e.g. Clicker 6, Textease, Texthelp, Wordshark, Nessy, Lexia, IDL programme, Docsplus • Electronic reader pens • Vocabulary cards • Writing frames • Spellcheckers • Visual prompts • Modified resources • Alternatives to copy writing • Individual whiteboards for drafting • Cloze passage • Writing frames • Letters & Sounds • Circle time • Buddy systems/study buddies • Clear rewards and sanction systems • Coloured resources e.g. paper, overlays for reading • Reading rulers and Number lines • Numicon | <ul style="list-style-type: none"> • Brain Gym/Brain Training • Music to aid concentration and focus • Range of specialist IT equipment e.g. keyboarding skills, • Use of specialist programmes to make resources e.g. Communicate in Print • Reading programmes e.g. Rapid Reading • Range of specialised programmes e.g. Sound Linkage, Catch-Up Literacy • Digital worked examples e.g. @GuerrillaEd • Evidence-based interventions such as Read, Write Inc. Lexia/Lexion • Units of Sound • Voice recognition software e.g. Dragon Dictate • ICT resources to support reading and writing e.g. Read Write Gold, mind mapping • Working memory resources/training e.g. Memory Magic, CogMed, Memory Fix, Jungle Memory • Visual perception activities e.g. Eye Can Learn • Specialist support and interventions e.g. Educational Psychologists (EPs), SENTASS |

Social, Emotional & Mental Health

| Pupils' needs | Intervention & targeted response | Outcomes |
|---|---|---|
| <ul style="list-style-type: none"> • Experiencing difficulty in remaining on task, inattentive • Inability to follow instructions and routines • Presenting as significantly unhappy anxious or stressed • Seeking frequent adult support/attention • Frequent low-level disruptions • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion • Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful • Poor or sporadic attendance • Vulnerable to bullying, manipulation or exploitation • Significant fluctuations in mood and increasing | <ul style="list-style-type: none"> • Implementation of a whole school framework to support social emotional and mental health such as Thrive, Mindfulness or Positive Behaviour Support. • Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) • New or inexperienced staff have access to departmental/key stage colleagues support • Well evidenced systems to track progress and monitor both learning and social emotional wellbeing and associated behaviour. • Differentiated and additional learning activities to engage and motivate • Flexible and creative use of rewards and consequences e.g. 'catch them being good' • Identify and build on preferred learning styles • Positive language to re-direct, reinforce expectations e.g. use of others as role models • Environmental adaptation e.g. social seating and proximity to teacher • Time out systems within the classroom • Limited choices to engage and motivate • Peer support systems • Increased structure, routine and guidance • Reward chart/system • SENCO to facilitate identification of hidden learning needs e.g. anxiety, depression or ADHD • Small, carefully thought-out group settings or one-to-one working e.g. talk, listen and reflect • SMART targets linked to need • Pupil and parent involvement | <ul style="list-style-type: none"> • Whole school practice that is positive and restorative and aids resolution of conflict peacefully • Improved staff confidence in managing behaviour that challenges • A sense of belonging • Pupils that feel safe in school • Reduced risk-taking behaviour • Confident and resilient learners • Emotionally aware pupils who can self-regulate • Pupils with a positive perception of self • Positive engagement and participation in learning • Increased levels of independence within pupils • Improved concentration and attention • Positive social interaction and relationships with others resulting in improved friendships and relationships • Able to work collaboratively and independently • Self-aware reflective learners |

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| <p>unpredictability over attitudes to learning tasks</p> <ul style="list-style-type: none"> Engage in bullying type behaviours Uncooperative or defiant Demonstrations of behaviour that challenges Placing self or others at risk of harm Frequent exclusions Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self-harm) Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours) | <ul style="list-style-type: none"> Regular home/school planner A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time Video Interaction Guidance Reinforcement of expectations through verbal scripts & visual prompts Class and school mediation strategies e.g. restorative practice Calming scripts, including for example, use of ‘thinking time’ Identify, highlight, understand and build on areas of progress. Progress is monitored and reviewed, with constructive feedback ‘Feedback’ is used to collaborate and plan with parent /carer Experienced learning coaches/mentors/key workers support the group/individual Emphasis on social emotional engagement, safety and learning Nurture Group or small group intervention Pastoral Support Plan for children who are at risk of disaffection and exclusion Enhanced personalised provision e.g. social and health education programmes Use of self-management programmes to develop skills, confidence and engagement Personalised programmes for managing and controlling emotions and the resulting behaviour Interventions such as art/play therapeutic approaches Advice and guidance from outside agencies Highly personalised curriculum and/or work experience placements and commission off-site alternative provision | <ul style="list-style-type: none"> High aspirations of self and can-do attitude to achieving goals Reduction in feelings of anxiety, fear, anger Risk assessments and care plans that are co-produced with parents and the child. Clear emergency procedures and care plans shared with staff, parents and pupil Able to identify emotions that are both comfortable and uncomfortable Better able to manage uncomfortable feelings such as anger Good attendance Positive educational and social outcomes Accelerated progress and good levels of attainment Improved emotional and mental health Decrease in incidents of high level challenging behaviour leading to more participation |
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Suggested Resources

- Strengths and Difficulties Questionnaire
- Boxall Profile
- Emotional Literacy (GL Assessment)
- Thrive Assessments – LA licenced to provide individual Thrive assessments
- SEMH resources within Section 2 of SENCO Guide 2017
- Specialist support, advice and interventions e.g. Educational Psychologists (EPs), Vulnerable Learner adviser

Sensory & Physical

| Pupils' needs | Intervention & targeted response | Outcomes |
|---|---|---|
| <ul style="list-style-type: none"> • Hearing loss – severe, moderate or mild • Missing or mishearing spoken information • Attention, concentration, listening and speech development affected • Expressive and receptive skills Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Impaired auditory perception • Difficulty listening at a distance of more than two metres from the speaker • Listening/lip-reading fatigue • Inability to hear in poor acoustic environment | <ul style="list-style-type: none"> • Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist, • Close liaison with Audiologist, ENT Consultant, Ophthalmologist • Close liaison with parents and carers • Peer mentoring/self-advocacy – pupil voice • Speech discrimination assessment by Teacher of the Deaf • Communication and language assessment by Teacher of the Deaf • Enclosed room/teaching area • Acoustic environment audit • Provision of rubber tips on bottom of chair/table legs, soft furnishing, curtains or blinds to windows, carpeting to absorb reverberation of sound • Reduce background noise to improve acoustic environment • Access to lip reading and visual clues • Subtitles on audio visual material • Copies of transcripts • Use of Radio Aid system • Provision of sound field system • Modified resources e.g. simplified text/language • Systems in place to alert HI CYP to smoke or fire alarms • Functional vision assessment by QTVI • Modified resources (e.g. large print) • Laptop/board connection via CCTV or passive monitor • Referral to Habilitation specialist • Low vision aids and specialist equipment e.g. hand-held magnifiers, sloping board • Environmental audit by Habilitation Specialist • Individual pupil profiles • INSET/Training - HI and VI awareness training | <ul style="list-style-type: none"> • Timely referral and intervention • Increased/equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information |

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| <ul style="list-style-type: none"> • Visual impairment/loss of visual field – severe, moderate or mild • Reduced visual impairment • Difficulty with handwriting/fine motor control • Sensory processing needs • Gross motor skills and mobility • Difficulty moving around school • Managing own physical needs independently • Misinterpretation of social cues • Visual fatigue • Colour perception difficulties • Accessing standard classroom equipment • Auditory and visual perception difficulties • Functional language difficulty • Risk of isolation • Ability to respond to smoke/fire alarms | <ul style="list-style-type: none"> • Subject specific advice from Teacher of the Deaf or QTVI • Pre and post tutoring • Differentiated curriculum • Preferential seating and position of teacher • Uncluttered and well organised learning environment with good lighting • Choice making opportunities • Specialist vocabulary available at the beginning of each topic • Spelling support • Developing touch typing skills • Allow thinking time • Summarise key points at start and end of lesson • Pre-writing activities/warm up • Letter formation and fine motor skills activities • Development of visual learning environments • Mentor support /peer awareness training • TA to support revision of key skills and concepts • Use of note taker (TA) – using IT, mind maps etc. • Training – technical support • Training and intervention from specialists • ICT training to increase independent access • Social/life skills development • Pupil support profile • Variable TA/mentor time • Curriculum reflects disability awareness • Exam access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers • Teacher of the Deaf support / Qualified Teacher of Visual Impairment levels of support determined by nationally recognised Eligibility Criteria and professional judgement. • Specialist support and interventions e.g. Educational Psychologists (EPs), SENTASS | <ul style="list-style-type: none"> • Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self-esteem and social / emotional development • Increased confidence approaching new situations leading to better participation • Increased confidence and understanding of diagnosis, implications and strategies |
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Links to useful websites

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| Autism Education Trust | https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/ |
| AFASIC (speech impaired children) | http://www.afasic.org.uk/ |
| Autism Education Trust | http://www.autismeducationtrust.org.uk/ |
| BATOD (British Association Teachers of the Deaf) | https://www.batod.org.uk |
| Bdadyslexia | http://www.bdadyslexia.org.uk/ |
| BPS (British psychological society) | http://www.bps.org.uk/ |
| British Stammering Association | http://www.stammering.org/ |
| CDC (council for disabled children) | http://www.councilfordisabledchildren.org.uk/ |
| Challenging Behaviour Foundation | http://www.challengingbehaviour.org.uk/ |
| Childcare Act 2006 | http://www.legislation.gov.uk/ukpga/2006/21/contents |
| Children and Families Act 2014 | http://www.legislation.gov.uk/ukpga/2014/6/contents |
| Children and Families Act 2014 (Part 3) | http://www.legislation.gov.uk/ukpga/2014/6/part/3/crossheading/special-educational-provision-functions-of-governing-bodies-and-others |
| Special Educational Provision: functions of governing bodies and others | http://www.legislation.gov.uk/ukpga/2014/6/part/3/crossheading/special-educational-provision-functions-of-governing-bodies-and-others |
| Dyslexia SpLD Trust | http://www.thedyslexia-spldtrust.org.uk/ |
| Department for Education | https://www.gov.uk/government/organisations/department-for-educationdepartment-for-education |
| Schools: Statutory Guidance | https://www.gov.uk/government/collections/statutory-guidance-schools |
| DfE Preparing for Adulthood Supportive Tool | https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm |
| Education Endowment Foundation: Making Best Use of Teaching Assistants | https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf |

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| Equality and Human Rights Commission: Technical Guidance for Schools in England | https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england |
| Gov.UK Legislation | http://www.legislation.gov.uk/ |
| iCAN | http://www.ican.org.uk/ |
| Inclusive.co.uk (Talking buttons) | http://www.inclusive.co.uk/hardware/communicators-and-controllers |
| Maximising the practice of teaching assistants | http://maximisingtas.co.uk/ta-standards.php |
| NAPLIC (language impairment) | http://www.naplic.org.uk/ |
| NASEN | http://www.nasen.org.uk/ |
| NAS (National Autistic Society) | http://www.autism.org.uk/ |
| NATSIP (National Sensory Impairment Partnership) | https://www.natsip.org.uk/ |
| NDCS (National Deaf Children's Society) | http://www.ndcs.org.uk/ |
| Newcastle SEND Local Offer | https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0 |
| Newcastle SENCO Guide | https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=J18hvKphlc8 |
| NOFAS (National Organisation on Foetal Alcohol Syndrome) | https://www.nofas.org/ |
| PATOSS (specific learning difficulties) | https://www.patoss-dyslexia.org/ |
| PDNet (Physical Disabilities Network) | http://www.pdnet.org.uk/ |
| Research Autism | http://www.researchautism.net/ |
| SEND Code of Practice | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf |
| SEND Gateway | http://www.sendgateway.org.uk/ |
| SENDIASS (national) | http://www.iassnetwork.org.uk/ |
| SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges | http://www.wholeschoolsend.com/ |
| SMIRA (selective mutism) | http://www.smira.org.uk/ |

People Directorate

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| Speech Link | https://speechlink.co.uk/auth/login |
| Talking Point | http://www.talkingpoint.org.uk/ |
| TCT (The Communication Trust) | https://www.thecommunicationtrust.org.uk/ |