THE BLUE SCHOOL

CHURCH OF ENGLAND

Interaction and Communication for Children with SEN

Every child known. Every child included. Every child thriving.

"Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him."

Colossians 3:17

School	The Blue School, Church of England Primary School
Local authority	London Borough of Hounslow
Revised	October 2026
Approval	Draft for Governing Body approval.
Next review	Autumn 2027

Hope	Dignity	Wisdom	Community

Interaction and Communication at The Blue School

Annexe E to our Behaviour and Rewards Policy

Every child should feel safe, understood and able to take part in school life. This policy explains how we support children with special educational needs through our everyday teaching, relationships and communication, and how we respond when a child needs a more individual approach.

It applies to children with identified SEN, disabled children and children whose additional needs are still being understood. Support begins when a need is recognised. A diagnosis or an Education, Health and Care Plan, known as an EHCP, is not a condition for helpful classroom adjustments.

One connected approach

Our Core Pedagogy describes how we teach. Our Behaviour and Rewards Policy sets out our shared expectations, recognition and responses. This policy explains how those approaches are made accessible to children with SEN through assessment, reasonable adjustments, explicit teaching and personalised support.

Ready, Respectful and Responsible remain our shared expectations. Adults teach what these mean in ways each child can understand and use. We maintain clear boundaries around harm, support everyone affected and help children return to learning and relationships.

A consistent response around the child

When everyday support needs to be more closely coordinated, the class teacher develops an Individualised Interaction and Communication Plan with the child and family, with SENDCo advice as needed. The plan brings helpful classroom and home approaches together and identifies what adults will teach, provide and review.

Targeted interventions and specialist advice build on this plan according to need. The universal offer and any existing EHCP provision continue throughout. Health, safety and safeguarding concerns receive immediate attention at any stage.

Using this policy

All staff who support the child, including Assistant Teachers, lunchtime and cover staff, use the relevant agreed approaches. Families can speak to the class teacher or contact the SENDCo through the school office. We offer accessible explanations and language support where needed.

Policy lead: SENDCo. Senior responsibility: Headteacher. Review: Autumn 2027, alongside the Behaviour and Rewards Policy, or sooner following changes in guidance or learning from practice.

Contents

Use the linked headings to find guidance and practical resources.

Interaction and Communication at The Blue School 2
Our vision in everyday practice 4
Understanding what a child is communicating 5
Noticing barriers and choosing a helpful response 6
Our universal offer and high quality teaching 7
Teaching interaction and learning behaviours 8
Communication access, PECS and core boards 9
Supporting regulation and responding early 10
Our Behaviour and Rewards Policy in practice 11
An individualised plan shared with home 12
From an individualised plan to further support 13
Assess, Plan, Do and Review 14
Choosing and reviewing targeted interventions 15
Risk assessment and keeping everyone safe 16
Recording, reporting and restoring relationships 17
Roles, staff development and policy review 18
Resource E1: PECS and core board practice 19
Resource E2: Individualised plan, part one 20
Resource E2: Individualised plan, part two 21
Resource E3: Individual risk assessment 22
Resource E4: Observation and review record 23
Resource E5: Targeted intervention and review 24
Evidence and sources informing our approach 25
Statutory guidance and related documents 26

Our vision in everyday practice

Our Christian vision is “Nurturing wisdom, hope and dignity in everyone, to build a Christian community”. Rooted in Colossians 3:17, it shapes how we teach, listen and care for one another. We welcome children and families of all faiths and those with no religious belief.

Our SEN vision is “The Blue School, where every child is known, valued, understood and supported to thrive”. We notice strengths, interests, communication and successful moments as carefully as we notice difficulty.

Our value	What adults do	What this means for the child
Hope	Set ambitious, achievable next steps. Recognise learning, effort and growing independence.	Someone believes in me and helps me experience success.
Dignity	Respect communication, privacy and the child’s account. Respond to distress with calm care.	I can ask for help, disagree and be understood.
Wisdom	Use observation, family knowledge, assessment and professional advice to improve support.	Adults work out what helps me and change their approach when needed.
Community	Support friendships, participation and repair. Keep the child connected with their class.	I belong and have something valuable to contribute.

Belonging, participation and safety

We want children to have trusted adults, meaningful friendships and access to a rich curriculum. Progress includes understanding more, communicating an idea, asking for help, participating safely and using a useful strategy with growing independence.

Children may show attention while moving, looking away or using a communication aid. Adults recognise these differences and teach the skills needed for the activity. Success is judged against a meaningful learning or participation goal.

The adult contribution

Adults meet and greet, use calm and respectful language, follow through on agreed support and offer a fresh start. We explain expectations, model them and practise them with children. When an approach is not helping, we review the teaching, the environment and our own response.

Understanding what a child is communicating

A change in interaction, participation or regulation may indicate an unmet need. It can also reflect a difficult task, misunderstanding, pain, worry, relationships or the environment. Adults remain curious, listen to the child and test possible explanations through assessment.

We believe:

“All behaviour is a communication of need”

The SEND Code of Practice states:

> “Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.”

Department for Education and Department of Health, SEND Code of Practice, January 2015, paragraph 6.21, page 96.

Paragraph 6.32 also recognises that social and emotional difficulties can appear through withdrawal or isolation as well as outward distress. We therefore notice quieter changes, including freezing, reduced participation, repeated reassurance seeking and difficulty entering school.

Looking beneath the surface

The iceberg model is a useful prompt for professional reflection. The visible action is only part of the picture. Beneath it may be language demands, uncertainty, sensory pressure, learning difficulty, tiredness, relationships or a need for safety. These are possibilities to explore with the child and family; the model does not establish a diagnosis or explain every incident.

What we notice	What we explore	What we do next
Describe what was seen or heard, including successful moments.	Ask what the child understood, experienced and could communicate. Check the task, environment and support.	Make a helpful adjustment, teach an accessible next step and review the response.

Individual understanding

Children with SEND do not necessarily need additional support with behaviour. Children who need such support do not necessarily have SEND. An identified need can inform our response, while each incident still requires an individual judgement.

Staff share emerging concerns with the class teacher and SENDCo, using factual observations and the child’s views. Sudden changes, possible illness or pain, bullying and safeguarding concerns follow the relevant health or safeguarding route promptly.

Noticing barriers and choosing a helpful response

The examples below guide observation and discussion. They are not a diagnostic checklist. The same action can have different meanings for different children, and a child's needs can vary across the day.

What adults may notice	A possible barrier to explore	An initial response to try and review
Frequent movement, interruption or difficulty starting and sustaining a task.	Attention, impulse control, working memory or task demand. These may be relevant for a child with ADHD.	Give one clear step, an accessible task start and planned movement. Offer an agreed working position and check understanding.
Distress around change, repeated questions, withdrawal or difficulty joining an interaction.	Uncertainty, communication differences, anxiety or sensory load. These may be relevant for an autistic child.	Prepare changes visually, make the next step predictable, allow processing time and offer supported choices.
An instruction is not followed, or a child appears to agree but cannot begin.	Speech, language and communication needs; hearing, language load or unfamiliar vocabulary.	Shorten and show the instruction. Ask the child to demonstrate the first step. Provide their communication system.
Avoidance of reading, writing or a particular activity; frustration during independent work.	A gap in learning, specific learning difficulty, inaccessible recording or fear of making a mistake.	Assess the skill, model a small step and provide an appropriate scaffold or recording method.
Covering ears, seeking movement, leaving a busy area or discomfort with materials.	Sensory or physical access, pain, fatigue or an overwhelming environment.	Reduce avoidable sensory pressure, check comfort and follow individual sensory or healthcare advice.
Quiet withdrawal, tearfulness, heightened alertness, repeated conflict or a sudden change.	Social, emotional or mental health needs, relationships, bullying, loss or other experiences.	Offer a trusted adult, predictable check ins and an accessible way to share concerns. Seek appropriate specialist or safeguarding advice.

Language and context matter

Staff record actions and circumstances without labels such as lazy, manipulative or attention seeking. They separate observation from a possible explanation and include what helped.

English as an additional language is not itself SEN. Assessment considers home languages, language development, previous education and the child's experience across settings. Family knowledge and specialist advice help us interpret the whole picture.

Our universal offer and high quality teaching

Our universal offer combines clear teaching, accessible communication, trusting relationships and predictable routines. It continues at every level of support, across lessons, play, lunch, worship, visits and transitions.

The EEF Guide to Inclusive Teaching (2026) brings everyday classroom practice together with purposeful adaptations and additional support. The EEF five a day approaches remain part of our Core Pedagogy.

EEF five a day approach	How it supports interaction and participation
Explicit instruction	Explain and model one manageable step. Use concrete examples, guided practice and frequent checks for understanding.
Cognitive and metacognitive strategies	Teach ways to remember, plan, check and review learning. Model how to notice a difficulty and ask for help.
Scaffolding	Use an appropriate visual, worked example or prompt. Reduce temporary help when learning is secure; retain communication and access aids.
Flexible grouping	Choose partners and groups for a clear learning purpose. Review groupings so children learn with different peers and remain part of their class.
Using technology	Use a suitable communication or recording tool where it addresses a barrier. Teach its use and provide an accessible backup.

Predictable routines

Adults teach and rehearse entrance, transition and exit routines. Visual timetables and Now and Next boards make the sequence understandable. Staff explain changes, visitors and different adults in advance where possible, then check that the child understands what will happen.

Resources are ready, the first task is clear and children know how to get help. Movement, seating, sensory adjustments and supervised calm spaces are planned around individual needs. Break and lunchtime arrangements include communication, friendship and preparation for returning to class.

Recognition and feedback

We recognise effort, communication, kindness and progress through the main policy's praise, recognition boards, dojos, house points and positive home contact. Recognition is timely and meaningful to the child. Some children prefer quiet praise or a private message. Basic care, communication access and necessary regulation support remain available.

Teaching interaction and learning behaviours

Explain, Model, Check, Adapt and Practise

Our shared teaching cycle applies to learning how to communicate, participate and manage a difficult moment. Adults teach a useful skill when the child is able to engage, then help them use it in real situations.

Our teaching cycle	Example: learning to ask for help
Explain	Show what help means and when it is useful, using the child's language, symbols or communication system.
Model	Demonstrate the agreed word, sign, exchange or board message during a manageable task.
Check	Notice whether the child understands the message and can access the method. Accept different ways of showing understanding.
Adapt	Change the task, wording, visual, access method or level of support if the child is not yet successful.
Practise	Create meaningful opportunities with different adults and activities. Respond to requests and gradually reduce unnecessary prompting.

Emotional, social and cognitive learning

Emotional learning may include recognising a feeling or bodily signal, accepting help and communicating a need for a pause. Social learning may include joining play, taking a turn, expressing a boundary and repairing a relationship. Cognitive learning includes starting a task, following a sequence, checking a step and seeking help.

Adults model these skills, give supported practice and offer specific feedback. The EEF's 2025 metacognition guidance informs planning, monitoring and evaluating learning. Emotional and sensory regulation also require individual understanding and adult support.

Our shared expectation	An accessible interpretation
Ready	I have the communication, movement, resources and adult support I need to take part.
Respectful	I can listen and contribute through a suitable method, express disagreement safely and learn to consider others.
Responsible	I learn to ask for help, communicate stop, use agreed support and take part in repair.

Practice begins with small, achievable steps. We assess participation and understanding rather than requiring eye contact, stillness or spoken language as proof of attention.

Communication access, PECS and coreboards

Communication enables children to share ideas, form friendships, make choices, refuse, ask questions and tell us when something is wrong. Adults respond to speech, gesture, signs, vocalisation, objects, photographs, symbols and communication technology. They allow processing time and check the meaning of a message.

PECS

The Picture Exchange Communication System, known as PECS, is a specific six phase programme. Where it is part of a child's agreed provision, trained staff follow the assessed phase and protocol with speech and language therapy advice. A visual timetable or a set of picture cards is described by its actual purpose.

The individual plan records the phase, communication book, vocabulary, trained adults and review arrangements. The book travels with the child and is available across the day. Adults respond meaningfully to exchanges and record initiation, independence and use with different people. Prompting follows the agreed programme, takes account of the child's access and comfort, and is reviewed by a competent practitioner.

Coreboards

A coreboard provides frequently used words and symbols across activities. Adults model by pointing to relevant symbols while speaking naturally, then pause. They model requests, comments, opinions, feelings, questions and refusal, using the child's familiar layout.

Adults respond to the child's message without requiring spoken repetition. They do not move the child's hand onto a core board or make copying the adult a condition for communication. The speech and language therapist advises on vocabulary, symbol size, languages and access through pointing, looking or another agreed method.

Reliable access throughout the day

The child's established board, book or device remains available, including during distress. Staff know where the backup is kept. The plan explains how the child expresses yes, no, stop, help, pain, discomfort, toileting needs and a wish for a pause.

Adults acknowledge refusal and requests for a break, check what the child means and respond wherever possible. When safety or another essential limit prevents a request being met, they explain an accessible alternative and maintain support.

Visual timetables, Now and Next boards, choice boards and objects of reference support understanding where suitable. Miss Bhavna's speech and language advice is applied in lessons and everyday routines. Resource E1 provides practical prompts for adults and families.

Supporting regulation and responding early

Co regulation means an adult helping a child feel safe enough to settle, reconnect and take the next step. Staff notice early changes such as quieter communication, freezing, pacing, repeated questions or covering ears. They check understanding, task demand, sensory pressure, relationships and physical comfort.

Our Core Pedagogy's trauma informed approach attends to physical comfort, safety, belonging and trust. Adults offer predictable routines and appropriate choices, remaining sensitive to what the child and family wish to share. Emotional support and teaching continue together.

One calm adult leads communication. Colleagues support the environment, summon help if needed and attend to other children. Adults use the agreed plan and keep expectations brief, clear and reassuring.

The five Rs	What adults do
Relax	Steady your voice and body language. Give personal space, approach sensitively and use a familiar adult where possible.
Reduce	Reduce spoken language, questions, audience and avoidable sensory pressure. Make the next step manageable and allow processing time.
Regulate	Offer the child's agreed support, such as quiet company, movement, a familiar object or a supervised calm space. Respect individual sensory and touch preferences.
Reassure	Use brief, predictable language and familiar visuals. Keep communication available and allow recovery time even after visible distress reduces.
Restore	When the child is ready, support reconnection, accessible reflection, practical repair and a manageable return to learning. Practise the helpful skill later.

Adapted from the supplied Ambitious about Autism 5 Rs poster, which credits the original concept to Jodi Sampson.

Adult language

Helpful phrases may include "I am here", "You can show me", "Let us do one step" and "We can use your agreed space". The plan identifies words, visuals and choices that the child understands. Adults avoid rapid questioning, public confrontation and demands for an immediate explanation.

Recovery and repair

The child can show what happened through their communication system, pictures, drawing, objects or a conversation. Adults adapt the main policy's restorative questions into short, concrete steps and allow time before reflection.

Repair may include checking someone is all right, restoring an activity or practising a safer message. Support everyone affected. A familiar adult and an achievable task help the child return to learning. An apology needs understanding and readiness.

Our Behaviour and Rewards Policy in practice

This policy is Annexe E to the Behaviour and Rewards Policy. Its individual adjustments inform the response sequence and Annexes A and D. Adults remain calm, kind and firm, use private correction sensitively, recognise progress and provide a fresh start.

Main policy stage	How adults make the response accessible
Reminder	Check the child understood. Show or model the expected action, use agreed language or visuals and allow processing time.
Caution	Consider the child's communication, understanding and support. Explain a manageable next step and any consequence in a way the child can understand.
Last Chance	Recheck that agreed provision is in place and the demand is accessible. Use the individual plan and seek advice where needed.
Time Away	Distinguish a planned regulation break from a disciplinary removal. Provide appropriate supervision, communication, learning and a supported return.
Repair	Use accessible restorative questions when the child is ready. Support everyone affected and teach the skill needed for next time.

Individual judgement and reasonable adjustments

Before a sanction is considered, staff assess whether SEN or disability contributed, whether the expectation was understood and whether agreed support was available. They consider whether the response is appropriate, proportionate and lawfully adjusted, with SENDCo or senior leader advice when needed. The sequence is not applied automatically without this judgement.

Annexe A includes actions such as fidgeting, movement, difficulty beginning work and walking away. Adults investigate their purpose and context, including unmet communication, learning or sensory needs. Attendance and punctuality concerns follow the attendance policy and family support arrangements.

Shared routines and recognition

Marvellous manners, Wonderful walking and Legendary lines are explicitly taught with accessible cues and individual adjustments. A child may need a different transition route, more space, movement or a familiar adult to participate safely.

An adapted Annexe D report card can record a small number of attainable, observable goals alongside the adult support provided. It is reviewed with the child and family and celebrates progress. Personal goals are kept private and do not rank children publicly.

Serious incidents are referred to the appropriate senior leader and recorded through the school's arrangements. Any suspension is a Headteacher decision under the current formal procedure. Sending a child home as an informal disciplinary response is not used.

An individualised plan shared with home

The first coordinated step when a child needs more than the everyday approach is an Individualised Interaction and Communication Plan. The class teacher develops it with the child and family, drawing on SENDCo and specialist advice as needed. It is recorded within, or directly linked to, the child's EduKey Learning Plan, with one current version shared with relevant adults. It connects with EHCP, communication, healthcare and sensory provision.

Knowing the child

We record strengths, interests, friendships and situations in which the child is successful. We identify how they understand, communicate and show early difficulty. Family knowledge, home languages and the child's account help us understand differences between settings.

A plan is useful when there is repeated distress or withdrawal, difficulty communicating essential needs, reduced participation, recurring incidents or a need for consistent responses across adults. A foreseeable risk of harm also prompts an individual risk assessment.

Agree together	Make it practical
A shared priority	Choose one or two worthwhile communication, interaction or participation outcomes from a clear starting point.
What adults will do	Specify the words, visuals, routines, task adjustments, response and help the child can rely on.
A manageable home approach	Agree helpful language or a communication opportunity that fits family life. Record similarities and differences between settings.
Responsibility and review	Name the lead adult, brief everyone who needs the plan and agree the evidence and review date.

Partnership that supports the family

School and home share useful observations, progress and worries through an agreed, accessible route. Contact includes positive experiences. Families are invited to help shape the plan and tell us when an approach is difficult to use or does not fit their child.

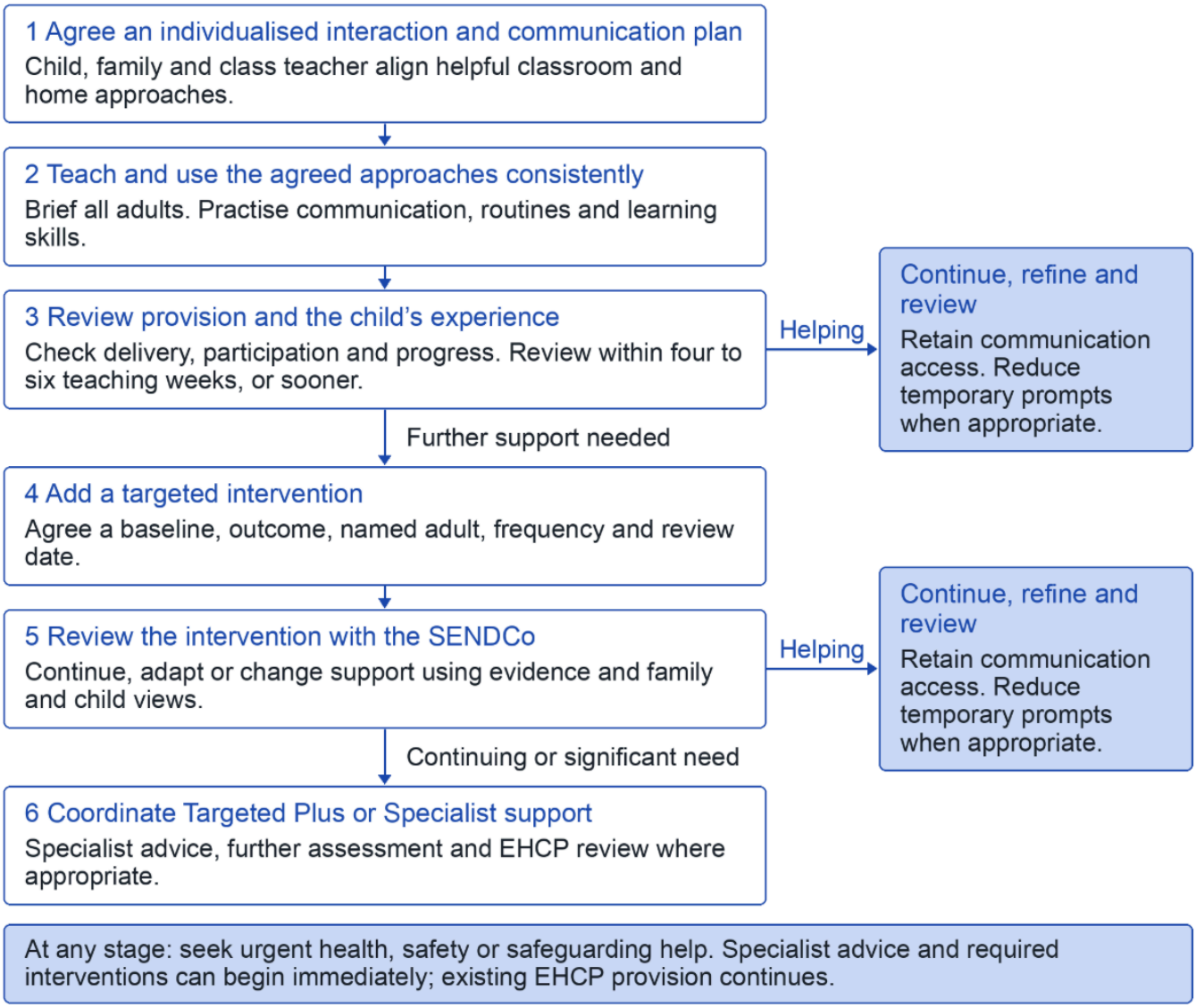
Families are not expected to reproduce a classroom timetable or deliver specialist teaching without support. Differences in home circumstances are considered respectfully. School provision continues even where a family cannot participate in a meeting or use the same approach at home.

Putting the plan into practice

The class teacher checks that Assistant Teachers, lunchtime staff and cover staff understand the relevant actions. Staff practise the communication approach together and use the same accessible cues. Resource E2 provides a shared record, with a review normally within four to six teaching weeks and earlier whenever needed.

From an individualised plan to further support

The pathway helps adults coordinate a response and review it together. Our universal offer continues throughout. Support is matched to need, with additional teaching or specialist advice available at any point.



Assess, Plan, Do and Review runs through every step. A completed sequence of stages is not a requirement before the child receives necessary support.

Assess, Plan, Do and Review

Our graduated approach has four levels: Universal, Targeted, Targeted Plus and Specialist. These describe the provision a child needs. The class teacher remains responsible for the child's learning at every level, supported by the SENDCo and relevant professionals.

The cycle	What adults establish
Assess	Bring together strengths, learning, successful situations, the child's and family's views and observations across settings. Check communication access, provision, context and possible barriers.
Plan	Agree a small number of meaningful outcomes, the teaching and adjustments, named adults, practical arrangements and evidence to collect. Set a review date.
Do	Provide the agreed support. The teacher oversees its use across the day, checks staff understanding and makes responsive adjustments.
Review	Check both delivery and impact. Listen to the child and family, compare evidence with the starting point and decide what to continue, change or add.

An illustrative plan example: Mia

Mia is a fictional example of a child with ADHD who finds long written tasks difficult and sometimes leaves her place. Assessment explores the task, communication and movement needs, rather than assuming that every difficulty has the same cause.

The proposed plan provides a short modelled task, a visual sequence, a suitable standing workstation and planned movement. Mia chooses a familiar way to request help or a pause. Adults use the same cue and explain where a supervised break can take place. The family shares helpful language and what they notice at home.

An example outcome is: by the review, during four of five observed task starts, Mia will use the agreed help or break message with no more than one visual prompt. The starting point is recorded first. Adults record the opportunities offered, support provided, communication, participation and Mia's experience.

At review, the team examines what the evidence shows. If the approach helps, they continue and refine it. If difficulty continues, they check implementation, reassess barriers and add or change an intervention or seek specialist advice. Improvement is established through evidence, not assumed.

Increasing or changing support

Targeted provision adds teaching for an identified skill. Targeted Plus brings closer SENDCo coordination and more detailed assessment. Specialist provision draws on relevant professional input and may include an EHCP. The SENDCo considers further assessment or an EHCP review where needs or provision require it. Necessary support is not delayed while evidence is gathered.

Choosing and reviewing targeted interventions

A targeted intervention has a clear purpose beyond the universal offer. The class teacher and SENDCo select it from assessment, relevant evidence and professional advice, considering the child's age, communication and preferences. It can begin alongside the individualised plan when the need is already clear.

Identified need	A possible targeted response	What to review
Communicating needs or joining interaction	Speech and language advice, planned AAC teaching or structured practice in meaningful routines.	Initiation, range of messages, access and use with different people.
Recognising feelings and seeking support	Explicit emotional learning, a trusted adult check in and rehearsal of an agreed help or pause strategy.	Whether the child feels understood and uses support in everyday situations.
Joining play and sustaining relationships	Adult modelled play, supported peer interaction or a suitable small group with guided practice.	Participation, friendship, enjoyment and transfer to play or classroom activity.
An attainable learning or participation goal	An individual daily goal card, adapted from Annexe D, with feedback and agreed positive recognition.	Progress from the baseline, opportunities offered and adult support provided.
Uncertainty or sensory pressure	Rehearsed transition routines, a planned arrival check in, movement or individually advised sensory adjustments.	Comfort, successful transitions, access to learning and any unintended effects.

A plan that can be evaluated

Record the starting point, intended outcome, named adult, frequency, duration, training or resources and review date. Agree how the child will use the skill in class and at home where helpful. Resource E5 supports this record.

The EEF Behaviour Interventions Toolkit, updated in 2025, supports combining universal and targeted approaches, while recognising variation between programmes. We select evidence informed provision and judge its effect for the individual child. An intervention name alone is not evidence of impact.

Review delivery as well as outcomes

Ask whether the agreed sessions and classroom adjustments happened, whether adults used the approach as intended, and how the child experienced it. Consider communication, learning, participation, independence and wellbeing alongside the frequency, duration and severity of difficult incidents.

Continue helpful provision, adjust what is partly effective and change support that is not helping. Consider the learning missed during sessions and plan for transfer into class. Peer support complements adult responsibility and is appropriate to the children involved.

Risk assessment and keeping everyone safe

Where there is a foreseeable risk of harm, the SENDCo and a relevant senior leader coordinate an individual risk assessment with the class teacher and other staff. The child and family contribute through accessible discussion. The purpose is safe participation, informed prevention and a clear adult response.

Consider	Record the practical arrangements
The situation and potential harm	Describe the activity, place, circumstances and possible harm. Identify who may be affected and distinguish facts from assumptions.
The child's needs	Include communication, understanding, sensory and medical needs, early signs of difficulty and successful support.
Prevention	Specify teaching, environmental changes, equipment, preparation, supervision and the child's access to communication.
If risk increases	Identify who leads, how help is summoned, safe routes or spaces, support for others and the appropriate emergency or first aid response.
Responsibility and review	Name the owner, actions and completion dates. Record risk before and after controls using the school's agreed method. Review after incidents or changed circumstances.

Resource E3 provides the individual record. Staff plan for breaks, transitions, visits and absence of a familiar adult. A senior leader reviews unresolved risks and the additional arrangements required before an activity. Changes during the day prompt an immediate reassessment of the situation.

Calm spaces and restrictive intervention

A calm space supports voluntary regulation with appropriate supervision and communication. Preventing a child from leaving can constitute seclusion. Seclusion is used only as a safety measure, with continuous supervision and release as soon as the immediate risk of harm reduces. Staff must not use threats of punishment to keep a child in a space. Any incident follows the relevant recording and reporting procedures.

Any restrictive intervention follows the school's Positive Handling Policy and current DfE guidance. It must be lawful, necessary and proportionate, using the least restrictive effective response for the shortest necessary time. Force is never a punishment. A plan does not give automatic permission for an intervention.

Relevant staff receive appropriate training, know the child's medical and communication needs and understand when and how to summon help. Planning with the child and family informs prevention; a signature is not a precondition for an urgent lawful safety response. Staff support the child and everyone affected after an incident.

Recording, reporting and restoring relationships

Records help us understand what happened, support everyone affected and improve provision. Staff use the school's agreed Arbor arrangements and follow the safeguarding reporting route immediately whenever a concern arises.

A clear account

Record what was seen and heard, the context, communication access, support available, adult actions, duration, impact and any injury. Separate a possible explanation from an observed fact. Record successful support and the child's account, gathered when they are ready through their preferred method.

Resource E4 supports observation and review. It does not replace the required incident, safeguarding or restrictive intervention records. Staff share relevant information securely with those who need it to support the child.

Restrictive intervention recording and reporting

Under the procedures reflecting DfE guidance effective from 1 April 2026, every significant use of force and every seclusion or restraint incident is recorded, including restraint without physical contact. Records are completed as soon as practicable, with the same day as the aim.

Parents receive a written report of significant force and the written seclusion or restraint record as required by the relevant procedure, as soon as practicable and aiming for the same day. Prior agreement in a plan does not remove recording or reporting duties.

If reporting would be likely to result in serious harm to the child, staff follow the statutory exception with the DSL. The incident is reported to parents who can be informed without resulting in significant harm or, if none, to the local authority where the child ordinarily lives.

Care, reflection and follow up

Adults check injuries and wellbeing, arrange first aid or medical help where needed, and support affected peers, witnesses and staff. The child's account and family knowledge inform a calm review. Child on child abuse and other safeguarding concerns are referred promptly to the DSL.

Restorative reflection takes place when the child can engage. Adults adapt the main policy's questions about what happened, feelings, impact, repair and a useful next step. Speech, symbols, drawing or practical actions can support this process.

The teacher, SENDCo and senior leader consider whether agreed support was available, what helped and what needs to change. They update the individual plan and risk assessment, brief relevant adults and offer a supported return to learning. Staff receive a constructive debrief and support.

Roles, staff development and policy review

Who	Responsibility
Class teacher	Retain responsibility for teaching and progress. Develop and review the individual plan, oversee provision and work with the child and family.
SENDCo	Guide colleagues, coordinate assessment and specialist advice, support reasonable adjustments and review the impact of provision.
Assistant Teachers and all supporting adults	Use agreed communication and interaction approaches, contribute observations and seek help promptly when needed.
Headteacher and senior leaders	Ensure staffing, training and policy implementation support inclusion and safety. Oversee serious incidents and formal disciplinary decisions.
DSL	Lead the response to safeguarding concerns and advise on safeguarding information sharing and reporting exceptions.
Governors	Review implementation, equality, participation and patterns in incidents, suspensions and restrictive interventions.

Learning together

Staff induction includes the universal offer, accessible communication, early signs of distress, the response sequence and routes to the SENDCo, DSL and senior leaders. Teachers and Assistant Teachers practise adult language, visual support, core board modelling and the child's agreed response.

Our Assistant Teacher SEND Handbook sequence, Prepare, Observe, Practise, Apply and Review, connects Rainbow Room expertise with classroom teaching. Miss Bhavna's speech and language advice informs consistent communication practice. Coaching includes modelling, rehearsal, observation and feedback, reflecting EEF implementation guidance (2024).

Checking the difference for children

Leaders check whether agreed provision happens and whether children participate, communicate and learn. They listen to children, families and staff, examine individual plans and review incidents in context. A fall in recorded incidents alone is insufficient if a child is withdrawn or missing learning.

Reviews consider patterns and disproportionate effects on children with SEN, including attendance, time away from class, suspensions, restrictive interventions and access to the wider school day. Governors receive appropriate information without unnecessary personal detail.

Resource E1: PECS and coreboard practice

Use these prompts alongside the child's assessed communication programme. Agree the practical approach with the speech and language therapist and practise it with adults supporting the child. Use the child's established symbols, layout and access method.

Planning PECS provision

Record in the plan	What adults need to know
Assessed programme	Current phase, practitioner advice, trained adults and the agreed protocol. PECS moves through exchange, distance and persistence, discrimination, sentence construction, responsive requesting and commenting.
Materials and access	Communication book, meaningful vocabulary, how it travels with the child and where spare materials are kept.
Everyday opportunities	Activities in which the child can initiate communication and receive a meaningful response. Teaching follows the assessed phase.
Review	Spontaneous exchanges, support required, messages expressed and use across people and places.

Modelling a coreboard

Situation	An adult model	A meaningful response
The task is difficult.	Point to the familiar help symbol while saying "I can help", then pause.	Accept the child's message and provide the needed help.
The child wants play to continue.	Model more or go during an enjoyable shared activity.	Continue the interaction and allow opportunities for communication.
The child wants something to stop.	Model or acknowledge stop, no or finished.	Pause or stop where safe, check the meaning and explain an accessible alternative if needed.
The child has an idea or opinion.	Model look, like, different or an agreed question word.	Respond to the idea and help the child share it with others.

Vocabulary and access

Consider requests, refusal, comments, questions, feelings and social connection. Personally meaningful names and activities sit alongside words for help, pain, toileting and a pause. This is a planning prompt for adults, not a replacement core board.

Keep familiar symbol positions, model without testing and respond to any meaningful communication. Allow time. Communication access continues during difficult moments and does not depend on a reward, spoken repetition or completing a task.

Resource E2: Individualised Interaction and Communication Plan

Part one: knowing the child and planning prevention

Complete with the child, family and relevant staff. Record how the child's views were gathered. Link to the EduKey Learning Plan and relevant EHCP or professional advice. Keep securely and share the relevant actions with all adults supporting the child.

Child and review	Name: Class: Plan date: Class teacher: Key adult: Review date:
Contributions and advice	Child's contribution and communication used: Family contribution, home languages and preferred contact: SENDCo and specialist advice, with dates:
What matters to me	Strengths, interests, friendships, preferences and what helps me feel safe and included:
Understanding and communication	How I understand; processing time; visual support; hearing and vision needs. How I express yes, no, stop, help, pain, discomfort and a pause:
My communication access	PECS phase, core board or device; access method; familiar layout; who ensures availability; backup and advice to follow:
Success and early signs	Situations that go well; early signs of difficulty, including quiet withdrawal. Record observed facts separately from possible explanations:
Agreed classroom prevention	Words, visuals, teaching, task, transition, play, sensory and movement adjustments. Preparation for change and the adults responsible:
Agreed home approach	Useful shared words or communication opportunities; what fits family life; differences between settings; support requested by the family:

Review normally within four to six teaching weeks, and sooner after significant incidents, changed needs or concerns. Consultation is recorded; a missing signature does not delay necessary support.

Resource E2: Individualised plan continued

Part two: adult response, shared outcomes and review

Child: Plan date: Review date:

When I need early support	What adults notice, say, show and change. Processing time, choices, who leads and how communication stays available:
During distress or risk	Agreed five Rs response; space and supervision; support for others; how help is summoned. Link to risk assessment and relevant safety procedure:
Recovery and return	How I show readiness; reconnection; accessible reflection and repair; first step back to learning:
Information for all adults	Class, lunchtime, cover and visit arrangements; staff briefing date; school and home contact method and frequency:

Shared outcomes and teaching

Starting point and meaningful outcome	Adult provision at school and agreed home opportunity	Evidence, responsible adult and review

What the review tells us	Child and family views; provision delivered; progress; support required; remaining barriers and any unintended effects:
Next actions	Continue, adjust or add support; responsible adult; completion date; next review. Date the revised plan was shared:

Resource E3: Individual risk assessment

Child: Assessor and role: Date:

Use one record for each distinct risk. Apply the school's agreed likelihood and severity method and explain the rating. Controls support safe participation. Any restrictive intervention follows the separate policy and current recording and reporting requirements.

Situation and possible harm	Activity, place, foreseeable circumstances, observable concern and potential injury or harm:
Who may be affected	Child, other pupils, adults or members of the public:
Relevant information	Communication, sensory, medical and environmental needs; child and family views; professional advice:
Risk before controls	Likelihood: Severity: Overall risk: Reason for rating:
Prevention in place	Accessible communication, task or environment changes, preparation, equipment and supervision:
Further controls	Action, responsible adult and completion date. Cover staff absence, transitions and visits:
If risk increases	Early signs, adult roles, how help is summoned, support for others, safe route or space and first aid or emergency response:
Risk with controls	Likelihood: Severity: Overall risk: Reason for rating and unresolved concerns:
Participation decision	Senior leader's decision, controls required before the activity and information to share:
Responsibility and review	Plan owner: Senior leader: Staff briefed and date: Review date: Review sooner after an incident or changed needs, staffing or circumstances.

Resource E4: Observation and review record

Child: Class: Date and time: Adult:

Use objective, respectful descriptions. Record successful support as well as difficulty. Follow safeguarding reporting immediately where relevant. This record supports reflection and does not replace any required incident or restrictive intervention record.

Before the difficulty	Activity, people, location, changes, task demand and relevant wellbeing or sensory information:
Communication and provision	What the child communicated; whether their system was available; adjustments in place; early signs noticed:
What happened	Observed actions and exact words where relevant; duration, impact and injury. Keep possible explanations separate:
Adult response	Language, visuals, environmental changes, five Rs support, help requested and actions to protect others:
What helped	Response to support, recovery, communication and access to learning. What appeared to increase difficulty:
The child's view	How the account was gathered, what the child said or showed and what they feel would help next time:
Care, repair and return	Support for everyone affected; first aid where needed; appropriate repair and return to learning:
Family and staff follow up	Who was informed, when and how; family contribution; debrief and support for staff or witnesses:
What we will change	Barrier to explore; adjustment or skill to teach; responsible adult and review date; plan or risk assessment updates:

Resource E5: Targeted intervention and review

Child: Class: Lead adult: Start date:

Link this record to the individualised plan. Specify what the intervention adds, how the child will use the learning and how adults will judge whether it helps.

Need and starting point	The assessed barrier, strengths and baseline. Include the child's and family's views and how evidence was gathered:
Intended outcome	What the child will be able to communicate, understand or do; context, opportunities and level of support expected by review:
Chosen intervention	Approach and reason for selection; relevant evidence or specialist advice; required staff training and resources:
Delivery	Named adult, frequency, session length, planned duration, location and arrangements for missed sessions:
Transfer into everyday life	Classroom practice, communication access, home opportunities where helpful and coordination with other adults:
Monitoring delivery and impact	Sessions and adjustments delivered; evidence of participation, learning, communication, wellbeing and support needed; any learning missed:
Review with child and family	Review date: People contributing: What changed? What helped? Remaining difficulty or unintended effects:
Decision and next steps	Continue, adapt or change; specialist advice required; responsible adult and completion date; next review:

Evidence and sources informing our approach

Research informs our choices, alongside assessment, the child's experience and family knowledge. The sources below support the teaching and planning principles in this policy. They do not establish the cause of an individual incident or prescribe one intervention for every child.

Teaching, inclusion and implementation

Education Endowment Foundation. Guide to Inclusive Teaching. 2026. Connects universal classroom practice with adaptations and additional support. It informs the relationship between our universal offer and individual provision.

Education Endowment Foundation. Behaviour Interventions, Teaching and Learning Toolkit. Evidence review updated May 2025. Supports consideration of universal and targeted approaches, staff development and careful review of individual interventions.

Education Endowment Foundation. Metacognition and Self Regulated Learning. Second edition, 2025. Informs explicit teaching of strategies for planning, monitoring and evaluating learning in the curriculum.

Education Endowment Foundation. A School's Guide to Implementation. Third edition, 2024. Informs shared understanding, modelling, rehearsal, feedback and checking whether agreed provision is delivered.

Education Endowment Foundation. Five a day: supporting high quality teaching for pupils with SEND. Source of the five teaching approaches used in our Core Pedagogy, with supporting resources including the 2025 scaffolding tool.

Education Endowment Foundation. Improving Behaviour in Schools. 2019. Foundational guidance on understanding pupils, teaching learning behaviours, individual support and consistent implementation.

Education Endowment Foundation. Special Educational Needs in Mainstream Schools. 2020. Informs inclusive teaching and assessment of individual strengths and needs. Original publication years are used here.

Statutory guidance and related documents

Department for Education and Department of Health. Special educational needs and disability code of practice: 0 to 25 years. January 2015. Paragraphs 6.21 and 6.32 inform understanding and assessment; 6.36 and 6.37 concern teacher responsibility and teaching; 6.44 to 6.60 cover the graduated approach and specialists; 6.89 describes the SENCO's role.

Department for Education. Behaviour in Schools. February 2024. Pages 13 and 14 concern SEND; pages 18 and 19 address individual responses and reasonable adjustments; page 23 distinguishes planned regulation support from disciplinary removal.

Department for Education. Restrictive interventions, including use of reasonable force, in schools. Effective 1 April 2026. Informs prevention, risk assessment, lawful responses and recording and reporting procedures.

Equality Act 2010: disability discrimination and reasonable adjustments. Children and Families Act 2014: best endeavours duties concerning SEN and arrangements for EHCP provision. The local authority's duty to secure specified special educational provision is read alongside the school's cooperation and delivery responsibilities.

Department for Education. Keeping Children Safe in Education 2026. Read with the school's current safeguarding procedures.

Department for Education. Suspension and Permanent Exclusion guidance, effective 26 July 2026. Read with the school's formal suspension procedures.

Communication practice

Pyramid Educational Consultants UK. Picture Exchange Communication System and PECS training guidance. Informs the distinction between PECS and other visual supports, assessed phases and trained implementation.

Kent Community Health NHS Foundation Trust. Communication board. Updated September 2026. Read alongside Whittington Health NHS Trust, Core Boards: Using a Core Board, November 2024. These inform adult modelling, meaningful opportunities, processing time and responding to communication.

Read alongside our school documents

Behaviour and Rewards Policy, including Annexes A to D; Governing Body Statement of Behaviour Principles; Core Pedagogy; Inclusion Strategy; Graduated Approach; SEN Information Report; Assistant Teacher SEND Handbook; EduKey Learning Plans and EHCP provision; Safeguarding and Child Protection Policy; Attendance Policy; Positive Handling Policy; healthcare and educational visits procedures.