

Draft Guidance on SEND 5-16: A Graduated Approach (Revised January 2016)



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Introduction



Structure of the guidance

This guidance is organised into sections based on the four broad areas of special educational need as defined by the Code of Practice 2014.

Each section outlines the appropriate provision that all educational settings

should have due regard for, under the following headings:

- Pupil, Parents / Carers Participation
- Assessment, Planning and Review
- Grouping for Teaching Purposes
- Curriculum and Teaching Methods
- Additional Human and other Resources
- Training and advice

Details of the provision for individuals with statements or Education Health and Care (EHC) Plans are not included as each child's / young person's needs and provision is unique to them and specified in their statement of SEN or EHC Plan.

In each section there are descriptions of the difficulties that may characterise children / young people in each of the four broad areas of need. These **Pupil Characteristics** relate to the child / young person's attainment, progress and description of needs. Attainment thresholds are provided as general guidance to assist decision-making where appropriate.

Background

This document provides guidance for practitioners to support planning and decision-making for special educational needs and disabilities (SEND) for children and young people aged 5 – 16.

The SEND Code of Practice: 0 – 25 years (2014) emphasises that SEN provision is appropriate only for children / young people who require action that is additional to, or different from, the normal range of differentiated activities in the classroom. This document therefore, focuses on the various approaches that staff should employ to maximise the achievement of all children / young people.

An educational setting's arrangements for assessing and identifying pupils as having SEN should be agreed and set out as part of the Local Offer. Educational settings should publish their arrangements as part of the information they make available on SEN (see the SEND Regulations 2014).

Section 19 of the Children and Families Act 2014 in relation to children and young people with disabilities is clear that there **must** be regard to:

- The views, wishes and feelings of the child or young person and the child's parents.
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child's parents, in order to facilitate their development and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The principles underpinning the Code of Practice are designed to support:

- The participation of children, their parents and young people in decision-making.
- The early identification of children and young people's needs and early intervention to support them

- Greater choice and control over support for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood including independent living and employment.

The SEND Code of Practice should be followed for all children and young people who have special educational needs. This guidance is intended to clarify the pupil characteristics of those with SEND and the actions that need to be taken to meet their educational needs.

In addition to the Code of Practice, school staff should also be mindful of the Early Help Assessment (EHA) which is available for children and young people who have additional needs. EHA is a common approach to conducting an assessment of additional needs and is intended as a key part of delivering frontline services that are integrated and focused around the needs of children, young people and their

families. It can be used by any practitioner across children's services in England.

Identifying SEN

A child / young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him / her.

A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others in the same age;
- or,
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream educational settings.

Post 16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in the Code of Practice across the 0 – 25 age range but includes LDD. There are four broad areas of need:

- Cognition and learning
- Social, emotional and mental health difficulties
- Communication and interaction
- Sensory and/ or physical needs

It is important to remember that individual children and young people may have needs which cut across the broad areas. A pupil with general learning difficulties, for example, may also have emotional difficulties or a sensory impairment. A detailed assessment should ensure that the full range of needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs using well-evidenced interventions targeted at their areas of difficulty.

SEN Provision

Teachers are responsible and accountable for the progress and development for the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

All children and young people benefit from high quality teaching which is differentiated and personalised to meet their needs; this underpins good special educational provision. It is usual for children and young people to be taught in small groups or in a one-to-one situation to support their learning at times. All lessons should be carefully matched to individual needs and abilities to ensure that every pupil can achieve. Additional intervention and support cannot compensate for a lack of good quality teaching.

The impact of teaching and learning for all pupils should be regularly monitored. Steps should be taken to identify and address needs where progress is less than expected given their age and individual circumstances. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Information gathering should include an early discussion with the pupil and their parents/carer. Consideration of whether SEN provision is required should start with the desired outcomes, including the expected progress, attainment, the views and wishes of the pupil and their parents / carers. This should then help determine the support needed and whether it can be provided by adapting the school's core offer or whether something additional is required.

From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.

Children and Young People with Disabilities

Many children and young people with SEN may have a disability under the Equality Act 2010 – that is '... 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.'

This definition provides a relatively low threshold and includes more children and young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children and young people with disabilities and those with SEN.

The Equality Act 2010 sets out the legal obligations that educational settings, local authorities and others have towards children and young people with disabilities:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

SEND Support

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special education provision in place. SEND support should take the form of a four-part cycle – assess, plan, do and review. Through this cycle, actions should be revisited, refined and revised to ensure the pupil is making progress and the identified outcomes are achieved.

Schools in Central Bedfordshire expressed a wish to retain a graduated approach to meeting special educational needs. For those children and young people who do not require an EHC Needs Assessment, there are 2 stages of SEN support:

- **Stage 1** - some additional or different intervention within the school or setting will be required to enable the child / young person to access independent learning and the curriculum.
- **Stage 2** - builds on the arrangements for Stage 1 and draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the needs of children and young people. For higher levels of need,

schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Where it is decided to provide a pupil with SEND support, the teacher and the SENCO should consult the parent and pupil. Settings should work with parents and young people to create a SEND Support Plan at this point. The SEND Support Plan is included as an appendix to this document and can be found through the Local Offer at:

<http://www.centralbedfordshire.gov.uk/local-offer>

The outcomes, interventions and support should be agreed as well as the expected impact on progress, development or behaviour, along with a clear date for review.

At each SEN stage, it is essential to consider not only the significant concern demonstrated by the child / young person but also the process of intervention that has been implemented.

Funding for Pupils with SEND

All mainstream settings receive formula funding which will include a notional SEN budget. From this, they provide a standard offer of teaching and learning for all pupils, including those with high needs (core education funding). From their notional SEN budget they will contribute the first £6000 of the additional support costs of high needs pupils. By additional support, we mean the additional education provision that a pupil needs in order to access the school's or Academy's offer of teaching and learning. Funding above this level will be considered by the local authority and where appropriate, paid in the form of a top-up from its High Needs Block.

EHC Needs Assessment

Before considering a child / young person for an EHC Needs Assessment, careful consideration should be given to the circumstances, bearing in mind that this may reveal good progress from a low base and that not all children / young people are expected to progress at the same rate.

An EHC Needs Assessment builds on arrangements for Stage 1 and Stage 2 to enable educational settings to make provision for those children / young people with the most complex needs.

It is appropriate only for children and young people with long-term needs in one or more of the four broad areas. In these cases, the severity of the child or young person's special education needs indicates a need for the Local Authority to become more actively involved. In such instances, it is likely that there will be prolonged multi-agency involvement.

Pupil characteristics that may indicate the need for an EHC Needs Assessment can be found in each section of this document.

The evidence provided when requesting an EHC Needs Assessment should indicate how additional support has been targeted at each stage. It should show either that:

- the child / young person is not making adequate progress despite appropriate support at Stage 2;
- or,
- that there will be a clear need to provide long-term support over and above that which can be reasonably provided at Stage 2 to ensure the child / young person continues to make appropriate progress.

It would be expected that when a request for an EHC Needs Assessment is made, the child / young person would have

received appropriate support at a high level over time that would equate to £6000 per annum of the educational setting's notional SEN budget.

Involving Children, Young People and their families

Children and young people have a right to give and receive information, to express an opinion and to have that opinion taken into account in any matters affecting them. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

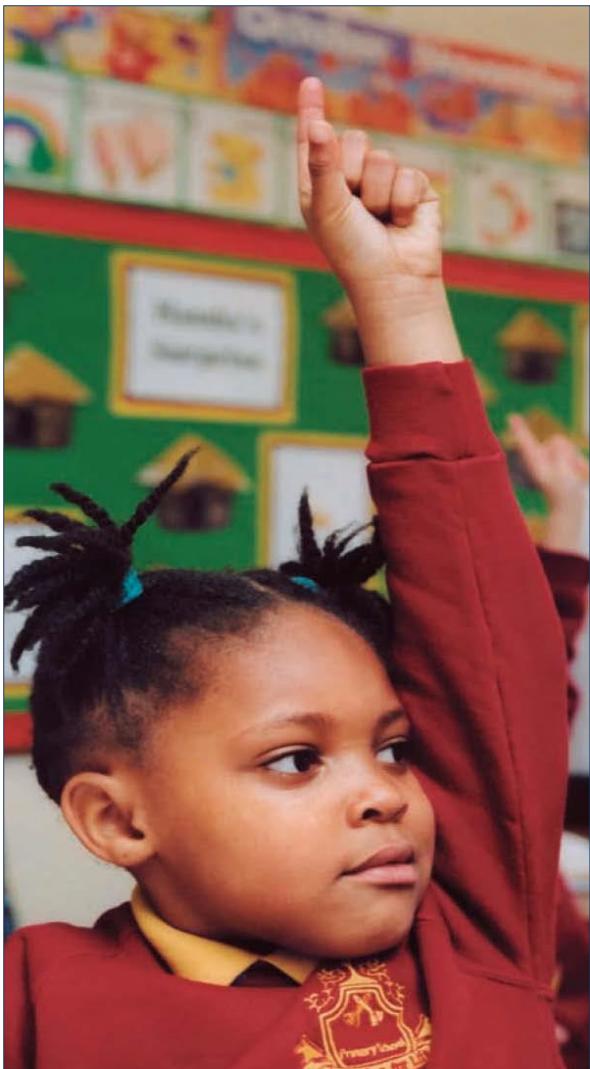
Educational settings should enable parents / carers to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child or young person's needs are best met. Sometimes these discussions can be challenging but it is in the child's or young person's best interests for a positive dialogue between parents and teachers and others to be maintained.

The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of

compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent.

Most young people will continue to want, or need, their parents and other family members to remain involved in discussions and decisions about their future. Some young people, and possibly some parents, will not have the mental capacity to make certain decisions or express their views. Provision is made in the Children and Families Act 2014 (Section 80) to deal with this (please refer to Annex 1 of the Code of Practice 2014 for further information).

Cognition and Learning



Children and young people with learning difficulties will learn at a slower pace than other children. They may have greater difficulty than their peers in acquiring basic skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self esteem, low levels of concentration and under-developed social skills. Medical conditions or chromosomal deletion may also impact on a child or young person's learning.

Children and young people who have a learning difficulty need more detailed differentiation and for the curriculum to be set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing skills in literacy and numeracy and other areas.

The level of support required will depend on the severity of the child or young person's learning difficulty and any associated needs that restrict their access to the curriculum, such as physical impairments or communication difficulties.

There is growing evidence to suggest that children and young people with a learning

difficulty are at increased risk of developing difficulties with mental health. They may therefore need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have additional difficulties with mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.

Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

Specific Learning Difficulties

Indicators

Some children may have very marked difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their cognitive ability or general level of performance. They may also gain some skills quickly and demonstrate a higher level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills. These difficulties may sometimes be associated with:

- significant difficulties in sequencing
- visual and auditory perception;
- developmental coordination difficulties (dyspraxia);
- working memory;
- verbal recall; or
- significant delays in language functioning (for example word retrieval difficulties).

Children with specific learning difficulties may become severely frustrated and may experience social, emotional and/or behavioural difficulties. They may have low self-esteem. School staff should take these issues into account when planning their support programme for the pupil.

It is important to recognise that children with specific learning difficulties vary in

nature and severity of difficulty and achievement. Some may experience severe literacy problems extending into adolescence, whilst others will be able to read although spelling difficulties may persist. Many continue to have difficulties working with sounds in words (phonological processing) and/or information processing. Some of these difficulties may affect progress in other areas such as mathematics.

Children with specific learning difficulties will usually need specific, structured programmes to aid learning. It is expected that pupils experiencing these types of difficulties will have their needs met by schools using their delegated resources without the need for an Education, Health and Care (EHC) Plan.

Only those very few children who experience severe, enduring specific learning difficulties will require support through EHC needs assessment. Many of these pupils may well have additional needs such as language difficulties. When interpreting the indicators for EHC needs assessment it is necessary to consider the impact of their difficulties on their ability to access the full range of the curriculum. It may be necessary to make reference to other areas of difficulty such as language and communication or social emotional and mental health difficulties.



COGNITION AND LEARNING STAGE 1 PROVISION

(It goes **beyond the differentiated approaches** and learning arrangements normally provided as part of high quality, personalised teaching.)
The SENCO should be aware of any interventions and outcomes.

All children benefit from good quality Wave 1 Teaching. This includes High quality teaching which is differentiated and personalised to meet the needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Teachers carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic approaches as well as auditory / verbal learning. These need to be carefully matched to pupil's needs and abilities. Additional intervention and support cannot compensate for a lack of good quality teaching.

Parents/Carers and Pupil Participation

- Parents/carer/young person to be involved in setting targets and planning and reviewing provision.
- Specific additional support, perhaps as part of a homework strategy and to support provision.
- Home/school communication over and above the norm – e.g. home-school book.
- Parents/carers are provided with details of local services available via the Local Offer.

Assessment, Planning and Review

- Review provision provided for the child/young person.
- Use of SMART targets.
- Involvement of parent/carer, child/young person, SENCO, class teacher or equivalent.
- Holistic review of child/young person's needs, focus on social and emotional needs as well as academic progress.
- Outcome focused termly review.
- Provision mapping.
- Baseline and formative assessments – e.g. dyslexia screening; systematic approach to monitor and track progress; assessment of particular areas of need.

Grouping for Teaching Purposes

- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Support during less structured times, as needed (for example, homework and lunchtime clubs).

Curriculum and Teaching Methods

- Extra practice (little and often) to reinforce skills, as required.
- Small group work (occasionally 1:1) usually delivered by a teaching assistant – e.g. phonics, or numeracy intervention.
- Access to specialist equipment and materials e.g. practical resources such as coloured overlay to help with dyslexia; laminated prompt cards to help student stay on task, writing frame.
- A variety of practical materials and experiences to support learning – for example, a 'field trip' with a TA or other adult; opportunities to put skills into practice in different contexts.

COGNITION AND LEARNING
STAGE 1 PROVISION (Continued)

(It goes **beyond the differentiated approaches** and learning arrangements normally provided as part of high quality, personalised teaching.)
The SENCo should be aware of any interventions and outcomes.

Additional Human and Other Resources

- Individual and small group work in and out of the whole class setting.
Additional adult support for some work in a small group.

Training and Advice

- Staff to be trained in strategies related to specific areas of need. The SENCO or other designated staff member could deliver this training, using IDP or similar materials.
- Strategies/training shared with parents/carers as appropriate.

COGNITION AND LEARNING STAGE 2 PROVISION

It is expected that any human or other resources are closely supervised and monitored by the SENCO or their equivalent, who should also oversee all the interventions utilised.

Parent/Carers and Pupil Participation

- Parents/carer/young person to be involved in setting targets and planning and reviewing provision.
- Home/school communication over and above the norm.
- Parents/carers are provided with details of local services available via the Local Offer.

Assessment, Planning and Review

- Review provision recorded for the child/young person, which may include advice and information from external agencies.
- Use of SMART targets.
- Must involve parent/carer, child/young person, SENCO, class teacher or equivalent.
- Outcome focused review, at least once a term but may be more frequent.
- Provision mapping.

Additional Human and Other Resources

- Individually focused specialist intervention. This could be in-class support from a suitable trained teacher; it could be an intervention programme such as *Sounds Write* or *Lexia*.....
- Programmes delivered by or under the direction of appropriately trained and experienced professionals – for example, Speech and Language Therapist, Educational Psychologist, Autism Advisory Service.....

Group for Teaching Purposes

- Access to additional and different arrangements on a small group or individual basis. For example, specific support from another adult within the learning environment.
- Arrangements mainly within the classroom with limited period of withdrawal.
- Specific techniques used, as advised by specialists.
- Structured input to playground and free time (for example, adult-leading playground games/break time activities).

Curriculum and Teaching Methods

- As for stage 1.
- A variety of practical materials and experience to support learning.
- Access to specialist equipment and materials: eg laptop, OT recommended equipment such as a writing slope, wobble cushion etc.
- A variety of practical materials and experiences to support learning – for example, a ‘field trip’ with a TA or other adult.
- Visual cues to support all areas, e.g. routines; organisational skills.
- Highly structured steps in learning that are small and achievable.
- External interventions may be appropriate.

Training and advice

- Staff to be trained in strategies related to specific areas of need. This will probably be delivered by external agencies, eg Autism Advisory Service; Educational Psychology; the Parent/Carer of the young person involved.
- Strategies/training shared with parents/carers as appropriate.

Cognition and Learning: Pupil Characteristics – Attainment Indicators

(NB: failure to progress at the same rate as peers would also be an indicator of need)

The chart below shows the maximum threshold indicators for learning development, as recorded **at the start of the current academic year**

NC Year 1	STAGE ONE	STAGE TWO	EHC Needs Assessment
	Secure at P7 or below in one or more core areas.	Secure at P6 or below in one or more core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage One.	Secure at P5 or below in all core areas of the curriculum following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage Two.
NC year 2	Secure at P8 or below in one or more core areas.	Secure at P7 or below in one or more core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage One.	Secure at P6 or below in all core areas of the curriculum following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage Two.
NC Year 3	Working within NC Y1 PoS in one or more core areas, but unable to fully demonstrate that (s)he knows, can apply and understand the matters, skills & processes.	Secure at P8 or below in one or more core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage One.	Secure at P7 or below in all core areas of the curriculum following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage Two

Cognition and Learning: Pupil Characteristics – Attainment Indicators

(NB: failure to progress at the same rate as peers would also be an indicator of need)

The chart below shows the maximum threshold indicators for learning development, as recorded **at the start of the current academic year**

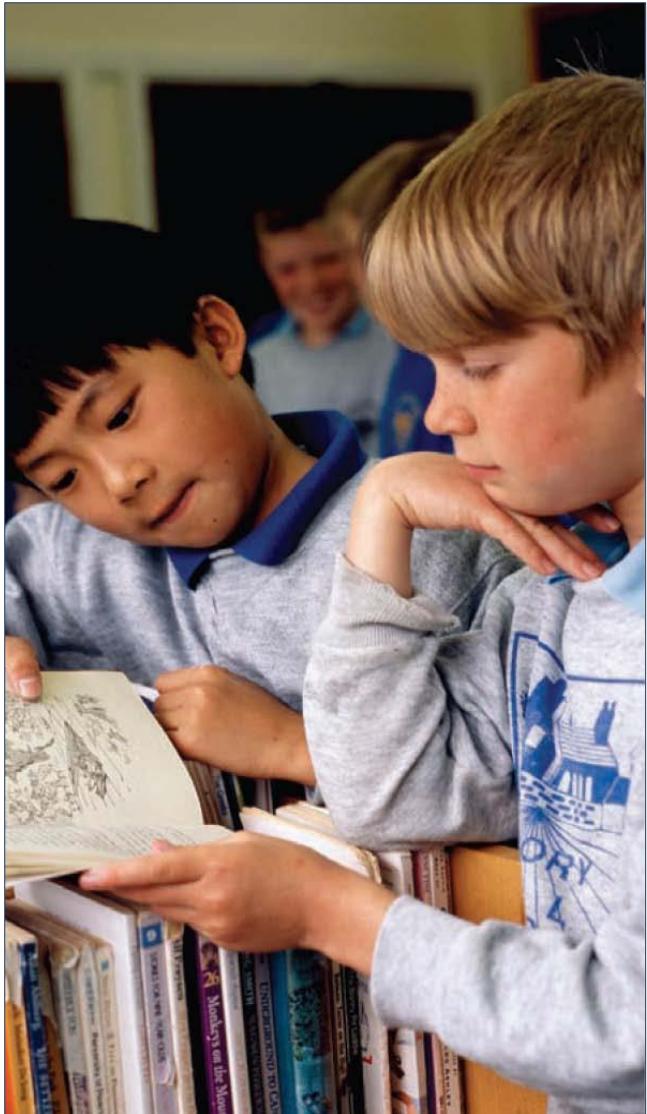
	STAGE ONE	STAGE TWO	EHC Needs Assessment
NC Year 4	Beginning to achieve some aspects of NC Y2 PoS in one or more core areas.	Secure at NC Y1 PoS , in one or more core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review.	Secure at P8 or below in all core areas of the curriculum following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage Two.
NC year 5	Working within NC Y2 PoS but unable to fully demonstrate that (s)he knows, can apply and understand the matters, skills & processes in one or more core areas.	Beginning to achieve some aspects of NC Y2 PoS in one or more core areas following appropriate provision and at least two cycles of Assess Plan Do Review at Stage One.	Beginning to achieve at NC Y1 PoS or below in all core areas following appropriate provision and at least two cycles of Assess Plan Do Review at Stage Two.
NC Year 6	Secure at NC Y2 PoS in one or more core areas.	Working within NC Y2 PoS, but unable to fully demonstrate that s/he knows, can apply and understand the matters, skills and processes in one or more core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage One.	Working within NC Yr 1 PoS or below in all core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage Two.

COGNITION AND LEARNING
PUPIL CHARACTERISTICS – ATTAINMENT INDICATORS (CONTINUED)

The chart below shows the maximum threshold indicators for learning development, as assessed at the start of the current academic year

NC Year 7	Working within NC Yr 3 PoS but unable to fully demonstrate that (s)he knows, can apply and understand the matters, skills & processes in one or more core areas.	Secure at NC Yr 2 PoS in one or more core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage One.	Working within NC Yr 2 PoS or below in all core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage 2.
NC Year 8	Secure at NC Yr 3 PoS in one or more core areas.	Working within NC Yr 3 PoS in one or more core areas but unable to fully demonstrate that s/he knows, can apply and understand the matters, skills and processes following appropriate provision and a minimum of two cycles of Assess, Plan, Do, Review at Stage One.	Secure at NC Yr 2 or below in all core areas of the curriculum following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage Two.
NC year 9	Working within NC Yr 4 PoS but unable to fully demonstrate that (s)he knows, can apply and understand the matters, skills & processes in one or more core areas.	Secure at NC Yr 3 PoS in one or more core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage One.	Working within NC Yr 3 PoS or below in all core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage 2.
NC Year 10 & 11	Working at or below GCSE grade G or within entry level 3 in one or more core areas.	Working within entry level 2 in one or more core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage One.	Working within entry level 2 or below in all core areas following appropriate provision and at least two cycles of Assess, Plan, Do, Review at Stage 2.

Social, Emotional and Mental Health Difficulties



For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range of mental health problems might require adjustments to be made in school. These can manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional defiance and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.

Some children and young people may have recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) attachment disorder, autism or pervasive development disorder, an anxiety disorder, or, more rarely, schizophrenia or bipolar disorder.

To make it less likely that difficulties will arise or become more severe, schools will need to develop and maintain:

- Effective teaching and learning across the curriculum
- A fully inclusive school ethos
- A positive learning environment
- Robust curricular, pastoral and discipline arrangements
- Systems that foster positive relationships with children, young people, parents, carers and the wider community

All schools should have policies relating to Social, Emotional, and Mental Health difficulties, which should be available on the school website and accessible via the Local Offer.

Progress and Level of Need

Schools will employ a variety of approaches to maximise the achievement of all children and young people within their provision maps. These arrangements apply to all children and young people and are not part of the special educational provision.

All children and young people progress at different rates. It is important to understand what is a reasonable expectation for a particular child or young

person to achieve and that social, emotional and mental health needs can change over time and according to the context.

Environmental factors can influence a child or young person's responses and inform the development of new strategies. Flexibility is important and there should be clear recognition that changing the context may be the most effective intervention.

All staff may expect that there will be children or young people in their class who test boundaries. These pupils should be managed and supported within the classroom and temporary removal would only be a last resort when all strategies have been tried.

The access point for additional support at Stage 1 and Stage 2 must be needs-led, dependent on the level of intervention required. For many young people, it may be appropriate to provide support at Stage 1 initially. However, the needs of a few young people may be such that they require intervention at Stage 2 without having accessed support at Stage 1.

Baselines

When a young person is identified as needing support, it is necessary to obtain

a baseline assessment of those difficulties that are causing concern so that the effectiveness of any intervention can be evaluated. Baselines should give clear ideas of the frequency and severity of any difficulties. Such baseline assessments could include the use of:

- Checklists
- Observations
- Assessments of young person's views

Stage 1

Children and young people at Stage 1 require support which is additional and different to the support normally available within the school environment.

The indicators for intervention at Stage 1 would be based on concerns, underpinned by evidence, that despite receiving differentiated learning opportunities, a child or young person makes little or no progress over a sustained period of time.

Stage 2

After at least 2 reviews at Stage 1, a few children or young people may not be making expected progress towards the targets set. These children and young people would be considered for Stage 2 intervention. The period of time covered

by this review process would normally be approximately six months, but during this period or towards the end of this period, schools or colleges should consult with relevant support services to consider the nature of the difficulty and appropriate Stage of additional support.

If a child or young person's behaviours escalate quickly, in spite of appropriate strategies being in place, it may be appropriate to shorten the review cycle. Progress indicators should be measured against baseline information after targeted intervention has been implemented and monitored as part of the evaluation process.

EHC Needs Assessment

Some children and young people may display difficulties of an extreme nature that require a higher level of intervention than is reasonable for the school to provide over a sustained period of time. In these cases, evidence will be judged on the degree to which emotional or behavioural needs have an effect on:

- Teacher attention and time.
- Access to the curriculum for the child or young person.

- The safety and welfare of the child or young person, other learners or staff.

The degree and complexity of these behaviours for any child or young person will need to be measured against:

- The inappropriateness of the behaviour (partly with regard to the age of the child or young person and to the context in which the behaviour occurs).
- Frequency
- Intensity
- Duration
- Persistence over time



Social, Emotional and Mental Health

Stage 1 Provision (It goes beyond the differentiated approaches and learning arrangements provision normally provided as part of high quality, personalised teaching.)

Assessment, Planning and Review

- Schools will have a behaviour management system that will be fully integrated into school systems to support positive behaviour management.
- Baseline information of particularly significant behaviours will be collected in order to inform strategies for intervention and evaluation.
- An Individualised Plan provides SMART targets which focus on development of appropriate behaviours and the reduction of inappropriate behaviours.
- Pupil progress and the effect of interventions will be measured over time (ie: through the Boxhall profile)
- Effects of all interventions will be considered holistically, i.e in relation to the outcomes for the child, family and school.
- The child/young person's behaviour will be observed in a range of contexts.
- Progress will be systematically and regularly monitored to establish the effectiveness of the intervention. Reviews will take place at least each half-term.
- A Team Around the Child (TAC) meeting will be called to inform holistic planning.

Grouping for Teaching Purposes

- Curriculum is clearly differentiated and adapted to meet the child/young person's needs.
- Grouping strategies used flexibly to enhance learning and access to the curriculum and to focus available adult support, where needed.
- Small group programmes using evidence based interventions.
- School based individual or group pastoral support sessions focussing on the effect of behaviour on child/young person and others.
- Work and intervention are focused Focusing on particular aspects/modules from school based SEAL programme or similar, as appropriate.
- Personalised learning programmes are implemented.

Curriculum and Teaching Methods

- Implementing praise and reward systems. Making consequences clear.
- Use of de-escalating techniques (e.g. Bill Rogers).
- Conflict resolution programmes.
- Child/young person and parental involvement in the programme is clearly defined.
- Consideration of alternative means of accessing the curriculum (e.g. ICT).
- Devoting additional time to activities which address the child/young person's difficulties using specific teaching methods/programmes e.g. Circle of Friends approach, social skills programmes, self-esteem/self confidence programmes etc.

Social, Emotional and Mental Health

Stage 1 Provision (continued)

(It goes beyond the differentiated approaches and learning arrangements provision normally provided as part of high quality, personalised teaching.)

Additional Human and Other Resources

- Access to a key worker adult or peer mentor on a regular basis – building in opportunities to talk.
- Making use of SEN Personal Advisors to help reduce barriers to learning that are behavioural, emotional and/or social.
- The child / young person may have flexible access to a base within school where support is available, e.g. LSU nurture provision, etc.
- Implementation of support programmes to address child/young person's specific needs.
- The child/young person may be supported via a Buddying/peer mentoring scheme.
- Use of counsellors / learning mentors if school has access to this type of support.
- Targeting existing resources in the classroom with children/young people who are experiencing BESD.
- Deploying additional support specifically for one or more children/young people in the class.
- Help in adjusting to school expectation and routines.
- Making use of pupil support within the class group (e.g. cross age peer support)

Parent's/Carers and Young Person participation

- The child/young person will be fully involved in the assessment process and in the planning of subsequent interventions.
- Parent's / Carers will be encouraged and supported to work together with the school. They will be an integral part of the process of assessment, intervention and target setting.

Training and Advice

- Enhancing the skills level and knowledge of human resources through targeted and specific training.
- Staff training needs with regards to child/young person's social, emotional and behavioural development are addressed and information passed to other staff and parents, as appropriate.

Social, Emotional and Mental Health

Stage 2 Provision As stage 1 plus the following:	
<p>Assessment, Planning and Review</p> <ul style="list-style-type: none">• Regular monitoring and reviewing of programmes and strategies as advised by outside agencies.• A risk assessment may be helpful in informing appropriate interventions depending on presenting behaviours/areas of concern.• Implementation of a positive handling plan depending on the presenting concern. <p>Additional human and other resources</p> <ul style="list-style-type: none">• Continued access to supporting adults within school and support programmes up to 12 hours.• Continued access to a base within school where support is available.• Involvement of outside agencies as appropriate to the child/young person's needs.• Support during unstructured parts of the school day <p>Grouping for Teaching Purposes</p> <ul style="list-style-type: none">• Continued access to small group support within class and outside the classroom environment, as appropriate to child/young person's needs, with a focus on skills development, resilience and coping strategies.• Individual support from an appropriate adult within class, as appropriate• Group work supported by relevant outside agencies, e.g. Jigsaw• Increased flexibility re curriculum e.g. alternate placement.	<p>Curriculum and teaching methods</p> <ul style="list-style-type: none">• Implementation of programmes and strategies as advised by relevant outside agencies.• Wave 3 intervention as part of a small group (e.g. Silver set SEAL materials, Dinosaur Programme, social skills programmes, etc.). <p>Training and advice</p> <ul style="list-style-type: none">• Specific training and advice for school staff and parents/carers as advised by outside agencies.• Outside agency support to model strategies and approaches and to inform practice. <p>Parents / carers and Pupil Participation</p> <ul style="list-style-type: none">• Continued partnership with parents/carers to ensure consistency between home and school.• Child/young person continues to be involved in process of assessment, setting up interventions and targets.• Regular liaison between school, parents/carers and outside agencies working with the family• Parent / carers are informed about Parent Partnership services.• Parent's / carers may be directly involved in interventions within school, e.g. Family SEAL materials/Webster - Stratton groups alongside school interventions or may have involvement from other agencies (e.g. Family Support Workers, Family Liaison Officers, etc.).• All parties will attend relevant TAC/multi-agency meetings or similar, communicating effectively to ensure the child/young person receives joined up support.

Social, Emotional and Mental Health – Pupil Characteristics

Stage 1	Stage 2	EHC Needs Assessment
<p>Indicators may include a child or young person who despite whole school support:</p> <ul style="list-style-type: none"> • Continues to require frequent adult prompting to remain on task. • Continues to need support to make and sustain appropriate relationships with adults and/or peers. • Displays frequent unpredictable responses to a range of situations e.g. anxiety, anger, unhappiness. • Has difficulties expressing their point of view verbally and/or talking about their feelings without intervention. This includes refusal to speak. • Engages in attention seeking behaviour and regularly seeks approval from adults and peers. • Continues to show signs of being withdrawn and may need encouragement to take part in activities. • Signs of emotional turbulence (for example unusual tearfulness, withdrawal from social situations). 	<p>Despite receiving an individualised programme and/or concentrated support the young person:</p> <ul style="list-style-type: none"> • Has social, emotional and/or mental health difficulties which substantially and regularly interfere with their own learning or that of the class group. • Continues to make little or no progress despite interventions designed to improve aspects of their social, emotional and/or mental health development. <p>The difficulties experienced may include:</p> <ul style="list-style-type: none"> • Remaining off task despite significant adult support. • Displaying unusual, harming or dangerous behaviour to self or others. • Experiencing a significant level of rejection by peers leading to an increase in social isolation. • A high level of dependency and may have significant difficulties relating to their peer group. • Frequent and prolonged mood swings. • Evidence of significant unhappiness, anxiety, stress or dissatisfaction which is affecting learning and may lead to period of absence from school. 	<p>Indicators will include:</p> <ul style="list-style-type: none"> • Appropriate support over a period of not less than 12 months and this support has included an appropriate intervention programme. <p>And</p> <ul style="list-style-type: none"> • There is a demonstrable and significant effect on pupil progress over time despite appropriate advice being taken and appropriate support being provided by the school. <p>And</p> <ul style="list-style-type: none"> • The young person's behaviours within the classroom are regularly disruptive and unpredictable. <p>And</p> <ul style="list-style-type: none"> • Evidence has been collected and recorded over a period of at least 12 months to show that the young person's behaviours are qualitatively different from that of his/her peers and there is a lack of significant response despite appropriate intervention to address the identified difficulties.

Social, Emotional and Mental Health – Pupil Characteristics continued

Stage 1	Stage 2	EHC Needs Assessment
	<ul style="list-style-type: none">• Signs of selective mutism.• Signs of mental health difficulties that affect their learning.• Increased difficulty in managing routine changes.• Frequent verbal and/or physical aggression towards others.• Difficulty following rules and challenging authority.• Presenting as a risk to themselves or others.	<p>Or</p> <ul style="list-style-type: none">• All involved agree that a sudden and serious deterioration in young person's presentation has taken place requiring a high level of support on a consistent basis.• In addition to the above the school or college should be able to demonstrate that:• Relevant outside Agency support has been accessed as necessary, with advice being acted upon and regularly reviewed.• Outcomes are clearly evaluated and modified as appropriate to address young person's needs.• The child or young person's behaviours within the school require a consistently high level of support and is greater than would reasonably be expected from the school's allocated SEND budget or the college's ALS budget. <p>Where a child or young person has been permanently excluded from one school s/he must have had a period of no less than 3 months in the next one, with appropriate advice being sought.</p>

Communication and Interaction

Speech, Language and Communication Needs

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.

The profile for every child / young person with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children / young people with less severe difficulties, or difficulties that only affect one aspect of speech and language may be less easy to identify and may appear to be developing normally at an early age. Communication and interaction difficulties may become more apparent with the increased demands of school life, but the exact nature of the difficulty may not be immediately noticeable. Whatever the level of need, the Code of Practice advises that inadequate progress should be the key test of whether additional or different action should be taken. Speech, language and communication difficulties cover a

wide and complex range of impairments that frequently overlap. These include:

- **Developmental Language Delay**

This may be a delay in one or more aspects of language (comprehension, expression, interaction) but progress, however slow, follows a 'normal pattern' of development.

- **Developmental Language Disorder**

Development in one or more aspects of language (comprehension, expression, interaction) will show an uneven or unusual pattern.

- **Phonological / Speech Difficulty**

This refers to the child's / young person's ability to produce intelligible speech and will include those with specific difficulties, including verbal dyspraxia and dysarthria. Complete normal development of the speech sound system may not be in place until the age of 6 years. There may be abnormal speech development e.g. atypical speech sounds / processes in the system emerging in place of more typical sounds.

- **Receptive Language Difficulty**

Children / young people may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning.

- **Expressive Language Difficulty**

Children / young people may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning.



Speech, Language and Communication

Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching)

The SENCo should be aware of any interventions and outcomes

<p>Parent / Carer and Pupil Participation</p> <ul style="list-style-type: none">Parents/ carer / pupil to be involved in setting targets and planning and reviewing provision.The child/young person will be fully involved in the assessment process and in the planning of subsequent interventions.Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning PlanChild/ Young Person involved in target setting, monitoring progress and reviews.Communication system in place to provide details of how to support young personYoung person and parents/carers provided with details of local services available via the Local Offer	<p>Grouping for Teaching Purposes</p> <ul style="list-style-type: none">Grouping strategies used flexibly to promote independent learning and provide general support for self-esteem / confidence buildingSupport during less structured times as needed.Equal access to both curriculum and out-of-hours learning opportunities (for example, homework clubs, lunchtime clubs). <p>Curriculum and Teaching Methods</p> <ul style="list-style-type: none">Emphasis on differentiation for curriculum access and independent learning (for example, level of language used, response, appropriate pace, consolidation).Cross-curricular support of SMART targets <p>Some specific reinforcement or skill development activities as required</p> <p>Training and Advice</p> <ul style="list-style-type: none">Staff to be trained in strategies related to specific areas of need. Strategies/training shared with parents/carers as appropriate <p>Additional Human and Other Resources</p> <ul style="list-style-type: none">Individual and small group in and out of whole class setting.Routine curriculum resources including differentiated materials.Class / subject teachers, SENCo and Teaching Assistant to participate in monitoring and reviews. <p>Use of visual aids to support language</p>
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Speech, Language and Communication

Stage 2 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching)

It is expected that any human or other resources be closely supervised and monitored by the SENCo, who should also oversee all the interventions utilised.

Parents / Carers and Pupil Participation

- Informed and written consent for referrals to external agencies.
- Young person and parents/carers invited to participate in target setting, monitoring and reviews
- Communication system in place to provide details of how to support young person
- Parents/carers/ child/ young person provided with details of local services available via the Local Offer

Assessment Planning and Review

- Support includes assessments and advice from a Speech & Language Therapist and / or other relevant professionals.
- Ongoing process of assessment and review is in place.

Additional Other Resources

- Daily, individually focused intervention and implementation across the curriculum.
- Close monitoring by SENCo and / or key staff.
- School/College provides specific equipment, games and access to ICT, as appropriate.

Grouping for Teaching Purposes

- Access to additional and different arrangements individually or in small groups.
- Arrangements mainly within the classroom with limited periods of withdrawal (for example, for specific speech sound work).
- Structuring both classroom and unstructured times to support positive peer interaction.

Curriculum and Teaching Methods

- Increased differentiation of targeted activities and materials, with key speech and language objectives.
- Access to ICT and specialist equipment / materials.
- Emphasis on small step approach.
- Structured teaching building on the child or young person's established knowledge.
- A variety of practical materials and experiences to support learning.
- Rate and complexity of curriculum delivery should reflect child/ young person's level of language competence.

Speech, Language and Communication

Stage 2 Provision (continued)

(in addition to **the differentiated approaches** and learning arrangements normally provided as part of high quality personalised teaching)

Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo
- Outside agency support to model strategies and approaches and to inform practice
- External interventions may be appropriate.

<p style="text-align: center;">Speech, Language and Communication Needs</p> <p style="text-align: center;">Pupil Characteristics</p>			
<p>Children/ young people may show some or all of the difficulties stated below. Difficulties at each stage / level are in addition to those at a less severe level.</p>			
	Stage 1	Stage 2	EHC Needs Assessment
Attention	May be affected by unfamiliar situations / speakers, stress and distractible environment.	Some difficulties ignoring both active and passive distractions. Needs reminders to monitor attention. Difficulty attending in whole class. May need refocusing in small groups.	Expressive and/ or verbal comprehension is at a developmental level significantly below chronological age, with non-verbal skills at a much higher level, and this is severely affecting their ability to communicate (as indicated in reports completed by a relevant outside agency e.g. SaLT) Needs high level of support to maintain appropriate attention in a small group.
Receptive	May be slow to process orally presented information. Poor understanding of complex grammar. Difficulties with implied meaning and colloquialisms.	Needs visual support to process language according to intention. Prediction may be poor. Frequent misunderstandings. Repetition and some simplification needed.	Obvious difficulties in understanding spoken language. Frequently confused and responding inappropriately. Needs simplified language in order to understand.
Expressive	Language may sound immature or particularly hesitant. Finds it difficult to convey intended meaning at first attempt.	Uses simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification.	

Speech, Language and Communication Needs Pupil Characteristics (continued)			
	Stage 1	Stage 2	EHC Needs Assessment
Speech	Some continuing difficulties sequencing polysyllabic words.	Some immaturities in speech sound system may remain. Phonological awareness relatively poor.	<p>Limited ability to express ideas verbally. May volunteer very limited information. May show frustration when required to express ideas. Difficulty conveying intended meaning even using simple language.</p> <p>Any continuing difficulties affecting general intelligibility are likely to have a physical cause and will seriously affect self-esteem.</p>
Interaction	Difficulties with social skills that affect relationships with peers and unfamiliar adults. May find conversation difficult and have difficulties timing remarks.	Interaction may not always be appropriate. May have difficulties with social relationships. Communication difficulties may lead to inappropriate behaviour.	Social and interaction difficulties affect performance in most situations. Child / young person does not transfer strategies from one situation to another. Behaviour and self-esteem may be significantly affected.

Social Communication Difficulties and Autistic Spectrum Disorder

Children / young people with social communication difficulties have persistent needs in the social use of verbal and non-verbal communication. Typical pupil characteristics in this area are described under 'Area of need' headings; *Interaction and Relationships* and *Language and Communication*.

Children / young people diagnosed with an Autistic Spectrum Disorder will also demonstrate challenges in these two areas, but can be differentiated by the additional presence of pupil characteristics described under the 'Area of need' heading: *Inflexibility in Thinking and Behaviour*. They may also experience difficulties in *Sensory processing*.

The combined challenges experienced by children/young people with Social Communication and Autistic spectrum Disorders may impact on their *Personal, Emotional development and Well-being*.

Social Communication and Autistic Spectrum Disorders are medical diagnosis based on Neurodevelopmental Disorders, resulting in developmental differences in

each of the relevant areas of need. The way in which these differences impact on

how the child/young person understands and interacts with the world around them will be unique to each individual. They can occur across the full ability range and for children/young people with ASD are frequently associated with feelings of anxiety.

Other factors that affect the individual presentation may include:

- Characteristics occurring with different degrees of severity or an uneven profile.
- Possibility of changes occurring with increasing age and/or difficulties may become more apparent at times of increasing demand.
- The possible existence of associated needs, for example; learning difficulties, coordination and motor function difficulties or epilepsy.
- Education, social environment and personality.



Social Communication Difficulties and Autistic Spectrum Disorder

Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching).

All children benefit from good quality Wave 1 Teaching. This includes High quality teaching which is differentiated and personalised to meet the needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Teachers carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic approaches as well as auditory / verbal learning. These need to be carefully matched to pupil needs and abilities. *Additional intervention and support cannot compensate for a lack of good quality teaching.*

Assessment, planning and Review

- Holistic assessment of how the areas of need impact on the individual child/young person's ability to access the educational setting.
- Ongoing communication with parents / carers to support the identification of /child/young person's strengths and challenges.
- Use of SMART targets informed by an understanding of social communication difficulties and autistic spectrum disorders.
- Provision mapping, involving child/young person, parent / carer, SENCo and class teacher.
- Termly or at least 6 monthly review.

Additional Human and Other Resources

- Individual and small group work in and out of the whole class setting.
- Differentiated curriculum resources and materials.
- Appropriately individualised physical and visual structures consistently used as needed.

Parents /Carers and Pupil Participation

- Opportunities and support which enable child / young person to express their views is provided.

Grouping for Learning

- Support during less structured times to achieve equal access to opportunities. For example, homework and lunchtime clubs.
- Flexible grouping to promote independent learning, self-esteem and confidence building.

Curriculum and Teaching Methods

- Cross-curriculum support of smart targets.
- Emphasis on differentiation for curriculum access in response to the child's / young person's preferred learning style and areas of strength. For example, utilise visual approaches and modify use of language.
- Some teaching of specific social communication and interaction skills, including the use of social stories and comic strips to develop understanding.
- Some teaching to support age appropriate life skills, including independent leisure skills.

Stage 1 Provision (continued)
(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching).

Parents /Carers and Pupil Participation (continued)

- Specific additional support, perhaps as part of a homework strategy and to support transitions.
- Home / school communication over and above the norm.
- Parents to share relevant reports from medical services and other agencies.
- Parents / carers are informed about the external services related to their child's needs and signposted to the Local Offer.

Training and Advice

- 'Whole School ASD Awareness Training', as delivered by the ASD Advisory Support Service, every 3 years.
- Staff attend relevant courses and then disseminate information and strategies to key people.

Social Communication Difficulties and Autistic Spectrum Disorder

Stage 2 Provision (in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching).	
Assessment, Planning and Review <ul style="list-style-type: none">• Holistic assessment of how the areas of need impact on the individual child/young person's ability to access the educational setting. This should include advice from outside agencies.• Ongoing communication with parents / carers to support the identification of child/young person's strengths and challenges.• Use of SMART targets informed by an understanding of social communication difficulties and autistic spectrum disorders.• Provision mapping, involving child/young person, parent/carer, SENCo and class teacher.• Termly or at least 6 monthly review.	Grouping for learning <ul style="list-style-type: none">• Support during less structured times to achieve equal access to opportunities, for example, homework and lunchtime clubs.• Flexible grouping to promote independent learning, self-esteem and confidence building. Structuring of both classroom and playground activities to support positive peer interaction.• Access to additional support, individually or in small groups, mainly in the classroom with limited periods of withdrawal if appropriate (for example, for specific skills instruction).• Environmental adaptations to minimise impact of sensory distractions and differences.
Additional Human and Other Resources <ul style="list-style-type: none">• Individual and small group work in and out of the whole class setting.• Differentiated curriculum resources and materials.• Appropriately individualised physical and visual structures consistently used as needed.	Curriculum and Teaching Methods <ul style="list-style-type: none">• Cross-curriculum support of smart targets.• Emphasis on differentiation for curriculum access in response to the child's preferred learning style and areas of strength. For example, utilise visual approaches and modify use of language.• Planned opportunities which promote application and generalisation of learning.• Use of individualised visual structure to facilitate independent learning and management of change, e.g. homework system, visual timetable, systems for organisation. This will include systems to support: motivation, engagement, and achievement of learning outcomes, e.g. personalised rewards systems, work systems.• Some targeted teaching of specific social communication and interaction skills, tailored to individual needs and learning style
Parents/Carers and Pupil Participation <ul style="list-style-type: none">• Opportunities and support which enables child / young person to express their views is provided.• Specific additional support, perhaps as part of a homework strategy and to support transitions.• Home/school communication over and above the norm.• Parents share relevant reports from medical services and other agencies.	

Stage 2 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching).

<p>Parents / Carers and Pupil Participation</p> <ul style="list-style-type: none">• Parents / carers are informed about the external services related to their needs and directed to the Local Offer. Parent consent for outside agency involvement.	<p>to enable application and generalisation e.g. Social Stories, social rules and scripts, role play.</p> <p>Curriculum and Teaching Methods</p> <ul style="list-style-type: none">• Targeted teaching to support age appropriate life skills, including independent leisure and self-care skills.• Targeted support to understand emotions in others and develop self-regulation of own emotions, such as consequence paths and 5 point scales. <p>Training and Advice</p> <ul style="list-style-type: none">• Attendance of 'Whole School ASD Awareness Training', as delivered by the ASD Advisory Support Service.• Attendance of staff on relevant courses who will then disseminate information and strategies to key people.• Consultation with external agencies.
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Social Communication Difficulties / Autistic Spectrum Disorder

Areas of Need	Stage 1	Pupil Characteristics	EHC Needs Assessment
Inflexibility in thinking and behaviour	<p>The child / young person:</p> <ul style="list-style-type: none"> • Sometimes requires support in order to reduce anxiety, for example; transition periods, seasonal changes to timetable. • Requires some intervention to effectively participate in certain aspects of school life, due to distractions related to need for certain routines or over focus on special interest. • Has inflexibility in thinking styles which sometimes impacts on accessing the curriculum. • Occasionally needs support for activities that place a high demand on creative planning, organisational skills or work that needs reviewing/subjective evaluation. 	<p>The child / young person:</p> <ul style="list-style-type: none"> • Often requires support in order to reduce anxiety, for example; changes to daily routine, transition between home and school, and staffing arrangements. • Often requires intervention to effectively participate in several aspects of school life, due to distractions related to need for certain routines, rules and/or over focus on special interest. • Experiences difficulty in sustaining engagement whilst accessing the curriculum. • Often needs intervention for activities that place a high demand on creative planning, organisational skills or work that needs reviewing / subjective evaluation. • Will sometimes have difficulty in making expected connections between concepts and generalising / applying skills learnt in new situations. 	<p>The child / young person:</p> <p>Despite support and interventions at stage 2, for the majority of the school day:</p> <ul style="list-style-type: none"> • Requires a constant and ongoing high level of support in order to reduce anxiety, for example; difficulty adapting to changing expectations, shifting from activity to activity. • Has ongoing difficulty effectively participating in most aspects of school life due to inflexible adherence to certain routines, rules and/or over focus on special interest. • Has difficulty effectively accessing the curriculum for a significant part of the school day, despite interventions at a previous stage. • Needs ongoing intervention for activities that place a demand on creative planning, organisational skills or work that needs reviewing. • Has significant difficulty in making expected connections between concepts and generalising / applying skills learnt in new situations.

Social Communication Difficulties / Autistic Spectrum Disorder			
Areas of Need	Pupil Characteristics (continued)		
	Stage 1	Stage 2	EHC Needs Assessment
Interaction and Relationships	<p>The child / young person:</p> <ul style="list-style-type: none"> • Sometimes has difficulty initiating social interactions. • Sometimes has difficulty noticing, interpreting and responding to social cues of others appropriately. • Sometimes has difficulty in the application and generalisation of 'unwritten social rules.' • Displays a limited repertoire of interests, play and leisure skills. <p>The above can impact on the pupil's ability to attend and contribute during:</p> <ul style="list-style-type: none"> - Whole class teaching. - Collaborative group work. - Unstructured breaks. <p>But does not significantly limit progress.</p>	<p>The child / young person:</p> <ul style="list-style-type: none"> • Often has difficulty initiating and successfully sustaining social interactions and friendships. • Often has difficulty noticing, interpreting and responding to social cues of others appropriately, which impacts on the quality of their relationships. • Often has difficulty in the understanding of 'unwritten social rules' and adjusting behaviour appropriately to various social contexts. • Displays a limited repertoire of interests, play and leisure skills, to the degree that it impacts on the quality of their friendships. 	<p>The child / young person:</p> <p>Despite support and interventions at stage 2, for the majority of the school day:</p> <ul style="list-style-type: none"> • Has consistent and ongoing difficulty in initiating and responding to social interactions, leading to social isolation. • Has consistent difficulty noticing, interpreting and responding to social cues of others appropriately, which significantly impacts on their ability to form positive relationships. • Has significant difficulty in acknowledging and understanding 'unwritten social rules.' • Has consistent and ongoing difficulty in coping with and adjusting their behaviour appropriately to various social contexts.

Social Communication Difficulties/Autistic Spectrum Disorder			
Areas of Need	Pupil Characteristics (continued)		
	Stage 1	Stage 2	EHC Needs Assessment
Interaction and Relationships (continued)		<p>The above impacts on the pupil's ability to access and successfully participate in:</p> <ul style="list-style-type: none"> - Whole class teaching - Collaborative group and paired work. - Unstructured breaks <p>Which limits their academic and / or social progress. This may present as passivity, avoidance, reluctance to engage or unusual / inappropriate behaviour.</p>	<ul style="list-style-type: none"> • Displays a repetitive repertoire of interests, play and leisure skills, which further contributes to their social isolation. <p>The above impacts on the pupil's ability to access and successfully participate in:</p> <ul style="list-style-type: none"> - Whole class teaching. - Small group teaching. - Collaborative group and paired work. - Unstructured breaks. <p>To the degree that it creates a barrier to their academic and social progress. This may present as an extreme level of passivity, persistent avoidance, refusal to engage or ongoing unusual / inappropriate behaviour.</p>

Social Communication Difficulties/Autistic Spectrum Disorder			
Areas of Need	Pupil Characteristics (continued)		
	Stage 1	Stage 2	EHC Needs Assessment
Language/ Communication	<p>The child / young person:</p> <ul style="list-style-type: none"> Has some difficulties understanding and acting on verbal information, due to processing difficulties. Has some difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice). Has some difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared to peers. Demonstrates some difficulties with conversational skills due to a repetitive repertoire of conversational topics. May have some sophisticated and articulate speech but does not fully understand the content and / or implication of what they have said. 	<p>The child / young person:</p> <ul style="list-style-type: none"> Often had difficulty in understanding and acting on verbal information, due to processing difficulties. Often has difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice). Often has difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared with peers. Often has difficulty discerning relevant information, understanding abstract concepts and maintaining focus on the speaker. Sometimes has difficulties in initiating and directing communication appropriately, for example asking for help or making their needs clear. Has a tendency to dominate conversations, showing limited awareness of listeners' needs and interests. 	<p>The child / young person:</p> <p>Despite support and interventions at stage 2, for the majority of the school day:</p> <ul style="list-style-type: none"> Has significant difficulty in understanding and acting on verbal information, due to processing difficulties. Has significant difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice). Has significant difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared to peers. Has significant difficulty discerning relevant information, understanding abstract concepts and maintaining focus on the speaker. Does not always recognise when communication is, or is not, being directed at them. May lack interest in conversing with other people or rarely initiate and direct their communication appropriately. Have significant impairments in their conversational skills (e.g. shows little awareness of listener's needs and interests).

Social Communication Difficulties/Autistic Spectrum Disorder			
Areas of Need	Pupil Characteristics (continued)		
Language/ Communication (continued)	<p>Stage 1</p> <ul style="list-style-type: none"> May present with an unusual or unexpected delivery when speaking. 	<p>Stage 2</p> <ul style="list-style-type: none"> May rely on learnt phrases and / or speak in an inappropriate tone or volume. Onset of language may be delayed, or might only use language skills in a familiar context. 	<p>EHC Needs Assessment</p> <ul style="list-style-type: none"> May display as non-verbal, echolalic or talk exclusively in learnt phrases and language. Onset of language may be delayed, or might only use language skills in a familiar context. <p>The above consistently impacts on their ability to access the curriculum and interact with others.</p>
Progress and Attainment	<ul style="list-style-type: none"> Has an uneven profile in National Curriculum attainment levels. May have a high level of skill or knowledge in isolated areas. 	<ul style="list-style-type: none"> Has an uneven profile in National Curriculum attainment levels. May have a high level of skill or knowledge in isolated area. Has difficulty making connections between concepts and generalising skills. <p>Either:</p> <ul style="list-style-type: none"> Rate of progress is slower than predicted in some areas of the curriculum; Or the child/young person is not achieving at the expected levels of the curriculum. 	<ul style="list-style-type: none"> Has an uneven profile in National Curriculum attainment levels. May have a high level of skill or knowledge in one isolated area. Has difficulty making connections between concepts and generalising skills. Despite provision that has been put in place at stage 2, progress and attainment continues to be environment dependent. <p>Either:</p> <ul style="list-style-type: none"> Clear evidence of ongoing lack of progress in most areas of the curriculum; Or evidence of a significant discrepancy between child's/young person's ability and their daily attainment.

Social Communication Difficulties/Autistic Spectrum Disorder			
Areas of Need	Pupil Characteristics (continued)		
	Stage 1	Stage 2	Stage 3
Sensory Processing	<p>The child / young person:</p> <p>May at times be affected by Sensory Processing difficulties related to one or more of the following areas:</p> <ul style="list-style-type: none"> • Under sensitivity • Sensory seeking • Sensory overload • Sensory avoidance • Perception difficulties <p>This can at times lead to distraction from learning</p>	<p>The child / young person:</p> <p>May be affected by Sensory Processing difficulties related to one or more of the following areas:</p> <ul style="list-style-type: none"> • Under sensitivity • Sensory seeking • Sensory overload • Sensory avoidance • Perception difficulties <p>This can lead to distraction from learning and heightened anxiety levels.</p>	<p>The child / young person:</p> <p>May be affected by Sensory Processing difficulties related to one or more of the following areas:</p> <ul style="list-style-type: none"> • Under sensitivity • Sensory seeking • Sensory overload • Sensory avoidance • Perception difficulties <p>This can have a significant impact on their ability to access learning. The ongoing impact of sensory processing and interaction difficulties can significantly affect the child's well being and lead to acute anxiety.</p>

Social Communication Difficulties / Autistic Spectrum Disorder			
Areas of Need	Pupil Characteristics (continued)		
Sensory Processing (continued)	Stage 1	Stage 2	Stage 2
	<p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> lead to reluctance to transition between home and school; and/or significant discrepancies between typical behaviours at home compared to typical behaviours in school.</p> <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> • Impaired age-appropriate life skills and independence. <p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> • Impaired ability to understand emotions of others. • Impaired self-regulation of emotions. 	<p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> present as:</p> <ul style="list-style-type: none"> • Passivity, • Avoidance behaviour • Reluctance to engage • Unusual and/or inappropriate behaviour. • Persistent lateness and frequent absence. <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> • Impaired age-appropriate life skills and independence. • Impaired ability to manage age-appropriate self-care. <p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> • Impaired ability to recognise and understand emotions of others. • Impaired self-regulation of emotions. 	<p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> present as:</p> <ul style="list-style-type: none"> • An extreme level of passivity, • Avoidance behaviour • Refusal to engage • Unusual and/or inappropriate behaviour • Persistent lateness, frequent absence or school refusal. <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> • Impaired age-appropriate life skills and independence. • Impaired ability to manage age-appropriate self-care. • Impaired awareness of safety and dangers. <p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> • Impaired ability to recognise and understand emotions of self and others. • Impaired self-regulation of emotions.

Sensory and / or Physical Needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary.

Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs. A few children / young people will have multi-sensory needs, some with associated physical needs.

For some children / young people the inability to take part fully in school life causes significant emotional stress or physical fatigue. Many of these children and young people will require some of the following:

- flexible teaching arrangements;
- appropriate seating, acoustic conditioning and lighting;
- adaptations to the physical environment of the school, adaptations to school policies and procedures;
- access to alternative or augmented forms of communication;

- provision of tactile and kinaesthetic materials;
- access to different amplification systems;
- access to low vision aids;
- access in all areas of the curriculum through specialist aids, equipment or furniture;
- regular and frequent access to specialist support.

Medical Conditions

"The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance, 'Supporting pupils at school with medical conditions'." (Paragraph 6.11, Special Educational Needs and Disability Code of Practice: 0 – 25)

A medical diagnosis or a disability does not necessarily imply SEN. It may not be

necessary for a child or young person with a particular diagnosis or medical condition to have an Education, Health and Care Plan, or to need any form of additional educational provision. It is the child's / young person's educational needs rather than a medical diagnosis that must be considered. Some children / young people may not require an Education, Health and Care Plan or school-based SEN provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Medical conditions may have a significant impact on a child's / young person's experiences and the way they function in school. The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. The impact may also be indirect, perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability can have on a child / young person and their family.

The effects of a medical condition may be intermittent and the impact on the child's / young person's functioning in school can vary at different stages of their schooling. This may reflect changes in the curriculum, changes in the individual child/

young person (for example, with the onset of puberty), or changes in the peer group.

To ensure that the child / young person makes the most of opportunities available, consultation and open discussion will be essential with:

- the young person;
- the parents / carers;
- the school or educational setting;
- the young person's general practitioner;
- the community paediatrician;
- any specialist services providing treatment for the child / young person

All involved should also ensure that the child / young person is not unnecessarily excluded from any part of the curriculum or school activity because of anxiety about their care and/ or treatment.

Schools should ensure that their own pastoral care arrangements allow children and young people to discuss any health-related and other problems with relevant professionals. The school and family should liaise in providing maximum support for the child / young person.

Sensory, Physical and Neurological Impairments

Some children and young people who experience sensory, physical or neurological impairments have no difficulties in accessing the curriculum and learning effectively. Other children / young people do have difficulty accessing the curriculum due to their sensory loss or physical disability. In such instances, the school / college should make appropriate adaptation under the Equality Act (2010) before considering whether the child/ young person has special educational needs.

If the child / young person has sensory or physical difficulties and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment, then the school should consider what SEN action they need to take to meet the child / young person's learning needs.



Hearing Impairment - Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo should be aware of any interventions and outcomes

Young Person and Parent / Carer Participation

- Child / young person involved in own learning and parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support individualised learning
- Child / young Person involved in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person
- Child / young person and parents/carers provided with details of local services available via the Local Offer

Assessment Planning and Review

- For children / young people with hearing aids, an initial assessment and report by an external agency if involved. Appropriate support provided based on this assessment.
- Individual programme is outcome focussed to include social and emotional needs as well as academic progress. Programme should be reviewed termly and review recorded.
- Use of SMART targets
- Planning involving the child / young person or advocate for the young person; parents/carers if requested by the young person; SENCo or College Tutor

Grouping for Teaching Purposes

- Care exercised within school grouping and general support for self-esteem, confidence building and promoting independence.
- Grouping strategies used flexibly.
- Appropriate position in class.
- Care over acoustic environment.
- Space for group work.
- Support during unstructured times, where needed.

Curriculum and Teaching Methods

- Differentiation: access, response, appropriate pace, consolidation.
- Cross-curricular support of SMART targets, if appropriate.
- Special arrangement for access to and positioning for exams.

Training and Advice

- Staff to be trained in strategies related to specific areas of need. Strategies/training shared with parents/carers as appropriate.

Hearing Impairment - Stage 1 Provision (Continued)

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo should be aware of any interventions and outcomes

Assessment Planning and Review – continued

- SENCo responsible for collating evidence of child / young person's hearing loss and giving staff guidance on seating position in class, acoustic environment and classroom management.

Additional Human and Other Resources

- Individual and small group teaching in / out of whole class setting, if required.
- Routine curriculum resources, including differentiated materials, if appropriate.
- Young person, form / subject teachers, SENCo, TA all participate in planning.

Hearing Impairment - Stage 2 Provision

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

Young Person and Parents / Carers Participation

- Informed written consent for referrals to external agencies
- Child/ young person involved in own learning and parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Child / young Person participates in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person
- Child / young person and parents/carers provided with details of local services available via the Local Offer

Assessment Planning and Review

- Children / young people with hearing aids may require long-term assessments from external agencies.
- Children / young people will receive support from an external agency appropriate to individual assessed needs
- Information from external agency used to inform learning programmes.

Grouping for Teaching Purposes

- Grouping according to support, language, learning and age-appropriate social skills.

Curriculum and Teaching Methods

- Access to deaf awareness strategies as advised / directed by external agency involved
- As Stage 1 but may need preparation of individual learning materials.
- Pre- or post-teaching, if required.

Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo.
- External interventions may be appropriate.
- Advice and support with audiological equipment.

Additional Human and Other Resources

- Communicator / TA to support curriculum access through appropriate mode of communication (if needed).

Hearing Impairment – Pupil Characteristics			
Area of Need	Stage 1	Stage 2	EHC needs assessment
Degree of Hearing Loss	<ul style="list-style-type: none"> Unilateral. Mild bilateral (may be aided). Long-term, fluctuating conductive. 	<ul style="list-style-type: none"> Moderate / severe (aided). Deteriorating conditions. Permanent conductive hearing loss associated with a particular syndrome or medical condition. 	<ul style="list-style-type: none"> The child / young person has a permanent hearing loss of greater than 40dBHL in the better ear.
Communication, Speech and Language	<ul style="list-style-type: none"> Speech is readily understood. Communication is spontaneous or at least age-appropriate. May require opportunities to develop use and understanding of language. (See section on Speech, Language and Communication). 	<ul style="list-style-type: none"> May not always be understood in the educational setting by staff and peers. Communication is enhanced by structure and prompting. Has a delay in the use and understanding of language that might be found in 5% of children. (See section on Speech and Language). 	<ul style="list-style-type: none"> Clear evidence that the young person's hearing loss significantly impairs his / her access to the curriculum. <p>Either</p>
Specialist Environment, Equipment and Resources	<ul style="list-style-type: none"> May use hearing aid(s). Seating arrangements to enhance access to good hearing opportunities. Is advantaged by good classroom management strategies. 	<ul style="list-style-type: none"> Uses hearing aid(s). Is advantaged by a reduction in background noise and / or amplification for teaching input. Is advantaged by equipment such as radio aids, attention to acoustics of the learning environment. 	<ul style="list-style-type: none"> Child / young person's attainment in all core subjects is significantly below the norm for the age group; <p>Or</p>
Attainment in Literacy or Numeracy	<ul style="list-style-type: none"> Teaching staff require periodic monitoring, support and advice regarding auditory functioning and effective delivery of the curriculum. 	<ul style="list-style-type: none"> May require guidance and support in learning to manage and maintain their personal hearing aids and radio aids. 	<ul style="list-style-type: none"> Where the child / young person's assessment profile shows an uneven pattern of progress and attainment in the core subjects, there should usually be a significant discrepancy in levels of achievement between core subjects.

Hearing Impairment – Pupil Characteristics (continued)			
Area of Need	Stage 1 continued	Stage 2 continued	EHC Needs Assessment
Behavioural, Emotional and Social Development	<p>Stage 1 continued</p> <ul style="list-style-type: none"> The hearing loss does not impede the learning process. (See Cognition and Learning: Attainment Criteria). Some concern about social inclusion. (See section on Social, Emotional and Mental Health Difficulties). 	<p>Stage 2 continued</p> <ul style="list-style-type: none"> Requires language enrichment to compensate for reduced linguistic experience due to language delay. (See Cognition and Learning: Attainment Criteria). Concern about social inclusion. (See section on Social, Emotional and Mental Health Difficulties). 	<p>EHC Needs Assessment</p> <ul style="list-style-type: none"> Specific attention to emotional support needed. (See section on Social, Emotional and Mental Health Difficulties).

Visual Impairment - Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCO should be aware of any interventions and outcomes

Parent / Carer and Pupil Participation

- Child / young person responsible for own learning and/or parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support individualised learning.
- Child / young Person involved in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support child / young person
- Child / young person and parents/carers (if appropriate) to ensure that low vision aids are used.
- Child / young person and parents/carers provided with details of local services available via the Local Offer
- SENCo tutor responsible for collating evidence of child / young person's vision loss and giving staff guidance on young person's seating position in class, lighting environment and classroom management.

Grouping for Teaching Purposes

- Awareness and monitoring regarding potential inclusion difficulties.
- Individual and small group teaching in / out of whole class setting.
- Grouping strategies used flexibly to ensure access and to encourage independence.
- Space for group work.
- Appropriate position in class.

Curriculum and Teaching Methods

- Relevant modification to, and differentiation of, the curriculum to ensure visual access.
- Use of relevant equipment for curriculum access (e.g. raised slope, low vision aids)

Training and Advice

- Staff to be trained in strategies related to specific areas of need. Strategies/training shared with parents/carers as appropriate.

Visual Impairment - Stage 1 Provision (continued)

(in addition to **the differentiated approaches** and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo should be aware of any interventions and outcomes

Assessment Planning and Review

- Termly and at least six-monthly action plan and review, recorded in the IEP.
- IEP SMART targets that demonstrate the progression towards a minimum level of competency.
- Planning between the young person, parents / carers, SENCo and class teacher(s).

Additional Human and Other Resources

- Teaching assistant support to ensure access and to encourage independence.
- Standard curriculum resources, including differentiated materials.
- Modification to the visual environment, such as lighting.

Visual Impairment - Stage 2 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

Parents / Carers and Pupil Participation

- Informed and written consent for referrals to external agencies
- Child / young person involved in own learning and parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Child / young Person participates in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person.
- Child / young person and parents/carers (if appropriate) responsible for low vision aids
- Child / young person and parents/carers provided with details of local services available via the Local Offer

Assessment Planning and Review

- Initial assessment of child / young person's needs from an external agency. Ongoing assessment and monitoring by an external agency as determined by the visual needs of the child/ young person.

Grouping for Teaching Purposes

- Care exercised within school groupings, and general support for self-esteem and confidence building.
- Support during unstructured times, where needed.

Curriculum and Teaching Methods

- The child / young person may need preparation of individual learning materials in an accessible format at the same time or earlier than peers have access.
- Modification: access, response, appropriate pace, consolidation.
- Cross-curricular support of SMART targets.

Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCO.
- External interventions may be appropriate.

Visual Impairment - Stage 2 Provision (continued)

(in addition to **the differentiated approaches** and learning arrangements normally provided as part of the high quality, personalised teaching)

It is expected that any human or other resources be closely supervised and monitored by the SENCo, who should also oversee all the interventions utilised.

Assessment Planning and Review

- Teaching staff require periodic support from a qualified teacher of the visually impaired/external agency with monitoring and advice regarding effective delivery of the curriculum. Advice from external professional(s) used to inform learning programmes.
- Child / young person, parents/carers (if appropriate), teachers, SENCo and TAs all participate in planning.

Additional Human and Other Resources

- Specialist visual impairment equipment, as appropriate.
- Storage for larger papers, equipment and the like.
- Suitable lighting and seating for specific tasks required to access the whole curriculum.
- Young person requires guidance and support in learning to use and manage vision aids.
- Regular staff support and / or specialist teaching needed.
- Environmental audit undertaken if relevant

Visual Impairment – Pupil Characteristics			
Area of Need	Stage 1	Stage 2	EHC Needs Assessment
Degree of Visual Impairment	<ul style="list-style-type: none"> Slightly reduced distance or near vision in one or both eyes which could affect access to learning/curriculum. 	<ul style="list-style-type: none"> Corrected distance vision 6/18 or worse in both eyes which does affect learning. Nystagmus or visual field defects which may affect learning. A known, deteriorating visual condition. 	<ul style="list-style-type: none"> The child / young person has a significant visual impairment, or is educationally blind, and needs to use a format such as Braille or large print for reading purposes. <p>Or</p> <ul style="list-style-type: none"> The young person requires significant adaptation to the environment in order to move safely and/or formal mobility training (long cane) <p>Or</p> <ul style="list-style-type: none"> The child / young person has a visual acuity of 6/60 or less, plus a reduction in near vision, a significant field defect or a known deteriorating visual condition. <p>Or</p> <ul style="list-style-type: none"> The child / young person has a visual acuity of 6/63 and there is clear evidence that this significantly impairs his / her access to the curriculum.
Mobility	<ul style="list-style-type: none"> Some concern about young person's movement about the environment 	<ul style="list-style-type: none"> Restricted mobility around the school/college setting 	
Specialist Environment, Equipment and Resources	<ul style="list-style-type: none"> May require these (for example, a writing / reading slope). May require changes in position in class or lighting in class 	<ul style="list-style-type: none"> Young person requires equipment such as writing / reading slope. Suitable writing materials and large print materials. Specialist low vision aids/equipment, e.g. magnification software. 	
Curriculum approaches	<ul style="list-style-type: none"> Some concern about change in attainment requiring liaison with young person for eyesight to be checked 	<ul style="list-style-type: none"> May need advice/assessment on strategies, e.g. access to print and distance viewing. 	
Levels in attainment	<ul style="list-style-type: none"> Some concern about social inclusion. (See section on Social, Emotional and Mental Health Difficulties) 	<ul style="list-style-type: none"> Concern about functioning/attainment changes requiring specialist assessment and advice from external agencies, e.g. inability to access smaller text, production/speed of work 	

Visual Impairment – Pupil Characteristics (continued)			
Area of Need	Stage 1 continued	Stage 2 continued	EHC Needs Assessment continued
Behavioural, Emotional and Social Development		<ul style="list-style-type: none"> • Increased concern about social inclusion. (See section on Social, Emotional and Mental Health Difficulties) 	<p>Either</p> <ul style="list-style-type: none"> • Child / young person's attainment in all core subjects is significantly below the norm for the age group; <p>Or</p> <ul style="list-style-type: none"> • Where the child / young person's assessment profile shows an uneven pattern of progress and attainment in the core subjects, there should usually be a significant discrepancy in levels of achievement between core subjects.

Multi-Sensory Impairment - Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo should be aware of any interventions and outcomes

Parents / Carers and Pupil Participation

- Child/ Young person responsible for own learning and parents/carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support individualised learning.
- Child / Young Person involved in target setting, monitoring progress and reviews.

Parents / Carers and Pupil Participation

- Communication system in place to provide details of how to support child / young person.
- Child/ Young person and parents/carers (if appropriate) responsible for aids, etc.
- Child / Young person and parents/carers provided with details of local services available via the Local Offer

Assessment Planning and Review

- Termly and at least six-monthly action plan and review, recorded in the IEP.
- SMART targets that demonstrate the progression towards a minimum level of competency.
- Child / Young person, parents/carers (if appropriate), teachers, SENCo/College tutor and TAs all participate in ILP planning.

Grouping for Teaching Purposes

- Monitoring and awareness concerning potential inclusion difficulties.
- Individual and small group teaching in / out of whole class setting.
- Grouping strategies used flexibly to ensure access and to encourage independence.
- Space for group work.
- Appropriate position in class.

Curriculum and Teaching Methods

- Advice on position in class and strategies employed by staff to enable child / young person to access curriculum.
- Routine curriculum resources including differentiated materials.
- Modification for areas of the curriculum as relevant.

Training and Advice

- Staff to be trained in strategies related to specific areas of need. Strategies/training shared with parents/carers as appropriate.

Additional Humans and Other Resources

- Individual and small group teaching, in / out of whole group setting.
- Strategies adopted to enable access to environment. Care of environment relating to the lighting, acoustics, such as reducing background noise and physical layout, such as displays, storage of materials and positioning in class.
- May require a writing / reading slope.
- Additional teaching assistant support, if required.

Multi-Sensory Impairment - Stage 2 Provision

(in addition to **the differentiated approaches** and learning arrangements normally provided as part of the high quality, personalised teaching)

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

Young Person's and Parents' / Carers' Participation

- Informed and written consent for referrals to external agencies
- Child / Young person responsible for own learning and/or parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Child / Young Person participates in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support child / young person.
- Young person and parents/carers (if appropriate) responsible for low vision aids
- Young person and parents/carers provided with details of local services available via the Local Offer

Grouping for Teaching Purposes

- Care exercised within school groupings, and general support for self-esteem and confidence building and promoting independence.
- Support during unstructured times, where needed.
- Individual and small group teaching in / out of whole class setting.
- Grouping strategies used flexibly to ensure access and to encourage independence.
- Space for group work.
- Appropriate position in class.

Curriculum and Teaching Methods

- As for Stage 1 as well as time for the preparation of individual learning materials.
- Substantial differentiation required to access the curriculum.

Multi-Sensory Impairment - Stage 2 Provision continued

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

Assessment Planning and Review

- Initial assessments of functional vision and hearing by qualified teacher of the deaf or qualified teacher of the visually impaired and/or teacher for multi-sensory impaired or external agency.
- Ongoing assessment and monitoring by a qualified teacher of the deaf or qualified teacher of the visually impaired, or teacher for multi-sensory impaired or educational audiologist or appropriate external agency as determined by the visual and hearing needs of the young person.
- Multi-disciplinary approach to programme planning.
- Termly and at least six-monthly action plan and review recorded on the IEP.
- ILP may incorporate targets relating to hearing, vision and other senses.
- SMART targets that demonstrate progression towards a minimum level of competency.
- Attendance of qualified teacher of the deaf, or qualified teacher of the visually impaired, and/or teacher for multi-sensory impaired and / or educational audiologist or external agency at planning and review meetings.
- Child / young person, parents/carers (if appropriate), teachers, SENCo/College tutor and TAs all to participate in planning.

Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo.
- External interventions may be appropriate.

Additional Human and Other Resources

- Individual and small group teaching, in / out of whole group setting.
- As Stage 1 but increasing care of environment relating to the lighting, acoustics and physical layout.
- Additional teaching assistant support, if required.
- Therapists may be involved
- Environmental audit undertaken if relevant

Multi-Sensory Impairment – Pupil Characteristics			
Area of Need	Stage 1	Stage 2	EHC Needs Assessment
Degree of Multi-Sensory Impairment	<ul style="list-style-type: none"> Combination of mild HI and VI fluctuating conductive hearing loss with slightly reduced visual acuities in one or both eyes which could affect learning. 	<ul style="list-style-type: none"> Combination of moderate hearing impairment and partial visual impairment, moderate visual impairment (for example, nystagmus or visual field defects which may affect learning), and conductive hearing loss which affects learning. 	<ul style="list-style-type: none"> The child / young person has a significant visual impairment or is educationally blind. <p>Or</p>
Mobility	<ul style="list-style-type: none"> Independently able to move around classroom and school environment. 	<ul style="list-style-type: none"> Some support required or modifications made to the physical environment to enable the young person full mobility in the school environment. 	<ul style="list-style-type: none"> The child / young person has a visual acuity of 6/60 or less plus a reduction in near vision or a known deteriorating visual condition. <p>Or</p>
Specialist Environment, Equipment and Resources	<ul style="list-style-type: none"> May use hearing aids and / or glasses and LVAs. 	<ul style="list-style-type: none"> Uses hearing aids / glasses and / or other amplification equipment, such as radio aids, sound field system, low vision aids and textual modifications, and enlarged materials. 	<ul style="list-style-type: none"> The child/ young person has a visual acuity of 6/36-6/18 and there is clear recorded evidence that this significantly impedes his / her access to the curriculum. <p>And</p>
Communication	<ul style="list-style-type: none"> Speech is readily understood. Communication is spontaneous. May require opportunities to develop use and understanding of language. 	<ul style="list-style-type: none"> Some delay in use and understanding of language and communication. Requires language enrichment to compensate for reduced linguistic experience due to language delay. 	<ul style="list-style-type: none"> The child/ young person has a hearing loss of greater than 40 dBHL in the better ear. <p>Either</p>
Levels in attainment	<ul style="list-style-type: none"> Some concern about change in attainment requiring liaison with young person for eyesight/hearing to be checked 	<ul style="list-style-type: none"> Materials may need to be presented in ways that take into consideration visual needs and hearing impairment 	<ul style="list-style-type: none"> Child's / Young person's attainment in all core subjects is significantly below the norm for the age group;

Multi-Sensory Impairment – Pupil Characteristics (Continued)			
Area of Need	Stage 1	Stage 2	EHC Needs Assessment
Behavioural, Emotional and Social Development	<p>• Some concern about social inclusion. (See section on Social, Emotional and Mental Health Difficulties)</p>	<ul style="list-style-type: none"> • Concern about functioning/attainment changes requiring specialist assessment and advice from external agencies, e.g. inability to access smaller text, production/speed of work. • Specific attention to emotional support needed. (See section on Social, Emotional and Mental Health Difficulties) 	<p>Or</p> <ul style="list-style-type: none"> • Where the child / young person's assessment profile shows an uneven pattern of progress and attainment in the core subjects, there should usually be a significant discrepancy in levels of achievement between core subjects.

Physical Disabilities Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo should be aware of any interventions and outcomes

Young Person's and Parents' / Carers' Participation

- Child / Young person responsible for own learning and/or parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Child / young person involved in target setting, monitoring progress and reviews.
- Opportunities to recognise and celebrate progress and success.
- Communication system in place to provide details of how to support child / young person
- Child / young person and parents/carers provided with details of local services available via the Local Offer

Assessment Planning and Review

- Continuous monitoring and termly reviews by school staff in conjunction with external professionals involved with the child / young person.
- Planning between young person, the parent / carer (if appropriate), SENCo and teacher(s).

Grouping for Teaching Purposes

- Groupings and general support for self-esteem and confidence building.
- Support during unstructured times, where needed.
- Grouping strategies used flexibly.

Curriculum and Teaching Methods

- Differentiation: access, response, appropriate pace, consolidation.
- Differentiation to Curriculum for activities with a physical basis and for associated learning difficulties.
- Curriculum resources differentiated.

Training and Advice

- Staff to be trained in strategies related to specific areas of need. Strategies/training shared with parents/carers as appropriate.

Physical Disabilities - Stage 1 (continued)

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo should be aware of any interventions and outcomes

Assessment Planning and Review

- Plans reflect available advice from therapist and / or outside specialists.
- ILPs focus at least one target on the development of motor control.

Additional Human and Other Resources

- Individual and small group teaching, in / out of whole group setting, as required.
- May need access to small items of specialist equipment (for example scissors, sloping boards, pencil grips).
- Arrangements made within setting / school environment to meet young person's physical needs.

Physical Disabilities - Stage 2 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

Young Person's and Parents' / Carers' Participation

- Informed and written consent for referrals to external agencies
- Child / young person involved in own learning and parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support individualised learning.
- Child / young Person participates in target setting, monitoring progress and reviews.
- Opportunities to recognise and celebrate progress and success.
- Communication system in place to provide details of how to support child / young person.
- Child / young person and parents/carers provided with details of local services available via the Local Offer

Assessment Planning and Review

- Individual learning programme and on-going assessments over time incorporating feedback from professionals.
- Learning programme includes advice and / or targets from other agencies.
- Review, monitoring and assessment.

Grouping for Teaching Purposes

- Specific techniques used, such as buddy systems and circle of friends.
- Structured input at social times.
- Consideration of environment

Curriculum and Teaching Methods

- Differentiation, with targeted key objectives.
- Involvement of outside agencies with advice reflected in learning programmes.
- Support and appropriate differentiation in subjects requiring physical co-ordination or strength (for example, PE).

Training and Advice

- Support staff trained in managing individual child's physical needs including moving and therapeutic handling.
- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.

Physical Disabilities - Stage 2 Provision (continued)

(in addition to **the differentiated approaches** and learning arrangements normally provided as part of the high quality, personalised teaching)

It is expected that any human or other resources be closely supervised and monitored by the SENCo, who should also oversee all the interventions utilised.

Additional Human and Other Resources

- Teaching support required to ensure effective delivery of the curriculum.
- Individual intervention within class.
- Small group teaching in / out of whole class setting.
- Programmes to support physical needs under the direction of appropriately qualified and experienced professionals.
- Support and monitoring provided by teachers/tutors and Teaching Assistants.
- School provides specific equipment, including appropriate software and access to hardware.
- Buildings may need minor adaptations (for example, ramps, handrails in toilets).
- Specialist equipment needed on a daily basis (for example, mobility aids) as advised by professionals.
- Other therapists may be involved.

Training and Advice

- Interventions utilised to be overseen by SENCo.
- External interventions may be appropriate.

Physical Disabilities – Pupil Characteristics			
Area of Need	Stage 1	Stage 2	EHC Needs Assessment
Degree of Disability	<ul style="list-style-type: none"> Able to participate in setting / classroom activities but some minor difficulties undertaking certain tasks. Minor modifications required to access the curriculum and setting / class / school/college environment 	<ul style="list-style-type: none"> Able to participate in setting / classroom activities but difficulties undertaking certain tasks impacts significantly on pace of work in comparison to peers. Minor adaptations required to access the curriculum and setting / class / school/college environment. The young person may require support for gross / fine motor and / or self-help needs. 	<p>There is clear and substantiated evidence, based on specific examples, to show that:</p> <ul style="list-style-type: none"> The child / young person's physical disability or medical condition prevents them from taking full part in school life. <p>And</p> <ul style="list-style-type: none"> The child / young person needs substantial modification of content and/ or materials for significant parts of the curriculum that cannot reasonably be provided from within the school's/college's own resources.
Gross Motor Skills	<ul style="list-style-type: none"> The child/ young person is able to position and re-position themselves independently. The child / young person can walk independently without aids but may have stability problems. 	<ul style="list-style-type: none"> The child / young person can position and re-position themselves with support. The child / young person can walk independently without aids but has stability problems, or is completely independent with aids, including a wheelchair. 	
Fine Motor Skills	<ul style="list-style-type: none"> The child / young person has some difficulty with the control of individual fingers and may need adapted equipment (for example, self-opening scissors and use of a keyboard to record information). 	<ul style="list-style-type: none"> The child / young person has difficulty with the control of individual fingers and needs adapted equipment, and uses a keyboard to record information. 	
Independence	<ul style="list-style-type: none"> The child / young person may require some visual cues and reminders for aspects of self-care, such as toileting, feeding and dressing. 	<ul style="list-style-type: none"> The child / young person may require supervision and support for aspects of self-care, such as toileting, feeding and dressing. 	

Physical Disabilities – Pupil Characteristics (continued)			
Area of Need	Stage 1 - continued	Stage 2 - continued	
Independence	<ul style="list-style-type: none"> Some concern about social inclusion. 	<ul style="list-style-type: none"> Specific attention to emotional support needed. 	
Behavioural, Emotional and Social Development	<ul style="list-style-type: none"> Social skills training required. Physical difficulties impact on self-esteem and confidence. 	<ul style="list-style-type: none"> Physical difficulties impact on self-esteem and confidence. Concerns regarding social inclusion. 	