



The Graduated
Approach to
meeting the
needs of children
and young people
with Special
Educational Needs
and Disability
SEND in St.Helens
Local Authority

Aspiration and Achievement / SEN Support:
what St.Helens Local Authority expects can
be reasonably provided by education settings
from the funding available to them



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SEN Support: A universal offer

The purpose of this document

This document sets out what could reasonably be expected to be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document sets out the types of provision and resources which could reasonably be expected to be provided from the funding made available to schools and colleges. These examples of the types of provision are included in Graduated Approach framework.

Introduction

The Children and Families Act 2014, supported by the funding reforms, has introduced a single pre statutory stage called 'SEN Support' and this is relevant at all age levels. This now means that there is greater capacity for settings to respond and support the additional learning needs for children and young people with SEND.

All schools will have pupils who experience difficulties with their learning at some stage of their time in school or college. A number will have significant health or other additional needs which require a level of support for their learning. The funding which is available to schools reflects that, for almost all pupils, their needs will be able to be met from a range of interventions from within school resources with advice/support from other practitioners when needed.

The Local authority (LA), schools, governing bodies and colleges each have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/ young people will be experiencing difficulties with learning. This guidance looks at two strands of support:-

- whole school/college - systemic measures the school/college uses to ensure learning for all children and young people who have SEND
- targeted support which may be short or longer term interventions to support the learning needs of individuals and small groups

The expectations described are a key part of the larger Local Offer for learning

The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. St.Helens Local Offer can be accessed on **www.sthelens.gov.uk/sen**

Specific statutory responsibilities for all local authorities, schools and colleges

Local authorities must have regard to:

- ensure sufficiency of provision for pupils with SEND and keep under constant review
- involve children, their parents and young people in discussions and decisions about their individual support and local provision
- make arrangements for the statutory assessment of pupils and maintain and review Statements of SEND and Education, Health and Care (EHC) plans
- publish information on SEND funding and provision
- monitor the progress of children with statements and EHC plans and take appropriate action as required
- provide information, support, advice and guidance to schools, parents and children/young people with SEND, including the Local Offer

Governors and Schools are required to:

- identify pupils with SEND, ensure parents are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Bill legislation September 2014
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- publish information on SEND funding and provision and monitor expenditure
- appoint a SEND governor and SEND Coordinator (see SEN Regulations 2014)
- maintain a current record of number of pupils with SEND
- Ensure SEND provision is integrated into the school improvement plan
- monitor progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- ensure all policies take SEND into account through the Equality Impact Assessment
- Keep under review the arrangements for pupils present and future with a disability eg SEF, SIP,SDP, Single Equality Policy Audit
- willingly admit all pupils who meet admissions criteria, whether or not they have SEND

Further Education (FE) and sixth form colleges are required to:

- cooperate with the local authority on arrangements for young people with SEN
- admit a young person if they are named in an EHC Plan
- have regard to the Code of Practice
- use their best endeavours to secure the special educational provision that the young person needs
- meet their duties under the Equality Act 2010, not to discriminate and to ensure reasonable adjustments

**(including 16-19 academies and independent specialist schools and colleges approved under section 41)*

Core Standards for all pupils and students in our schools and colleges

It is the responsibility of schools/colleges to provide good teaching and holistic support for all pupils/students. It is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and; make a successful transition into adulthood, whether into employment, further or higher education or training.

Whole School/College Response to SEND

The school/college aims to meet the needs of all the pupils in their community.

- The school/college has an Equality Scheme and Accessibility plan that welcomes all children and ensures that current and future pupils with SEND have as full an access to the life of the school/college as possible to enable good progress in their learning
- All staff have up-to-date information on all pupils'/students' needs (E.g. Child/young person profile/Pupil Voice)

Learner data is used to make sure all pupils make good progress.

- Analysis of pupil/student data is used to inform practice and ensure progress of all learners including those with SEND
- Effective systems in place for identification and monitoring of learners with SEND

The school/college ensures smooth changeovers within the school/college and when moving on.

- Appropriate support to meet individual needs is given for learners moving to a new group or the next phase of education, apprenticeship or work

The curriculum meets the needs of all learners.

- Staff are well trained and the learning environment of the school/college is supportive to all learners, offering a curriculum and qualification to learners which meet the diversity of learning needs including differentiation

Teaching staff make their teaching accessible & appropriate for all learners in their class.

- All teaching staff have basic understanding and a skill level that ensures they understand how to make their teaching accessible for learners with more frequently occurring SEND (such as Specific Learning Difficulties) and a willingness and expectation to undertake training in less frequently occurring SEND should the need arise (e.g. ASD, HI, VI, visual timetables, alternative recording etc.)
- Identified staff within every school are invited to the Universal training provided by the Speech and Language Therapy Service to ensure a basic understanding of speech, language and communication needs.
- Staff have the confidence and capability to take into account individual learning needs and adjust their teaching and activities (including homework) accordingly.
- All learners are regularly assessed during the year and their progress tracked. Where insufficient progress is noted, (and the quality of teaching is good), learners are given additional intervention, that is agreed with parents to secure their progress

The Equality Act 2010 is embedded in all policies and practice in the school/college.

- All staff understand the overarching teaching and learning policy which reflects all equalities legislation and accessibility requirements, including out of school activities
- All staff actively promote overcoming barriers to learning for all learners, taking into account individual differences (SEND or otherwise), while promoting understanding and acceptance in the peer group

Parents/carers have clear pathways for advice and support in school/college.

- The school/college inspires parental confidence by establishing a positive relationship as partners in their child's learning and development, through good exchange of information and through a person centred approach
- Families have an identified person to go to if they have concerns, who can also assist in accessing local offer information for signposting. This is usually the SENCO/Keyworker.

Staff can implement an Individual Health Care plan for learners with health needs.

The school/college environment is positive, with staff able to respond flexibly to meet unpredictable needs.

- The school/college provides a warm, safe and empathic ethos where learners have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their emotional well-being
- Teachers are able to respond to unpredictable needs by flexible use of the environment (E.g. Safe space to calm down).

SEN Support for Individuals and Small Groups - Short term interventions

Whole School/College Response to SEND

Small groups/interventions set up using information from a whole school/college perspective.

- At the whole school/college level, additional assessment/information is used to understand any lack of progress across particular areas. This then informs which provision is put in place (including the choice of intervention and composition of groups).
- A provision map shows the range of small group interventions available for more frequently occurring SEND needs.
- The location of any group tuition will be carefully considered to provide the best conditions for the learner

Staff have relevant training to support and implement interventions appropriate for the range of SEND in their school/college.

- Staff have training to implement short term interventions to secure improved progress for learners, enabling them to benefit from whole class teaching and promote social development
- Some staff have undertaken specialist training in areas of SEND that occur less frequently (E.g. severe learning difficulties) in order to understand the range of assessments available and the most effective strategies to support learning and provide individual and group tuition where indicated
- Key staff are invited to targeted training sessions provided by the Speech and Language Therapy Service to ensure increased knowledge and skills in specific areas of speech, language and communication eg. active listening to manage receptive language difficulties, vocabulary and social communication difficulties.
- Staff make the best use of online pedagogical research, e-learning and resources
- Staff make timely and effective use of outside agencies

All interventions are regularly monitored by senior leaders/SENCO.

- The effectiveness of interventions is evaluated by the teacher and monitored by senior leaders to determine the impact on pupil academic progress and personal development
- The intervention should have the impact of accelerated progress

Interventions match the learner's needs.

- Any external advice given in reports for individual learners has been taken into account and implemented by the school/college, as appropriate
- Time-limited, evidence-based interventions to achieve outcome-based SMART targets focussed on the pupil's needs
- Targets are set to ensure continuity of learning for all learners in collaboration with parents/carers and learners. E.g. Training the pupil to be competent and independent in use of curriculum aids such as appropriate computer software
- The selection of targeted interventions for any individual learner will be complementary to the teaching offered at whole class level

Recent national changes in the way SEN is funded in schools

The Schools' Funding Reforms (2013) determined the way schools are allocated funding to enable them to meet the additional needs of children. A formula decides how much each school is awarded within their school budget.

From this budget, schools are responsible for the first £6,000 and nurseries are responsible for the first £3,600 of support/provision necessary to meet the needs of each child with additional needs in their school. This provision will be decided by the school, with advice from appropriate professionals involved with the child. In most cases this provision will be in the form of hours of support, which could be delivered either as 1:1 or small group support.

In St. Helens:

If the school has strong evidence that the child is not making progress, despite support/strategies being in place for an appropriate period of time, then the school should discuss this at the termly Planning and Consultation meeting. Professionals will jointly decide the next steps and school will discuss with parents. It may be decided to arrange another assessment or to change the targets/strategies being used in the classroom. The Graduated Approach to meeting the needs of children should be referred to and used as guidance. Should the decision at the Planning and Consultation meeting be that the child should be referred to the Provision Agreement Panel for "top-up funding", the school must complete the necessary documentation and obtain the parents' consent.

In St. Helens we have a way of allocating funding to schools to help them meet the needs of children with complex needs. Schools should be certain that they have followed and completed the Graduated Approach before they refer a child to the Provision Agreement Panel. The Panel is able to allocate "top-up funding" Enhanced SEN Support funding (ESS funding) without the need for an EHC needs assessment. However, this is not used as a reason not to do a needs assessment.

The Graduated Approach

The Graduated Approach, contains detailed suggestions of appropriate support for individual areas of need. They are not a 'blueprint', rather they are a description of the types of support the local authority would consider appropriate at different levels within the SEN Support provision plan.

The Graduated Approach

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The Graduated Approach

Areas of need

This document mirrors the categories of need set out within the Code of Practice (2014). Children and young people cannot and should never, be 'defined' by a category of need. Whilst the local authority is required to describe their main presenting need, they will often have needs crossing a number of areas.

Areas of support

The framework which follows is not a blueprint; rather they describe the types of support which are evidenced based approaches to meeting needs in different areas. It takes, as read two key beliefs:

- All teachers are teachers of children/students with SEN
- Quality first teaching is the basis of progress for all pupils/students

Where schools/colleges decide to request a statutory EHC assessment for a pupil or other funding streams for support, there is an expectation that they will have used appropriate and robust strategies appropriate to SEN Support, remembering that EHC plans are for those children and young people who require resources which cannot reasonably be provided from the resources normally available to mainstream providers.

How to use the Graduated Approach Framework

The framework supports a graduated response to meeting needs. There are some approaches and organisational patterns which are appropriate across all areas of need and these are listed, therefore as 'Universal'. The framework is the bedrock of meeting needs for all pupil/students and the list is meant to be illustrative rather than exhaustive. The framework then takes each of the areas of need as set out in the Code of Practice to show the types of evidence based approaches which have been found to be effective in meeting different types of need. These are 'Targeted' interventions, that is, they are specific interventions to address the needs of individuals or small groups. Some of these interventions will, of course support the learning of other learners in the group/class. Each area of need has a range of strategies which reflects the differing levels of need which will be present at 'SEN Support'.

Some interventions are, rightly, very specific whilst others are more general, for example 'home school liaison'. It is common to list 'home school diary' in general advice but this is an example which is one strategy. For some this is very effective, for others it can be counterproductive. What is important is that the discussion has taken place between practitioners including those with specialist teaching/health expertise and families, including the pupil, about how this takes place.

The framework uses four areas to describe support. Schools may choose to use and adapt the frameworks for wider use to describe their provision or define quality provision and standards. This document uses the following areas:

- Assessment, planning and review
- Learning environment and group
- Curriculum and teaching methods
- Partners and resources

The strategies listed in assessment, planning and review are universal across all areas of need so, to avoid repetition, have not been added to the frameworks which look at individual types of need.

School Planning and Consultation Meetings

a) Every school must organise a termly Planning and Consultation meeting. They are responsible for chairing, minuting and inviting appropriate professionals and gaining permission from parents to discuss their child. Professionals at a termly Planning and Consultation meeting could include:-

- Inclusion Officer/LA representatives
- Behaviour Improvement Team (BIT) representative
- Health e.g. Speech and Language Therapy, Paediatrician, School Nurse
- CAMHS
- Educational Psychologist
- Learning Support Service
- Education Welfare Service
- Language and Social Communication and Sensory Support Team representative
- Social Care

b) The purpose of this meeting is to provide multi professional consultation about individual students as well as strategic / systemic issues.

c) At the meetings the following should be discussed:-

- Updates on children previously discussed
- Progress of children receiving funding/support
- Progress of Children Looked After within the school
- Up-dates on pupils identified within the Child in Need/Safeguarding frameworks
- Pupils for whom a referral to PAP is being considered
- Pupils causing concern
- Pupils at points of key stage transition
- Pupils entitled to Pupil Premium with SEND

The key test of the need for further action, whatever the level of difficulty, is strong evidence that the pupil is not making adequate educational and/or social emotional progress, despite evaluated appropriate intervention.

The meeting should:

- Identify new strategies, more effective interventions
- Review progress / interventions
- Identify further assessments required
- Discuss referral to support services
- Identify staff / whole school training
- Agree and set date for the next Planning and Consultation Meeting

After the meeting parents should be given outcomes of any discussions if necessary eg further referrals to be made.

Universal elements for all learners who require SEN Support

Assessment, planning and review	Learning environment and group	Curriculum and teaching	Partners and resources
• SEND policy in place • Ongoing review of the needs of the individual children • All planning is outcomes focussed • Outcomes have been decided in partnership with parents, pupils/students • Records kept and used as a basis for individual planning • Marking of children's work should value the content and their ideas • Students have regular opportunities to evaluate their performance in learning activities • Student self-assessment routinely used to set individual targets • Provision mapping • Clear systems to ensure effective communication between Pastoral Staff and Learning Support staff • All school/college trips and visits are planned with individual needs in mind and conform to the legal requirements • Schools consider using prompts	• Guidance to children about sources of help when in difficulties • Materials/resources are available and appropriate and all equipment is labelled and well organised • Children's views on their learning sought and acted on regularly • Calm atmosphere, predictable routines and consistency of expectations • The teaching environment is organised to encourage learning and participation of all children • A 'communication friendly' environment supports all children including those with Speech Language and Communication Needs. • Appropriate learning and behaviour is noticed and acknowledged • Active promotion of listening skills with clear rules for listening established • Active promotion of pupils' emotional/ social wellbeing • Behaviour policy: Clear boundaries and school wide system of meaningful rules, incentives and consequences with consistent and fair application • Staff trained and able to implement strategies to support positive behaviour • Consideration of the appropriateness of the environment for any intervention • Consideration to have a mobile sensory facility if required	• Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students • Promotion of multi-sensory learning • Whole school awareness of a range of learning difficulties and needs • Curriculum differentiation to reflect individual needs implemented by Class/Subject and Department teachers • Addressing of any social pressures, teasing/bullying/ labelling • Quiet places • Supportive peer systems in place • School has a carefully planned homework marking and assessment policy in relation to children with SEND • Opportunities to access social extra-curricular activities e.g. sports clubs • Social and emotional curriculum delivered and in conjunction with other class wide approaches that consider social/emotional needs (e.g. Circle Time)	• Parents and children and young people are equal partners in learning • Access plan to include wider educational context • Positive home/school partnership with clear lines of communication which make clear how parents can express any concerns • Curriculum content and key concepts shared with home on a regular basis • Effective transition arrangements

The Graduated Approach

Targeted Interventions for learners who require SEN Support

Assessment, planning and review	Learning environment and group	Curriculum and teaching	Partners and resources
- Detailed analysis of strengths and weaknesses Input Prompt by external professionals including Specialist Teacher (Learning), Educational Psychologist, Speech and Language Therapist and other Health professionals (where appropriate) - Individual Education Plan (IEPs) /provision plans to be set following involvement and consultation with parents and external professionals - IEPs/provision plans include; positively phrased SMART targets, which reflect the student's priority needs and will specify teaching arrangements and resources required with clearly defined success criteria. They will include strategies that reflect the student's preferred learning styles	- Mainstream class or set with access to individual and small group teaching within the classroom. This might include periods of withdrawal with regular access to LSU (or similar) - Specific environmental adaptations i.e. well defined and labelled using writing and drawings, visual timetables etc. - Grouping arrangements or additional support in the classroom used flexibly to promote progress. - Use of prompt and "scaffold" for tasks to promote independent working - Opportunities for small group teaching to address provision map targets	- Pre-teach topic specific vocabulary - Use of alternative forms of recording where appropriate - Support for homework (recording, task requirements, and completing etc.) - Class teacher to plan/ deliver differentiated lessons to ensure full access to all activities - Simplified language reinforced by visual materials and modelling to compensate for language delay / difficulties - A system of negotiated rewards or strategies to improve motivation embedded into day to day learning experience - A suitable mix of challenge and success across the curriculum to develop confidence and self-esteem.	- A key member of staff to act as a stable reference point - SENCO/Head of Year or class teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student - Opportunities for the young person to understand and cope with the impact of their SEN - Access to LSU (as available) or similar facility and appropriate/specialised programmes and materials to support learning - Access to Homework Club - Access to advice and training from external agencies. This might include Specialist Teachers (Learning), Educational Psychologists - Staff able to monitor and assess for access to special exam arrangements

- Student progress will be subject to systematic monitoring, including their response to interventions outlined in the IEP/provision plan
- IEPs/provision will be reviewed termly
- Parents and students are involved in target setting and review and students should have an understanding of the targets they are working to achieve
- There should be an on-going cycle of identification, assessment, planning, implementation, monitoring and review throughout the school
- Schools use a range of diagnostic tests, observational checklists, dynamic forms of assessment which may involve:
 - observing and recording responses in different environments
 - identifying learning rates and learning styles

- Flexible grouping to provide opportunities to work with peers of similar ability able to provide good role models for language, behaviour and application to task
- Access to peer supported learning (e.g. cross/same age peer modelling, use of buddy schemes etc.)
- School awareness that students with SEND remain vulnerable to bullying and provide an appropriate level of support/monitoring
- Opportunities to facilitate peer awareness and support

- Staff are aware of/understand and able to provide for the needs of individual students eg Pen Portrait, SEN register
- Staff are aware of the implications of a range of learning needs and language levels.
- In-class support in targeted subject areas
- Teachers adapt curriculum planning and delivery to accommodate preferred learning styles
- Provision map targets addressed through individual/small group and whole class work within the curriculum framework
- At KS4:
 - specialist guidance to inform key Stage 4 planning/grouping
 - teaching arrangements for alternative curriculum through entry level course, alternative accreditation, work related learning and college opportunities
 - programmes to deliver life skills.
 - access to work experience

- It may be appropriate to involve external agencies
- Parents/carers to be consulted regarding involvement of outside agencies
- Staff skilled and able to manage and implement changes and adaptations to the learning environment
- Write, regularly review and share pen pictures / portraits with teachers and support staff
- At Key Stage 4 ensure person centred plans are robust and reflective of a young person's needs as they move into post 16 provision
- Use to best effect specific on line resources

- Additional diagnostic test results will be shared for children known to the S< Service ie. regarding receptive and expressive vocabulary, receptive and expressive grammar in particular.

Assessments focus on the reasons for any slow progress; more in-depth analysis of strengths/weaknesses and progress in relation to time

- Other factors in the child's family or environment may also need to be considered as part of the assessment process.
- Consider whether a Common Assessment (EHAT), or other assessments, would be appropriate
- Consider whether Family Action Meetings are needed to plan and monitor actions and outcomes

- support for organising and completing extended coursework and revision
- alternative accreditation schemes
- small group teaching for specific awards or

Communication and Interaction

Speech and Language Difficulties

Children with speech and language difficulties will often be identified before they are 5 years old. The SEND Code of Practice stresses the importance of early identification, assessment and intervention. Early language difficulties often lead to difficulties with literacy skills, social communication, and emotional development.

Children with severe speech and language difficulties can only be identified by a detailed assessment of their speech, language and overall communication, cognitive processing and emotional functioning.

This section sets out criteria for respect of children who appear to be developing normally in all other aspects of development but who have "specific language impairment". Speech and language difficulties are often a feature of other Special Educational Needs, and are also considered in Sections on:

- Autism Spectrum Disorder
- Behaviour, Emotional and Social Development
- Sensory and or Physical Needs

A wide range of difficulties are covered by the term: 'Specific Language Impairment'. It can be difficult for non-specialists to understand the diagnostic labels used, and their relevance to the teaching situation. It is therefore essential that specialists ensure that their reports are both able to be understood by non-specialists, and written from the perspective of the implications for the child's teaching and learning in school/setting.

The definitions below are for broad guidance to teachers in their compiling requests for statutory assessment and for reference in the decision-making process about whether statutory assessment is appropriate.

Developmental Language Delay

This describes a delay in one or more aspects of a child's language development; once the language has developed, it does so in the normal pattern and sequence. There is broad variation in ages at which normal development of language takes place, although there is also a "sensitive period" beyond which normal language will probably never develop and may well then present as a Developmental Language Disorder (see below). It should be noted that in this context language does not imply pronunciation.

Developmental Language Disorder

This refers to language development, which is delayed, unusual or uneven to the extent that it interferes with the child's ability to communicate and to learn. It is a general term; there are different elements to language learning and therefore different areas of potential impairment.

Phonological/Severe Pronunciation Problems

Impaired intelligibility is one of the most common specific language difficulties. The child is unable to use the sound set of English in order to generate meanings. The problem may be defined as delay (unintelligible to an unfamiliar adult at age 4 years) or non-typical development usually referred to as a Specific Speech Disorder and characterised by severely limited consonants and vowel distortions. Dyspraxia may be a feature. Although most phonological difficulties appear to be resolved by the end of the first year in school, impaired phonological awareness underlies problems with the acquisition of literacy skills.

Expressive Language

Expressive language means the language a child uses to express himself or herself and includes his or her ability to use an appropriate vocabulary, find word labels for objects, structure sentences grammatically, and convey meaning to others.

Receptive Language/Language Comprehension

Language comprehension means the child's understanding of the language he or she hears and includes his or her ability to understand vocabulary, obtain meaning from the way that sentences are structured (the grammar of the language), and understand the messages that are being conveyed

Social Communication/Semantics and Pragmatics

Semantics refers to handling the meaning of words and sentences, expressing meaningful ideas that reflect what is going on and understanding the expression of ideas by other people. It is about knowing what is being talked about and understanding the relationship of one word to another within the same category and as distinct from words in opposing categories.

Pragmatics refers to knowing and using the social uses to which language is put, being able to use language in different ways on different occasions, and having an appropriate sense of audience and also being able to 'read between the lines' and infer meaning intended beyond the words and sentences used.

Apparent semantic-pragmatic disorder may result from specific difficulties with development of language, or be an indication of a more pervasive disorder, such as those of the "autistic continuum".

Communication and interaction needs

Targeted support for learners who have speech, language and communication needs

Learning environment and group	Curriculum and teaching	Partners and resources
- Grouping arrangements should provide opportunities for peer support; the development of social understanding and inference and structured opportunities for conversation and sharing of ideas - Consideration to seating arrangements to ensure role models for speaking/ listening, minimise distractions, ensure uninterrupted view of the teacher and any visual supports in place. - Verbal instructions, explanations will require simplification and visual or concrete support - Specific environmental adaptations i.e. well defined and labelled using writing and drawings using a multi-sensory approach to facilitate understanding etc. - A range of classroom supports that may include the use of visual timetable, prompt and/or instruction sheets; - Peer support both in class and in break times to facilitate social interaction. These will change according to the activity to provide a variety of social and learning experiences	- Student's strengths and weaknesses in expressive and receptive language are observed and recorded. This may include reference to the student's understanding and use of vocabulary, grammatical structure, conversational skills and speed of language processing - Teaching methods may include the use of visual aids, signalling and signing and teacher explanation should be consistent and use repetition to support understanding in lessons - Differentiation to reflect individual needs in relation to the curriculum, speaking and listening and social and emotional development - Visually identified expectations and teaching outcomes - Targeted interventions may address: - specific SLCN (e.g. vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills) in line with advice from a SALT - social communication skills	- Whole school information/training as appropriate. Staff should feel confident in their ability to prepare resources and implement a range of approaches etc. - Input/involvement from SALT, specialist teacher and/or Educational Psychologist to inform intervention programmes and/ or provide specific advice about environmental adaptations - Staff skilled/experienced in supporting students with SLCN. This would include training e.g. Makaton, PECS, ELKLAN, TalkBoost, on the IDP materials, communication programme resources - A wide range of concrete objects of reference and visual supports maximise student's potential for learning - A Speech and Language Therapist referral and assessment essential - Parent/carer to be consulted on levels of concern and actively involved in programmes/ interventions at age appropriate levels

In addition may require

Learning environment and group • Frequent visual supports for teaching including signalling and signing	Curriculum and teaching • Opportunities for targeted individual or small group intervention following the advice of the SALT to inform teaching and learning tasks and may include direct intervention from a SALT. • Classroom support and teaching methods include a variety of visual materials to aid comprehension, support speaking and the use of language • Pre and post teaching. • Significant use of equipment to support learning (e.g. ICT, audio-visual equipment)	Partners and resources • Key staff/TAs may access specific training • Detailed analysis of the student's strengths and weaknesses in receptive and expressive language.
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Autism Spectrum Disorder (Social Communication difficulties)

Children with Autism Spectrum Disorder will often cause concern by the time that they are 3 years old, and a diagnosis of autism or of having autism spectrum disorder is likely to be made before they are 5 years old. The SEND Code of Practice stresses the importance of early identification, assessment and intervention. Recent research suggests that when a child is under 3, clinical judgment is the more effective indicator of autism than the application of checklists of autism features; however, those children inappropriately diagnosed as having autism are likely to have severe and complex learning needs. Validated concern about autism features should therefore always trigger comprehensive multidisciplinary assessment.

Children with Autism Spectrum Disorder can only be identified by a detailed assessment of their: social awareness and communication; language; imagination; cognitive processing; and emotional functioning. This section sets out thresholds and criteria in respect of children who appear to have Autism Spectrum Disorder. However, Autistic Spectrum Disorder can co-exist with other continuum other special educational needs, and is sometimes diagnosed in conjunction with severe learning difficulties.

A wide range of difficulties are covered by the term 'autism', and it can be difficult for non-specialists to understand the diagnostic labels used, and their relevance to the teaching situation. The label 'autism' gives limited information about any one individual child. It is therefore essential that specialists ensure that their reports are both able to be understood by non-specialists, and written from the perspective of the implications for both the child's learning as well as teaching in school/setting. The definitions below are for broad guidance to support teachers in their compiling requests for statutory assessment and for reference in the decision making process about whether statutory assessment is appropriate.

Autism Spectrum Disorder is a neuro developmental disorder, which affects at least 1.1% of the population (NAS 2013). The 'Triad of impairments' can occur with varying degrees of severity. As with other developmental disorders, there may be other special educational needs.

Children and young people with autism spectrum disorder will have:

- difficulty with social communication
- difficulty with social interaction
- difficulty with social imagination
- inflexibility of thought and behaviour
- Sensory issues may also be present.

A diagnosis of Autism Spectrum Disorder does not always imply special educational needs so complex and severe that the LA must determine the provision to be made through an Educational Health and Care Plan.

A diagnosis of ASD does not imply special educational needs so severe and complex that the LA must determine the provision to be made. There is likely to be a number of pupils in most schools/ settings who are or could be diagnosed as having ASD. All teachers need knowledge and understanding of the condition.

Impaired Social Awareness

- Difficulties with both verbal and non-verbal language
- Understanding and/or use of language may be absent
- Understanding and use of language may be delayed with deviant aspects e.g. echolalia, jargon, "learned" or idiosyncratic phrases
- Limited use and understanding of body and facial gestures
- Literal interpretations leading to misunderstanding or only know concrete and literal language
- Odd intonation: may be monotonous, high pitched or bizarre. May copy adult intonation patterns inappropriately

- Limited 'scripts' e.g. talks about obsessive interest repeats chunks from videos or stories
- Expressive language may range from limited output to highly verbal child with tendency to tangential responses, limited topics, and reduced ability for to and fro conversation
- Difficulty with more abstract aspects of language or linguistic concepts: shows up on specific language assessment.

Impaired Social Communication

- Reduced ability to interact (especially with peers)
- Reduced, or inappropriate, approaches to others (in verbal or non-verbal modalities)
- Reduced, or inappropriate, eye contact
- Tendency to isolation
- Not likely to seek or give comfort when needed
- Difficulty adapting behaviour to the requirements of the setting
- Difficulty understanding the 'rules of life' generally
- Tendency to follow own agenda and has difficulty conforming - may not follow adult direction
- Maybe a tendency to tantrums or disruptive behaviour - due to difficulty with emotional expression and regulation
- Maybe very passive and lack initiative
- Dependent on adult prompting for everyday things

Impairment of Imagination

- Absent or limited peer play
- Absent or reduced creative play: lack of make-believe, but may have better abilities re constructional play, puzzles, matching tests etc.
- May have all consuming or restricted interest in objects or specific toys
- Tendency to resist change and indulge in repetitive activities or routines
- May have stereotypic movements e.g. twirling, rocking, tip-toe walking, hand flapping etc.
- May have islets of ability, e.g. good rote memory skills, good visual skills, advanced knowledge of facts, numbers, letters, shapes etc.
- Struggles to understand and interpret other people's thoughts, feelings and actions
- Have difficulty predicting what will/could happen next
- Has problems with understanding the concept of danger,
- Struggles with planning for the future or looking forward
- Significant difficulties coping in new or unfamiliar situations

Targeted support for learners who have Autistic Spectrum Disorders

Learning environment and group	Curriculum and teaching	Partners and resources
• Routines taught and practised • Extra care with the language used with clear, simply expressed instructions • Practical support sessions to prepare for school/transitions, e.g. packing a bag for school, following a timetable, taking tests • Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use/ understanding and use of imagination • There should be consistency within the classroom in terms of organisation, structure, routines, space and place, with identified areas and pathways • Classroom supports may include: the use of visual timetable; prompt and/or instruction sheets; visually identified expectations and teaching outcomes; frequent visual supports for teaching. Teachers will be expected to use several or all of these strategies • Peer support systems may be established and developed, in particular to support unstructured times • Students may need access to a range of individualised approaches. This might include a workstation, augmentative and alternative communication strategies e.g. PECS	• Students on the autism spectrum will access strategies and resources typically available in the ordinary classroom e.g. time taken by teacher to explain change in routine; visual prompts for tasks; visual timetables, written tasks; Circle of Friends; Buddy System • Planned opportunities for social and emotional development • Rules specifically taught with reminders/ prompts • The structured promotion of social interaction/communication, flexible thinking and independence should be integral within the content and delivery of the curriculum • An approach that incorporates routines, structured tasks, immediate reward systems • IEP/Provision map targets will be addressed through small group and class work across the curriculum. Support would consider: - use/understanding of language - acquisition of core skills for literacy/ numeracy - use of (low level) alternative means of communication - social use of language to support personal organisation, timetabling and developing independence	Partners and resources School to refer to <i>The AET National Autism Standards and Personal Competencies</i> • Whole school information/training as appropriate. Staff should feel confident in their ability to prepare resources and implement a range of autism friendly approaches e.g. access to a quiet area and calming activities, social skills programmes and a range of visual approaches etc. • A wide range of written or drawn visual supports for tasks and/or personal organisation. Such supports may also be used to manage change • A wide range of objects, visual supports and vocabulary lists to support and maximise student's potential for learning • Withdrawal facilities should be provided for times of stress. Students may require individual support/debrief following incident • Use of a home-school diary to aid communication • Regular advice and input from external agencies such as the Educational Psychologists, Speech and Language Therapy and Language and Social Communication Service (LASCs), Occupational Therapy Service • Parent/carer to be consulted on levels

- Environmental audit completed using IDP materials and Access Strategy/Survey and shared with staff
- Reasonable adaptations agreed and made as necessary. This might include controlled lighting, good listening conditions, seating arrangements etc.

- Teacher explanation should be explicit and consistent
- Schools should consider the function of a student's behaviour (e.g. non-compliance as a difficulty with flexible thinking and anxiety)
- Vocabulary, inference, active listening and active response to general instruction may need to be specifically taught
- Providing arrangements for unstructured times, e.g. helping child to know what to do in breaks, giving a safe place to go, training in play skills
- Pre tutoring and post teaching to generalise skills across contexts
- Life skills at the appropriate key stage level

- of concern and actively involved in programmes/interventions at age appropriate levels
- Write, regularly review and share pen pictures/portraits with teachers and support staff and parents and child
- At Key Stage 4 ensure person centred plans are robust and reflective of a young person's needs as they move into post 16 provision
- Use to best effect specific on line resources
- Careful planning of off-site activities including school trips to ensure ASD friendly access and modifications

In addition may require

Learning environment and group	Curriculum and teaching	Partners and resources
- Considerable opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs identified in the student's IEP/provision plan - Access to individual work station/ICT resources - School awareness that students on the autism spectrum remain vulnerable to bullying and provide support/monitoring in place - Suitably equipped areas available to enable individual and small group teaching and/or therapeutic programmes - Dedicated sensory space for sensory diet activities - Peer awareness and sensitivity for students with ASD - Peer support may be used both in and out of the classroom - Opportunities for enhanced pastoral and break/lunchtime to support to social interaction - Recording should enable clear analysis of antecedents, behaviours, consequences (ABCs). This should include lunchtimes/breaks	- Daily meet and greet with known member of staff - Detailed analysis of the student's strengths and weaknesses in social communication/interaction, flexible thinking/behaviour, environmental intolerance and basic skills levels - Additional access to ICT, including Apps and communication aids - Individualised visual timetable consistently implemented to support curriculum access / engagement - TEACCH approach embedded from EYFS and KS1 - Use of rule based learning, immediate feedback and structured reward systems - Sensory Diet programme to reduce stress producing factors (e.g. sensory or social overload) - Classroom supports may include the use of visual timetable, prompt and/or instruction sheets, visually identified expectations and teaching outcomes, frequent visual supports for teaching and also signalling and signing. Teachers will be expected to use several or all of these strategies - Strategies/support and targeted intervention to: - support movement around school - a familiarisation book of photos of the new environment - a file of coping strategies/equipment - promote social thinking, social success/appropriate behaviour (e.g. Socially Speaking, Social Stories, Circles of Friends, Comic Strip Conversations) - Considerable preparation for changes in routine.	- A key member of staff in school trained/ experienced in supporting students on the autistic spectrum. This individual will be in a position to advise class/subject teachers and meet with parents/carers. School/setting to consider the Pre-Referral pathway (SHASP) - Key staff/TAs will access specific training - Detailed analysis of the student's strengths and weaknesses in social communication/ interaction, flexible thinking/behaviour, environmental intolerance and basic skills levels - On-going multi-agency support and intervention may be required due to the overlap of educational/care and health needs. - Mentoring from a skilled adult - Coordinated approach to KS3 transition in conjunction with staff from high school - Access to summer school activities/ programmes on offer from high school at point of transition

Cognition and Learning

Mild and Moderate Learning Difficulties

Pupils with general learning difficulties experience significant problems across the majority of the curriculum. Their general level of development and academic attainment is significantly below that of their peers. In many cases difficulties will include speech and/or language developmental delay. Some children may have poor social skills and/or may show signs of emotional and behavioral difficulties.

The Warnock report suggested that up to 18% of the whole population in mainstream school/ settings might have Special Educational Needs at some stage in their school/setting life. A majority of these pupils would have general learning difficulties, with many previously referred to as having mild learning difficulties. The incidence of such difficulties will vary between schools/ setting.

Severe or Profound Learning Difficulties

Children with very severe or profound and multiple learning difficulties are almost always identified before they reach statutory school/setting age. In most cases the LA will be able to draw upon a considerable body of existing knowledge arising from assessments carried out and provision made by Child Health and Social Services.

Provision

Almost all children with learning difficulties will be educated within mainstream schools/setting, without the need for an Education, Health and Care Plan. These children may require help at the school/setting-based stages of the SEN Code of Practice. Often they will progress at a slower pace than the majority of their age group. This will not necessarily mean that the varying levels of provision in schools/settings are not meeting their needs appropriately; it may reflect best possible progress.

Provision in mainstream schools/settings will range from the normal differentiated curriculum practices in the classroom to detailed programmes on the advice of support services, supported by additional staff where necessary.

Statutory assessment should never be seen as an answer to non-educational problems. For example, if a child is at risk from social circumstances, it is important that there is communication with the appropriate agency that can protect the child. However, when ascertaining the need for statutory assessment, the LA will take account of all relevant factors.

Specific Learning Difficulties

Children with specific learning difficulties have significant difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their general level of performance. The assumption is therefore that children with specific learning difficulty show one or two areas of very specific difficulty within the basic skills curriculum, although this difficulty may affect access to other areas, which rely on these skills. Current research suggests that there can be a hereditary component to the development of specific learning difficulty, but also that pre-school experience of sound discrimination and the systematic teaching of reading at school/setting entry makes a difference for many children. There is no evidence to suggest that specific learning difficulties have a different presentation or causation in children who are of different levels of ability.

The British Psychological Society draft report gives the following definition of Dyslexia: "Dyslexia is evident when fluent and accurate word identification (reading) and/or spelling does not develop or does so very incompletely or with great difficulty. Dyscalculia is the term applied to similar difficulties with numeracy. Dyslexia and dyscalculia are both specific learning difficulties." Specific Learning Difficulties could be assessed by the Learning Support Service in conjunction with Educational Psychology Service.

Provision

As with most areas of difficulty, specific learning difficulties are on a continuum, with almost all children having their needs met within mainstream schools/settings without an EHCP. Provision will vary from normal differentiation and support to specific teaching and support structures agreed in consultation with external services. As most classes will include at least one pupil with a degree of specific learning difficulty, all teachers should have the knowledge and understanding to meet their needs.

Learners with Cognition and Learning Difficulties

Targeted support for learners who have cognition and learning needs

Learning environment and group	Curriculum and teaching methods	Partners and resources
• Access to peer supported learning (e.g. cross/same age peer modelling, use of buddy schemes etc.) • Provide a safe environment in which children and young people are taught and can practice a range of social and life skills • Arrangements to support the use and delivery of approaches/materials for students with SpLD (to include use of multi-sensory teaching strategies, a focus on phonological awareness, motor skills programme) • A range of classroom supports that may include: • use of visual timetable • prompt and/or instruction sheets • visually identified expectations and teaching outcomes • frequent visual supports for teaching including signalling and signing • Specific links made to previous lessons and the real world	• Small group and/or individual teaching using structured cumulative materials to develop basic skills with opportunities for over learning and revision • Access to specialist teaching and learning programmes, which are multi-sensory, well-structured with opportunities for repetition and consolidation of skills • Strategies and targeted interventions (as required) to: • develop personal organisation (timetabling and personal equipment) • develop curricular skills • extend concentration and attention to task • support weak spatial and perceptual skills • support problem solving • assist with developing fluent handwriting and/or opportunities to develop word processing skills • use of alternative forms of recording where appropriate • Pupils are given the opportunity to access information in a variety of ways other than by reading text • Texts and equipment are at pupils' instructional level and matched to their age, ability and dignity	Partners and resources • Staff trained and able to support students with MLD and/or SpLD. This might include support/advice from external professionals (specialist teacher (Learning), Educational Psychologist) • ICT equipment/software to develop and support basic skills and alternative approaches to recording (this might include word processing packages and voice activated software) • Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

In addition may require

- Additional adult to provide weekly support for some of the following:
 - Develop language and communication skills
 - Develop attention and listening skills
 - Support practical work with concrete/visual materials to establish concepts and skills
 - To support over learning and revision
 - To support students who have difficulty with recording
 - To develop personal organisation in response to timetabling/managing equipment/independence
 - Deliver a range of curriculum-based interventions (including specialist programmes)

Social Emotional and Mental Health difficulties

Pupils with SEMH may also have learning difficulties as described in the section on Cognition and Learning. The emphasis is on whether the pupil meets expectations of progress in school; some, but by no means all, children with SEMH also disrupt the education of others.

The SEN Code of Practice (6.32) states

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link”

Provision

For most children, these difficulties are resolved within the family and community, and with the support of: effective whole school approaches to behaviour management and pastoral care; individual intervention when appropriate; and routine counselling through class teacher and/or pastoral systems.

Experience shows that not only do schools and teachers differ in their expectations and thresholds of tolerance, but that the way in which schools, classrooms, the curriculum and individual pupils are managed makes a substantial difference to the behaviour of pupils, and can make a substantial difference to the emotional development of vulnerable children.

These criteria therefore put considerable emphasis on the level and quality of provision made for the child in school.

Exclusion, including removal from the classroom as a sanction, is never an intervention in terms of the SEN Code of Practice, and exclusion from school should not be used to accelerate progress towards statutory assessment.

Social, emotional and mental health difficulties

Targeted support for learners who have social, emotional and mental health difficulties

Learning environment and group	Curriculum and teaching methods	Partners and resources
- Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress - Frequent changes by teachers to support positive behaviour and learning - On-going analysis and recording of behaviours to provide baseline(s) to include: - functional analysis of behaviour - use of assessment tools that consider developmental issues (e.g. Boxall Profile) - Recording should enable clear analysis of antecedents, behaviours, consequences (ABCs). This should include lunchtimes/breaks - Opportunities for small group teaching to address appropriate behavioural expectations and/or social and emotional skills - Opportunities for individual discussion and support, when necessary, to be available daily - An enhanced level of pastoral support may complement established pastoral arrangements. This could be available daily from the class teacher/Head of Year/SENCO or Tutor - Use of peer support strategies. This may include Circle of Friends, Discussion Groups, Social Support Groups, Buddying systems, Peer Mentoring/Mediation - Awareness of pupils' emotional/social concerns - Rules & routines specifically taught with reminders and prompts - Opportunities to improve social skills, interaction and self-esteem	- IEPs/Provision map targets addressed through small group and class work within the curriculum framework and may address behavioural and social/emotional skills. These will be in addition to and more targeted than the behaviour management techniques used throughout the school - Student's strengths and weaknesses in emotional and behavioural development considered using behavioural checklists - Provide evidence-based interventions that focus on developing skills e.g. social skills group, circle of friends, emotional management - Implement individualised mediation strategies e.g. specific praise, gratitude diary, daily check-in, etc. - Student and parent involvement in the behavioural programmes is clearly defined - Adaptations to teaching delivery to accommodate child/young person's needs (e.g. shorter teacher input, multisensory learning/delivery, adapt pace, intensity and/or non-verbal aspects of teaching style/approach) - Adaptations to task to increase attention, concentration and motivation (e.g. chunking and breaking down tasks, multi-sensory tasks) - Use of supported group work within the classroom - A structured behaviour management programme developed in conjunction with relevant external professionals	- Collaborative working between parents, child, teacher, support staff and other relevant professionals in setting and reviewing targets - Seek support and advice from Educational Psychologists and other relevant professionals like CAMHS (e.g. training, consultation, delivery of intervention, assessment, monitoring and reviewing targets) - The SENCO/Head of Year or class teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student - Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels - Use of ICT, audio visual support, self-directed time out (as required) to support student's access to the curriculum - Staff trained and able to implement strategies to support positive behaviour

In addition may require

Learning environment and group

- Small group and within class support to teach/reinforce understanding of rules, rewards and sanctions
- Opportunities for periods of withdrawal to smaller groups. This might include self-directed/individual time-out
- The opportunity to attend LSU (in setting provisions e.g. inclusion bases) as appropriate
- Systems to ensure effective communication between Pastoral Staff and Learning Support staff
- Access to a Nurture Group
- Use of restorative approaches to conflict resolution
- Use of Team Teach (or similar approach)

Curriculum and teaching methods

- Flexible adult/student ratios in class
- Additional targeted teaching in small groups or individually, for significant parts of the day to address IEP/Provision Plan targets
- Evidence based interventions include more specialist strategies:
 - skills based programmes
 - therapeutic input/mentoring
 - more focused rewards/sanctions
- A flexible timetable (as appropriate) within the context of an inclusive curriculum

Partners and resources

- Staff trained and able to implement strategies to support positive behaviour SEMH and its impact on curriculum access
- Other additional/specialist training for key staff (Behaviour Management, Attendance, targeted SEMH interventions etc.)
- Individual counselling and/or therapeutic support from external agencies/ appropriately qualified professionals
- Frequent review of interventions in collaboration with support agencies
- Regular home-school liaison
- Alternative programmes of study at KS4 should be provided where appropriate
- The opportunity to attend LA provisions e.g. PACE, PRU
- The opportunity to access LA Inclusion Support Service e.g. BIT
- The opportunity to access support from Education Welfare Service

Physical Needs

Physical Disabilities

The SEN Code of Practice (6:34) states

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Provision

The level of physical disability described for a child does not necessarily indicate that s/he requires a Education, Health and Care needs assessment. A careful assessment of the child's functioning in relation to the educational context is needed and full regard given to the Equality Act 2010.

Physical Needs

Targeted support for learners who have physical difficulties

Learning environment and group	Curriculum and teaching methods	Partners and resources
- Organised classroom with flexible grouping/seating arrangements to promote independent learning - Provision should aim to help the student in becoming a fully integrated member of the school community - Students with physical needs will access strategies and resources typically available in the classroom - An organised classroom to allow for maximum independence - Modification of classroom organisation, routine and environment as advised by external professionals - Audit of environment to consider reasonable adjustments such as: - access issues with adaptations to environment - consideration to timetabling and location of rooms - some limited items of special equipment may be required to support learning/access to curriculum (desk, chair etc.) - classroom organisation which takes account of social relationships - Educational visits and extracurricular activities are planned to fully include the student with physical needs - Additional support may be required during unstructured periods of the day to ensure safety and inclusion	- Planned small group and individual work as necessary linked to tiredness or varying health/condition. This might also include timetabled learning breaks as required. Withdrawal from class should be kept to a minimum - Alternative methods of recording as advised by specialist staff - Curriculum differentiation and a degree of support to reflect individual needs (in particular in PE and other practical subjects and activities) - Pace of teaching takes account of impact of physical difficulty - An appropriately challenging educational curriculum - flexible support in school to include, as required: - dressing/undressing - personal care - assistance with physical aids - Reasonable adjustments/arrangements made for formal assessment tasks	- Some additional support may be required at unstructured times during the day. For social, medication, personal care and dietary needs - Regular liaison between parents, external professionals and school staff in relation to specific programmes and targets - A Health Care Plan to be devised, where appropriate - Access to specialist advice on ICT (equipment and use) may be required - Guidelines for Health and Safety and Risk Assessments available - Key staff trained and able to deliver individualised therapy programmes; specific learning programmes - Access to a range of equipment including a range of furniture/ storage and equipment to support the student - Parent/carer to be consulted on levels of concern and actively involved in programmes/ interventions at age appropriate levels

In addition may require

Learning environment and group	Curriculum and teaching methods	Partners and resources
• Access to significant individual/small group in class support • Equipment such as a lift/stair climber, changing bed and shower (as appropriate) • Specialist software and technology to support access to the curriculum	• Opportunities and comprehensive resources for motor skill development offered within the school curriculum and environment ie InSync Programme • Teaching methods which utilise appropriate ICT, specialist aids and adaptations to facilitate access to the curriculum • Significant individual/small group support with; • practical lessons • personal care • physiotherapy programmes • learning programmes • physical aids • movements around school	• An identified key member(s) of staff, where appropriate, for personal care needs • Specialist transport arrangements may be required • Parents/carers to be consulted on levels of concern and to be asked for further advice • Specific training for class/subject teachers and TAs, e.g. in Manual Handling (if required) • Access to specialist equipment to support communication and mobility

Hearing Impairment

Hearing Difficulties

Children with hearing difficulties range from those with mild short-term hearing impairment, to those who have permanent and profound hearing loss. Children with significant levels of hearing impairment will normally be identified before they are 5 years old except in the case of late onset. The SEND Code of Practice stresses the importance of early identification, assessment and intervention; close interagency cooperation is essential. Early hearing difficulties can lead to difficulties with speech and language development, literacy skills, social communication, and emotional development.

Hearing loss has many co-occurring diagnoses including (not exclusive list)

- ASD and other neurodevelopmental diagnoses
- Cognitive difficulties
- VI/ sensory needs
- Disproportionate Language/ speech Impairment (Specific speech/language impairment type features)

Audiological information alone will not determine a child's special educational needs. The range of factors that need to be taken into account in determining whether statutory assessment is needed includes the child's: general sensory and physical development; speech and language development; social communication skills; levels of educational and developmental attainment; cognitive processing; behaviour; and emotional functioning. A wide range of difficulties are covered by the term 'hearing impairment'; it can be difficult for non-specialists to understand the diagnostic labels and information provided and their relevance to the teaching situation. It is therefore essential that specialists ensure that their reports are both able to be understood by non-specialists outline the implications and recommendations for the child in their school/ setting. The definitions below are for broad guidance in decision-making regarding statutory assessment and to support teachers and others when they request or support statutory assessment.

Degrees of Hearing Loss Other Descriptors

Mild	20 - 40 dB
Moderate	41 - 70 dB
Severe	71 - 95 dB
Profound	95 + dB
Progressive	deteriorating
Bilateral	both ears
Unilateral	one side
Asymmetrical	ears differ

Conductive Hearing Loss

This type of hearing loss is due to a blockage in the transmission of sound within the outer or middle ear. In most instances, conductive hearing loss is a temporary condition which resolves in time; however, in some instances conductive hearing loss can be permanent. One of the most common forms of conductive loss is 'glue ear'. It has been estimated that as many as 20% of children have a mild conductive hearing loss at some point in their school/setting life.

Sensori-neural Hearing Loss

This refers to a permanent hearing impairment arising from damage to the inner ear or to the auditory nerve. It can vary from mild to profound, and may occur before birth or after language has been established. Most children with a severe or profound sensory hearing loss will have been identified and assessed audiotically before they reach school age and will have been referred to the sensory support service and the Hearing Impairment (HI) Network Speech and Language Therapist (SLT). Some children have a conductive loss in addition.

Communication modes – children and families may use a variety of communication modes/ approaches including

- Auditory verbal
- Auditory Aural/Oral
- Sign supported English (SSE)
- BSL

Families are supported with making informed choices regarding preferred communication modes. Some children may require specialist provision to meet their communication needs.

It would also benefit from including information and stats from the NDCS. In addition there have been specific HI recommendations recently from NHS England regarding provision 'NHS England Action Plan on hearing loss' March 2015 which include educational provisions.

Hearing Impairment

Targeted support for learners who have a Hearing Impairment

Learning environment and group	Curriculum and teaching methods	Partners and resources
• Staff should be aware of the student's hearing loss and its implications in school (e.g. language and vocabulary acquisition, poor attention and concentration skills) • Students should be supported to independently use their hearing technology rather than 'hearing aid' and be encouraged to follow the guidance of the audiologist or ENT consultant • Quiet/private space for hearing technology test box checks and for management of personal hearing and radio aids • Seating arrangements for student understood and implemented • Use of classroom display, pictures, word banks, visual dictionaries and specific software to introduce and reinforce new language and verbal concepts • In class support to reinforce and support access to classroom discussions	• The teacher will provide some differentiation and opportunities to practice/reinforce listening and other skills as necessary • Specific pre-teaching of subject based vocabulary and concepts • Careful monitoring of the development of language and literacy skills • Plan use of audio-visual materials • Teach active listening skills • The speaker should: - identify themselves in some way so that the student can locate them before they begin to talk - speak clearly - check that the student has heard - check that the student has understood all instructions • Encourage variety in use of teaching approaches/senses to support learning • Provide students with pre-teaching • The advice of external professionals will inform teaching and learning tasks specific to curriculum need. Differentiation to reflect individual needs in relation to the curriculum and speaking and listening	• Staff with skills/experience in supporting students with HI • The student's hearing will be assessed by an appropriately qualified professional, who will refer on to other agencies if required • Reference to general guidance from the National Deaf Children's Society and NHS England • Consideration of classroom listening resources such as classroom sound field systems • Staff with knowledge and understanding in the use of hearing technology and radio aids and in which situations it is most beneficial to the student • Key staff trained and able to complete daily functional tests of radio aids, personal hearing aids and sound field systems and daily listening checks • Medical intervention and monitoring undertaken by the Audiology clinic and access to Children's Disability Service, (Hearing Impairment Team) and the HI highly specialist Speech and Language service as required. • Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels • A key member of staff should be present and attend all SLT visits and be allocated time to complete Speech and Language work between visits

- Reduce background noise, consider listening conditions and develop an acoustic friendly classroom environment
- Peer support both in class and in break times to facilitate social interaction, where required
- Audit of environment to consider reasonable adjustments such as:
 - access issues with adaptations to environment
 - consideration to timetabling and location of rooms
 - some limited items of special equipment may be required to support learning/access to curriculum
- classroom organisation which takes account of social relationships

Targeted interventions/support may address (for e.g.):

- vocabulary
- comprehension and inference
- use of language
- sentence structures
- the speech sound system
- active listening skills
- social language skills
- Timetabled learning breaks as advised by external professionals

In addition may require

Learning environment and group

- Environmental audit undertaken with appropriate adjustments
- Additional specialist systems may be required to enhance listening e.g. radio aid and sound field system, hearing loops
- Transition packages between educational settings

Curriculum and teaching methods

- Teacher/ TA to check student's understanding of concepts throughout lessons
- Opportunities for the student to learn sign language (as appropriate)

Partners and resources

- Access to Communication Skills
- Support in school from a member of staff with additional knowledge and skills in communication/ speech and language (e.g. TA with ELKLAN training)
- All staff trained in general deaf awareness and able to support and include students with HI in all areas of the curriculum
- School may also access training from the Highly Specialist SLT regarding the listening/ hearing and impact on S+L and communication
- Students with a bilateral to profound loss, all have access to a highly specialist SLT in hearing impairment for assessment and appropriate intervention alongside the integrated team.

Visual Impairment

Visual Impairment

Children with visual difficulties range from those whose vision is corrected with glasses or have vision only in one eye to those who are born blind or lose all sight through illness or trauma. Children with severe visual impairment will normally be identified long before they are 5 years old.

The SEN Code of Practice stresses the importance of early identification, assessment and intervention; close interagency cooperation is essential. Early difficulties can lead to difficulties with emotional development, social adjustment, communication, curiosity and exploratory learning, listening skills, language development, and mobility. Figures from the RNIB suggest that up to 65% of visually impaired children have significant additional difficulties, of which physical difficulties are the most common.

Where visual impairment is mild, but part of a complex picture of special educational needs, criteria for general, specific, physical, language or hearing difficulties should be applied, as appropriate. Where a child has several areas of “mild” special educational need, the interaction of these difficulties and the effect on the child’s learning must be considered.

The level of visual acuity given for a child does not necessarily indicate that a child requires statutory assessment. A careful assessment of visual function is needed.

A wide range of difficulties is covered by the term ‘visual impairment’. It can be difficult for non-specialists to understand the diagnostic labels and information provided, and their relevance to the teaching situation. It is therefore essential that specialists ensure that their reports are both able to be understood by non-specialists, and written from the perspective of the implications for the child’s teaching and learning in school. The definitions below are for broad guidance in decision making regarding EHC Needs assessment and to support teachers and others who make and support requests for EHC Needs assessment under the SEN Code of Practice.

Visual Acuity

Distance vision is measured and expressed as a fraction denoting the size of print on a ‘Snellen’ chart seen at distance, or as a decimal Logmar score

6/6 The child sees at 6 metres that which it is normal to see at this distance (normal vision), Logmar 0.0

6/12 The child sees at 6 metres that which it is normal to see at 12 metres (vision required for driving). Logmar 0.3

6/18 The child sees at 6 metres that which it is normal to see at 18 metres (impaired vision). Logmar 0.5

Statutory Definition of Blindness

The person is so visually impaired as to be “unable to perform any work for which eyesight is essential”.

Blindness

A patient’s sight is considered to have reached this stage if only the top letter of the eye chart can be seen when the eye specialist holds the eye chart just in front of him. This is known as 3/60 vision; the patient can see at three metres distance the letter people with normal vision would be able to see when they were 60 metres away from it.

If a person has reduced visual field s/he may qualify as blind even if s/he has slightly better visual acuity (6/60)/1.0

Educationally Blind/Severely Sight Impaired

This term is used for a person who needs to be educated primarily by non-sighted methods, using tactile and auditory means. A child who is educationally blind may use Braille.

Functionally Blind

A person who is functionally blind uses mainly tactual and auditory channels for receiving information.

Low Vision

Low vision means severely impaired vision, which nevertheless allows vision to be used as a channel for learning and receiving information. A pupil with low vision may use it quite effectively in the near environment with appropriate lighting, positioning and low vision aids. Such children may also use Braille.

Partially Sighted/Sight Impaired

A person may be considered to be partially sighted if he or she is “substantially and permanently impaired” by defective vision.

Generally a partially sighted person will have adversely affected vision in one of two ways:

6/60 /1.0 I Logmar Poor visual acuity together with relatively normal visual fields

6/18/0.5 Logmar Better visual acuity together with restricted visual fields.

Within an education context, partially sighted is generally used to describe pupils who have vision useful for school tasks, but who require adaptation to teaching approaches and to materials.

Visual Impairment

Targeted support for learners who have a Visual Impairment

Learning environment and group	Curriculum and teaching methods	Partners and resources
• Staff aware of the student's VI and functional vision and its implications and impact in the educational setting • Peer support both in class and in break times to facilitate social opportunities, where appropriate • Students should remain part of the mainstream class for activities except in exceptional circumstances • Audit of environment to consider reasonable adjustments such as: • lighting which maximises the visual opportunities • position in class to ensure access to visual stimuli • access issues • consideration to timetabling and location of rooms • additional equipment may be required to support learning /access to curriculum (desk, chair etc.) • classroom organisation which takes account of social relationships • clear signage • high contrast colour schemes • visually highlighting equipment • controlled lighting (including blinds) • overall classroom layout • additional lighting needs • highlighted environmental features • good listening conditions	• Specific consideration to curriculum presentation and recording methods should be given to: • use of IWB, ICT etc. • accessibility of printed materials • use of auditory/tactile stimuli • speed of work • physical position of student • The advice of external professionals will inform teaching and learning tasks specific to curriculum need. Targeted interventions/support may be necessary to: • prepare student for a class activity/learning experience (pre and post teaching) • reinforce work • provide additional hands-on experience of materials or presentations • provide additional experiences of the resulting from VI • develop specific skills to improve curriculum access (e.g. touch typing, use of magnifiers, distance aids and other specialist equipment) • teach age appropriate independence, organisational and mobility skills in the context of the learning community • support small group games and activities as an alternative to fast, large team games in PE and at break times • incorporate timetabled learning breaks	Partners and resources Advice from specialist staff on the use of specialist equipment/visual aids e.g. • sloping reading/writing boards • low power magnifiers • dark pens/pencils • dark lined books/paper • large print materials • bright PE equipment • ICT access (with advice from a Technical Support Worker) • larger computer monitor • separate TV monitor • lap-top • digital voice recorder • access to modified materials • physical access to the curriculum and/or existing school facilities Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

In addition may require

Learning environment and group • Independence and mobility training	Curriculum and teaching methods • Regular opportunities to practice and use specialist equipment e.g. Braille • Pupil's strengths and needs in relation to the student's VI, curricular skills, social/emotional development and mobility regularly assessed	Partners and resources • Access to key staff trained and able to support and include students with VI in all areas of the curriculum, including the preparation of appropriate resources/materials and the ability to implement more specialist strategies/interventions • All staff trained in the use of specialist equipment • Advice and support on the potential emotional impact of the visual impairment • Medical intervention and monitoring undertaken by the clinic and access to Children with Disability Service, Visual Impairment Team as required.
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Next Steps: The Provision Agreement Panel PAP

Terms of Reference

The Provision Agreement Panel (PAP) has been in operation in St. Helens since 2003, it is held at Atlas House approximately every 3 weeks.

The Panel may comprise:

Children and Young People's Services Additional Needs Manager - Chair
Educational Psychologist
Behaviour Service Manager
Inclusion Officer
SEN Casework Manager
A SENCO, Headteacher or Senior Manager from a primary and/or secondary school
A representative from Early Years setting
A representative from the Language, Social Communication and Sensory Support Team (LASCS)
A Children's Social Care representative
A Health representative

The functions of the Panel

- To consider applications from schools on behalf of individual pupils for Enhanced SEN Support (ESS) funding. This will involve:
 - Scrutinising the graduated approach by the educational setting to the needs of an individual pupil.
 - Considering professional advice and reports.
 - Recommending whether the application meets criteria for ESS funding on the basis of the severity of need and a lack of progress despite appropriate interventions.
 - Considering whether the Authority should initiate an Education, Health and Care needs assessment.
 - Recommending the content of a Provision Agreement, which will detail the provision to be made and the expected outcomes.
 - Recommending a fair and equitable level of funding for approved applications which is consistent with awards to schools for pupils experiencing comparable difficulties and which takes into account the resources available to the school.
 - Recommending a date for review of the ESS funding.
- To consider requests for Education, Health and Care needs assessment from parents/schools/colleges/the young person/professionals.

Before the Panel Meeting:

- The Additional Needs Administration Service receives submissions and prepares the documentation for panel members, which is circulated ten days before the meeting.
- Inclusion Officers ensure that submissions have been previously discussed at termly Planning and Consultation meetings in schools. Officers will contact a school making an unexpected submission.
- Representatives on the panel have a responsibility to discuss submissions with case workers in their services to ensure that they can present a balanced view on each case.

Before applying for Enhanced SEN Support (ESS) funding

The SEN Code of Practice (2014) sets out how schools should identify, assess and make provision in schools for pupils with additional learning needs. (See “The Graduated Approach to meeting the needs of children and young people with Special Educational Needs and Disability (SEND) IN St Helens Local Authority”).

There is an expectation that from its own resources the school will:

- Assess individual need.
- Plan an appropriate curriculum which may be individualised and which sets suitable learning challenges.
- Set targets in SEN Support Plans (previously IEPs) or Provision Maps.
- Identify teaching methods and strategies and consider grouping for teaching purposes.
- Deploy additional resources including staff.
- Seek the advice of Education, Health and Social Care professionals for specialist assessment and advice.
- Monitor the impact of intervention and make adjustments or changes to increase effectiveness.
- Track the progress made by the pupil and carry out appropriate assessments.

Applications to Provision Agreement panel (PAP)

An application for Enhanced SEN Support (ESS) funding should only be made when school can demonstrate that:

- A continuous process of assessment, intervention and review has been in place for the pupil, (plan, do, review cycle).
- School’s resources have been deployed to deliver a succession of graduated interventions, which have been progressively more powerful.
- The pupil has been discussed at the multi-agency consultation meeting on more than one occasion and agreement has been reached that an application should be submitted.
- Specialist assessment and advice has been sought and acted upon.
- Despite appropriate intervention the pupil’s rate of progress is unsatisfactory.
- Appropriate intervention has been identified at a higher cost than school could be expected to fund from its own resources.
- Parent / carers have been informed and involved in their child’s programme of study and intervention / management strategies.

The panel considers, in each case whether:

- Sufficient information has been submitted on which to base a judgement.
- Statements are supported by evidence.
- Intervention has been appropriate.
- The progress made is acceptable/unacceptable
- Professional advice supports the case.
- The plan for how funding will be used is appropriate.

The Panel Chair will ensure that all evidence is analysed thoroughly and that robust conclusions are drawn. The Chair will take responsibility for making decisions based on the recommendations of the panel.

What decision might the panel make?

The panel may recommend:

- That an application for ESS funding is turned down.
- A level of ESS funding, a Provision Agreement and set a date for its review.
- To initiate Education, Health and Care needs assessment under the Children and Families Act 2014.

The panel may also recommend:

- Advice is sought from a named professional / group of professionals.
- Provision by an LA Support Service.
- Referral to a professional / service.
- School meets with parent and/or Inclusion Officer to discuss decision and appropriate plan.

The panel will advise on:

- The level of ESS funding.
- The length of time until the first review.
- The provision to be made by schools with ESS funding.
- The expected outcomes of provision.

The Provision Agreement (PA)

If top-up funding is awarded the panel's decision will be presented in a Provision Agreement document (see example of Provision Agreement) and sent to school and parents.

The document will:

- Provide clarity for schools and parents about the provision to be made, its purpose and intended outcomes.
- Assist staff in monitoring the effectiveness of provision and reviewing its impact in terms of pupil progress.

School should sign the Provision Agreement and return to the Local Authority to agree to the terms set out in it. The panel should be contacted in writing if it is felt that anything in the Provision Agreement is unreasonable or they need more information on the panel's decision.

How will funding allocated by the PAP be monitored?

- Termly Planning and Consultation Meetings.
- Local Authority visits/financial monitoring.
- Annual Reviews and associated reports

School's tracking process to monitor children's progress.



St. Helens Council

PROVISION AGREEMENT

Name:	Matthew Middleton	D.O.B.	04.04.98
School:	Jupiter Primary School		

Following Matthew's referral to the Provision Agreement Panel on 18/06/2009 the Local Authority has decided that Matthew's needs can be met within school. However, Enhanced SEN Support funding will be allocated to supplement school's existing resources.

Matthew's needs fall into this category:

Communication and Interaction

The Local Authority will allocate top up funding to enable:
25 hours support per week to be provided for Matthew up to the end of the Summer Term 2015

The support will focus on:

- **developing listening and attention skills**
- **developing speech and language skills**
- **promoting social interaction skills**
- **extending play skills**

Review

The panel will expect to see an improvement in the areas identified and evidence should be provided to the Local Authority to show this.

The school should submit review information to the Local Authority in June 2015 when future funding will be determined.

This Provision Agreement is between St Helens Local Authority and Jupiter Primary School.

The funding is conditional on the school making the provision specified in this agreement and will commence when the appropriate appointments have been made.

Use of funding will be monitored through termly multi-agency consultation meetings and Inclusion Officer visits.

Local Authority signature:

Date:

School:

Date:

Any appeals regarding the allocation of Enhanced SEN Support funding should be made in writing and will be considered at the next appropriate Provision Agreement Panel.

SAMPLE

Parental Requests for Education, Health and Care needs assessment

Under the terms of the Children and Families Act (2014) parents can make a request for an Education, Health and Care needs assessment of their child directly to the Local Authority. There is a form parents can complete to do this (Parental Request form – page 56 Guidance for School: Meeting Additional Needs or on the council website). The LA will collect relevant information from the school and professionals and consider the request at the next Provision Agreement Panel. Once a parental request is received, the LA will request information from the child's educational setting.

The panel may recommend:

- Not to carry out an Education, Health and Care needs assessment, but recommend other assessments, advice, support, training or interventions which school can implement/request.
- To allocate Enhanced SEN Support (ESS) funding and issue a Provision Agreement.
- To initiate an Education, Health and Care needs assessment under the 2014 Children and Families Act.
- Needs can be met from the school's resources.

A parent can obtain advice and support from the St. Helens Independent Advice Support Service (SHIASS). They can be contacted on the telephone number 01744 673428.

If a parent decides to appeal against the Authority's decision not to carry out an EHC needs assessment, they must do so within 2 months of the date of receipt of parental letter. It is a parent's right to request disagreement resolution / mediation and the Local Authority has to provide this independent service. Parents are advised to contact St. Helens Independent Advice Support Service (SHIASS) in the first instance.

The address of the Tribunal is: Tribunal at HM Courts & Tribunals Service, Special Educational Needs & Disability Tribunal, 1st Floor, Darlington Magistrates' Court, Parkgate, Darlington DL1 1RU. The telephone number is 01325 289350. The e-mail address is sendistqueries@hmcts.gis.gov.uk, and they have a website: www.sendist.gov.uk.

Mediation

Mediation is also a voluntary process for parents and young people, which parents/young people can use if they cannot reach an agreement with ourselves or the CCG, in matters relating to EHC plans. We have a duty to make an independent mediation service available to parents/young people. It will only cover disagreements parents/young people might have in the following circumstances, where decisions have been made:

- not to carry out an EHC needs assessment or re-assessment of a child / young person
- not to draw up an EHC plan for a child / young person, once they have done an assessment
- not to amend a child's / young person's EHC plan after the annual review or re-assessment
- to cease to maintain a child's / young person's EHC plan

If we have drawn up an EHC plan for a child / young person, mediation must be available if parents disagree with:

- the parts of the plan which describe a child's special educational needs
- the special educational provision set out in the plan
- In these circumstances, as well as your legal rights, we will provide you with access to an independent mediation adviser who you will need to contact for information about mediation if you are thinking about appealing to the SEND Tribunal.

Independent Mediation - Your Family Matters

The independent mediation advisory service is called Your Family Matters, and they can help settle such disputes.

The mediators are not employed by the local authority and are completely independent.

Your Family Matters
Advantage Business Centre
132-134 Great Ancoats Street
Manchester
M4 6DE

Telephone: **0161 300 9721**

Email: **admin@yourfamilymatters.org.uk**

Personalised / Individualised Learning - Long term interventions

In addition to Whole School/College Response and SEN Support for Individual and Small Group:

For learners with a need which is long term and does not occur frequently (E.g. severe learning difficulties, severe sensory impairment) **with no peers requiring the same intervention**, the planning for intervention is **personalised and specifically formulated** to take account of the **unique individual need**.

Learners requiring long term interventions with personalised learning may require:

- A **Statement of SEN or an Education, Health & Care (EHC) plan** which describes the strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding, with an agreed joint action plan. Annual review will be required to show tracked progress towards outcomes in the EHC plan.
- A **Common Assessment** (EHAT) completed in conjunction with parents for a pupil who has additional needs and requires the support of the team around the child. The lead professional may be a member of the staff.
- An **Individual Health Care plan** to maintain their health, which is then monitored by specialist staff.
- Hand over response from health visiting to school nursing for a child with SEND.
- Support available for the management of Long Term Health conditions.

Post 16 Education

In addition to core funding, there is a range of financial support available in post 16 education to support individual students subject to criteria. Examples of these are bursaries, vulnerable students and hardship funds. Each provider will have details of what is available and which students can access the funding. The grids are a relevant reference point for colleges. As a basis the Code of Practice expects that:

Colleges should offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN

Code of Practice 2014 7.4

The Code of Practice also provides **examples** of the type of support which might be put in place including:-

- assistive technology
- personal care (or access to it)
- specialist tuition
- note takers or interpreters
- one to one and small group teaching
- habitation or travel training
- accessible information such as symbol based materials
- access to therapies (e.g. speech and language therapy)



St. Helens Council

Contact Centre

Wesley House
Corporation Street
St. Helens
WA10 1HF

Tel: 01744 676789

Minicom: 01744 671671

→ www.sthelens.gov.uk/contactus

Please contact us to request translation of Council information into Braille,
audio tape or a foreign language.