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Learning and Achievement

SEN Support

What Wokingham expects can be reasonably provided by education settings from the funding available to them

Meeting the needs of children and young people with Special Educational Needs and Disability in Wokingham

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SEN Support: a universal offer

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 from the funding made available to schools and colleges without recourse to a statutory Education, Health and Care (EHC) needs assessment. Examples of the types of provision and resources which are reasonably expected are included in 'grids' at the end of the document.

Introduction

The Children and Families Act, 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 Special Educational Needs and Disability (SEND).

All schools will have pupils who experience difficulties with their learning at some stage of their education. 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 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 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. Wokingham's Local Offer can be accessed on:
> http://www.wokingham.gov.uk/our-local-offer/

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Specific statutory responsibilities for all local authorities, schools, and colleges
Local authorities are required to:

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

Governors and schools are required to:

- identify pupils with SEND, ensure parents/carers are informed and provision is made in line with the SEN and Disability Code of Practice, and comply with the Children and Families Act
- publish the SEND policy and the school's Local Offer (in conjunction with parents/carers, 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 the 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 of SEN/EHC plans are in place
- meet their duties under the Equality Act 2010 and ensure **all** policies take SEND into account through the Equality Impact Assessment
- keep under constant review the arrangements for pupils present and future with a disability
- 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 SEND
- admit a young person if the setting/provider is 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 and ensure **all** policies take SEND into account through the Equality Impact Assessment.

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

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

It is the responsibility of schools and 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 young people, ensuring that current and future pupils with SEND have full access to the life of the school/college, where possible, to enable good progress in their learning   - all of the staff has up-to-date information on all pupil's/student's needs (e.g. child/young person profile)
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 transitions 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, traineeship, 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 leading to qualifications which meet the diversity of learner needs
Teaching staff make their teaching accessible & appropriate for all learners in their class

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- 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

- staff who 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/carers 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 for 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 within the peer group

Parents/carers know where to go 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 signpost parents/carers to the local offer for accessing information

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 child and young people have the confidence to share their concerns with staff, and know that their concerns 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. access to a safe space to calm)

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SEN Support for individuals and small groups - short term interventions

In addition to the 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 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 learners

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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
- 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

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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

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Personalised/individualised learning - long term interventions

In addition to whole school/college response and SEN Support for individuals and small groups:

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:

- **An 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 EHC plans
- A **Common Assessment Framework** (CAF) completed in conjunction with parents/carers for a pupil who has additional needs and requires the support of a 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 and medical professionals

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, travel subsidies and 'low-income household' course funding. 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 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

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- note takers or interpreters
- one to one and small group teaching
- habilitation or travel training
- accessible information such as symbol based materials
- access to therapies (e.g. speech and language therapy)

Provision grids

The provision grids which follow as Appendix A contain 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.

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Appendix A: Detailed provision grids

Areas of need

This document mirrors the categories of need set out within the Code of Practice. 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, a pupil may have needs crossing a number of areas.

Areas of support

The grids which follow are not a blueprint; rather they describe the types of support which are evidenced based approaches to meeting needs in different areas. The grids have an expectation regarding two key principles:

- 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
- submit a request for exceptional needs funding or other funding streams for support e.g. early years inclusion funding

there is an expectation that they will have used appropriate and robust strategies appropriate to SEN Support. 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 grids

The grids support 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 as 'universal'. They are the bedrock of meeting needs for all pupils/students and the list is meant to be illustrative rather than exhaustive. The grids then take 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 approaches are 'Targeted' interventions which are specific interventions to address the needs of individuals or small groups. Some of these interventions may also 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 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 example is only one strategy. For some, this is very effective, for others it can be counterproductive. It

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is important that discussion has taken place between staff, families, and the pupil about how this takes place, and has included relevant professionals where appropriate.

The grids use four areas to describe support. This is not an exact science and users of the grids may feel that an element is 'in the wrong column'. Schools may choose to use and adapt the grids 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 grids which look at individual types of need.

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Universal elements for all learners who require SEN Support

Assessment, planning and review	Learning environment and group	Curriculum and teaching	Partners and resources
• SEN 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/carers, 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	• 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 • Appropriate learning and behaviour is noticed and acknowledged • Active promotion of listening skills with clear rules for listening established	• 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 Departments teachers • Awareness of any social pressures, teasing/bullying/ labelling • Quiet places • Supportive peer systems in place • School has a carefully planned homework marking and	• Parents/carers 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/carers can express any concerns • Curriculum content and key concepts shared with home on a regular basis • Effective transition arrangements

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• 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 the assessment wheel and prompts	• Active promotion of pupils' emotional/social wellbeing • Behaviour policy: Clear boundaries and school wide system of meaningful rules, incentives and sanctions 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	assessment policy in relation to children with SEND • Opportunities to access social extra-curricular activities e.g. sports clubs • SEAL (or similar curriculum) delivered and in conjunction with other class wide approaches that consider social/emotional needs (e.g. Circle Time)	

In addition

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 Assessments completed by external professionals including	• Mainstream class or set with access to individual and small group teaching within the classroom. This might include	• Pre-teach topic specific vocabulary • Use of alternative forms of recording where appropriate	• A key member of staff to act as a stable reference point • SENCO/Head of Year or class teacher facilitates assessment,

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Specialist Teacher (Learning), Educational Psychologist, Speech and Language Therapist (SALT) and other Health professionals (where appropriate) • IEPs/provision plans to be set following involvement and consultation with parents/carers 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 • Student progress will be subject to systematic monitoring, including their response to interventions outlined in the IEP/provision plan	periods of withdrawal with regular access to Learning Support Unit (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 • 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.)	• 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 • 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. • Staff are aware of/understand and able to provide for the needs of individual students • Staff are aware of the implications of a range of learning needs • In-class support in targeted subject areas	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 • 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

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• IEPs/provision will be reviewed termly
• Parents/carers 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
• Schools use a range of diagnostic tests, observational checklists, dynamic forms of assessment which may involve:
  o observing and recording responses in different environments
  o identifying learning rates and learning styles
• Assessments focus on the reasons for any slow progress; more in-depth analysis of strengths/weaknesses and progress in relation to time
	• 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
		• 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:
		  o specialist guidance to inform key Stage 4 planning/grouping
		  o teaching arrangements for alternative curriculum through entry level course, alternative accreditation, work related learning and college opportunities
		  o programmes to deliver life skills.
		  o access to work experience
		  o support for organising and completing extended coursework and revision
		  o alternative accreditation schemes
		  o small group teaching for specific awards or courses
			changes and adaptations to the learning environment

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• 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 (CAF), or other assessments, would be appropriate		

Communication and interaction needs

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

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 • Verbal instructions, explanations will require simplification and visual or concrete support	• 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	• 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, and Educational Psychologist to inform intervention programmes and/or provide specific advice about environmental adaptations • Staff skilled/experienced in supporting students with SLCN

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• Specific environmental adaptations i.e. well defined and labelled using writing and drawings 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
	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:
	   o 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
	   o social communication skills
	   o oromotor co-ordination difficulties
		• A wide range of concrete objects of reference and visual supports maximise student's potential for learning
		• A Speech and Language Therapist referral considered (if not already made)
		• Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

In addition

Learning environment and group	Curriculum and teaching	Partners and resources
• Frequent visual supports for teaching including signalling and signing	• 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	• 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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	• 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)	• An SLT will be the key professional involved in this. Key staff/TAs may access specific training • Access to LSU (or similar facility) to support learning and deliver interventions (as required) and to provide social support during unstructured times.

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	• 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, 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	• School to consider *The AET National Autism Standards for Schools and Educational Settings (AET)* • 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

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- 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
- Environmental audit 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.

- 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
- 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)
- Vocabulary, inference, active listening and active response to general instruction may need to be specifically taught
- Providing structures for unstructured times, e.g. helping child to know what to

- 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 and ASSIST
- Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

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	do in breaks, giving a safe place to go, training in play skills • Pre and post teaching • Life skills at the appropriate key stage level	

In addition

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 • Access to LSU (or similar facility) for considerable parts of the day (as required). • Suitably equipped areas available to enable individual and small group teaching and/or therapeutic programmes • Peer awareness and sensitivity for students with ASD	• 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 • Individualised visual timetable consistently implemented to support curriculum access /engagement • Approaches such as TEACCH • 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)	• 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 would consider The AET Professional Competency Framework • Key staff/TAs may 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.

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• Peer support may be used both in and out of the classroom
• Opportunities for enhanced pastoral and break/lunchtime to support to social interaction
	• 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:
	    o support movement around school
	    o a familiarisation book of photos of the new environment
	    o a file of coping strategies/equipment
	    o promote social thinking, social success/appropriate behaviour (e.g. Social Stories, Circles of Friends, Intensive Interaction)
	• Considerable preparation for changes in routine
		• Mentoring from a skilled adult

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

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• 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: o use of visual timetable o prompt and/or instruction sheets o visually identified expectations and teaching outcomes o 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: o develop personal organisation (timetabling and personal equipment) o develop curricular skills o extend concentration and attention to task o support weak spatial and perceptual skills o support problem solving o assist with developing fluent handwriting o and/or opportunities to develop word o processing skills o use of alternative forms of recording o where appropriate • Pupils are given the opportunity to access information in a variety of ways other than by reading text	• Staff trained and able to support students with MLD and/or SpLD. This might include support 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

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	• Texts and equipment are at pupils' instructional level and matched to their age, ability and dignity	

In addition

- An 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

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	• 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	• Collaborative working between parents/carers, child, teacher, support staff and other relevant professionals in setting and reviewing targets

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- 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

- 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

- Seek support and advice from Educational Psychologists and other relevant professionals (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

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• Opportunities to improve social skills, interaction and self-esteem	• A structured behaviour management programme developed in conjunction with relevant external professionals	

In addition

Learning environment and group	Curriculum and teaching methods	Partners and resources
- 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 (or similar facility) 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)	- 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	- 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

Sensory and/or Physical Needs

Targeted support for learners who have physical difficulties

Learning environment and group	Curriculum and teaching methods	Partners and resources

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- 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:
  o access issues with adaptions to
  o environment
  o consideration to timetabling and
  o location of rooms
  o some limited items of special
  o equipment may be required to support
  o learning/access to curriculum (desk,
  o chair etc.)
  o classroom organisation which takes account of social relationships
- Educational visits and extracurricular activities are planned to fully include the student with physical needs

- 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
- 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:
  o dressing/undressing
  o personal care
  o 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/carers, 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

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Learning environment and group	Curriculum and teaching methods	Partners and resources
• Additional support may be required during unstructured periods of the day to ensure safety and inclusion		

In addition

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
	• Teaching methods which utilise appropriate ICT, specialist aids and adaptations to facilitate access to the curriculum
	• Significant individual/small group support with:
	   o practical lessons
	   o personal care
	   o physiotherapy programmes
	   o learning programmes
	   o physical aids
	   o 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
		• Advice and support on the potential emotional impact of the physical difficulty

Targeted support for learners who have a Hearing Impairment		
Learning environment and group	Curriculum and teaching methods	Partners and resources

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- 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 aid and be encouraged to follow the guidance of the audiologist or ENT consultant
- Quiet/private space for hearing aid 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
- 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 adaptions to
  - environment

- 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
  - cue in the student when someone else is speaking in a group discussion
- 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. This may include direct/indirect involvement from specialist staff (QTHI)

- Staff with skills/experience in supporting students with Hearing Impairment (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
- Consideration of classroom listening resources such as classroom sound field systems
- Staff with knowledge and understanding in the use of hearing 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
- Medical intervention and monitoring undertaken by the Audiology clinic and access to an Educational Audiologist (as required)
- Parent/carer to be consulted on levels of concern and actively involved in programmes/interventions at age appropriate levels

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- 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	- Differentiation to reflect individual needs in relation to the curriculum and speaking and listening - Targeted interventions/support may address (for e.g.): - specific HI needs (including use/ care/ security of equipment) - SLCN (e.g.) vocabulary) - comprehension and inference - use of language - sentence structures - the speech sound system, and active listening skills - social language skills - motor co-ordination difficulties - organisational strategies - curricular skills (and may include more extensive teaching to specific gaps) - Timetabled learning breaks as advised by external professionals	

In addition

Learning environment and group	Curriculum and teaching methods	Partners and resources
Environmental audit undertaken with appropriate adjustments	Teacher/ TA to check student's understanding of concepts throughout lessons	Access to Communication Skills Advisor/appropriate Deaf role model (as required)

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• Additional specialist systems may be required to enhance listening	• Opportunities for the student to learn sign language (as appropriate)	• Key staff trained and able to support and include students with HI in all areas of the curriculum • Access to specialist staff skilled in supporting children and young people with different types and levels of hearing loss

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 Visual Impairment (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
	• 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. This may include direct/indirect involvement from a QTVI
	• Targeted interventions/support may be necessary to:
	    ○ prepare student for a class
		• Advice from specialist staff (QTVI) 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

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o access issues o consideration to timetabling and location of o rooms o additional equipment may be required to o support learning /access to curriculum o (desk, chair etc.) o classroom organisation which takes o account of social relationships o clear signage o high contrast colour schemes o visually highlighting equipment o controlled lighting (including blinds) o overall classroom layout o additional lighting needs o highlighted environmental features o good listening conditions	o activity/learning experience (pre and post o teaching) o reinforce work o provide additional hands-on experience o of materials or presentations o provide additional experiences of the o environment to compensate limitations o resulting from VI o develop specific skills to improve o curriculum access (e.g. touch typing, use o of magnifiers, distance aids and other o specialist equipment) o teach age appropriate independence, o organisational and mobility skills in the o context of the learning community o support small group games and activities o as an alternative to fast, large team games o in PE and at break times	o 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

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	o incorporate timetabled learning breaks	

In addition

Learning environment and group	Curriculum and teaching methods	Partners and resources
• Independence and mobility training	• Regular opportunities to practice and use specialist equipment e.g. Brailler • Pupil's strengths and needs in relation to the student's VI, curricular skills, social/emotional development and mobility regularly assessed	• 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 as advised by QTVI • Key staff trained in the use of specialist equipment • Advice and support on the potential emotional impact of the visual impairment