Reasonable Expectations of Educational Settings and Local Authority
to make provision for children and young people with Special Educational Needs
within Blackpool's EHC Pathway.

V1.3 January 2015
V1.4 Amendments following SENCo conference July 2015

This document was developed during late 2014, involving Schools (headteachers and SENCos), SEN Support Staff (specialist teachers, educational psychologists and SEN officers), IASS and others. A special thank you must be given to external support from Richard Foster and Deb Michel.
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Overview:

This document has been developed to support the process of meeting the individual needs of all children and young people with special educational needs. It describes reasonable expectations for schools, colleges and other stakeholders when meeting needs of children and young people. It is designed to support schools and colleges when planning appropriate provision for individuals and groups and as a reference document when considering whether an individual might benefit from joining the education, health, care pathway.

The tables below are not a checklist of provision but should be used to improve learning and teaching for all children and young people and enhance SEN provision at whole school, class, group and individual level. The suggestions should be considered in the context of each setting and adapted as appropriate. They are designed to encourage questioning and to support the gathering of evidence and evaluating how a setting is providing for a child’s or young person’s needs.

The approach outlined is based upon a graduated approach to meeting additional needs. It is intended to support the notion that those with the greater need receive the greater provision.

Who has SEN?

A child or young person is considered to have SEN if, following assess-plan-do-review cycles, it is clear that High quality Universal Teaching and Early Intervention does not meet their needs. They will receive personalised provision and assessment from the school’s SEN provision. A person centred approach, involving the child/ young person and their family wherever possible should always be used.

Broad Areas of Need

N.B. Although the tables that follow are categorised by need it must be recognised that children and young people may have needs in more than one area and that provision developed should be personalised to address each individual’s particular set of needs.

The Code of Practice identifies broad delineation of need in four areas. These are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

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.

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.

**Sensory and/or physical needs**

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.

Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

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.

**Criteria for obtaining educational support through an EHC plan**

Not all children with special educational needs will be eligible for support through an EHC plan. Decisions as to whether to write an EHC plan will be made against the following three criteria:

**Criteria 1: Provision**

The child/young person has clear outcomes, based on their and parents/carers aspirations, relevant to the level of need. These have been resourced appropriately from within the totality of resources available to the school/college.

**Criteria 2: Co-ordinated approach**

The child/young person’s needs have been addressed through a coordinated approach, including use of external services. All planning has had the child/young person and family at the heart in a person centred way.

**Criteria 3: Exceptional, Severe and Complex Needs that are Long Term**

The child/young person’s needs are significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long-term positive outcomes.

The reasonable expectations tables are devised to assist with decision making and determining whether a child or young person’s needs meet the criteria.
Graduated response

Please refer to the relevant Blackpool documents on the Local Offer site

All Blackpool schools work within the following broad understanding of what an inclusive school offers:

1. A whole school ethos that respects individuals’ differences, maintains high expectations for all and promotes good communication between teachers, parents/carers and pupil.
2. Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these.
3. Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, with and alongside their peers.
4. Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress.

Using a sophisticated meta-analysis John Hattie ranked the effectiveness of influences and interventions at raising student achievement. By questioning the data he identified the following key aspects of effective teaching:

- Learning objectives/success criteria that are clear and modelled for the pupils
- Goals that are appropriately challenging and seek to extend the CYP’s positive beliefs about their abilities and skills
- CYP that are clear about their progress – what they have mastered and what current goals are still being worked upon
- Encouraging CYP to develop a balanced self-image, that reflects strengths and weaknesses rather than as a member of a labelled group
- Monitoring effectiveness of particular strategies and alter approaches towards those that enhance pupil performance.
- Staff creating learning environments that are experienced by pupils as psychologically safe, allowing them to acknowledge difficulty and ask for help
- Providing opportunities for pupils to practise new skills on a ‘little and often’ basis during the school day, rather than via periodic practice for longer periods across the school week.
- Lessons that allow for collaborative learning and problem-solving with peers who are also able to offer feedback and encouragement
- Teachers set goals and tasks and choose teaching methodologies on the basis of the prior knowledge of pupils and their developmental level
- Staff use behavioural classroom management techniques to maximise group and individual engagement.

Hattie provides a ranking of the impact of interventions and approaches on pupil achievement. The rankings need to be used cautiously to inform but not determine approaches chosen. He emphasises the need for teachers to see themselves as evaluators of their impact, and as change agents purposely setting up conditions to impact on learning. This approach entails teachers seeking feedback about their impact then modifying actions in the light of this feedback.
**High Quality Universal Teaching**

*What this looks like:*

1. School ensures that evidence based, effective, inclusive teaching and learning approaches are being implemented consistently and effectively by all adults
2. Learners are supported within lessons so that they can achieve the learning objectives
3. Learners receive helpful verbal and non-verbal feedback in lessons, and through marking, about the progress they are making towards learning targets, how to best structure their learning and their next steps towards meeting outcomes
4. Learners are encouraged to develop independence in their learning via high expectations, appropriate ICT and a supportive learning environment
5. Parents/carers receive regular detailed information about their child’s progress
6. All learners are fully included in all aspects of the school curriculum including extra-curricular provision and school visits.
7. School seeks appropriate advice and support to enhance its universal provision to meet the needs of vulnerable learners, including providing appropriate professional development for staff at all levels
8. Reasonable adjustments are made to teaching approaches, the curriculum, resources, policy implementation and the environment to enable all learners including those with SEND to progress well
9. Teaching assistants and other adults make a significant contribution to the learning taking place within lessons whilst facilitating greater independence in learners
10. Effective positive behaviour management strategies and anti-bullying procedures ensure that learners enjoy their school, feel safe and are free from bullying and harassment

**Early Intervention in addition to High Quality Universal Teaching**

*What it looks like:*

In addition to High Quality Universal Teaching the school recognises that some learners will need additional support to help them make accelerated progress towards meeting their learning targets or to address ‘gaps’ in understanding to catch up to age related expectations.

1. These additional interventions are discussed with learners and parents/carers. They are:
   - time-limited (usually 10-12 weeks) with expected progress agreed at the beginning
   - short regular focused sessions
   - evidenced based interventions
   - delivered by a well-trained individual who maintains an ongoing record of progress made by the child / young person and knows what to do if the CYP is not making progress
2. Parents/ carers are involved in the coproduction of plans wherever possible and are kept informed about the progress their child/young person is making
3. Disruption to universal lessons is **minimal**, but this work may take place within a small group with similar needs. The learning will relate to key skills needed to ensure that the child/young person can access their learning effectively in the classroom. Class teachers are expected to reinforce and practice new learning in class.

4. Children and young people involved in the co-production of plans where possible, in a person centred way

The school resources the additional support from its notional SEN budget, including providing training for staff to deliver appropriate interventions. If the learner has SEND this additional support will be recorded in a personalised plan (e.g. a plan as part of the assess-plan-do-review cycle, a personal passport or an individualised provision map)

**Personalised Provision in addition to High Quality Universal Teaching**

**What this looks like:**

In addition to High Quality Universal Teaching the school recognises that this learner needs some additional **highly personalised provision** which would usually be delivered one to one or in a very small group outside of universal classroom lessons by a specialist teacher or professional or suitably qualified and well trained teaching assistant.

- This learning will relate to their on-going learning and be reinforced with a highly personalised approach in class
- The content and purpose of such provision is discussed in detail with learners and parents/carers and is reviewed frequently (**at least half termly**) to ensure it is having a positive impact
- The provision is recorded in an individual provision map, a personal passport or education plan.
- With this learner, school may seek advice or require additional professionals to contribute to a more comprehensive assessment of needs to ensure that appropriate personalised provision is in place
- School will usually allocate sufficient resources to implement “element 2” of any funding from the notional SEN budget. If they have an Educational, Health and Care Plan (EHCP) extra resources may be allocated through this as “element 3”

In some rare cases there may be provision allocated through the high needs budget to support a child’s or young person’s needs without an EHCP. This may happen when the locally agreed formula cannot cover the cost of the additional provision when sudden trauma (for instance an accident or illness) occurs or the pupil is new to area.

The following Reasonable Expectations tables show what Early Intervention and Personalised provision looks like for the broad areas of need and their sub-categories. The provision and approaches within the tables are cumulative. **It is important to remember that children and young people may have needs from more than one area.** Where appropriate, provision described in any cell in the table may be used to inform and develop an individual’s provision map at any stage.
Communication and Interaction

Universal Provision for all children or young people

**Provision:** A broad balanced curriculum within an inclusive classroom. There is careful differentiation that takes account of individual differences of communication and interaction whilst care is taken not to label students. Teachers provide clear examples and explanations in their teaching using strategies and activities that include modelling and questioning aimed at promoting children’s and young people’s speaking and listening skills and vocabulary development. Activities which require children and young people to listen, understand, recall and retell will support skill development. Reflection.

**Staffing and Resources:** Flexible use of staffing. The classroom environment will have been designed to support listening and classroom groupings will be carefully considered to provide good language models. Whole school training means that members of staff are able to differentiate speaking, listening and understanding tasks to allow access to the curriculum.

**Assessment:** Formative assessment made across all aspects of learning and used to inform future learning goals High Quality Universal Education in this area will demonstrate

Social Communication and Understanding

Early Intervention within Universal provision

**Universal provision as above plus:**

**Grouping for teaching:** Full access to an inclusive classroom with some individual, small group teaching/activity to promote language and social development. Opportunities for over-learning basic concepts in small group. Unstructured times may need to be considered.

**Curriculum and teaching methods** - Flexible expectations when following instructions and recording. Clear instructions with visual support if necessary. Preparation for any change and the need for clear routines. Methods to promote collaborative learning. Peer support and mentoring. Additional time to allow CYP to process language. Access to a system to ask for help? E.g. ‘help card’? Access to mentor/keyworker to help with pragmatics language. Out-of-hours/leisure provision needs to be considered.

**Staffing and Resources** - Flexible use of staffing resources available in the classroom. Some support to promote social understanding and interaction with peers and over-learning basic concepts. Staff training in understanding and providing for pupils with ASD. Provision for recording of work in alternative formats/means across all key stages. This might include, for example, opportunities for small group work sessions where appropriate. Environmental audit completed with reasonable adaptations agreed and made as necessary. This might include; controlled lighting; good listening conditions; seating arrangements etc (could use IDP materials)

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1 Not labelling students (Effect on achievement .61)
2 Teacher clarity (Effect on achievement .75)
3 Teaching strategies (Effect on achievement .6)
4 Vocabulary programmes (Effect on achievement .67)
5 Professional development (Effect on achievement .62)

**NB ratings above .4 are considered to be significant. Taken from Visible Learning, John Hattie, 2009**
Speech and Language

Early Intervention within Universal provision

Universal provision as above plus:

- **Grouping for teaching**: Full access to inclusive class based teaching and some individual, small group and whole class teaching is used to promote language development across the curriculum and to enable pupil to participate in-group activities.

- **Curriculum and teaching methods**: Verbal instructions/ explanations require simplification and visual or experiential support e.g. visual timetable. This might include, for example, the use of Talking Partners principles, SALLEY, Haven strategies, Blank Language Scheme (ELKLAN).

- **Staffing and Resources**: This may include, for example focused group work sessions to support the development of speech and language skills, as appropriate

- **Co-ordinated approach**: Involvement of CYP and their parents/carers in the development of a provision plan that includes SMART targets to demonstrate progress. Minimum half-yearly review.

- **Severity and Complexity**: Low-level to mild language delay/ disorder affecting expressive language and/ or speech production. Pupil responds to simple instructions in context/ uses simple language to express needs/ sustains listening concentration for short periods.

- **Assessment approach**: Assessment will be informed by teacher observation, information/advice from other agencies and the views of the young person/parents/carers. Assessment may sit within provision map planning.

Provision additional to or different from Universal Provision

<table>
<thead>
<tr>
<th>Communication and Interaction: Social Communication and Understanding</th>
<th>Personalised provision - School SEN Provision</th>
<th>Personalised provision within EHC Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range</strong></td>
<td><strong>Early intervention plus:</strong></td>
<td><strong>Personalised provision plus the following:</strong></td>
</tr>
<tr>
<td><strong>Grouping for teaching</strong></td>
<td>Inclusive class based, but with some opportunity for small group and individual work. A work station/quiet area may be helpful for independent working to offer opportunities for over learning and working on areas of difficulty e.g. abstract concepts and ‘destressing’.</td>
<td>Inclusive class with targeted support. The need for small group and one to one to develop individual targets and introduce any new concepts. Access to quiet area when needed. An individual workstation may be needed within the classroom.</td>
</tr>
<tr>
<td><strong>Provision: Curriculum and</strong></td>
<td>Curriculum access will be facilitated by modification of task presentation. Specific use of systems and structured approaches to help with</td>
<td>One to one teaching for the introduction of new concepts/ideas. The aim is to plan more carefully and target more</td>
</tr>
<tr>
<td>teaching methods</td>
<td>transition between tasks. This might involve: using visual systems/timetables; reducing language for instruction/information giving; teaching strategies that enhance the transfer of skills; teaching approach that takes account of difficulties in understanding the social rules and expectations of the classroom. Provision map/plan agreed with parents/carers/pupil. Parental involvement, including training. Talk boost/talking partners/Elklan</td>
<td>precisely and effectively.</td>
</tr>
<tr>
<td>Provision: Staffing and Resources</td>
<td>Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. Use of specific materials and approaches and resources as appropriate e.g. ‘Circle of Friends’, ‘Socially Speaking’, ‘adapted TEACCH’ or ‘Time to Talk’. This might include, for example, small group work sessions with adult support. The involvement of a Communication and Interaction advisory service and other appropriate support services. Enhanced pastoral and break/lunchtime support to overcome social interaction difficulties.</td>
<td>Further training of staff to support curriculum modifications and social interaction, social communication and social understanding. Further involvement of a Communication and Interaction advisory service and other appropriate support services. PECS and early bird schemes. Multi-agency planning and coordination with continuous assessment will be needed. Mentor/keyworker</td>
</tr>
<tr>
<td>Co-ordinated approach</td>
<td>Provision planned through a provision map or individual education plan that has been developed with CYP and their parents/carers using a person centred approach. It should signpost other services e.g. leisure. Regular review at least termly to consider overall strategies and advise on programmes and approaches. Annual person centred planning meeting.</td>
<td>Provision planned through EHC process and recorded in EHC plan and/or appendices. This involves person centred planning meetings with the CYP, their parents/carers and appropriate professionals. Person centred, collaborative multi-agency approach – including CYP, parents/carers, health and therapy services, social services. Provision reviewed and planned at least half termly. On-going, formative assessment to inform next steps in learning.</td>
</tr>
<tr>
<td>Severity and difficulties</td>
<td>Difficulties with social interaction, social communication and social understanding affect behaviour in all contexts.</td>
<td>Significant difficulties with social interaction, social communication and social understanding.</td>
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<tr>
<td>Complexity:</td>
<td></td>
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<tr>
<td><strong>Description</strong></td>
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<tr>
<td>May be socially vulnerable or withdrawn or prone to outbursts at home and at school.</td>
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<td>Varying behaviour at different times and in different environments.</td>
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<td>Difficulties with the receptive understanding and the expressive use of language, both in terms of content and context.</td>
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<td>Difficulties with imagination, particularly apparent in creative writing.</td>
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<td>Difficulties with moving from the concrete to the abstract</td>
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<tr>
<td>Is likely to be highly distractible.</td>
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<tr>
<td>Associated difficulties in some of the following areas: hand-eye co-ordination and integration; changes in routine; sensory responses; unusual eye contact.</td>
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<tr>
<td>Will lack understanding in social contexts and therefore be socially vulnerable, isolated or prone to angry outbursts.</td>
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<tr>
<td>Is likely to misinterpret the behaviour of others.</td>
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<tr>
<td>Though behaviour may vary in different contexts there are significant difficulties at all times.</td>
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<tr>
<td>Use of objects/toys may be unusual which leads to difficulties with switching attention or redirecting to an alternative task.</td>
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<tr>
<td>Has difficulty understanding verbal information and spoken language may either be absent or where it exists will be atypical in content and delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associated difficulties in the following areas: hand-eye co-ordination and integration; changes in routine; sensory responses; unusual eye contact.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Severity and Complexity:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment approach</strong></td>
</tr>
<tr>
<td>Detailed analysis of the student's strengths and weaknesses in social communication/interaction, flexible thinking/behaviour, environmental intolerance and basic skills levels.</td>
</tr>
<tr>
<td>Assessments will focus on the reasons for any slow progress; how the student is learning; more in-depth analysis of strengths/weaknesses; progress over time, progress relative to peers, and to age expectations.</td>
</tr>
<tr>
<td>An Early Help or continuous assessment may be appropriate.</td>
</tr>
<tr>
<td>May/may not have an assessment for ASD by an appropriately qualified professional.</td>
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<tr>
<td>Assessment by an appropriately qualified professional with experience of ASD in accordance with the Blackpool ASD diagnostic pathway.</td>
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<tr>
<td>Assessment of language difficulties by a SALT.</td>
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</tbody>
</table>
### Communication and Interaction: Speech and Language

<table>
<thead>
<tr>
<th>Range</th>
<th>Personalised provision - School SEN Provision</th>
<th>Personalised provision within EHC Plan</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Early intervention plus:</td>
<td></td>
</tr>
<tr>
<td><strong>Provision:</strong> Grouping for teaching</td>
<td>Full access to an inclusive classroom and small group sessions used to follow a language programme as advised by SALT and/or support service to support specific aspects of the curriculum.</td>
<td>Full access to an inclusive classroom and individual language programme as advised by SALT and/or support service to support specific aspects of the curriculum.</td>
</tr>
<tr>
<td><strong>Provision:</strong> Curriculum and teaching methods</td>
<td>Curriculum modifications include visual support for some verbal input. Simplification and repetition of instructions, use of gesture and symbol to enabled effective teaching and learning. Modification of teaching approaches across the curriculum as identified in provision map or plan. These might include for example Cued Speech or Signing More focused use of small group learning which might include, for example, focused use of Talking Partners principles, Talk Boost Colourful Semantics and ELKLAN programme.</td>
<td>Curriculum modifications include visual support for all verbal input. Focused activities to promote speech and language development Significant modification of teaching approaches across the curriculum as identified in EHC plan. These might include signing.</td>
</tr>
<tr>
<td><strong>Provision:</strong> Staffing and Resources</td>
<td>SA trained to deliver the strategies recommended by Speech language specialist or support services. Access to SALT for advice and assessment Advice and support from other agencies e.g. Health and Social Services. Element 2 funded small group support and/or individual in-class support</td>
<td>Programme developed and delivered by a speech language specialist.</td>
</tr>
<tr>
<td><strong>Co-ordinated approach</strong></td>
<td>Provision planned through a provision map that has been developed with CYP and their parents/carers using a person centred approach. It should signpost other services e.g. leisure. Regular review at least termly to consider overall strategies and advise on programmes and approaches.</td>
<td>Provision planned through EHC process and recorded in EHC plan and/or appendices. This involves person centred planning meetings with the CYP, their parents/carers and appropriate professionals. Provision reviewed and planned at least termly. On-going, formative assessment to inform next steps in learning.</td>
</tr>
<tr>
<td>Severity and Complexity: Description</td>
<td>Moderate to significant language delay/disorder as identified by a speech and language specialist and reflected in PROVISION MAP/PLAN targets. Pupil’s language difficulties affect curriculum access (indicated by attainments below expected level) and social relationships and community life. Pupil is difficult to understand and has difficulty understanding and may need to use support strategies e.g. gestures, signs.</td>
<td>Significant language delay of 3 years or more</td>
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</tr>
<tr>
<td>Severity and Complexity: Assessment approach</td>
<td>Assessment by relevant SALT or other professional. Careful monitoring of academic progress and cognitive, social and emotional development</td>
<td>Specialist speech and language assessment by relevant SALT or other professional. Ongoing detailed monitoring of academic progress and cognitive, social and emotional development</td>
</tr>
</tbody>
</table>
Cognition and learning

**Universal Provision for all children or young people**

**Provision:** A broad balanced curriculum within an inclusive classroom. There is careful differentiation that takes account of individual differences of cognition and learning whilst care is taken not to label students\(^6\). The language used in the classroom is carefully matched to the learners. Formative evaluation is provided with quality feedback on task, process and self-regulation level\(^7\). Literacy and numeracy skills are actively taught using research based approaches and is matched to the developing skills of the learner, including phonics instruction\(^8\). A range of learning and teaching strategies include, play, experiential learning, alternative methods of recording. Early, systematic assistance to children who are struggling in one or many areas of their learning is provided\(^9\) with the flexible use of small group and individual help. This will include additional small group and individual support with language, literacy and numeracy skills. Programme to enhance fine and gross motor development and handwriting. Differentiation. Look at lighting/seating.

**Staffing and Resources:** Flexible use of staffing. Teaching resources including ICT for example switches, voice operated software, alternative means of recording. A wide range of material that is designed to be easy to read and understand. Play based learning resources. Easy access to resources. Staff CPD. Pupil progress meetings.

**Assessment:** Formative assessment made across all aspects of learning and used to inform future learning goals. The use of curriculum based literacy and numeracy assessments. Ensure issues are due to SEN and not other (such as NSA although the approaches below may be useful here as well). Early assessment e.g. when entering Y7.

**Early Intervention within Universal provision**

**Cognition and learning -General**

Universal Provision, as above, plus:

**Grouping for teaching:** In an inclusive classroom with flexible grouping arrangements. This might include some targeted small group and individual help to acquire core skills, including communication, social and emotional, literacy and mathematics. This might include, for example, regular small group sessions each week. Adult support to build independent learning skills and enable access to the curriculum.

**Curriculum and teaching methods:** Class based differentiation of the curriculum. Access to additional literacy and numeracy programmes. This might include, for example, Reading Recovery. Opportunities for individual and small group help to focus on identified skill areas including, learning, self-help, social, and communication. Use of learning activities, materials and equipment matched to the cognitive, social and emotional needs of CYP. Breaking down skills into small steps with enhanced opportunity for practice and reinforcement to ensure mastery. Support to help access the curriculum for example pre teaching as preparation for whole class sessions, classroom support. Attention to the social and emotional needs of the child and help to ensure that he/she is a full participant in all aspects of school life – including social aspects. Use of peer support opportunities. This might include, for example, the targeted use of

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\(^6\) Not labelling students (Effect on achievement .61)

\(^7\) Providing formative evaluation (Effect on achievement .9)

\(^8\) Repeat reading programmes (Effect on achievement .67) Vocabulary programmes (Effect on achievement 0.67). Phonics programmes (Effect on achievement .6)

\(^9\) Comprehensive interventions for learning disabled students (Effect on achievement .77)

NB ratings above .4 are considered to be significant. Taken from Visible Learning, John Hattie, 2009
Playground buddies, Better Reading Partnership, Talking Partners. The use of alternative recording strategies. At KS 4 access to ‘alternative curriculum’ options.

**Staffing and Resources:** Flexible use of staffing and resources available in the classroom for small group support, peer tutoring and some individual learning programmes as appropriate. Some additional staff support to facilitate small groups in the core curriculum areas and outside the classroom as appropriate and identified in the provision map or action plan. Advice and support to teaching staff from SENCO. Enhanced access to IT.

**Co-ordinated approach:** Enhanced involvement of CYP and their parents/carers in planning. The plan will include SMART targets to demonstrate progress as well as arrangements for review. On-going and more focused formative assessment to inform next steps in learning.


**Severity and Complexity:** Progress slower than their peers across many areas of development. For example concept development and logical thought, the acquisition and/or use of language and the acquisition of literacy and numeracy skills. May have associated organisational, social and emotional difficulties.

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**Early Intervention within Universal provision**

**Cognition and learning: Specific Learning Difficulties including, literacy, numeracy, motor coordination**

**Grouping for teaching:** In an inclusive classroom with access to targeted support in key curriculum areas. Opportunities for regular targeted small group and individual help to acquire core skills, including communication, social and emotional skills, literacy and mathematics. This might include, for example, several small group sessions per week. Targeted additional adult support to build independent learning skills and enable access to the curriculum.

**Curriculum and teaching methods:** A small steps approach to learning based on careful assessment of current skill level. This use of individualised approaches based upon diagnostic assessment. The use of experiential and discovery learning and multi-sensory approaches. Modification of nature, pace and language of curriculum delivery and/or mediated support for the CYP.

**Staffing and Resources:** Additional staff time to prepare individualised materials, liaise with staff and facilitate individual or small group learning. Peer group support, peer tutoring etc. Supported access to IT programmes that focus on specific learning targets.

Support from an adult skilled at working with CYP with learning difficulties. External specialist support where appropriate for assessment and provision. On-going advice and support from SENCO with planning and managing CYPs programme. Extended support on a regular basis as identified in the provision map or plan.

**Co-ordinated approach:** CYP and their parents/carers are involved in person centred planning within the assess-plan-do-review cycle. Provision and progress against targets are reviewed termly and used to amend strategies and approaches used as appropriate.

**Assessment approach:** Diagnostic assessments – e.g. cognitive, language, social and emotional, reading and mathematics.

**Severity and Complexity:** Significant learning difficulties that effect the acquisition and/or use of language, concept development, retention of knowledge and information, problem solving, literacy and numeracy skills, generalisation of knowledge and skills, learning and study skills, organisational skills, understanding and following rules and routines. May have associated social and emotional difficulties. These difficulties affect progress in most areas of the curriculum and school life.
## Provision additional to or different from Universal Provision

### Cognition and learning - General

<table>
<thead>
<tr>
<th>Range</th>
<th>Personalised provision - School SEN Provision</th>
<th>Personalised provision within EHC Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provision: Grouping for teaching</strong></td>
<td>In an inclusive classroom with access to targeted support in key curriculum areas. Opportunities for regular targeted small group and individual help to acquire core skills, including communication, social and emotional skills, literacy and mathematics. This might include, for example, several small group sessions per week. Targeted additional adult support to build independent learning skills and enable access to the curriculum.</td>
<td>In an inclusive classroom with access to targeted support in key curriculum areas. Opportunities for targeted small group and individual help to acquire core skills, including communication, social and emotional skills, literacy and mathematics. Consideration of social groupings and out-of-hours provision/leisure provision.</td>
</tr>
<tr>
<td><strong>Provision: Curriculum and teaching methods</strong></td>
<td>A small steps approach to learning based on careful assessment of current skill level. This use of individualised approaches based upon diagnostic assessment. The use of experiential and discovery learning and multi-sensory approaches. Modification of nature, pace and language of curriculum delivery and/or mediated support for the CYP.</td>
<td>Individualised approach to learning key skills including literacy, numeracy, self-help, social and emotional and communication. Daily assessment through teaching to inform learning programme. Careful differentiation of the NC by delivery and outcome. The use of specific teaching strategies e.g. multisensory cumulative teaching.</td>
</tr>
<tr>
<td><strong>Provision: Staffing and Resources</strong></td>
<td>Additional staff time to prepare individualised materials, liaise with staff and facilitate individual or small group learning. Peer group support, peer tutoring etc. Supported access to IT programmes that focus on specific learning targets. Support from an adult skilled at working with CYP with learning difficulties. External specialist support where appropriate for assessment and provision.</td>
<td>A staff team with relevant experience and expertise in the delivery of a fully differentiated curriculum and creating an inclusive class and school environment. Focused support from SENCO or in school specialist staff to develop programmes and monitor quality of provision. Support form external specialists to offer advice on teaching and learning approaches and individual programmes. This might include, for example, support from therapy services to monitor CYP’s progress with language, physical and self-help development and to offer training and support to school staff.</td>
</tr>
</tbody>
</table>
| Co-ordinated approach | CYP and their parents/carers are involved in person centred planning within the assess-plan-do-review cycle.  
Provision and progress against targets are reviewed termly and used to amend strategies and approaches used as appropriate. | Provision planned through EHC process and recorded in EHC plan and/or appendices. This involves person centred planning meetings with the CYP, their parents/carers and appropriate professionals from education, health and social services. |
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<tbody>
<tr>
<td><strong>Severity and Complexity: Assessment approach</strong></td>
<td>Diagnostic assessments – e.g. cognitive, language, social and emotional, reading and mathematics.</td>
<td>Assessment from appropriate professional. For example educational psychologist, speech and language therapist, specialist teacher.</td>
</tr>
</tbody>
</table>
| **Severity and Complexity: Description** | Significant learning difficulties that effect the acquisition and/or use of language, concept development, retention of knowledge and information, problem solving, literacy and numeracy skills, generalisation of knowledge and skills, learning and study skills, organisational skills, understanding and following rules and routines.  
May have associated social and emotional difficulties.  
These difficulties effect progress in most areas of the curriculum and school life.  
Colourful sentences  
Paired reading  
Peer support groups | Significant and persistent generalised learning difficulties that effect the acquisition and/or use of language, concept development, retention of knowledge and information, problem solving, literacy and numeracy skills, generalisation of knowledge and skills, learning and study skills, organisational skills, understanding and following rules and routines.  
The CYP may have associated social and emotional difficulties.  
These difficulties significantly effect all aspects of school life in and out of the classroom. |
### Cognition and learning: Specific Learning Difficulties including, literacy, numeracy, motor coordination

<table>
<thead>
<tr>
<th>Range</th>
<th>Personalised provision - School SEN Provision</th>
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<tbody>
<tr>
<td><strong>Provision:</strong></td>
<td><strong>Early Intervention plus:</strong></td>
</tr>
<tr>
<td>Grouping for</td>
<td>In class with support when the curriculum requires higher-level literacy, numeracy and/or motor co-ordination skills.</td>
</tr>
<tr>
<td>teaching</td>
<td>Focused individual or small group support for specific development of some or all of the following: literacy skills, numeracy skills, fine and gross motor-coordination skills.</td>
</tr>
<tr>
<td><strong>Provision:</strong></td>
<td><strong>Curriculum and teaching methods</strong></td>
</tr>
<tr>
<td>Specific multi-sensory literacy programmes in class, individually or in small groups as identified within an assess-plan-do-review cycle.</td>
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<tr>
<td>Differentiation of the curriculum to recognise specific difficulties.</td>
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<tr>
<td>The use of teaching materials with reduced literacy, numeracy motor coordination demands and/or alternative methods of recording.</td>
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<tr>
<td>Dyslexia friendly classrooms (BDA)</td>
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<tr>
<td>Make sure reading materials are appropriate in level and interest level.</td>
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</tr>
<tr>
<td><strong>Provision:</strong></td>
<td><strong>Staffing and Resources</strong></td>
</tr>
<tr>
<td>Staff time is available to prepare materials and support delivery of specific resources and approaches.</td>
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<tr>
<td>Provision identified within the assess-plan-do-review cycle might include, for example, frequent and regular small group sessions to develop literacy, numeracy and motor coordination skills.</td>
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<tr>
<td>Staff CPD on dyslexia</td>
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<tr>
<td>Access to staff who have specialist training and/or experience in delivering programmes to CYP with specific learning difficulties.</td>
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</tr>
<tr>
<td><strong>Co-ordinated approach</strong></td>
<td></td>
</tr>
<tr>
<td>Provision planned through the assess-plan-do-review cycle and recorded in a provision map or action plan that has been developed with CYP and their parents/carers using a person centred approach.</td>
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<tr>
<td>Regular review at least termly to consider overall strategies and advise on programmes and approaches. Annual person centred planning meeting.</td>
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<tr>
<td>Work on self esteem if appropriate.</td>
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</tr>
<tr>
<td><strong>Severity and Complexity:</strong> <strong>Assessment approach</strong></td>
<td></td>
</tr>
<tr>
<td>Observational and dynamic assessment techniques. Classroom observation.</td>
<td></td>
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<tr>
<td>Curriculum based assessments and/or norm referenced assessments against national expectations.</td>
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<tr>
<td>Assessment by specialist teacher or other external professional across a range of cognitive factors.</td>
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<tr>
<td>Assessment of social and emotional needs to determine the impact of specific difficulties on these areas.</td>
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<tr>
<td><strong>Severity and Complexity:</strong> <strong>Description</strong></td>
<td></td>
</tr>
<tr>
<td>Significant difficulties in the acquisition of literacy, numeracy, motor coordination skills</td>
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<tr>
<td>Significant discrepancy between cognitive/oral communications skills and literacy, numeracy, motor coordination skills.</td>
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</tbody>
</table>
Difficulties have a significant detrimental effect on the CYP’s access to the curriculum, progress across the curriculum, feelings of self-worth and behaviour, especially in curriculum areas with high literacy, numeracy and/or motor requirements. The CYP might develop sophisticated task avoidance strategies, become withdrawn or aggressive, lack motivation etc.

At Key Stage 3 and 4 CYP will be show literacy or numeracy levels of 2 key stages below that expected of their age.

Toe by Toe
Social, emotional and mental health

Universal Provision for all children or young people

**Provision:** The school or setting recognises the importance of the primary care needs of CYP. Social and emotional skills, promoting positive mental health, peer awareness are all explicitly promoted through SMHC, PSHE and all aspects of life in the school or setting. This might include the use of, for example, specific approaches such as SEAL/PEAL, peer support and buddy systems. A classroom environment that is explicitly geared towards promoting well-being, social and emotional development, emotional literacy, motivation, growth mindsets and resilience. Rules, routines, expectations and consequences are clear and recorded within the school Behaviour Policy. This includes differentiation of approaches to match the needs of individuals. Pastoral care is well developed, responsive to individual needs and embedded within the life of the school. There is a focus on building positive relationships: between CYP, between CYP and adults, and with parents and carers.

**Staffing and Resources:** All school staff (teaching and non-teaching) take responsibility for promoting social and emotional development and mental health of CYP. Every CYP has someone they can talk to, for example, class teacher, form tutor, year head. All members of staff have an understanding of CYP’s basic needs and how to promote social and emotional development and mental health. Members of staff have expertise and experience with supporting the social emotional development and mental health of vulnerable CYP.

**Assessment:** Reporting systems, record keeping includes effectiveness of interventions, observations and self-reports.

Early Intervention within Universal provision

Social, emotional and mental health difficulties

**Grouping for teaching:** Full access to an inclusive class with attention paid to:
- Creating a classroom that promotes wellbeing, social and emotional development.
- Classroom organisation that includes clear routines, rules, expectations and consequences that are made explicit and understood.
- Social climate and groupings.

Small group work is used, as appropriate, to enhance learning behaviours, social and emotional skills and to support any associated learning difficulties.

**Curriculum and teaching methods:** Consideration and modification of teaching style to accommodate CYP’s needs. This might include, for example, shorter teacher input, multisensory learning and delivery, changes to pace and intensity of delivery, and/or increased attention to non-verbal aspects of teaching style/approach. Consideration and modification of task to increase attention, concentration and motivation. This might include, for example, chunking and breaking down tasks, multi-sensory tasks.

Consideration and modification of the social and learning environment. This might include, for example enhancing: the clarity of expectations, explicit routines, clear consequences, use of language of direction, individualised positive report and reward systems, the use of time out/ thinking time. Evidence based interventions based on assessment that target the CYP’s individual needs. This might include, for example, ELSA, Circle of Friends, social skills group, social and emotional learning programmes, emotional management.

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10Classroom behavioural (Effect on achievement .8)  
NB ratings above .4 are considered to be significant. Taken from Visible Learning, John Hattie, 2009
Staffing and Resources: Responsibility for supporting CYP’s learning and social and emotional development is with the class teacher/form tutor and subject teachers. Enhanced access to pastoral staff and resources usually available in the classroom. Enhanced access to pastoral system. Enhanced staffing to deliver provision identified by the school. This might include, for example, targeted small group work to support social and emotional development or individual support. Access to staff with experience and/or expertise in working with children with social, emotional and mental health difficulties for advice. Adaptations to learning and social environment (e.g. noise levels, layout of classroom, distractions etc.) as appropriate.

Co-ordinated approach: Collaborative working between parents/carers, CYP, teachers, support staff and other professionals. For example home-school communication book and regular scheduled meetings with parents or carers. Support from the SENCO with assessment and planning within Individual Behaviour Plan/Individual Education Plan/Provision Map. Strategies to ensure consistency of approach across all adults in the school, subjects and times of the school day.

Assessment approach: Careful and structured observations
- Informal and structured interviews
- Response to social and emotional learning in real life and play situations
- Response to CYP self-reports and targets
- Behaviour records that identify triggers and patterns of behaviour within contexts
- Reporting systems
- Assessments of learning and communication skills
- Progress against behaviour targets monitored across the school (classroom, playground etc.)

In the Early Years this will include the use of Development Matters in the Early Years Foundation Stage.

Severity and Complexity: CYP might be withdrawn or isolated and have immature social skills or they might show ‘acting out’ or behaviour that challenges. Within the education context they show low/medium level but persistent difficulties with social and emotional development. Behaviour includes:
- difficulties following adult direction
- isolated and withdrawn
- attention difficulties
- impulsivity
- emotional difficulties – e.g. anxiety, outburst of anger, difficulties managing strong emotions
- lack self-awareness
- angry outbursts
- anxiety
- difficulties with forming, maintaining peer relationships
- difficulties working in a group
# Provision additional to or different from Universal Provision

<table>
<thead>
<tr>
<th>Social, emotional and mental health difficulties</th>
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<tbody>
<tr>
<td><strong>Range</strong></td>
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<tr>
<td>Early intervention plus:</td>
</tr>
<tr>
<td><strong>Provision: Grouping for teaching</strong></td>
</tr>
</tbody>
</table>
| **Provision: Curriculum and teaching methods** | Strategies that are developed with CYP and/or Parent/Carer as part of the assess-plan-do-review cycle. These might include, for example:  
- Frequent support to reinforce social and emotional skills and learning behaviour  
- Frequent small group support to develop social and emotional skills and manage strong emotions  
- Support for the CYP to help them reach social, emotional, behaviour and learning targets.  
- Personalised reporting and reward systems that are used consistently across the school day.  
- Time limited access to an alternative differentiated curriculum that allows time to learn social and emotional skills through play, creative activities, PE, drama, as well as learning the early literacy and numeracy skills  
- Enhanced differentiation of activities matched to individual needs.  
- Access to LSU to address specific curricular needs  
- Key-working approach to ensure that CYP has named, trusted adult to offer support during vulnerable times.  
- Daily monitoring of targets and regular liaison with parents/carers.  
- Personalised timetable that may include withdrawal from some activities. | Individualised social, emotional and mental health programme within the context of an inclusive curriculum.  
Targeted and structured individual or small group work to help the CYP develop social and emotional skills and/or encourage motivation and meet targets. This will be provided by SENCO or specialist teacher or be under their close supervision.  
Daily monitoring of programme. Emphasis on an increasingly differentiation of activities and materials to take account of individual learning styles.  
Sustained support for targets provided by staff based on whole school PSHE curriculum to support mental health and social, emotional and behaviour development. |
| **Provision:**  
**Staffing and Resources** | Enhanced staffing for direct support to CYP.  
Staff with expertise in working with children with social, emotional and mental health needs.  
Access to ICT and specialist equipment.  
Access to LSU to address specific curricular needs and emotional needs.  
Alternative vocational provision at Key Stage 4.  
Staff training in SEAL approaches | Access to 1:1 support from skilled and experienced staff.  
Staff who are skilled in working with students on group and individual programmes to manage emotional and behaviour development.  
Additional individual and small group support as identified in EHC plan.  
Support used routinely in learning and social situations. Specialist advice and support outside support services. |
|---|---|---|
| **Co-ordinated approach** | Support of the CYP’s is developed through an assess-plan-do-review cycle. It is developed through collaboration with CYP, parents and external specialists working with the child. These might include, for example, EPS, Behaviour Support Service.  
Enhanced, specialist support to parents/carers might be provided. This might include, for example, targeted parenting programmes.  
Involvement of CYP in plans | Provision planned through EHC process and recorded in EHC plan and/or appendices. This involves person centred planning meetings with the CYP, their parents/carers and appropriate professionals - health and therapy services, social services. These identify outcomes, priorities, strategies and methods of monitoring and review.  
Co-ordinated approaches to delivery of the plan across school, home and other agencies.  
Enhanced support and collaboration with parents or carers to monitor, develop and deliver strategies to promote positive changes.  
All staff advised on guidelines for risk assessment, safe-handling procedures within the school. |
| **Severity and complexity:**  
**Assessment approaches** | In-depth interviews/discussion with CYP to discover their understanding of their own behaviour, the social environment, their social and emotional development, motivation and perceptions of their needs.  
In-depth interviews/discussion with parents and carers to help understand of the CYPs behaviour, social environment, social and emotional development, motivation and perceptions of their needs. Parent/carer involvement in interventions.  
Detailed structured assessment in a range of contexts and over time. This might involve, for example the use of QCA EBD scales (QCA 2001)  
Developing a profile of the CYP’s social and emotional development and skills. These are used to develop a programme to promote social and emotional skills. | Multi-agency and specialist assessments for example from Educational Psychologist, Child and Adolescent Mental Health Service, Youth Offending team.  
Risk assessment to identify dangers and need for additional support |
<table>
<thead>
<tr>
<th><strong>Severity and Complexity:</strong></th>
<th>The CYP’s social emotional and mental health difficulties:</th>
</tr>
</thead>
</table>
| **Description** | - interfere significantly with learning and/or significantly disrupts the learning of others.  
- prevents social interaction  
- causes distress or harm to self or others  
- prevents development of appropriate relationships with adults and peers. |

|  | The CYP’s has significant and long-standing social emotional and mental health difficulties that have not responded to high quality, specific focused interventions.  
Difficulties might: |
| --- | --- |
|  | - include poor self-regulation for example, unpredictable aggressive outbursts, inappropriate sexualised behaviour  
- involve daily incidents of non-compliant behaviour which are long-lasting and frequent  
- involve behaviour that is a risk to themselves, other CYP and/or adults  
- require additional supervision and support to manage the CYP’s behaviour and ensure their safety and the safety of others. |
Sensory and/or physical

Universal provision

Provision: A broad balanced curriculum within an inclusive classroom. There is careful differentiation that takes account of individual differences of communication and interaction whilst not labelling students\(^\text{11}\). Teachers provide clear examples and explanations\(^\text{12}\) in their teaching.

Staffing and Resources: Flexible use of staffing. The classroom environment will have been designed to support listening and minimise visual distractions. Classroom groupings will be carefully considered to provide good language models. Teaching resources, including ICT, for example soundfield systems, switches, voice operated software, alternative means of recording. Whole school training means that staff are able to differentiate tasks to allow access to the curriculum\(^\text{13}\).

Assessment: Formative assessment made across all aspects of learning and used to inform future learning goals.

Early Intervention within Universal provision

Sensory and Physical - Hearing Impairment

Grouping for teaching: Full access to an inclusive classroom with attention to seating, lighting and acoustics. Opportunities for small group work.

Curriculum and teaching methods: HI service to advise on effects of hearing loss and classroom management. Teaching methods, which facilitate access to the curriculum, social/emotional development and class participation. Specific interventions strategies for speaking and listening and the teaching of phonics.

Staffing and Resources: Consideration to be given to the acoustic conditions within the classroom. Soundfield amplification should be considered. School staff monitor CYP’s progress. Provision may include group work sessions.

Co-ordinated approach: Provision map/plan developed with parents/carers, school staff and CYP.


Severity and Complexity: Mild/unilateral, sensori-neural/conductive hearing loss that may be temporary or permanent in nature. May have hearing aids. May lead to some difficulties with listening, attention, concentration, confidence, communication.

\(^{11}\)Not labelling students (Effect on achievement .61)

\(^{12}\)Teacher clarity (Effect on achievement .75)

\(^{13}\)Professional development (Effect on achievement .62)

NB ratings above .4 are considered to be significant. Taken from Visible Learning, John Hattie, 2009.
## Provision additional to or different from Universal Provision

### Sensory and Physical - Hearing Impairment

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Early intervention plus:</td>
<td></td>
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</tr>
<tr>
<td><strong>Provision:</strong> Grouping for teaching</td>
<td>Full access to an inclusive classroom with particular attention to seating, lighting and acoustics. Opportunities for small group work and individual sessions.</td>
<td>Full access to an inclusive classroom with particular attention to seating, lighting and acoustics. Regular opportunities for small group work and individual sessions.</td>
</tr>
<tr>
<td><strong>Provision:</strong> Curriculum and teaching methods</td>
<td>Additional explanation, clarification and reinforcement of lesson content and language. Consideration of differentiation in terms of teaching style, materials and expected outcomes. Intervention strategies for speaking and listening and the teaching of phonics. Groupings and teaching methods designed to facilitate social/emotional development. For example small group work, Talking Pairs.</td>
<td>Likely to need explanation, clarification and reinforcement of lesson content and language. Differentiation of teaching style, materials and expected outcomes. Will benefit from use of teaching methods, which facilitate social/emotional development. Opportunities to meet deaf peers and adults. Opportunities to lip-read and may benefit from the use of simple signs and gestures Possible training in and support of “signing”.</td>
</tr>
<tr>
<td><strong>Provision:</strong> Staffing and Resources</td>
<td>Regular advice from HI Service to offer specific advice on needs of CYP with regard to effects of hearing loss, curriculum delivery, classroom management and assessment arrangements. Staff that are deaf aware. Adaptions to the acoustic conditions within the classroom if necessary. Soundfield amplification if appropriate. Opportunities to work in a quiet room for small group work and individual sessions. Targeted SA support for monitoring/managing auditory equipment, delivery of differentiated materials and liaison with HI service. If appropriate a note taker or alternative provision may be necessary</td>
<td>High level of input from the HI service. This will include: advice to staff, CYP and Parents/Carers; assessments; testing of hearing and radio aids. Opportunities to work in a quiet room for small group work and individual sessions. Targeted LSA support for all/most lessons. This will include monitoring/managing auditory equipment, delivery of differentiated materials and liaison with HI service Advice and support from SALT with opportunities to implement recommended programmes in school. May benefit from having access to deaf peers.</td>
</tr>
<tr>
<td>Co-ordinated approach</td>
<td>Provision map/plan developed through person centred planning with CYP, parents/carers, school staff and QTVI.</td>
<td>EHC plan developed through person centred planning with CYP, parents/carers, QTVI and others as appropriate. Annual review carried out through person centred planning with CYP, parents/carers, school staff, QTVI and others as appropriate.</td>
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<tr>
<td>Severity and complexity: Description</td>
<td>Bilateral, moderate hearing loss which is sensori-neural, permanent conductive or mixed in nature. Has hearing aids and may have FM. Will have some difficulty accessing spoken language. May and have some language delay, listening which will impede progress unless appropriate support offered. Speech clarity may be affected. Will benefit from opportunities to lip-read. Will lead to some difficulties with listening, attention, concentration, confidence, communication and class participation. At Key Stage 3 and 4 enhanced difficulties when moving to subject based teaching groups and a variety of teaching styles. This includes greater demands when lip-reading a number of staff, increased linguistic demands and conceptual complexity and less favourable acoustic environments. Associated difficulties with attention, concentration and social relationships.</td>
<td>Bilateral moderate/severe or severe/profound sensori-neural hearing loss. Has hearing aids or cochlear implant or FM. May have additional language/learning difficulties associated with the hearing loss including, language delay, significant difficulty accessing spoken language and speech discrimination difficulties. These will impede vocabulary development, understanding of concepts and development of general knowledge, speech clarity. Associated difficulties attention, concentration, confidence and class participation. Language processing disorder. Has hearing aids or cochlear implant or a radio aid.</td>
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</table>
Early Intervention within Universal provision

Sensory and Physical - Visual Impairment

**Grouping for teaching:** Full access to inclusive class based teaching.

**Curriculum and teaching methods:** Inclusive curriculum and teaching methods. School aware of signs that CYP may be experiencing visually related difficulties and monitor CYP performance in this respect. School staff make basic adaptations to curriculum and learning environment to facilitate access

**Staffing and Resources:** Advice from a QTVI. Use of normal school resources with attention to ease of visual access. School staff aware of difficulties and ensure appropriate modification to facilitate progress. School may wish to consider group work sessions

**Co-ordinated approach:** Provision map/plan developed with parents/carers, school staff and CYP.

**Assessment approach:** Monitoring vision through information from parents/carers and school nurse.

**Severity and Complexity:** Mild visual impairment Distance visual acuity better than 6/17, and/or near vision: print size equivalent N17 @ 30cms. Associated difficulties with language and social development.

Provision additional to or different from Universal Provision

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<thead>
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<tbody>
<tr>
<td><strong>Range</strong></td>
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<td></td>
<td>Early intervention plus:</td>
<td>Personalised provision plus the following:</td>
</tr>
<tr>
<td><strong>Provision:</strong></td>
<td>Full access to an inclusive classroom with some support for specific curriculum areas and to facilitate inclusion. May need withdrawal to teach/practice keyboard skills. Assessment of mobility, and technology requirements.</td>
<td>Full access to an inclusive classroom with group and/or individual support to meet identified curriculum and safety needs and to facilitate inclusion</td>
</tr>
<tr>
<td><strong>Provision:</strong></td>
<td>Inclusive curriculum and teaching methods. Some modification and adaptation to the learning environment to facilitate access to the curriculum. Modification of visual properties of task presentation and materials. Use of appropriate colours for paper and white bars e.g. cream Use of sensory support service materials e.g. resource books</td>
<td>For All - Inclusive curriculum and teaching methods For Severe visual impairment (potential print user): Some modification of the learning environment and curriculum delivery to allow the development of skills and concepts as appropriate for a visually impaired child, facilitate access and ensure safety. For Severe to profound impairment: Significant modifications of the setting and learning environment to allow the development of skills and concepts, allow access to the curriculum and ensure safety.</td>
</tr>
</tbody>
</table>
| **Provision:**  
| **Staffing and Resources** | Visits termly from a QTVI to work with the CYP and support school staff.  
Collaborative action from school staff and a QTVI minimise effects of visual impairment on pupil achievement.  
Provision may include group work sessions which could include some specialist teacher input. | **For All**  
Small group sessions and individual support as identified in EHC plan. Learning materials selected for their suitability for a VI CYP. Collaborative action from school staff and a QTVI minimise effects of severe visual impairment on pupil achievement.  
**For Severe visual impairment (potential print user):**  
Visits from a QTVI to work with the pupil to monitor progress and support school based staff with approaches.  
**For Severe to profound impairment:**  
Visits from a QVTI to meet specific needs of CYP and support school based staff with approaches. |
| **Co-ordinated approach** | Provision map/plan developed through person centred planning with CYP, parents/carers, school staff and QTVI. | EHC plan developed through person centred planning with CYP, parents/carers QTVI and others as appropriate.  
Annual review carried out through person centred planning with CYP, parents/carers, school staff, QTVI and others as appropriate. |
| **Severity and complexity:**  
| **Assessment approaches** | Assessment by QTVI and other professionals.  
Careful monitoring of academic progress.  
Functional visual assessment. | Assessment by QTVI and other professionals.  
Careful monitoring of academic progress.  
Functional visual assessment. |
| **Severity and complexity:**  
| **Description** | Moderate visual impairment Distance vision: acuity 6/18 - 6/35, and/or near vision: print size equivalent N18-27 @ 30cms  
Associated difficulties with language and social development. | **Severe visual impairment (potential print user)**  
Distance vision: acuity c.6/36 – 6/59 and/or near vision: print size equivalent N28-47@30cms  
Associated difficulties with language and social development.  
**Severe to profound impairment.**  
Distance vision: acuity of 6/60 or worse and/or near vision: print size equivalent of N48 or larger @ 30cms |
Early Intervention within Universal provision

Sensory and Physical - Physical Impairment

Grouping for teaching: Full access to an inclusive classroom with individual support to enable the CYP to access the curriculum. Small group or individual teaching to fine/gross motor activities. Enhanced access to ICT equipment. Provision may include, for example group work for study skills programme, note-taking skills, and speed writing tuition, as appropriate.

Curriculum and teaching methods: Differentiated work in at least one area of curriculum delivered through ongoing activities, e.g. physical development. Fine motor skills programme. Modified class PE curriculum to help develop gross motor skills. Handwriting programme to improve recording skills. Support as appropriate at unstructured times in the school day. Individual support for exam techniques. Examination preparation e.g. speed writing.

Staffing and Resources: Additional adult time for devising and planning intervention and monitoring progress. For example fine and gross motor programmes. Staff development and training for more effective intervention. Access to Support Service for one-off/occasional advice on strategies or equipment for staff training.

Supplementary materials for fine motor skills practice. Specialist programmes e.g. handwriting programme. May include some group work sessions. Individual support for exam techniques, as appropriate. Examination preparation e.g. speed writing. Special arrangements for examinations.

Some specialist equipment e.g. alternative means of recording or equipment. Additional help to monitor mobility equipment.

Co-ordinated approach: SENCO collects all known information about child and seek information from parents/carers and health professionals. Social services, educational psychologist. Multi-agency input. Regular (at least half yearly) assessment and review of skill. Class teacher monitors progress and informs parents/carers through annual reports and consultation meetings. Develop partnership with parents/carers. Record of action taken. Informs Senc of Special Educational Needs.

Assessment approach: Observation and formative assessment of physical skills. Monitoring of progress with learning.

Severity and Complexity: Working at a level significantly below other children in group. Slow progress.

Low-level fine and/or gross motor difficulties. For example with pencil control, cutting, dressing (including fastenings) colouring, running, hopping, ball skills. Fatigue following activities.

Or: Low level gross and fine motor difficulties i.e. handwriting problems, speed of recording, representational drawing of maps and graphs. Poor ball skills in games. Associated low levels of self esteem and some concerns of poor social skills

Provision additional to or different from Universal Provision
## Sensory and Physical - Physical Impairment

<table>
<thead>
<tr>
<th>Range</th>
<th>Personalised provision - School SEN Provision</th>
<th>Personalised provision within EHC Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early intervention plus:</strong></td>
<td>Full access to an inclusive classroom with additional support in more than one area of curriculum. Small groups or individual sessions for improving fine and gross motor skills following advice from physiotherapist or occupational therapist. Structured input to playground and free time. Provision may include some workshop time/small group work on targeted area, where appropriate.</td>
<td>Full access to an inclusive classroom with additional support in identified areas of the curriculum. Small group or individual sessions to address needs.</td>
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</tbody>
</table>

### Provision: Grouping for teaching

- Outdoor play may need. Modification of some aspects of the curriculum by task presentation and outcome.
- Modified PE curriculum to ensure safety and enhance physical development.
- Ensure access the full curriculum through differentiation by output e.g. amount of written work produced in comparison to peers
- Differentiation in subjects requiring high levels of written work.
- Accessibility of resources and learning aids.
- Consideration of groupings and teaching and learning approach to support development of social relationships.

| Provision: Curriculum and teaching methods | Modification to key curriculum areas e.g. alternative physical programme planned with therapy teaching methods. Modification of curriculum task presentation and outcome. Individual programmes as appropriate. |

### Provision: Staffing and Resources

- Active educational support agency involvement.
- Small group or individual work for up to 10% of the time
- Enhanced personal access to equipment/resources both educational and for hygiene.
- Regular support from Physiotherapy, Occupational Therapy, Speech and Language Therapy, Educational Psychologist.
- Additional modification of physical environment e.g. hygiene room, ramps, etc.
- Provision may include some group work sessions.
- Supplementary materials for fine motor development as available in

<p>| Provision: Staffing and Resources | Additional adult support for individual and small group work as agreed on EHC. Active teaching support agency involvement working alongside non-specialist teachers. Access to specialist resources from external agencies e.g. occupational therapy programme and physiotherapy programme, speech and language programme. Writing aids (e.g. writing slope), mobility aids, toileting aids, specialist seating. May require support due to health and safety issues and to support relationship development during unstructured times e.g. carrying |</p>
<table>
<thead>
<tr>
<th>Co-ordinated approach</th>
<th>Planning documents or provision map developed through person-centred planning involving class teacher or year tutor and specialist teacher to identify needs and plan provision.</th>
<th>EHC developed. Multi-agency planning and coordination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severity and complexity: Assessment approaches</td>
<td>May require referral for specialist assessment by health professionals – physiotherapist, occupational therapist and speech and language therapists. Cognitive assessments and learning assessments. Health and safety and risk assessment, including profile of motor skills Reference to continence policy where appropriate</td>
<td>Specialist assessment by health professionals – physiotherapist, occupational therapist and speech and language therapists. Cognitive and learning assessments from educational psychologist.</td>
</tr>
<tr>
<td>Severity and complexity: Description</td>
<td>Moderate difficulties with fine and/or gross motor skills. For example the CYP might have difficulties with pencil control, letter formation, copying from board, insecure gait, difficulty with steps, falling more frequently than peers, and getting up from sitting, recording, using equipment in practical subjects, stamina, organisational skills, representational drawing, graphs, maps, carrying books, movement round school and may be vulnerable in crowded situations. May be an occasional wheelchair user or need mobility aids. Able to access all curriculum areas through adapted environment/additional equipment Personal hygiene might require support including help with toileting. Health and Safety procedures will be in place.</td>
<td>Significant difficulties with specific fine and/or gross motor skills. Associated organisational skills and sequential thinking problems. Specific hygiene and personal management difficulties that require support. A medical assessment might provide a diagnosis or suggest long-term significant difficulties or deterioration in functioning. Associated difficulties with some cognitive and organisational skills, feelings of self-worth and social skills.</td>
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<tr>
<td>deterioration function.</td>
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<td>Increasing concerns about social relationships, social skills and feelings of self-worth.</td>
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