LINCOLNSHIRE COUNTY COUNCIL

Guidance on SEN Support
Foreword

Lincolnshire County Council wants all children and young people with Special Educational Needs and Disability (SEND) to achieve, be prepared for adulthood, live fulfilling lives and be part of their local communities. We aspire to see all children and young people succeed and achieve their best outcomes.

We need to continue the collaborative work with schools, colleges and settings in both the maintained and non-maintained sectors, as well as Health, Children and Adult Social Care and the voluntary sector so that we carry on improving outcomes for children and young people with SEND.

I am are pleased to introduce this document which offers advice and guidance to all educational settings on identifying and meeting the needs of children and young people, as early as possible within their own community. The guidance is also available on the Council's Local Offer website so that children, young people and their families can also understand the support they can expect from their local educational setting.

I am grateful to the Lincolnshire Parent Carer Forum who have worked closely with the authority, schools, colleges and partner agencies to develop and endorse this guidance.

Debbie Barnes
Director of Children's Services

January 2018
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1. **Introduction**

This document is a guide to what education providers should be able to offer to learners from birth to 25 years, who have identified special educational needs, so they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

The document has been developed with Lincolnshire’s Parent Carer Forum, Special Educational Needs Co-ordinators (SENCo) from a range of 0 – 25 settings, specialist educational services and health colleagues. Whilst its aim is primarily to provide guidance to professionals, it is also hoped it can offer information to children, young people and their families about what support may be routinely available in all settings. This guidance forms part of Lincolnshire’s Local Offer.

The document offers guidance and advice on the range of special educational needs that children and young people may experience and information on how these difficulties might manifest themselves in children and young people, the range of strategies settings can implement to address these needs, and on specialist services and agencies that may be able to contribute to support settings.

It is designed to reinforce that supporting children and young people with special educational needs and disabilities (SEND) is a ‘whole setting’ responsibility, involving staff at all levels across Lincolnshire’s education settings, from nursery provision to post 16 colleges and providers.

The SEND Matrix (Section 13) is divided into four headings - Cognition & Learning; Social, Emotional & Mental Health; Communication & Interaction and Sensory/Physical Needs. Under each of these headings, there is information about the evidence of difficulty (i.e. how a child or young person might exhibit individual needs), measures of their progress which might indicate their level of difficulty and guidance on provision which could be made available to address need. Each element of information moves from 'universal' to 'targeted' and demonstrates the ‘graduated response’ to increasing levels of difficulty and associated support.

The guidance is not definitive but aims to provide advice and suggestions on the identification of special educational needs and the expectations regarding support that is specific, measurable, achievable and time-limited (SMART). Settings are required to evidence that this guidance has been considered and utilised prior to referring a child or young person for an Education Health Care (EHC) needs assessment.
2. Context

The SEND Code of Practice 2015 \(^{(1)}\) describes the principles that should be observed by all professionals working with children and young people who have SEND. These include:

- putting the child or young person at the very centre of service development and improvement;
- listening and responding to the views of children, young people and their families;
- collaborating with other partners providing support for children and young people to shape and improve joined-up services that are swift, personal and effective;
- narrowing the attainment gap between the most vulnerable and the majority in preparation for their adulthood;
- embedding an inclusive culture in our early years settings, settings, colleges, local authority services, health organisations and voluntary groups that is based on integrity, equality, respect and ambition.

The recent changes have shaped a move towards more universal provision being delivered through settings. There is also an emphasis, at the local authority level, on developing better jointly commissioned of services across education, health and care. It is anticipated that approximately one in five children will have a learning difficulty at some stage in their education career. Many of these difficulties are temporary and can be effectively dealt within mainstream settings through the resources that are made available to them through their notional SEND budget or their disadvantage block funding for post 16 funding and locally provided services.

The Children and Families Act 2014 \(^{(2)}\) provides for:

- a clear and transparent ‘Local Offer’ of services across education, health and social care with children, young people and parents involved in preparing and reviewing it
• services across education, health and care to be jointly commissioned

• Education, Health and Care (EHC) plans to replace statements and Learning Difficulty Assessments (LDAs) with the option of a Personal Budget for families and young people who want one

• statutory rights for young people in further education, including the right to request a particular institution is named in their EHC plan and the right to appeal to the First-tier Tribunal (SEN and Disability), and

• a stronger focus on preparing for adulthood, including better planning for transition into paid employment and independent living and between children’s and adults services

Working together across education, health and care, means Lincolnshire County Council has a duty to ensure integration between educational and/or training provision and health and social care provision, where this would promote well-being and improve the quality of provision for disabled children, and young people and those with SEN. This requires close co-operation with education, health and social care partners to research, plan, commission and review services. These duties on local authorities are reciprocal – education, health and social care partners also have a duty to co-operate with the local authority on planning, commissioning and reviewing local services.

For settings, this will involve contributing to the educational provision described in the local authority’s Local Offer (see below), and will also involve taking part in wider strategic planning for education in the local area. Some settings may act as commissioners of services for students with SEND in their own right. This could include services such as Speech and Language Therapy, pastoral care or counselling services. Joint commissioning arrangements should reflect this local commissioning and should ensure that services commissioned by settings are suitably supported to deliver positive outcomes for children and young people.


3. **Settings’ role in supporting the SEND Code of Practice**

This guide aims to ensure that settings are up to date in relation to their responsibilities to children and young people in their care who have or may have special educational needs or disabilities (SEND) and is based on the following principle:

*All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood, whether into employment, further or higher education or training. Underpinning this are a range of statutory duties on settings and their staff, described in sections 4 to 12 of this guidance document.*

It is important that all settings understand their responsibilities described in the SEND Code of Practice and that they adopt a ‘whole setting’ approach to supporting pupils who have SEND.

This guidance document, alongside the full SEND Code of Practice and associated regulations, is relevant for Senior leadership teams, SEND co-ordinators and all classroom teachers, since it is they who will have the most day-to-day contact with pupils who have SEND and will be responsible for delivering programmes of support for them.
4. **The Local Offer**

Local authorities have a **statutory duty** to develop and publish a Local Offer (3), setting out in one place information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEND, including those who do not have EHC plans. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Settings should work with the Local Authority (LA) to review, monitor and further develop the Local Offer in response to the impact on and outcomes for children and young people with SEND and their families.

Settings are **also obliged** to produce an annual SEN Information Report (see SEND Code of Practice (CoP) section 6.79) that details the provision available through the setting to support pupils with SEND and which contributes to the LA’s overall Local Offer. In detailing the broad and balanced curriculum provided each year, settings should include details of how the curriculum is adapted or made accessible for children and young people with SEND.

Settings must publish detailed information about their arrangements for identifying, assessing and making provision for pupils with SEND. The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools’ accessibility plans. The school-specific information should relate to the schools’ arrangements for providing a graduated response to children’s SEND. It should elaborate on the information provided at a local authority wide level in the Local Offer.

5. **Governing Bodies**

Section 66 of the Children & Families Act 2014, contains a **key duty** on the governing body, proprietors or management committee of a setting to use their ‘best endeavours’ to secure special educational provision for all children or young people for whom they are responsible. This duty applies to all mainstream settings including; maintained and non-maintained, maintained nursery settings, 16–19 academies, alternative provision academies, further education institutions and pupil referral units.

The **legal duty** is directly placed on the governing body rather than the head teacher of the setting or principal of the college. This is partly because the governing body is in a position to effect change as it is responsible for the appointment and performance management of such leadership posts. Duties apply to all children with SEND whether they have an EHC plan or not. This means that the governing body should be using their best endeavours to secure special educational provision, including;

- Ensuring that where the head teacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil
- Ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND
- Ensuring that a pupil with SEND joins in the activities of the setting together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
- Reporting to parents on the implementation of the setting’s policy for pupils with SEND
- Having due regard to the statutory guidance within the SEND Code of Practice when carrying out duties toward all pupils with SEND
- Ensuring that setting notifies parents of a decision by the setting that SEND provision is being made for their child.
6. **Settings**

Settings have numerous responsibilities in relation to children and young people, the following being specifically in relation to those with SEND. In short settings **must**;

- Appoint a SEND governor to have oversight of the arrangements for SEND in setting
- Identify how many pupils in the setting have SEND and ensure provision is made in accordance with the SEND CoP
- Know how much money the setting gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
- Review and approve the SEND policy and any other relevant policies
- Monitor the progress of children and young people with SEND and ensure that the provision specified in statements of SEN and Education Health Care plans (EHCP) are made
- Ensure that SEND provision is integrated into the setting improvement plan
- Publish on their website the setting SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND
- Appoint a SENCo who is a qualified teacher (alternatively, the head teacher may take on this role)
- Invest in whole setting and targeted training for staff
- Ensure inclusive teaching and support is embedded throughout the setting and that all teachers understand that they are responsible for pupils with SEND
- Provide information on setting arrangements for SEND to parents and governors
- Consider pre-emptive arrangements for pupils (present and future) with a disability
7. **Head Teachers**

The role of head teachers and principals is to embed high standards across their setting, within a self-improving setting system. This is in order to raise aspirations and secure high academic standards for all children and young people, regardless of whether or not they have SEND. In short, head teachers are expected to;

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in setting and in the wider society
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the setting’s sustainability
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- Inspire and influence others - within and beyond settings - to believe in the fundamental importance of education in young people’s lives and to promote the value of education
8. Teachers

The teachers’ role is to make the education of all of their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences, teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their pupils. Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions. In relation to all pupils, teachers are expected to:

- Be accountable for attainment, progress and outcomes
- Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- Adapt teaching to respond to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
9. **Special Educational Needs Co-ordinators**

All settings are **required to** have a special educational needs co-ordinator (SENCo) who must be a qualified teacher working at the setting and who achieves a national award in SEN Co-ordination within three years of appointment. The SENCo has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in setting. The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who do and do not have EHC plans. Settings should ensure that the SENCo has sufficient time and resources to carry out these functions. This should include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a setting.

- Overseeing the day-to-day operation of the setting’s SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the setting’s delegated budget and other resources to meet needs effectively
- Being a key point of contact with external agencies, especially the LA and its support services
- Working with the head teacher and setting governors to ensure that the setting meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
- Ensuring that the setting keeps the records of all pupils with SEND up to date
- Liaising with Designated teachers where a looked after pupil (LAC) has SEND, parents of pupils with SEND, Early years providers, other settings, health and social care professionals, independent or voluntary bodies and potential next providers of education to ensure smooth transition.
10. Teaching Assistants

Settings make their own decisions about how teaching assistants/learning support assistants (TA/LSA) are employed but the government is aiming to produce a set of teaching assistant standards with a clearer and more concise description, reflecting the diversity of the existing settings system, particularly within a self-improving system. In the meantime, the Education Endowment Foundation (EEF), 2015, reported on the best use of teaching assistants, usefully outlining these seven principles:

- Teaching assistants should not be used as substitute teachers for low-attaining pupils
- Use teaching assistants to add value to what teachers do, not replace them
- Use teaching assistants to help pupils develop independent study skills and manage their own learning
- Ensure teaching assistants are fully prepared for their role in the classroom through out of class liaison with teachers
- Use teaching assistants to deliver high-quality one-to-one and small group support using structured interventions
- Adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction
- It is important that what students learn from teaching assistants complements what they are being taught in the classroom

Research undertaken (Blatchford, Russell and Webster, 2012) in preparation for the introduction of the SEND Code of Practice in 2014 concluded that the more individual hours support pupils receive from TAs, the less progress they make, as they spend less time interacting with the teacher, and become separated from the teacher and curriculum. In a similar way, Klassen (2001) found that pupils who had a specific literacy difficulty or dyslexia, and who were assigned additional support for literacy, made less progress than their unsupported peers.

Based on such previous research, Lincolnshire County Council is undertaking a range of additional work to focus on such areas, including the Lincolnshire MOBILISE Project (4) which aims to ensure that school leaders in all Lincolnshire schools are supported to act on the research regarding the impact of teaching assistants in the classroom and transform outcomes for pupils.

(4) https://www.lincolnshire.gov.uk/llp/sponsored-initiatives/mobilise-project129511.article
11. **Identifying SEND in settings**

All settings **should** have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable.

Where a child or young person does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘additional to’ or ‘different from’ interventions – a **graduated response**. Most needs in relation to SEND can be met within mainstream settings out of settings own resources. If little or no progress is made through the ‘assess, plan, do, review’ approach, setting staff should consider seeking external support. At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement.

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**graduated response**

Universal → → → Targeted
Assess, Plan, Do, Review Cycle

Assess
Clear analysis is made of needs based on:
- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan
Following assessment, the teacher, SENCO, parent / carers and pupil, agree on a plan of action to include:
- time limited outcomes for the pupil with targets that are SMART
- the adjustments, support and interventions to be put in place
- a date for termly review
All planning must be pupil centred and outcomes focussed and recorded.
Do

All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of ‘additional and different’ provision for a pupil with SEND
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching
- The SENCO supports teachers in the effective implementation of provision

Review

The quality, effectiveness and impact of provision are evaluated by the review date.

- This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school’s curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Where a child with SEND continues to make little progress over time, despite the input of a robust graduated approach and the support of external specialists, the setting may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an EHC needs assessment. There is an expectation that interventions have been implemented for a significant period before a request for additional resources is made and once it has been submitted, it does not necessarily lead to full statutory assessment. This will be contingent on evidencing the support provided through the setting’s SEND provision over time, including external support and advice. There
should also be evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to setting through their notional SEN budget or their disadvantage block funding for post 16 settings and locally provided services.

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

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Settings should assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, settings should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCo, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) settings should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The pupil’s response to such support can help identify their particular needs. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children and young people themselves.
Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage. Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe. Settings should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, settings should consider whether the child might have SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Settings should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND.
12. **SEN Support in settings**

Teachers are **responsible and accountable** for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

When reviewing and managing special educational provision, there are four broad areas of need and support which give an overview of the range of needs that should be planned for, and settings should review how well equipped they are to provide support across these areas. They are:

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

SEN support provides a core offer to all pupils available in every mainstream setting across Lincolnshire through a graduated response, with universal to targeted provision.

There is a wide range of information available on appropriate interventions for pupils with different types of need, and associated training which settings can use to ensure they have the necessary knowledge and expertise to use them.

Settings should also tell parents and young people about access to independent information, advice and support service through **Liaise** (SEND Information, Advice and Support in Lincolnshire)

Liaise can be contacted through the Family Information Service by calling 0800 195 1635 Monday to Friday 8am-6pm or by email at liaise@lincolnshire.gov.uk

(5) [https://www.lincolnshire.gov.uk/liaise](https://www.lincolnshire.gov.uk/liaise)
13. **Education, Health and Care Assessments**

The special educational needs of the great majority of children should be met effectively within mainstream settings without the LA needing to complete an EHC needs assessment. In a very small number of cases the LA will need to complete an EHC needs assessment and then consider whether or not to issue an EHC plan.

The assessment process forms part of the graduated response to meeting a pupil’s special educational needs.

An EHC needs assessment itself will not always lead to an EHC plan. It may be that in considering whether the assessment is necessary, the LA will conclude that intervention in setting is appropriate or the LA might be able to identify different ways in which the setting could help the pupil through such intervention. If so, the LA would conclude that an EHC needs assessment is not necessary.

**Evidence to be provided by the setting**

When making a request for an EHC needs assessment, the setting should state clearly the reasons for the request and submit the following evidence relating to the 'Targeted' stages detailed on the SEND Matrix:

- The views of parents
- The ascertainable views of the child
- Copies of SEN support plans at 'Targeted' stage (at least 2)
- Evidence of progress over time
- Copies of recent advice, where provided, from Education, Health and Social Care involvements
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise
- Evidence of the extent to which the setting has followed such advice

In all cases the LA will scrutinise a setting’s finances to determine whether or not it would be reasonable for additional support to be provided from resources allocated to the setting, including any notional SEND funding or disadvantage block funding for post 16 settings.
EHC Allocations Panels

To ensure consistent and transparent decision making, the LA considers requests for an EHC needs assessment through its locality-based EHC Allocations panel comprising senior SEND Officers.

Considering whether an EHC needs assessment is necessary

In deciding whether to complete an EHC needs assessment, the key question is whether there is convincing evidence that, despite the setting taking relevant and purposeful action to meet the child’s learning difficulties, those difficulties remain or have not been remedied sufficiently.

The Allocations Panel will need to examine a wide range of evidence.

It will pay particular attention to:
- evidence provided by the child’s setting, parents and other professionals as to the nature, extent and cause of the child’s learning difficulties
- evidence of action taken by the setting to meet and overcome those difficulties, with reference to the SEND Matrix below
- evidence of the rate and style of the child’s progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not the usually commensurate with provision without an EHC Plan
- financial resources available to the setting have been used fairly and appropriately.

The Allocations Panel will always require evidence of academic attainment in all areas of learning. Key indicators may include:
- the results of teacher-led assessments and tests
- the outcomes of baseline assessment
- information about progress in the early learning goals
- attainment levels assessed by other professionals involved, such as Educational Psychology or Specialist Teaching Team
- prior learning and attainment that demonstrates stretch and progression; this may be particularly relevant for post 16 learners.

However, academic attainment is not in itself sufficient for LAs to conclude that an EHC needs assessment is or is not appropriate. An individual child’s attainment must always be understood in the context of the attainment of the child’s peers, the child’s rate of progress over time and where appropriate expectations of the child’s performance. Careful consideration of evidence of low attainment may reveal good progress from a
low base. Additionally, some factors, including significant difficulties in the child’s home or family circumstances or their attendance record, can contribute towards under attainment that may not always be indicators of SEND.

The Allocations Panel will need to consider, therefore, whether there are alternative and more appropriate ways to support the child’s access to learning, such as the completion of an Early Help assessment or a referral to Social Care.

The following **SEND Matrix** provides guidance on the types of difficulty a child or young person with SEND may exhibit, and the level of support a mainstream setting is expected to provide from within its own resources, and the contribution to meeting the child/young person’s needs from the Local Authority and Health Services, *prior to considering a referral* to the Local Authority for a statutory SEND assessment.
SEND Matrix

COGNITION AND LEARNING NEEDS
<table>
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<th><strong>LEARNING DIFFICULTIES</strong></th>
<th><strong>Universal</strong></th>
<th><strong>Targeted</strong></th>
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| **Evidence of Difficulty** | • Levels of attainment which are generally lower than those of age equivalent peers.  
• Some difficulty in acquiring skills, notably in language, English, maths skills (or early developmental skills).  
• May be slower to use, retain and apply everyday concepts than age equivalent peers | • Lower levels of attainment across the board, in all forms of assessment, than age equivalent peers.  
• Continued difficulty in acquiring skills, notably in language, English, maths skills (or early developmental skills), despite appropriate teaching and good attendance record.  
• May have some associated difficulties, notably in speech and language development and/or in social/emotional development.  
• May have more difficulty in dealing with abstract ideas and generalising from experience than age equivalent peers. | • Progress with learning and development is at a very slow rate and additional support is required to achieve this  
• Pupil attaining at a level significantly below age-related expectations/outcomes and evidence of increasing gap between them and peers  
• Difficulty in acquiring skills, notably in language, English, maths skills (or early developmental skills), despite appropriate targeted interventions, affecting access to the whole curriculum.  
• Usually associated difficulties, notably in speech and language development and in social/emotional development.  
• Clear difficulty in dealing with abstract ideas and generalising from experience compared to age equivalent peers. |
| **Measures** | • Performance in English/Maths below levels of age equivalent peers /evidence from Early Years Foundation Stage Profile.  
• Evidence from Teacher Assessment  
• Inadequate progress, against age related expectations, despite purposeful classroom interventions. | • Performance in English/ Maths not yet 'secure' and below levels of age equivalent peers, e.g. 'beginning' or 'developing'  
• Evidence from Early Years Foundation Stage Profile.  
• Evidence from Teacher Assessment.  
• Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map. | • Performance in English/Maths significantly below levels of age equivalent peers, i.e. P Scales at end of KS1 or 'beginning'.  
• Low functioning but child happy in setting, coping socially (possibly with some assistance) and achieving at levels roughly consistent with cognitive ability.  
• Evidence from Early Years Foundation Stage Profile.  
• Evidence from Teacher Assessment.  
• Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice |
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<thead>
<tr>
<th>LEARNING DIFFICULTIES</th>
<th>Universal</th>
<th>Targeted</th>
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</table>
| Continuum of Provision | - The central form of action for most children experiencing moderate learning difficulties will be that which the class or subject teacher is able to take using resources and strategies available in the ordinary classroom.  
- Tasks will need to be differentiated by level/planned outcome/resource/pitch/pace and grouping.  
- Strategies being used will be reviewed where pupils’ progress is not adequate  
- Strategies to maintain the pupil’s self-esteem will be an integral element of setting based provision. | - Mainstream class, with flexible pupil grouping/pairing.  
- SENCo/class teachers carry out curriculum based assessment and provide interventions which are additional to/different from the normal differentiated curriculum.  
- An SEN Support Plan to include SMART short term targets focused on communication/English/maths skills.  
- SEN Support Plan to include teaching strategies, provision, recording, monitoring/review arrangements and outcomes.  
- SEN Support Plans to include strategies to improve pupils’ self-esteem.  
- SEN Support Plans to incorporate advice provided by appropriate external agencies.  
- Access to some small group or individual tuition to support SEN Support Plan targets.  
- Interventions could include increasing differentiation of activities/alternative teaching strategies/materials, staff training regarding the implications of pupils with general learning difficulties, differentiation, visual clues, prompts, timetables, writing frames and templates  
- Mainstream class with flexible pupil grouping/pairing.  
- SENCo consults with specialist support teacher or EP for more detailed curriculum based assessment and advice.  
- A new and more focused SEN Support Plan with fresh, SMART, short term targets focused on communication/English/maths skills.  
- SEN Support Plan to include strategies to improve pupils’ self-esteem, teaching strategies, provision and outcomes, recording, monitoring and review arrangements.  
- Interventions should include more specialist/differentiated strategies and visual & practical resources  
- Pupils supported in the classroom with sustained targeted support provided by teaching assistant (under guidance) or other adult to facilitate curriculum access as required – pre-teaching of key vocabulary/planned opportunities to develop independent learning  
- Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCo to support SEN Support Plan targets  
- ICT used to reduce barriers to learning where possible |
<table>
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<tr>
<th>SPECIFIC LEARNING DIFFICULTIES</th>
<th>Universal</th>
<th>Targeted</th>
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</table>
| Evidence of Difficulty         | • Low level difficulties in acquisition of English/maths skills, phonological awareness and/or fine or gross motor skills, despite access to appropriate learning opportunities.  
• Some discrepancy with strengths in other areas, e.g. verbal/comprehension skills.  
• May be some evidence of poor organisational skills | • Low attainment in one or more curriculum areas, despite access to appropriate learning opportunities and which may be traced to difficulties in some aspects of underlying English and/or maths skills.  
• Continuing difficulties in acquisition of English/maths skills, phonological awareness and/or fine or gross motor skills.  
• Specific Learning Difficulties may be most obvious where there is a discrepancy with strengths in other areas, e.g. verbal/comprehension skills/spatial awareness, but can occur across the full ability range.  
• Emerging evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities.  
• Some evidence of lack of confidence in approaching learning tasks. | • Very low attainment in one or more curriculum areas, despite access to appropriate learning opportunities which may be traced to difficulties in some aspects of underlying English and/or maths skills.  
• Increasing and sustained difficulties in acquisition of English/maths skills, phonological awareness skills, and/or fine or gross motor skills affecting access to the curriculum.  
• Specific Learning Difficulties may be most obvious where there is a discrepancy with strengths in other areas, e.g. verbal/ comprehension skills/tasks involving spatial awareness but can occur across the full ability range.  
• Where any discrepancy is marked, this may present particular difficulties ensuring appropriate access to the full curriculum  
• Clear evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities.  
• Evidence of difficulties with self-esteem and of negative emotions relating to learning tasks. |
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<thead>
<tr>
<th>SPECIFIC LEARNING DIFFICULTIES</th>
<th>Universal</th>
<th>Targeted</th>
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</table>
| Measures                       | • Evidence of specific difficulty in attainments within core subjects.  
                                       • Attainments not yet 'secure' across all areas  
                                       • Evidence from Early Years Foundation Stage Profile.  
                                       • Evidence from Teacher Assessment  
                                       • Inadequate progress, against age related expectations, despite purposeful classroom interventions.  
                                       • Evidence of specific difficulty in attainments within core subjects.  
                                       • Attainments typically 'developing' rather than 'secure'  
                                       • Some evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities.  
                                       • Evidence from Early Years Foundation Stage Profile.  
                                       • Evidence from Teacher Assessment.  
                                       • Inadequate progress, against age related expectations, at despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map.  
                                       • Evidence of specific difficulty in attainments within core subjects.  
                                       • Attainments at 'beginning/developing' stage  
                                       • Clear evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities.  
                                       • Evidence from Early Years Foundation Stage Profile.  
                                       • Evidence from Teacher Assessment.  
                                       • Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice. |
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<tr>
<th>SPECIFIC LEARNING DIFFICULTIES</th>
<th>Universal</th>
<th>Targeted</th>
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<tbody>
<tr>
<td><strong>Continuum of Provision</strong></td>
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<tr>
<td>• The central form of action for most children experiencing specific learning difficulties will be that which the class or subject teacher is able to take using resources and strategies available in the ordinary classroom.</td>
<td>• Mainstream class with flexible pupil grouping/pairing.</td>
<td>• Mainstream class with flexible pupil grouping/pairing.</td>
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<tr>
<td>• tasks will need to be differentiated by level/planned outcome/resource/recording method/pitch/pace and grouping, where the focus of the teaching is English and/or maths.</td>
<td>• SENCo/class teacher carry out curriculum based assessment and provide interventions which are additional to/different from, the normal differentiated curriculum – Wave 1 interventions.</td>
<td>• SENCo consults formally with specialist SpLD teacher (Specialist Teaching Service or equivalent) or EP for more detailed curriculum based assessment/advice – Wave 2/3 interventions.</td>
</tr>
<tr>
<td>• Strategies being used will be reviewed where pupils’ progress is not adequate</td>
<td>• SENCo/class teacher to liaise with setting’s English and/or Maths Coordinator to inform curriculum planning and delivery. SENCo could approach Specialist Teaching Service informally for advice/guidance.</td>
<td>• SENCo/class teacher to liaise with setting’s English and/or Maths Coordinator to inform curriculum planning and delivery.</td>
</tr>
<tr>
<td></td>
<td>• An SEN Support Plan to include 3 or 4 short-term targets focused on English (particularly reading, spelling, phonics, phonological awareness) and/or maths skills</td>
<td>• A new SEN Support Plan to include 3 or 4 fresh short-term targets focused on English (particularly reading, spelling, phonics, phonological awareness) and/or maths skills. SEN Support Plan includes teaching strategies, provision and outcomes, recording, monitoring and review arrangements.</td>
</tr>
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<td></td>
<td>• SEN Support Plan to include measures to improve pupil’s self-esteem and confidence in approaching learning tasks.</td>
<td>• SEN Support Plan to include measures to improve pupil’s self-esteem and confidence in approaching learning tasks.</td>
</tr>
<tr>
<td></td>
<td>• Interventions could include multi-sensory teaching strategies, a focus on phonological awareness, or motor programme.</td>
<td>• Interventions to include multi-sensory teaching strategies, a focus on phonological awareness, and/or motor programme.</td>
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<td></td>
<td>• Group or individual support for specific skill development/reinforcement.</td>
<td>• Pupils supported in the classroom with sustained targeted support provided by teaching assistant (under guidance of class teacher and/or SENCo) to facilitate access to the curriculum as appropriate.</td>
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<td></td>
<td>• Staff training regarding the characteristics of pupils with specific learning difficulties, and multisensory teaching methods.</td>
<td>• Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCo to support SEN Support Plan targets</td>
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<td>• Access to ICT, the teaching of study skills or additional time for key curriculum areas.</td>
<td>• Use of peer mentoring, as appropriate.</td>
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<td>• Access to ICT, including appropriate special arrangements for assessments.</td>
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<tr>
<td>SPECIFIC LEARNING DIFFICULTIES</td>
<td>Universal</td>
<td>Targeted</td>
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<tr>
<td>Relative Roles of LA / Setting / Clinical Commissioning Group (CCG)</td>
<td>The setting will:</td>
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<td></td>
<td>• provide differentiated activities in English/maths to meet the needs of the range of children within the ordinary classroom.</td>
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<td>• consult the pupil about their needs and how they might be met.</td>
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<td>• provide opportunities to practise/reinforce relevant skills.</td>
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<td>• communicate regularly with parents / carers to review progress.</td>
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<td>The LA will:</td>
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<td></td>
<td>• provide finance via the common individual settings budget process to cater for the needs of all pupils.</td>
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<td>The setting will:</td>
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<td>• Differentiate the presentation of tasks and the method of recording in the classroom;</td>
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<td>• deliver an appropriate SEN Support Plan to develop phonological, phonic, English and/or maths skills, including the involvement of the pupil and parents/carers.</td>
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<td></td>
<td>• consult the pupil about their needs and how they might be met</td>
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<td></td>
<td>• implement strategies to maintain/enhance self-esteem.</td>
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<td></td>
<td>• communicate regularly with parents / carers to review progress.</td>
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<td></td>
<td>• consult with support services.</td>
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<td></td>
<td>The LA will:</td>
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<tr>
<td></td>
<td>• provide finance via the common individual setting budgets process to cater for the needs of all pupils.</td>
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<td></td>
<td>• provide access to an EP/specialist support teacher or other service to provide consultation/advice/support towards planning SEN Support Plans and the identification and support of SEN.</td>
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<td>The setting will:</td>
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<td></td>
<td>• provide differentiated tasks in the classroom.</td>
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<td></td>
<td>• deliver an appropriate SEN Support Plan to develop phonological, phonic, English and/or maths skills including the involvement of the pupil and parents/carers.</td>
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<tr>
<td></td>
<td>• consult the pupil about their needs and how they might be met</td>
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<tr>
<td></td>
<td>• implement strategies to maintain/enhance self-esteem.</td>
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<td></td>
<td>• promote effective self-organisational skills within setting and between home and setting.</td>
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<td>• ensure that detailed records of successful interventions are passed to receiving settings at transition.</td>
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<td>• Consider examination arrangements if appropriate.</td>
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### Severe Learning Difficulties

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<tr>
<th>Severe Learning Difficulty</th>
<th>Targeted</th>
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</table>
| **Evidence of Difficulty** | Sustained low levels of attainment across the board in all forms of assessment significantly below those of age equivalent peers.  
- Difficulty in acquiring skills, notably in language, English, maths (or early developmental skills), despite appropriate targeted interventions, affecting access to the whole curriculum.  
- Associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills;  
- May use sign and symbols but most will be able to hold simple conversations and gain some English skills.  
- Clear difficulty in dealing with abstract ideas and generalising from experience compared to age equivalent peers. |
| **Measures** | Performance in English/Maths significantly below levels of age equivalent peers and likely be within upper (P4-8) P Scales for much of their setting careers.  
- Low functioning but child happy in setting, coping socially with some assistance and achieving at levels roughly consistent with cognitive ability.  
- Evidence from Early Years Foundation Stage Profile.  
- Evidence from Teacher Assessment.  
- Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice. |
| **Continuum of Provision** | Mainstream setting with flexible pupil grouping;  
- Access to specialist outreach support/dual placement provision;  
- SENCo/class teacher carry out curriculum based assessment and provide interventions which are additional to/different from the normal differentiated curriculum.  
- SENCo consults with specialist support teacher, EP, Special Schools or other appropriate agencies for more detailed assessment and advice.  
- SEN Support Plans to incorporate advice provided by appropriate external agencies.  
- A new and more focused SEN Support Plan with 3 or 4 fresh short term targets focused on communication/English/ maths/social interaction skills. SEN Support Plan to include teaching strategies, provision and outcomes, recording, monitoring and review arrangements.  
- Interventions should include specialist strategies, materials and resources as appropriate.  
- Pupils supported in the classroom with high level of sustained targeted support provided by teaching assistant (under guidance) or other adult to facilitate curriculum access, as appropriate.  
- Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCO to support SEN Support Plan targets  
- Use of peer support, as appropriate. |
| Relative Roles of LA / Setting / Clinical Commissioning Group (CCG) | The setting will:  
• Provide appropriately differentiated tasks in the classroom.  
• Deliver an appropriately differentiated SEN Support Plan.  

The LA will:  
• provide finance via the common individual setting budgets process to cater for the needs of all pupils.  
• Provide access to an EP/specialist support teacher or other service to provide consultation/advice/support towards planning SEN Support Plans and the identification and support of SEND |
### Section 4  Profound and Multiple Learning Difficulty

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<thead>
<tr>
<th>Profound and Multiple Learning Difficulty</th>
<th>Targeted</th>
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</table>
| **Evidence of Difficulty**               | • Severe and complex learning needs;  
• Usually associated other significant difficulties such as physical difficulties or sensory impairment.  
• High level of adult support required for both learning and personal care needs; |
| **Measures**                             | • Attainments are likely to remain in early P Scale range (P1 – 4) throughout their setting career  
• Low functioning but child happy in setting, coping socially with some assistance and achieving at levels roughly consistent with cognitive ability.  
• Evidence from Early Years Foundation Stage Profile.  
• Evidence from Teacher Assessment.  
• Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice. |
| **Continuum of Provision**               | • Mainstream class with flexible pupil grouping.  
• Access to specialist outreach support/dual placement provision;  
• Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCo to support SEN Support Plan targets  
• SENCo consults with specialist support teacher, EP, Special Schools or other appropriate agencies for more detailed assessment and advice.  
• Curriculum broken down into very small steps;  
• Interventions should include specialist strategies, materials and resources as appropriate.  
• SEN Support Plans to incorporate advice provided by appropriate external agencies.  
• Use of peer support, as appropriate. |
| **Relative Roles of LA / Setting / Clinical Commissioning Group (CCG)** | **The setting will:**  
• Provide appropriately differentiated tasks in the classroom.  
• Deliver an appropriately differentiated SEN Support Plan.  

**The LA will:**  
• provide finance via the common individual setting budgets process to cater for the needs of all pupils.  
• Provide access to an EP/specialist support teacher or other service to provide consultation/advice/support towards planning SEN Support Plans and the identification and support of SEND |
SOCIAL EMOTIONAL & MENTAL HEALTH DIFFICULTIES
**Section 1  Social, Emotional and Mental Health Difficulties**

Pupils with social emotional and mental health difficulties cover the full range of ability and a continuum of severity. Their difficulties present a barrier to learning and persist despite the implementation of an effective setting behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lacking in concentration, have immature social skills or present challenging behaviours. The range of difficulties experienced by pupils may include emotional disorders such as depression and eating disorders, conduct disorders such as oppositional defiance disorder (ODD), hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), and syndromes such as Tourette’s. Specialist assessment and/or advice for learning difficulties may need to be considered in some cases.

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<tr>
<th>SOCIAL EMOTIONAL &amp; MENTAL HEALTH DIFFICULTIES</th>
<th>Universal</th>
<th>Targeted</th>
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</thead>
<tbody>
<tr>
<td>Evidence of Difficulty</td>
<td>Pupil may be withdrawn and isolated, on the fringe of activities, seeking little attention. OR Pupil may be unpredictable/disruptive, producing low frequency distractions and hindering concentration of self and others have some difficulties with interpersonal problems, some difficulties with concentration (low level) and show signs of frustration at times.</td>
<td>Pupil may be withdrawn and isolated, generally seeking too little adult attention. OR Pupil may be unpredictable/disruptive, attention seeking, frequently ignoring instructions, and following few routines. Pupil has difficulties with interpersonal skills, reluctant to share, reluctant to participate in social skills groups, distracts other pupils, careless with learning materials. Pupil has short concentration span, even when tasks are structured and well-focused. Frustration can impede academic progress.</td>
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<tr>
<td>SOCIAL EMOTIONAL &amp; MENTAL HEALTH DIFFICULTIES</td>
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<td>Targeted</td>
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<tr>
<td><strong>Measures</strong></td>
<td>Record of lack of conformity to general setting behaviour/conventions, policy and/or classroom rules.</td>
<td>Evidence from Early Years Foundation Stage Profile.</td>
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<td></td>
<td>Implementation of setting rewards / sanctions systems.</td>
<td>Evidence from Teacher Assessment.</td>
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<td></td>
<td>Evidence from Early Years Foundation Stage Profile.</td>
<td>Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map.</td>
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<td></td>
<td>Evidence from Teacher Assessment</td>
<td>Documented evidence/record of behaviour.</td>
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<td></td>
<td>Inadequate progress, against age related expectations, despite purposeful classroom interventions.</td>
<td>Parents informed and consulted.</td>
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<td>Report card system/close monitoring and feedback.</td>
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<tr>
<td><strong>Continuum of Provision</strong></td>
<td>The central form of action for most children experiencing emotional and behavioural difficulties at the setting and classroom level will be clear boundaries for behaviour, systems of pastoral support and rules/rewards/sanctions, which are applied consistently and fairly.</td>
<td>Mainstream class, with varied pupil grouping.</td>
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<td></td>
<td>Tasks may need to be differentiated by level/ outcome/pitch/pace and grouping to match learning needs, concentration levels, interest and motivation.</td>
<td>SENCo/class teacher carry out further assessment of child’s strengths/weaknesses and provide interventions for behavioural and social skills which are additional to/different from the behaviour management techniques used by the setting.</td>
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<td></td>
<td>Liaison with parents/guardians may reveal factors to be taken into consideration in child's management.</td>
<td>A PSP/Behaviour/Care Plan/ SEN Support Plan to include 2 or 3 short term targets focused on learning, behaviour and social skills.</td>
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<td></td>
<td>Where pupils’ progress is not adequate, it will</td>
<td>The SEN Support Plan to include teaching and behaviour management strategies, provision and recording.</td>
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<td>Mainstream class, with varied pupil grouping.</td>
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<td>Behaviour management policies focussed on encouraging pupils to make positive choices</td>
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<td>New PSP/Behaviour/Care Plan/ /SEN Support Plan to include 2 or 3 fresh short term targets focused on learning, behaviour and social skills. The SEN Support Plan to include behaviour management strategies, provision, recording, monitoring and review arrangements and outcomes. SEN Support Plan incorporates advice from appropriate external agencies e.g. Ed Psych/Special School outreach/ PRU/ BOSS if appropriate</td>
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<td></td>
<td>Interventions could include the use of more</td>
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<tr>
<td>SOCIAL EMOTIONAL &amp; MENTAL HEALTH DIFFICULTIES</td>
<td>Universal</td>
<td>Targeted</td>
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</table>
| always be important to review and refine the general strategies being used. | monitoring and review arrangements and outcomes. Interventions could include:  
- alternative teaching approaches  
- group or individual support  
- use of sanctions/rewards  
- discussing issues with parents  
- establishing home-setting diaries  
- staff training regarding the characteristics of pupils with SEMH and the impact on curricular access. | focused and specific rewards/sanctions, social skills programmes, anger management, etc.  
- Pupils supported in the classroom with sustained targeted support provided by teaching assistant (under guidance) or other adult to facilitate curriculum access.  
- Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCo to support SEN Support Plan/PSP targets  
- Training to setting based staff.  
- Consider referral to the LA’s specialist behaviour provision/PRU/BOSS |

**Relative Roles of LA, settings, Clinical Commissioning Group (CCG)**

**The setting will:**
- provide activities differentiated to match learning needs, concentration levels and motivation to meet the needs of the range of children within the ordinary classroom.
- provide more focused opportunities to build self-esteem, develop friendships and social skills.
- liaise with parents/guardians to assess possible external source of problems.
- Implement its behaviour policy, including bullying policy and consistently apply rewards and sanctions.

**The LA will:**
- provide finance via the common individual setting budgets process to cater for the needs of all pupils.

**The setting will:**
- provide tasks differentiated to match learning needs, concentration levels and motivation.
- Investigate and address any underlying learning difficulties, seeking advice from specialist support services as appropriate.
- deliver appropriate PSPs/behaviour/care plan to target and improve behaviours.
- liaise with parents using system of

**The LA will:**
- provide finance via the common individual settings budget process to cater for the needs of all pupils.
- Provide access to an EP/specialist support teacher or other service such as BOSS, to provide consultation/advice/support towards planning SEN Support Plans and the identification and support of SEN.
- provide PRU provision (Key Stages 2, 3 & 4) for some permanently excluded pupils and those at risk of exclusion, to promote continued inclusive education or a return to such provision.

**The setting will:**
- provide differentiated tasks in the classroom as necessary.
<table>
<thead>
<tr>
<th>SOCIAL EMOTIONAL &amp; MENTAL HEALTH DIFFICULTIES</th>
<th>Universal</th>
<th>Targeted</th>
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<tr>
<td></td>
<td>home-setting links.</td>
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<td></td>
<td>• review classroom organisation and management.</td>
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<td>• support and advise teachers on strategies for managing behaviour.</td>
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<td>• be alert to pupils with emotional needs and through pastoral systems offer appropriate help.</td>
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<td>• deliver appropriate PSPs/behaviour/care plan to target and improve behaviours.</td>
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<td>• liaise with parents.</td>
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<td>• use LA funding for individual or small group support, or introduce other approaches to behaviour modification.</td>
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<td>• consider any appropriate alternative education provision</td>
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<td>The Clinical Commissioning Group (CCG) may:</td>
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<td>• where involved, offer advice via the Child and Adolescent Mental Health Service within the restrictions of confidentiality.</td>
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</table>
COMMUNICATION AND INTERACTION NEEDS

Section 1    Autistic Spectrum Disorder (ASD)
Section 2    Speech, Language and Communication Needs (SLCN)
<table>
<thead>
<tr>
<th>AUTISTIC SPECTRUM DISORDER</th>
<th>Universal</th>
<th>Targeted</th>
<th>Targeted</th>
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</thead>
</table>
| **Evidence of Difficulty and Measures** | Learning Ability  
Average to above average ability - working within same key stage as peers. Able to work in class on same tasks as peers without additional support. Able to learn in the whole class group. | Learning Ability  
Mainly working within same level as peers. Occasional difficulty in learning in whole class teaching group. Needs some support to work on same tasks as peers. | Learning Ability  
Needs some differentiation and individual support. Better in small groups than in whole class structure. May be working at one level lower than peers in Key Stage. |
| Communication Skills  
Normal receptive and expressive language skills. Mild social use of language difficulties. May need some additional explanation of concepts etc. Poor conversation skills. | Communication Skills  
Apparently good expressive language but may require individual instructions repeated if required to ensure instructions are not misinterpreted. | Communication Skills  
Obvious language difficulties. Frequently needs instructions clarified. Needs visual supports/prompts. |
| Socialisation  
Mild social difficulties. May be aware of difficulties. Interested in peers and wants to have friends but needs help with this. | Socialisation  
Interested in peers. Attempts to interact but frequently ‘gets it wrong’. Peers make allowances. | Socialisation  
Interested in peers but attempts to interact are bizarre or ineffective, or may be passive but able to respond to the approaches of others. |
| Behavioural Features  
Some distress when routines change, avoided if properly prepared. May exhibit other routines/rituals which may need managing/advice. Behaviour does not usually disrupt learning of self and/or others. Plays/works mainly alongside rather than with peers. | Behavioural Features  
Distressed when routines changed. Does exhibit behaviours which need managing. Behaviour may occasionally disrupt learning of self and/or others. |
| **Self-help/Independent Living Skills**  
Level of development commensurate with age. | Self-help/Independent Living Skills  
Level of development commensurate with age. | Self-help/Independent Living Skills  
Evidence of delay in some aspects of the development of self-help/independent living skills. |
| • Evidence from Early Years Foundation Stage Profile.  
• Evidence from Teacher Assessment  
• Inadequate progress, against age related expectations at despite purposeful classroom interventions. | • Evidence from Early Years Foundation Stage Profile.  
• Evidence from Teacher Assessment.  
• Inadequate progress, against age related expectations despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map. | • Evidence from Early Years Foundation Stage Profile.  
• Evidence from Teacher Assessment.  
• Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice. |
<table>
<thead>
<tr>
<th>AUTISTIC SPECTRUM DISORDER</th>
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</thead>
</table>
| **Continuum of Provision** | • The central form of action for most children experiencing ASD will be that which the class or subject teacher is able to take using strategies and resources available in the ordinary classroom e.g. extra time taken by teacher to explain change in routine, Circle of Friends’, ‘Buddy Systems’.  
• tasks may need to be differentiated by level/outcome/pitch/pace and grouping.  
Where pupils’ progress is not adequate, it will always be important to review the strategies being used. |
| | • Named, experienced staff member who remains informed about ASD in general and has specific information about individuals with ASD/social communication difficulties  
• SENCO/class teachers carry out curriculum based assessment which focuses on pupil’s immediate social and learning needs, rather than specialist assessment.  
• Interventions which are additional to/different from the normal differentiated curriculum.  
• An SEN Support Plan to include 3 or 4 short term targets focused on social and communication/English/maths skills  
• SEN Support Plan includes teaching strategies, provision, recording, monitoring/review arrangements and outcomes.  
• Interventions could include increasing differentiation of activities/alternative teaching strategies/materials, access to group or individual tuition to support SEN Support Plan targets, differentiation, task analysis and appropriate teaching strategies, resources. |
| | • Mainstream class with flexible pupil grouping and some individual support from teaching assistant trained in ASD Visual schedules and own work station/designated area.  
• Some differentiation of tasks.  
• Training to staff.  
• Assessment and advice from Specialist S&LT and ASD Specialist Teaching/Outreach Service once per term, with input from SEN Support Plan.  
• A focused SEN Support Plan with 3 or 4 short-term targets focused on communication/English/maths and social interaction skills.  
• SEN Support Plan includes teaching strategies, provision, recording, monitoring/review arrangements and outcomes.  
• Interventions could include more specialist strategies, materials and resources.  
• Pupils supported in the classroom with sustained targeted support provided by teaching assistant (under guidance), or other adult to facilitate curriculum access. Support at break-times.  
• Individual or small group tuition provided by teaching assistant (under guidance), ASD Specialist Teaching/Outreach Service/SEST and/or SENCo to support SEN Support Plan targets.  
• Use of peer mentoring, as appropriate.  
• Focus on pupil’s immediate social and learning needs, rather than specialist assessment. |
<table>
<thead>
<tr>
<th>Relative Roles of LA, settings, Clinical Commissioning Group (CCG)</th>
<th>The setting will:</th>
<th>The LA will:</th>
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<tbody>
<tr>
<td></td>
<td>• provide activities differentiated to match learning needs, concentration levels and motivation to meet the needs of the range of children within the ordinary classroom.</td>
<td>• provide finance via the common individual settings budget process to cater for the needs of all pupils.</td>
<td>• provide finance via the common individual settings budget process to cater for the needs of all pupils.</td>
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<tr>
<td></td>
<td>• provide structured and unstructured opportunities to develop social skills and friendships and to model appropriate behaviour.</td>
<td>• provide tasks differentiated to match learning needs, concentration levels and motivation.</td>
<td>• Provide access to an EP/specialist support teacher or other service to provide consultation/advice/support towards planning SEN Support Plans and the identification and support of SEN</td>
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<td></td>
<td>• deliver an appropriate SEN Support Plan to target communication and social skills, develop areas of strength and to model appropriate behaviour.</td>
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<td></td>
<td>• provide child with all possible routines within the restrictions of the mainstream setting.</td>
<td>The setting will:</td>
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<td></td>
<td></td>
<td></td>
<td>• provide differentiated tasks in the classroom.</td>
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<td></td>
<td></td>
<td></td>
<td>• deliver an appropriate SEN Support Plan to target specific communication and social skills, develop areas of strength and to model appropriate behaviour.</td>
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<td></td>
<td>• provide the child with all possible routines within the restrictions of the mainstream setting.</td>
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</table>
Section 2  SPEECH, LANGUAGE & COMMUNICATION

Pupils with Speech Language Communication Needs cover the whole ability range and may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Pupils with language impairments find it hard to understand and/or use words in context, may have a reduced vocabulary and use words in an inappropriate grammatical manner. They may also find it difficult to recall words and express ideas.

<table>
<thead>
<tr>
<th>SPEECH AND LANGUAGE</th>
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<tbody>
<tr>
<td><strong>Evidence of Difficulty</strong></td>
<td>Some delay/difficulties of speech and/or social use and/or language content occasionally impede effective communication with unfamiliar people, when compared to age equivalent peers.</td>
<td>Some delay/difficulties in verbal comprehension and/or spoken language and/or social use and understanding of language, when compared to age equivalent peers.</td>
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<tr>
<td></td>
<td>Mild difficulty in conveying complex information when compared with age appropriate peer group.</td>
<td>Difficulties sometimes impeding effective communication with familiar people.</td>
</tr>
<tr>
<td></td>
<td>Occasional difficulties accessing some curriculum areas.</td>
<td>Some difficulty in conveying complex information.</td>
</tr>
<tr>
<td><strong>Continuum of Provision</strong></td>
<td>The central form of action for most children with speech and language difficulties will be that which the class or subject teacher is able to take using resources and strategies available in the ordinary classroom.</td>
<td>Mainstream class with flexible pupil grouping.</td>
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<tr>
<td></td>
<td>Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum.</td>
<td>SENC0/class teacher carry out further curriculum based assessment and provide interventions which are additional to/different from, the normal differentiated curriculum.</td>
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<td></td>
<td>English tasks may need some modification.</td>
<td>An SEN Support Plan to include 3 or 4 short-term targets focused on communication, English and/or maths skills. SEN Support Plan includes teaching strategies, provision, recording, monitoring/ review arrangements and outcomes.</td>
</tr>
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<td></td>
<td>Mainstream class with flexible pupil grouping.</td>
<td>Group or individual support for specific skill</td>
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<td></td>
<td>SENC0 consults with specialist teacher (S&amp;LT/ SEST) or EP for more detailed curriculum based assessment/advice.</td>
<td>SEN Support Plan includes teaching strategies, provision, recording, monitoring/ review arrangements and outcomes.</td>
</tr>
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<td></td>
<td>A new SEN Support Plan to include 3 or 4 fresh short-term targets focused on communication (speaking, listening and understanding), English skills.</td>
<td>SEN Support Plan includes teaching strategies, provision, recording, monitoring/ review arrangements and outcomes.</td>
</tr>
<tr>
<td>SPEECH AND LANGUAGE</td>
<td>Universal</td>
<td>Targeted</td>
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</table>
| Where pupils’ progress is not adequate, it will always be important to review the strategies being used. | development/reinforcement.  
- Staff training regarding the characteristics of pupils with speech and language difficulties, and appropriate teaching methods. | Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCO to support SEN Support Plan targets  
- Use of peer mentoring, as appropriate.  
- One-off or occasional input from community S&LT or more regular input and the provision of a specific speech/language development programme to be implemented by teaching assistant in an individual/small group situation. |

**Relative roles of LA, settings, Clinical Commissioning Group (CCG)**

**The setting will:**
- provide differentiated activities to meet the needs of the range of children within the ordinary classroom.  
- provide some opportunities to practise/reinforce relevant skills.

**The LA will:**
- provide finance via the common individual settings budget process to cater for the needs of all pupils.

**The setting will:**
- provide differentiated tasks in the classroom.  
- deliver an appropriate SEN Support Plan in line with the CoP.

**The Clinical Commissioning Group (CCG) will:**
- respond to requests for assessment/input/advice on programmes via the Speech and Language Therapy Service (S&LT).

**The LA will:**
- provide finance via the common individual settings budget process to cater for the needs of all pupils.  
- Provide access to an EP/specialist support teacher/SEST or other service to provide consultation/advice/support towards planning SEN Support Plans and the identification and support of SEN.

**The setting will:**
- provide differentiated tasks in the classroom.  
- deliver an appropriate SEN Support Plan in line with the CoP.

**The Clinical Commissioning Group (CCG) will:**
- provide an assessment of the child's verbal communication difficulties with advice and direct input from S&LT, where necessary.
SENSORY AND/OR PHYSICAL NEEDS

Section 1  Physical Difficulty (PD)
Section 2  Multi-Sensory Impairment (MSI)
Section 3  Hearing Impairment (HI)
Section 4  Visual Impairment (VI)
**Section 1  Physical Difficulties**

For some children with physical disabilities, the only resource required will be minor to moderate adaptations to the environment to allow access. This should always be considered in the first instance, before resorting to other types of support. In these cases the LA may negotiate individually with settings over appropriate arrangements, subject to the setting having produced an Accessibility Plan.

A medical diagnosis does not necessarily mean a pupil has SEND and the only resource that may be required will be advice from the appropriate health professional(s) in developing an Individual Health Care Plan with associated training for staff supporting the pupil.

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<tr>
<th>Physical Difficulty</th>
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<tr>
<td><strong>Evidence of Difficulty</strong></td>
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<tr>
<td>• Progress within the curriculum may be unaffected or mildly affected.</td>
<td>• Some physical needs. May need some help for personal activities.</td>
<td>• Progress within the curriculum, but at lower levels than may be expected from performance on tasks where physical difficulty has less impact.</td>
</tr>
<tr>
<td>• Ability to participate in most, or all, classroom activities.</td>
<td>• Progress within the curriculum, but at lower levels than may be expected from performance on tasks where physical difficulty has less impact.</td>
<td>• Ability to participate in most classroom activities, but problems in undertaking some tasks or activities.</td>
</tr>
<tr>
<td>• Physical needs but child can be independent with some minor adaptations to the environment.</td>
<td>• Ability to participate in most classroom activities, but problems in undertaking some tasks or activities.</td>
<td>• Working at slower pace than peers or signs of increasing fatigue during setting day.</td>
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<tr>
<td></td>
<td>• Working at slower pace than peers or signs of increasing fatigue during setting day.</td>
<td>• Physical difficulty impacting on independent functioning in some curricular areas and around the learning environment.</td>
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<td></td>
<td>• Will likely need help/supervision/support for self-help skills e.g. toileting.</td>
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<tr>
<td><strong>Measures</strong></td>
<td>• Risk assessment and level of differentiation to the curriculum and/or facilities will be required to establish day to day functioning.</td>
<td>• Progress within the curriculum, but at lower levels than may be expected from performance on tasks where physical difficulty has less impact.</td>
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<td></td>
<td>• Evidence from Early Years Foundation Stage Profile.</td>
<td>• Ability to participate in most classroom activities, but problems in undertaking some tasks or activities.</td>
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<tr>
<td></td>
<td>• Evidence from Teacher Assessment.</td>
<td>• Working at slower pace than peers or signs of increasing fatigue during setting day.</td>
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<tr>
<td></td>
<td>• Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice.</td>
<td>• Physical difficulty impacting on independent functioning in some curricular areas and around the learning environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Will likely need help/supervision/support for self-help skills e.g. toileting.</td>
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## Continuum of Provision

<table>
<thead>
<tr>
<th>Physical Difficulty</th>
<th>Universal</th>
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<tbody>
<tr>
<td><strong>The central form of action for most children with physical difficulties will be that which the setting is able to make with minimum modification to the classroom/setting environment.</strong>&lt;br&gt;Tasks may need to be differentiated by level/outcome/pitch/pace and/or grouping. Where pupils’ progress is not adequate, it will always be important to review the arrangements being used.</td>
<td><strong>Mainstream class with modification of classroom organisation, routines and environment.</strong>&lt;br&gt;<strong>Differentiation required to access some curricular areas, e.g. PE, handwriting tasks, playtimes.</strong>&lt;br&gt;<strong>Occasional flexible support in setting, e.g. dressing/undressing, toileting.</strong>&lt;br&gt;<strong>Some limited items of special equipment and teaching approaches.</strong></td>
<td><strong>Mainstream class with modification of classroom organisation, routines and environment.</strong>&lt;br&gt;<strong>Differentiation required to access some curricular areas, e.g. PE, handwriting tasks, playtimes, and environmental adaptation.</strong>&lt;br&gt;<strong>Advice/expertise sought from Special School/SEST</strong>&lt;br&gt;<strong>Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCo to support SEN Support Plan targets</strong>&lt;br&gt;<strong>Extra help may be required at times in the setting day, e.g. dressing/undressing, steps/stairs.</strong>&lt;br&gt;<strong>Access to appropriate IT for recording.</strong>&lt;br&gt;<strong>Some items of special equipment and teaching approaches.</strong></td>
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<tr>
<td>Physical Difficulty</td>
<td>Universal</td>
<td>Targeted</td>
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</table>
| Relative Roles of LA / Setting / Clinical Commissioning Group (CCG) | The setting will:  
- provide easily made changes in the learning environment.  
- provide some differentiation to meet the needs of the range of children within the ordinary classroom. | The LA will:  
- provide finance via the common individual settings budget process to cater for the needs of all pupils.  
**The setting will provide:**  
- some amendments to the learning environment.  
- additional support for core subjects as required.  
- an appropriate SEN Support Plan. |
| | The LA will:  
- provide finance via the common individual settings budget process to cater for the needs of all pupils.  
- provide access to an EP/specialist support teacher or other service to provide consultation/advice/support towards planning SEN Support Plans and the identification and support of SEN.  
- provide access to the Children with Disabilities Social Work Team for support outside setting times (when eligibility criteria are met).  
- provide access to school nursing service. |
| | The Clinical Commissioning Group (CCG) will:  
- provide input to SEN Support Plan.  
- provide one-off advice.  
**The setting will provide:**  
- reasonable amendments to the learning environment.  
- additional support for core subjects, particularly English.  
- an appropriate SEN Support Plan. |
## Section 2  Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties and many have additional disabilities but their complex needs mean that it may be difficult to ascertain their cognitive abilities. Often, pupils with MSI will have experienced hospital stays and this may continue throughout their setting careers. Pupils should only be recorded as MSI if their sensory impairment is their greatest need.

Information in this Guidance on Severe Learning Difficulties, Profound & Multiple Learning Difficulties, Visual or Hearing Impairments may also be relevant.

<table>
<thead>
<tr>
<th>Multi-Sensory Impairment</th>
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</table>
| **Evidence of Difficulty** | • Hearing impairment and visual impairment that is affecting learning  
• There may be a range of other significant physical and/or medical difficulties – may have poor balance, limited movement, impaired sense of smell and under or over-sensitive touch  
• There may be a High level of adult support required for both learning and personal care needs | |
| **Measures** | • Attainments may be within early P Scale range (P1 – 4) initially  
• Evidence from Early Years Foundation Stage Profile.  
• Evidence from Teacher Assessment  
• Possible medical diagnosis of both hearing and visual impairment | |
| **Continuum of Provision** | • Mainstream class with flexible pupil grouping.  
• SENCo/Class teacher carry out further curriculum based assessment and provide interventions which are additional to/different from the normal differentiated curriculum  
• An SEN Support Plan to include 3 or 4 short term targets focused on communication/literacy/numeracy skills.  
• The SEN Support Plan will include teaching strategies, provision, recording, monitoring/review arrangements and outcomes.  
• Interventions could include alternative teaching materials, group or individual support, staff training regarding the implications of multi-sensory impairment and the impact on children's learning.  
• Access to specialist outreach support/dual placement provision;  
• Pupil supported in the class room with sustained targeted support provided by teaching assistant (under guidance) or other adult.  
• setting consults with specialist teacher (MSI) for more curriculum based assessment and advice  
• Curriculum broken down into very small steps;  
• Interventions should include specialist strategies, teaching materials, resources and specialist access equipment as appropriate.  
• SEN Support Plans to incorporate advice provided by appropriate external agencies.  
• Some children may need access to specialist access technology such as a radio aid and/or Low Vision aids | |
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<tr>
<th>Multi-Sensory Impairment</th>
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<th>Targeted</th>
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| **Relative Roles of LA / Setting / Clinical Commissioning Group (CCG)** | The setting will:  
- Provide an appropriate differentiated and personalised curriculum in the classroom.  
- Provide some changes in the learning environment as advised by a specialist teacher (MSI)  
- Deliver an appropriately differentiated SEN Support Plan  
- Support access to specialist access technology as advised by the specialist teacher (MSI)  
- Designate a named adult to support the use of any specialist access technology |  
**The Clinical Commissioning Group (CCG) will:**  
- provide access to appropriate therapy services.  
- a clinical diagnosis and access to hearing aids and/or appropriate therapy services. |  
**The LA will:**  
- provide finance via the common individual settings budget process to cater for the needs of all pupils  
- provide access to an EP/ Specialist Teacher for Multi-Sensory Impaired Children and Young People or other service to provide consultation/advice/support towards planning SEN Support Plans and the identification and support of SEN  
- provide access to expensive specialist access technology as required  
- provide access to the Children with Disabilities Social Work Team for support outside setting times (when eligibility criteria are met) |
### Section 3  Hearing Impairment

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| **Evidence of Difficulty** | - Frequent ear infections which may cause setting absence. Apparent fluctuations in responses to sound and spoken language.  
- Deterioration in certain areas of academic performance, e.g. tonal changes in speech, progressive failure to respond to verbal cues or increasing requests for repetition of instructions.  
- Progress within the curriculum, but at lower levels than might be expected from performance on tasks where hearing is not central.  
- Generally poor listening skills.  
- Physical changes such as persistent discharges from the ears, tilting of the head to maximise aural input.  
- On-going mild to moderate hearing loss (medical diagnosis), which is under investigation.  
- Pupil appears to generally make good use of personal aids, though difficulties may arise in noisy environments or where the speaker is at a distance.  
- Hearing loss may affect the pupil’s social interaction.  
- He/she may have difficulty with new vocabulary and concepts.  
- Specific listening activities may give problems, e.g. spelling test.  
- Problems in following instructions/making self-understood. | |
| **Measures** | - Any setting concerns re hearing should be checked with the parents who should be advised to seek GP advice. This discussion should be noted in setting records.  
- Medical diagnosis of mild or fluctuating hearing impairment may have been made and is being monitored at local Audio clinic.  
- Not a hearing aid user or may be using hearing aids as a temporary measure  
- Evidence from Early Years Foundation Stage Profile.  
- Evidence from Teacher Assessment.  
- Inadequate progress, against age related expectations, despite purposeful classroom interventions.  
- May have medical diagnosis of mild to moderate hearing impairment has been made.  
- Medical intervention and monitoring is being carried out at Ear, Nose and Throat Department at local hospital.  
- Pupil has been advised to wear hearing aid/s for some activities  
- Evidence from Early Years Foundation Stage Profile.  
- Evidence from Teacher Assessment.  
- Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice. | - Pupil may have medical diagnosis of moderate to severe hearing loss and wears hearing aid/s.  
- Evidence from Early Years Foundation Stage Profile.  
- Evidence from Teacher Assessment.  
- Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice. |
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</thead>
</table>
| **Continuum of Provision** | • The central form of action for most children experiencing hearing difficulties will be that which the class or subject teacher is able to take using resources and strategies available in the ordinary classroom.  
• Minor modifications in classroom practice and materials in the learning environment may be required.  
• Tasks may need to be differentiated by level/outcome/pitch/pace and grouping.  
• Where pupils’ progress is not adequate, it will always be important to review the strategies being used.  
• One off’ advice from a Specialist Teacher (HI) may be sought. | • Mainstream class with necessary modifications in classroom practice and materials in the learning environment.  
• SENCO/class teacher carry out further curriculum based assessment and provide interventions which are additional to/different from the normal differentiated curriculum.  
• An SEN Support Plan to include 3 or 4 short term targets focused on communication/English/maths skills.  
• The SEN Support Plan will include teaching strategies, provision, recording, monitoring/review arrangements and outcomes.  
• Interventions could include alternative teaching materials, group or individual support, staff training regarding the implications of hearing loss, e.g. deaf awareness, and the impact on children’s learning.  
• Occasional advice from specialist teacher (HI) or Specialist Teaching Assistant from Sensory Education & Support Team under the direction of the specialist teacher (HI)  
• Mainstream class with modifications in classroom practice and materials in the learning environment, which recognise the difficulty posed by the use of hearing aids.  
• Some children may need access to a radio aid system.  
• Setting consults with specialist teacher (HI) for more detailed curriculum based assessment and advice e.g. regarding the basic management of hearing aids.  
• Regular input from Specialist Teachers (HI) may be provided, working to specific targets relating to communication and curriculum.  
• A new SEN Support Plan to include 3 or 4 fresh short term targets focused on communication/English/maths skills.  
• The SEN Support Plan will include teaching strategies, provision, recording, monitoring/review arrangements and outcomes.  
• Interventions could include the use of more specialist strategies, teaching materials or equipment.  
• Pupils supported in the classroom with sustained targeted support provided by teaching assistant (under guidance) or other adult.  
• Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCo to support SEN Support Plan targets  
• Use of peer mentoring as appropriate |
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<td><strong>The LA will:</strong></td>
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<td>• provide easily made changes in the learning environment.</td>
<td>• provide finance via the common individual settings budget process to cater for the needs of all pupils.</td>
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<td></td>
<td>• provide some differentiation to meet the needs of the pupil within the ordinary classroom.</td>
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<td>• provide opportunities to practise/reinforce some skills, as necessary.</td>
<td><strong>The setting will:</strong></td>
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<td>• provide some changes in the learning environment and support.</td>
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<td>• provide additional support for core subjects as required.</td>
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<td>• Support access to specialist access technology as advised by the specialist teacher (HI).</td>
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<td>• access one-off/occasional advice and/or an assessment from specialist teacher (HI).</td>
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<td><strong>The Clinical Commissioning Group (CCG) will:</strong></td>
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<td>provide a clinical diagnosis and/or access to hearing aids as necessary</td>
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<td><strong>The LA will:</strong></td>
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<td>• provide finance via the common individual settings budget process to cater for the needs of all pupils.</td>
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<td>• provide access to an EP/specialist support teacher or other service to provide consultation/advice/support towards planning</td>
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<td>• provide assessment advice as advised by a specialist teacher (HI)</td>
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<td>• provide training for setting staff in the educational implications of hearing loss.</td>
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<td>• provide radio aids as required.</td>
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<td><strong>The setting will:</strong></td>
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<td>• provide some changes in the learning environment.</td>
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<td>• provide additional support for core subjects, particularly English.</td>
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<td>• provide an appropriately differentiated SEN Support Plan tasks and activities</td>
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<td>• the setting will designate a named adult to support the use of any specialist access technology</td>
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## Section 4  Visual Impairment

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<tr>
<th>Visual Impairment</th>
<th>Universal</th>
<th>Targeted</th>
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</table>
| **Evidence of Difficulty** | - Settings have concerns regarding a pupil's vision.  
- Some inability or deterioration in certain areas of academic performance, e.g. deteriorating handwriting, slowness in copying from the board, increasingly asking for written instructions to be given verbally.  
- Inability or deterioration in areas such as hand/eye co-ordination, excessive straining of eyes to read the board or other screens.  
- Progress within the curriculum, but at lower levels than would be expected from performance on tasks where visual acuity is not central.  
- Tilting of head to maximise visual input. |
| **Measures** | - Any setting concerns re vision should be checked with the parents and discussed with the GP or optician, and the discussion should be noted in the setting records.  
- Medical diagnosis of squint may have been made and is being monitored by the local Orthoptist clinic.  
- Evidence from Early Years Foundation Stage Profile.  
- Evidence from Teacher Assessment  
- Inadequate progress, against age related expectations, despite purposeful classroom interventions. |
| **Targeted** | - Progressive anxiety and tentativeness in certain physical activities and reticence about moving around the playground.  
- Pupil appears to generally make good use of Large Print or low vision aids.  
- Able to participate in most classroom activities, but problems with those dependent on vision.  
- Sight loss may affect the pupil's social interaction. |
| **Targeted** | - May have medical diagnosis indicating moderate to severe visual impairment.  
- Reduced distance/near vision.  
- A visual assessment shows that vision is within the sight impaired range.  
- Evidence from Early Years Foundation Stage Profile.  
- Evidence from Teacher Assessment.  
- Inadequate progress, against age related expectations, despite a focused, appropriate SEN Support Plan and interventions or group SEN Support Plan/provision map based on external agency advice. |
<table>
<thead>
<tr>
<th>Continuum of Provision</th>
<th>Universal</th>
<th>Targeted</th>
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<tbody>
<tr>
<td>The central form of action for most children experiencing visual difficulties will be that which the class or subject teacher is able to take using resources and strategies available in the ordinary classroom.</td>
<td>Mainstream class with necessary class room modifications in class room practice and appropriate differentiation/seating/grouping arrangements.</td>
<td>Mainstream class with classroom modifications and appropriate differentiation/seating/grouping arrangements.</td>
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<td>tasks may need to be differentiated by some variation of teaching material and time given to complete tasks.</td>
<td>Some children may need access to Large Print and/or Low Vision Aids</td>
<td>Setting consults with specialist teacher (VI) for more detailed curriculum based assessment and advice.</td>
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<td>Where pupils’ progress is not adequate or where there is evidence that the child's well-being is being affected by their visual impairment, e.g. through visual fatigue or problems with posture, it will always be important to review the strategies being used.</td>
<td>SENCo/class teachers carry out further curriculum based assessment and provide interventions which are additional to/different from the normal differentiated curriculum.</td>
<td>A new SEN Support Plan to include 3 or 4 fresh short term targets focused on communication/English/maths skills.</td>
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<td>‘One off’ advice from a Specialist Teacher (VI) may be sought.</td>
<td>An SEN Support Plan to include 3 or 4 short term targets focused on communication/English/maths skills</td>
<td>The SEN Support Plan will include teaching strategies, provision and outcomes, recording, monitoring and review arrangements.</td>
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<tr>
<td></td>
<td>The SEN Support Plan will include teaching strategies, provision and outcomes, recording, monitoring and review arrangements.</td>
<td>Interventions could include the use of more specialist strategies, teaching materials or equipment.</td>
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<td></td>
<td>Interventions could include alternative teaching materials, group or individual support, staff training regarding the implications of visual impairments and the impact on curricular access.</td>
<td>Pupils supported in the classroom with sustained targeted support provided by teaching assistant (under guidance) or other adult.</td>
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<td>Occasional advice from specialist teacher (VI) Specialist Teaching Assistant or Resource &amp; Technical Officer from Sensory Education &amp; Support Team under the direction of the specialist teacher (VI).</td>
<td>Individual withdrawal or small group tuition provided by teaching assistant under guidance of a specialist teacher and/or SENCO to support SEN Support Plan targets</td>
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<td>Use of peer mentoring, as appropriate.</td>
<td>Use of peer mentoring, as appropriate.</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Universal</td>
<td>Targeted</td>
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| **Relative Roles of LA / Setting / Clinical Commissioning Group (CCG)** | **The setting will:**  
  - provide easily made changes in the learning environment, e.g. seating arrangements.  
  - provide some differentiation to meet the needs of the range of children within the ordinary classroom, e.g. enlarging texts. | **The LA will:**  
  - provide finance via the common individual settings budget process to cater for the needs of all pupils.  
  - provide occasional advice from Specialist Teacher, VI Support Worker or a VI Service Technician (VI).  
  - **The setting will:**  
    - provide some changes in the learning environment, as advised by a specialist teacher (VI).  
    - provide additional support for core subjects as required.  
    - Support access to specialist access technology as advised by the specialist teacher(VI).  
    - provide differentiated tasks/activities.  
  - **The Clinical Commissioning Group (CCG) will:**  
    - provide a clinical diagnosis | **The LA will:**  
  - provide finance via the common individual settings budget process to cater for the needs of all pupils.  
  - provide access to an EP/specialist support teacher or other service to provide consultation/advice/support towards planning SEN Support Plans.  
  - provide assessment advice and support from a qualified Teacher of the Visually Impaired  
  - provide mobility training as required.  
  - provide access to expensive visual aids as required.  
  - **The setting will provide:**  
    - some changes in the learning environment.  
    - additional support for core subjects, particularly English.  
    - access to inexpensive specialist access technology as required.  
    - differentiated tasks/activities  
    - a designated named adult to support the use of any specialist access technology |
### Glossary

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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASD</td>
<td>Autistic Spectrum Disorders</td>
<td>PSP</td>
<td>Pastoral Support Plan</td>
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<tr>
<td>BOSS</td>
<td>Behaviour Outreach Support Service</td>
<td>SEMH</td>
<td>Social Emotional and Mental Health</td>
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<tr>
<td>CoP</td>
<td>Code of Practice</td>
<td>SENCo</td>
<td>Special Educational Needs Co-ordinator</td>
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<tr>
<td>EHCP</td>
<td>Education Health Care Plan</td>
<td>SEND</td>
<td>Special Educational Needs and Disabilities</td>
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<td>EP</td>
<td>Educational Psychologist</td>
<td>SEST</td>
<td>Sensory Education Support Team</td>
</tr>
<tr>
<td>GP</td>
<td>General Practitioner</td>
<td>SLCN</td>
<td>Speech Language &amp; Communication Needs</td>
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<tr>
<td>ICT</td>
<td>Information/ Communication Technology</td>
<td>S &amp; LT</td>
<td>Speech and Language Therapy</td>
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<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
<td>SMART</td>
<td>Specific, Measurable, Agreed, Realistic, Time-based</td>
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<td>LA</td>
<td>Local Authority</td>
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<tr>
<td>LAC</td>
<td>Looked After Child</td>
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