

Descriptor of need

DEFINITIONS

SEN Units are special provisions within a mainstream school where the children with a specific type of SEN are taught mainly within separate classes.

Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN. Pupils may be taught mainly within mainstream classes, but require support of a base and some specialist facilities around the school.

Children from Reception age to Y6 who require a place in an additionally resourced special unit will meet some or all of the following criteria as evidenced through reports and evidence provided by settings or other professionals:

- Moderate or persistent gross and/or fine motor skills
- Mobility and/or recording having impact upon access to curriculum
- Specialist input required for compliance with H&S legislation (e.g. personal care needs, break/lunch times/access to learning)
- Increase in dependence on mobility aids (e.g. wheelchair/walking aid)
- Use of alternative methods for extended recording (e.g. scribe, ICT)
- Significant physical /medical difficulties with or without associated learning difficulties.
- Physical and / or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties.
- Significant and persistent difficulties in mobility around the building and in the classroom
- May have significant personal care needs which require adult support and access to a hygiene suite.
- May have developmental delay and/or learning difficulties which impacts upon access to curriculum.
- A permanent, severe and/or complex physical disability or serious medical condition. The pupil may present with many of the following:
 - i. A level of independent mobility or self-care that restricts/prevents an alternative mainstream placement.
 - ii. an inability to make progress within the curriculum without the use of specialist materials, aids, equipment and high level of adult support throughout the school day.
 - iii. furniture and/or extensive adaptations to the physical environment of the school
 - iv. difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration
 - v. emotional needs linked to their main presenting need, which have required periods of withdrawal and disaffection, resulting in a reluctance to attend school; the pupil may require adult support in order to re-engage with learning
 - vi. a requirement that health care inputs and therapies may be intensive and on a regular or daily basis
 - vii. given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention
 - viii. is an Augmentative Alternative Communication (AAC) user
 - ix. has a degenerative condition
- The associated severe and complex learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment of the school
- Difficulties in making and sustaining peer relationships leading to concerns about social isolation and their vulnerability within the setting and wider environment
- Given appropriate facilities is nevertheless unable to manage personal and/or health

- care during the school day and requires a high level, or regular direct intervention
- Complex medical need requiring frequent monitoring and medical intervention throughout the school day
- Significant additional condition such as HI/VI/MSI which gives rise to the complexity of need.
- As a minimum be at the SEN Support Stage and may have, or be in the process of undergoing assessment for, an Education Health and Care Plan (EHCP).
- In the absence of any formal reports and assessments, the setting may identify students from the setting's mainstream cohort whose needs would be appropriate for the Unit – in such cases the setting will seek the LA's agreement to such placement
- Although it is acknowledged that some students will, from time to time, present some challenging behaviour, the Unit is primarily to support learning needs and will not always be appropriate for those students with a primary need of SEMH. In such cases, alternative provision could be considered.

On receiving an application for the Unit, setting will work with the LA through the Place Planning process to establish which provider will be most appropriate to meet the need of the child.

In all cases, the LA and setting will work together to ensure that the admission of a child is appropriate for the needs of a child and is not *"incompatible with the efficient education of others."* [Special Educational Needs and Disability Code of Practice 2015]. The number of available places are limited each year and reviewed in line with required procedures relating to high needs and additionally resourced provision to reflect demand for places and to ensure the efficient and effective use of available resources.

**NB A place in a primary school ARP/Unit does not guarantee a place in the secondary equivalent ARP/Unit. Parents/carers must be advised that they must not assume that this will be the case and must be advised of the details regarding the place planning process.*

Assessment and Planning

Assessment

- Support Plans if no EHCP in place
- Education Health and Care Plan information.
- Reports from the child's current school.
- ECHP/Educational Psychologist assessment and reports
- SENCO seeks advice from Physical & Medical Team and health care professionals in order to discuss next steps.
- May need handwriting/ fine motor assessment from Physical & Medical Team
- Personal care and manual handling assessment in conjunction with Physical & Medical Team and Health Professionals.
- SENCO and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy.
- Personal care assessment.
- Manual handling assessment
- Formal assessment will have taken place or be in process. Detailed PIVATS or similar assessments used to inform planning. The assessment of physical, sensory / medical and learning needs to inform the planning process, including moving and handling and therapy programmes.
- Risk assessments for: moving and handling, egress, movement around school and school trips.

Planning

- Range 1 universal provision.
- Normal curriculum planning including group or individual targets.

	<ul style="list-style-type: none"> • Care plan in place, if appropriate, written with specialist nurse/ school nurse. • Alternative ways of recording to minimize handwriting. • Individual targets on IEP following advice from health professionals. • Modified planning for PE/outdoor play curriculum is likely to be needed. • Involve parents regularly to support targets at home. • Pupils involved in monitoring and setting targets. • Modified curriculum in some or all areas. • Involve parents regularly to support targets at home. • Pupils involved in monitoring and setting targets. • Alternative ways of recording to minimize handwriting. • Interventions should be incorporated across all activities throughout the school day. • Some pupils are likely to require specialist support in communication and recording with an emphasis on developing pupils independent use of ICT, recording skills and communication through AAC as appropriate; • The range of resources should be reviewed at the annual planning meeting to ensure consistency and transparency as well as ensuring that schools have the appropriate specialist resources to meet the needs of pupils. • Curriculum planning closely tracks levels of achievement and incorporates individual targets, self-help and therapy programmes. • Targets are individualised, short term, specific and regularly reviewed. • Curriculum planning takes in to account routine daily welfare and behaviour needs. Individual care plan/ protocol to be in place. • Behaviour care plans in place if appropriate. • Plans in place for egress, moving and handling. • Parents involved regularly and support targets at home. • Pupils involved in monitoring and setting targets as much as possible.
Groupings for teaching	<ul style="list-style-type: none"> • Unit placement attending suitably equipped Mainstream classroom setting or designated Specialist unit provision. • Small group teaching in a specialist provision for whole school day. • Small group or one to one adult input to practice skills or as advised by health/therapist. • Individual skills based work may need to take place. • Nurture group input may be necessary to help with low self-esteem. • Buddy system. • Attention to position in classroom. • May have Physiotherapy/ Occupational Therapy exercise programme to be done in school • May have specialist physiotherapist led swimming sessions. (via health professionals) • May have specialist speech and language sessions. (via health professionals) • May have specialist speech and language sessions. • Grouping for access to a total communication environment. • Will be attending a specialist provision in mainstream or a special school • As above but likely to require more 1:1 support
Human resources and staffing	<ul style="list-style-type: none"> • Main provision from class teacher or subject specialist with support from SENCO and/or Health • Flexible use of classroom support to access curriculum and develop skills in recording up to 16.5h/ week • May need further specialist input from Health professionals e.g. Physiotherapist, Occupational Therapist. • May benefit from an enhanced ratio of adult support to access aspects of the curriculum and to develop skills in recording. • May need individual adult support (1:1 or 2:1) for mobility and personal care needs

	<p>as advised by Healthcare Professionals.</p> <ul style="list-style-type: none"> • Individual and small group teaching as appropriate carefully organised to ensure full access to the curriculum, which includes life and communication skills. • Flexible use of classroom support to access curriculum and develop skills in recording • Training and advice from specialist support service for teaching and support staff • Individual specialist support for mobility and personal care needs. • Specialist teaching and specialist non-teaching support within the classroom and wider settings to facilitate pupil access to the curriculum. • Individual and small group teaching as appropriate, carefully organised to ensure full access to the curriculum, which includes life and communication skills, and the realisation of each pupil's potential in attainment/achievement
<p>Curriculum and Teaching Methods</p>	<ul style="list-style-type: none"> • Quality First Teaching is supplemented by small group and 1:1 work with close monitoring of success and progress in place. • Programme to support the development of handwriting skills as advised • Differentiated writing materials and equipment: • A programme to develop fine motor skills. • Further differentiation to PE curriculum in conjunction with Physiotherapy. • Dressing and undressing skills programme • More dependence on appropriate ICT for recording. • Will need some or all of the following: <ul style="list-style-type: none"> i. Programme to support the development of physical (fine and gross motor) skills ii. Differentiated writing materials and equipment. iii. Differentiation to PE curriculum. iv. Independent life skills programmes. • Curriculum and Teaching Methods Will need some or all of the following: Curriculum access will be facilitated using a structured approach which will take account of individual learning styles. • Personalisation to pupils needs • Small steps approach within the context of an appropriate sensory experiential curriculum. Curriculum delivered at a pace that allows pupils time to assimilate information and then to respond appropriately. • Constant reinforcement and generalisation of skills is an essential priority. • Communication skills are an essential priority with the use of total communication environment to facilitate access to the curriculum e.g. PECS, PCS, Makaton, objects of reference, situational and sensory clues, simple voice output devices (Big Macs). • Use of adapted teaching resources and materials to support teaching and learning for those with sensory, physical and medical needs. • Specialist learning environment that supports pupils need to accept and develop pre-requisite skills required to access communication and learning.
<p>Resources and Intervention Strategies</p>	<p>The Unit works closely with a range of agencies which support all aspects of the children's individual needs. These services range from speech, communication, physical, social, emotional, medical and mental health support. Settings liaise with health care professionals to provide more specialist medical intervention for those children who require it.</p> <p>Resources/Provision</p> <ul style="list-style-type: none"> • ICT equipment to aid recording. • Furniture and equipment assessed by Occupational Therapy • Adapted site may be necessary to physically access the building. • Hygiene / medical room may be necessary • May need specialist low tech seating and/ or furniture and equipment .e.g.

Foxdenton chair.

- Specialist seating, furniture and equipment following assessment and as recommended by practitioners.
- Adapted site may be necessary to physically access the building.
- Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil and staff member.
- Site adaptations to be considered in consultation with the Local Authority
- Access to specialist resources including specific teaching programmes and systems. These might include appropriate technological aids, ICT programmes, AAC or an amanuensis to aid independent learning and assist communication, recording skills etc.
- Access to specialist resources to meet the personal care and mobility needs of each pupil.
- Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.
- A suitably equipped room(s) in which therapies can be carried out.
- A time out area for rest periods where pupils can spend time out of their wheelchairs, for example, away from other activities whilst having regard for their dignity.
- Suitable area(s) where specialist equipment and resources such as walkers, physiotherapy equipment can be stored.
- The facility to recharge powered wheelchairs when necessary;
- May have access to specialist hydrotherapy sessions.
- May have access to sensory room
- May have access to sensory integration therapies.

The DFE's statutory advice document (2014) makes it very clear that schools continue to have a duty to produce a 3 year Access Plan which must be implemented. Schools' plans should reflect their intentions in three areas to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible information to disabled pupils.

** Decision making about structure and the allocation of resources in the Unit is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2015]. The changing needs of the students mean that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of mainstream school.*