

A Graduated Approach to SEND in Trafford

For children and young peoples identified as having SEND, settings will take action to remove barriers to learning and put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four part cycle of Assess, Plan, Do and Review. During this cycle approaches are revisited, refined and revised building on a growing understanding of learners' needs and the support needed in helping them to make good progress and secure good outcomes.

Each stage of support builds on the good practice of the previous stages. This will lead to an approach in which increasing levels of support are provided, where necessary and appropriate: from Universal provision/Inclusive quality first teaching; SEN Support; High level SEN Support; and High Needs provision through an EHC Plan for those with the most severe and complex needs.

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High Expectations for All – An introduction to the Graduated Approach Guidance

All children and young people in Trafford are entitled to an education that enables them to make progress so that they:

- achieve the best possible outcomes
- become confident individuals with a growing ability to communicate their own views
- live fulfilling lives
- make a successful transition into compulsory education if in early years, or if older into adulthood, whether into employment, further or higher education or training.

The Children and Families Act (2014) introduced a new system for Special Educational Needs and Disability (SEND) on 1st September 2014 and the SEND Code of Practice 0-25 years was published as statutory guidance to support it (DfE/DoH, January 2015). There is a strong focus on working with families of children and young people with SEN and those who are disabled to achieve better outcomes.

In line with the reforms Trafford Council produced a Local Offer to keep parents and young people informed about local provision for children and young people 0-25 years with SEN and those who are disabled.

This Graduated Approach guidance is part of Trafford's SEND Local Offer and has been co-produced by Trafford education, health and social care professionals including SEN Coordinators (SENCOs) and in partnership with parent representatives. This guidance is an update of the one published in October 2014.

It provides good practice for education providers working with children and young people with SEND and explains the support and provision the Local Authority (LA) expects to be available in mainstream settings without recourse to an Education, Health and Care Plan. This meets the Department of Education (DfE) expectation of LAs and it also provides the threshold for access to [high needs funding](#).

If parents or young people are accessing this guidance it should be read alongside a setting's SEN Information Report (or Local Offer), available on the [school](#) or [setting's](#) individual listing on the Trafford Directory, showing the implementation of the setting's policy and provision.

The SEND Code of Practice:0-25 years (2014) and associated guides for early years settings, schools and FE colleges provides guidance on identification and SEN support should be read alongside this guidance. These can be found using relevant links at [SEND advice for Practitioners](#).

This guidance should not be read as blanket policy. There will be occasions when discretion needs to be applied to suit individual circumstances.

Inclusive Quality First Teaching (IQFT)

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.

They should plan stretching work for those whose attainment is above the expected standard and have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Lessons should be planned to ensure that there are no barriers to a child achieving. This will mean that in many cases, pupils with SEN and disabilities will be able to study the full curriculum.

The [SEND Code of Practice \(2015\)](#) makes clear the principle that all teachers are responsible and accountable for the progress and development of the children and young people in their class, even where pupils access support from teaching assistants or specialist staff. Teachers need to focus on outcomes rather than on hours of support to help a pupil to make progress.

A special educational need is a barrier to learning that might take a variety of forms. The wide range of strategies that can be employed by skilled staff is usually sufficient to overcome such barriers by setting suitable learning challenges and responding to students' diverse learning needs.

Examples are planning appropriately-challenging work for those whose ability and understanding are in advance of their literacy skills or using positive behaviour management with a clear system of rewards and sanctions.

The effectiveness of a school's IQFT teaching has a direct bearing on the nature of additional help required by children with SEN, and on the point at which additional help is required.

The SEND Code of Practice states:

1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1.25 Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them

- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional and different support. Such improvements in whole-class provision tend to be more cost effective and sustainable than expensive personalised interventions.

The Three Waves model of intervention

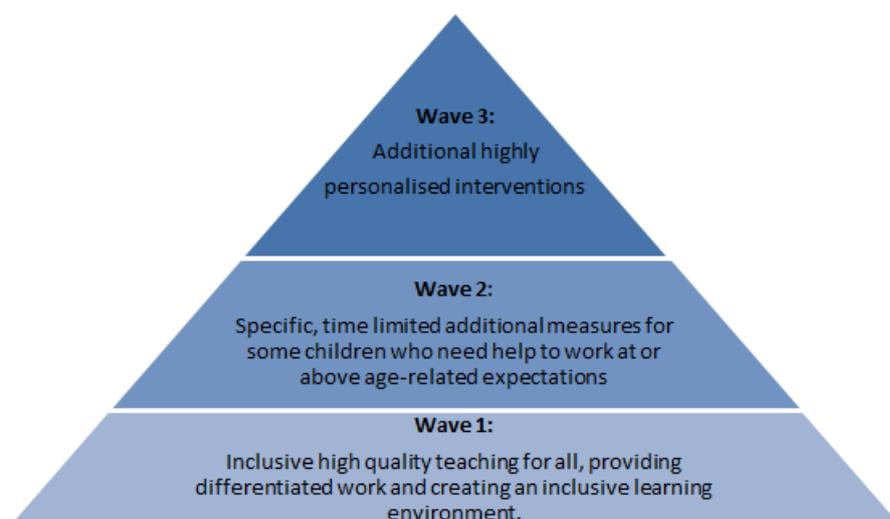
This is a useful management tool to support curriculum planning, inclusive teaching and personalised approaches to address diverse needs.

Wave 1: Inclusive Quality First Teaching/Universal support for all children without any additional intervention (element 1 funding);

Wave 2: For children who are underachieving but do not have SEN and may be able to catch up with their peers, evidence based intervention (element 1 funding /school budget);

Wave 3: Additional support for those with SEN who may have longer term needs and require individualised intervention within a setting's SEN Support, ranging from some to a high level of support through evidence based personalised programmes of intervention (element 2 funding).

Wave 3 also covers the few children requiring a high level or exceptional support and highly personalised provision through an EHC Plan (element 3 top-up funding from the LA).



Provision Mapping

Schools and some early years settings will find an over-arching provision map including provision for all vulnerable groups a useful management tool.

“The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff.”([SEND Code of Practice](#), 6.4)

3.1 The best types of provision map include children and young people who:

- are under-achieving and needing intervention (e.g. Wave 2 provision) but who do not have SEN
- are identified SEN receiving SEN Support through additional funding from the early years/mainstream block funding or high needs funding through an EHC Plan
- have English as an additional language
- are looked after
- are in other vulnerable groups identified by the school (those in receipt of pupil premium, young carers, persistent absentees etc.)

For a provision map to be effective, it must cross-reference provision with progress (i.e. a setting/school must have some way of assessing and recording on the provision map where a student was when he/she started the intervention and where he/she is at the end of it) to be able to evaluate whether the additional provision has worked or not. Further information on provision mapping is available from the [SEN Advisory Service \(SENAS\)](#).

Identification of SEN

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

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

The first response to such progress should be high quality teaching targeted at their areas of weakness. Evidence based interventions should be tried within the classroom or in small group withdrawal but delivered by well-trained staff and monitored closely by the class teacher.

Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

Some SEN can be identified early and others become evident as children develop. Settings should listen to the concerns of parents/families who know their children best and use this information to add to the picture of the child or young person in that setting. Listening to children and young people can also be an important part of identifying need and is vital in providing the right provision to improve learning.

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.

Bullying or bereavement will not always lead to children having SEN but can have an impact on well-being and sometimes this can be severe.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.

The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Early Help with other areas of need

Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. A child's/young person's needs arise as a result of their interaction with their learning environment; it is not appropriate to regard all needs as being problems generated from within individuals.

If housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency [Early Help](#) approach should be followed by completing an Early Help Assessment.

Using the Graduated Approach Guidance

This Guidance is designed to support education settings to gauge the levels of support they need to arrange for children and young people before considering a referral for an EHC Needs Assessment and accessing the High Needs Top-up funding. As part of a referral they will need to provide robust evidence of how they have used this guidance to inform their Assess, Plan, Do, Review cycles and have evaluated the provision involving other agencies as appropriate. A costed provision map is built into Trafford's [EHC Needs Assessment referral form](#).

Reform in practice: The Graduated Approach



The Guidance is set out in sections for individual areas of need. The tables indicate provision that the LA expect settings/schools to make for children and young people with regard to:

- [Cognition and Learning](#) – general/ moderate (MLD) and specific learning difficulties (SpLD)

- [Communication and Interaction](#) – Autism Spectrum Condition or Disorder (ASC/ASD) and Speech, Language and Communication Needs (SLCN)
- [Social, Emotional and Mental Health](#) (SEMH)
- [Physical needs/disability \(PD\) and Sensory Needs](#) (HI/VI)

For each area of need children and young people may experience detailed information is given about the LA's expectations, in terms of:

- Universal provision/Quality First Teaching (provision within the classroom without additional cost including the use of catch-up programmes used prior to identifying SEN)
- SEN Support (support within the first £6,000 of additional school funded support)
- High level of SEN Support (support using all the £6,000 or more) Each of these three levels of support build on each other, QFT continues to be relevant alongside any SEN Support.

Within each area of SEN the three levels are then split into the following sections.

- Description of need /level of difficulty
- Assess and Plan-Assessments that should be carried out
- Do (Support and intervention)
- Review (involving specialists, parents, children and young people)
- The Review section also incorporates some suggestions of expected outcomes of this provision

The Guidance is indicative, not an exhaustive list. Some of the needs described might not, individually, warrant intervention, but they may be significant in conjunction with other needs.

A setting may find a child or young person has needs across a number of the headings, or a cluster of needs under one heading. Those with the most complex difficulties are likely to fit more than one category of need and require strategies from each area.

Each section of the Graduated Approach guidance has suggestions of strategies and evidence-based interventions.

It is the combination of these chosen to suit the individual child and reviewed with the relevant professionals through cycles of Assess, Plan, Do Review (APDR) that will provide the evidence a setting requires to refer for an Education Health and Care (EHC) needs assessment, if they feel they can no longer meet needs within their own resources.

Cognition and Learning

The SEND Code of Practice states:

6.30 - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 - Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. 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. 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. ([SEND Code of Practice](#) 6:23)

Moderate Learning Difficulties (MLD)

The majority of students with moderate learning difficulties will be identified early in their school careers.

In most cases, they will have difficulty acquiring basic numeracy and literacy skills and may have commensurate speech and language difficulties.

They may find it hard to understand abstract ideas and to generalise from experience. Some may also have poor social skills and may show signs of emotional and behavioural difficulties.

Indicators of moderate learning difficulties would be:

- Resources needing to be deployed which are additional to or different from those normally available to the students in the school, through the differentiated curriculum (this would not include 'catch-up' interventions aimed at those who are able to catch

up with their peers following targeted group intervention)

- Consistently evident problems with regard to memory and reasoning skills
- Consistently evident problems with processing, organising and co-ordinating spoken and written language to aid cognition
- Consistently evident problems with sequencing and organising the steps needed to complete tasks
- Consistently evident problems with problem solving and developing concepts
- Consistently evident problems with understanding ideas, concepts and experiences which significantly impair access to the curriculum
- Consistently evident problems with fine and gross motor competencies which significantly impair access to the curriculum
- Consistently evident problems with understanding ideas, concepts and experiences when information cannot be gained through first-hand sensory or physical experiences

Specific Learning Difficulties (SpLD)

Specific Learning Difficulty is the overall term used to describe a developmental condition that causes problems when using words (dyslexia) and problems using symbols (dyscalculia) and some other developmental problems.

Dyslexia is the commonest type of specific learning difficulty that students are likely to experience with about 10% of the population having some form of dyslexia.

‘Dyslexia is present when fluent and accurate word identification (reading) and/or spelling do not develop or do so very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis of a staged assessment through teaching.’ (British Psychological Society, 2000: *Dyslexia, Literacy and Psychological Assessment.*)

Short-term memory, mathematics, concentration, personal organisation and speaking may be affected.

Dyslexia is biological in origin and tends to run in families, but environmental factors may also contribute to it. Its cause has not been fully confirmed but the effect is to create neurological anomalies in the brain.

The effects of dyslexia can largely be overcome by support and the use of compensatory strategies.

Students with dyslexia have to work hard to overcome their difficulties and consequently tire more quickly than other students. This needs to be taken into account in the pace of lessons and differentiating tasks.

Students with specific learning difficulties fail to acquire levels of skills in some subjects commensurate with their performance in others, despite good attendance and health, satisfactory attitudes to learning and sound teaching. They may find difficulties particularly frustrating if they become an obstacle to the development of learning in other areas. Low self-esteem, poor concentration and behavioural difficulties can arise as a consequence.

Other aspects of the development of these students may be in line with the majority of students their age. It is, however, possible for dyslexia to be present alongside other learning disorders, thus creating different complexities of special need.

Find out more:

[Trafford's Graduated Approach: Cognition and Learning](#)

[Cognition and Learning Resources](#)

[Trafford Graduated Approach Assistive Technology / SNICTA](#)

Communication and Interaction

Autism Spectrum and Social Communication

The SEND Code of Practice states:

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

Children with social communication needs find it difficult to communicate with others for a range of reasons. They may have difficulties taking part in a conversation, taking turns in a conversation, staying on topic, taking the listener's needs into account, reading non-verbal cues etc. They may also have difficulty understanding what the speaker is saying to them or have other speech and language difficulties.

Children and young people with Autism Spectrum Disorder (ASD) have difficulties in the areas of social communication and social interaction. They find it difficult to make sense of the world around them, in the way others do.

They also have difficulties with social imagination in that they find it difficult to cope with changes in routine and unscheduled events. In addition they may also have difficulty with attention and become easily distracted, have poor motor coordination and Sensory needs.

Provision for children and young people with social communication and ASD should reflect their need to develop social relationships and take into account the increased risk of emotional and or mental health problems.

It may also include support to aid progress in related areas of learning such as literacy. Intervention may include adapting the environment, individual support and providing Augmentative and Alternative means of Communication (AAC).

Trafford Council often use the term Autism Spectrum Condition (ASC) * instead of ASD in common with our training partners at Manchester Metropolitan University (MMU), we are aware of considerable current debate on this subject. Alternatively children with Autism is the preferred term of some parents and practitioners whereas others prefer to refer to an Autistic child or autistic person.

(*Reference:Baron-Cohen et al (2009) Prevalence of autism-spectrum conditions: UK school-based population study. *The British Journal of Psychiatry* (2009) 194, 509)

Find out more:

[Trafford's Graduated Approach: Autism and Social Communication](#)
[Autism and Social Communication Resources](#)
[Trafford's Graduated Approach to Assistive Technology](#)

Speech and Language

The SEND Code of Practice states:

6.28 - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Speech language and communication needs can affect pupils in many different ways. Pupils can experience a speech sound disorder which may make their speech sound different, and, in some cases can make it so difficult to understand that it impacts on the pupil's ability to convey their message. Dysfluency or a stammer can also affect how a pupil's speech sounds.

Language difficulties can take many different forms: some pupils have difficulties understanding what they've heard, while others find it hard to construct sentences or retrieve the appropriate vocabulary item.

Some pupils find it hard to use their language skills to communicate with others - their grammar and vocabulary may be fine, but they struggle to interact with others. Older pupils may struggle with creative thinking skills like prediction and inference.

As well as differing in kind, speech, language and communication skills may differ in severity. Some pupils may experience a mild difficulty that can be managed through quality first teaching, while others with more significant difficulties may require group intervention from a package recommended by the SLT. School staff would need to access training from the SLT department to be able to deliver the intervention package the pupil needs.

Pupils with more severe difficulties may require individual language targets once they have completed the group intervention. Those pupils in mainstream schools with the most severe speech, language and communication needs, who are not making progress despite the intervention outlined above, may need to access the [Language Outreach Service](#).

Find out more:

[Trafford's Graduated Approach: Speech, Language and Communication Needs](#)

[Resources: Speech, Language and Communication Needs](#)

[Trafford's Graduated Approach to Assistive Technology](#)

Social, Emotional and Mental Health Needs

The SEND Code of Practice states:

6.32 - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The term "individual" is used to refer to the child, young person or young adult experiencing social, emotional and mental health difficulties.

The following guiding principles underlie this graduated approach to Social, Emotional and Mental Health needs:

- Behaviour is how individuals communicate how they feel. It is usually best to start by listening to and working with the underlying feelings.
- Individuals want to be listened to and accepted.
- Individuals do not set out to *be* problems but to solve them. Behaviour is often a maladaptive way of solving problems
- Inappropriate classroom behaviour is often communicating anxiety such as anxiety over relationships, not being able to do the work or things that are going on outside the class. Anxiety may be secondary to any of the other areas of special educational needs identified in this approach.
- Individuals are far more likely to be able to change if they have identified the need to change themselves and have some ownership of the solutions.
- It is generally easier to learn to do more of what is wanted or more of something at which they have already been successful than less of what is not wanted and at which individuals have already failed.

This is a broad area of need and judgement should be used as to which descriptors best apply and which from the long list of suggested approaches are most likely to address which difficulties in the context of the school.

Find out more:

[Trafford's Graduated Approach: Social, Emotional and Mental Health Needs Resources: Social, Emotional and Mental Health Needs](#)
[Trafford's Graduated Approach to Assistive Technology](#)

Physical, Medical Needs and Sensory Needs

The SEND Code of Practice states:

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

Many students with a physical disability/ reduced mobility, medical condition or requiring personal or intimate care will be able to participate in most aspects of everyday school life such as function within the classroom, make progress and access the curriculum.

However, each child or young person has a unique set of needs that may affect their access and engagement in learning tasks and activities. Therefore, they may need some support through effective quality first teaching and waves of intervention that may be particular to them.

The [Code of Practice](#) requires schools to identify and assess pupils' needs and for increasing specialist expertise to be deployed within the school. In some cases staff in school will require training to a level of competence to support these children and keep them safe and well.

This would be through effective co-ordination and joint working between parents, education, health and social care services to secure appropriate provision and deliver the best outcomes for the child/young person.

Physical disability (PD) refers to all types of physical disability –the impact may be hidden, mild or profound. With the right support and knowledge children and young people with PD can achieve as much as other children.

[Section 100 of the Children and Families Act 2014](#) places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions.

Find out more:

[Trafford Graduated Approach: Physical, Medical Needs and Personal Care](#)

[Trafford's Graduated Approach to Assistive Technology](#)

Visual Impairment

The SEND Code of Practice states:

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Visual impairment can have a significant impact on a student's educational development in some cases resulting in learning delay and reduced curricular access. This will require careful monitoring by schools and the Sensory Impairment Team. It is possible for some students to acquire visual loss later in life through accident or illness.

The [Code of Practice](#) is clear and schools can consult outside agencies for advice in preventing the development of more significant needs. Schools should feel free to contact TSISS for advice at any time.

Visual difficulties take many forms, with widely differing implications for a student's education. They range from relatively minor and remediable conditions to total blindness. Some students are born blind: others lose their sight, partially or completely, as a result of accident or illness. In some cases visual impairment is one aspect of a multiple disability.

Whatever the nature and cause of the student's visual impairment, the major issue in identifying and assessing his/her special needs will relate to the degree and nature of the functional vision and the student's ability to adapt socially and psychologically, as well as to progress in an educational context.

A defect of a student's colour vision alone may not necessarily result in any special educational needs.

Definitions for Children and Young People with Visual Impairment:

Cerebral Visual Impairment (CVI): A condition where some of the parts of the brain and its connections are damaged and the child or young person is unable to make sense of what they see.

Mild Visual Impairment: Visual acuity better than 6/18 with visual field loss or a degenerative condition.

Moderate Visual Impairment: Visual acuity between 6/18 and 6/36.

Severe Visual Impairment: Visual acuity between 6/36 and 6/60.

Profound Visual Impairment: Visual acuity 6/60 or less.

Hearing Impairment

Hearing impairment can have a significant impact on a child's educational development in some cases resulting in learning delay and reduced curricular access. This will require careful monitoring by schools and the Hearing Impairment Team.

Hearing Impairment spans a range from mild/moderate to severe/profound. It can be temporary or permanent. Most students with hearing impairment will have been diagnosed at the pre-school stage and will have accessed some level of support from the Hearing Impairment Team and Health colleagues. It is possible for some students to acquire hearing loss late in life through accident or illness or a genetic condition.

A significant proportion of students have some degree of hearing difficulty at some time. Temporary hearing loss in the early years is usually caused by the condition known as "glue ear". Such hearing losses fluctuate and may be mild to moderate in degree. They can compound other learning difficulties.

Occasionally a significant hearing loss may be caused by a long-term conductive loss in both ears. Significant permanent hearing losses are usually bilateral (both ears) and sensori-neural (due to problems with the auditory nerve or the cochlea) in origin.

They may be severe or profound and may give rise to severe and complex communication difficulties. A permanent loss in one ear and a temporary loss in the other may also cause significant hearing impairment.

Listening to language through hearing aids and cochlear implants and the visual concentration required following lip reading and sign language is very tiring. Studies have shown that deaf students are also at higher risk of developing social and emotional difficulties compared to hearing peers.

Many students with hearing impairment may require some of the following:

- Flexible teaching arrangements
- Appropriate seating, favourable acoustic conditions and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Access to alternative or augmented forms of communication
- Access to amplification systems
- Access to areas of the curriculum through specialist aids, equipment
- Regular access to specialist support

Find out more:

[Trafford Graduated Approach: Visual Impairment](#)

[Graduated Approach: Hearing Impairment](#)

SEN funding and level of support

All mainstream schools and colleges are provided with resources to support those with additional needs. This includes pupils/students with Special Educational Needs and who are Disabled (SEND).

The amount of resources received is calculated by a local funding formula. The formula is discussed with our local funding forum and it also applies to local academies.

Funding for education from the designated schools grant (DSG) is now allocated through 3 blocks, Early Years block; Mainstream block; and High Needs block.

Within these blocks early years and mainstream cover element 1 funding for all children and young people and funding for element 2 for those who needs additional and different provision for SEND. The High needs block funds element 3 the top-up for those with High Needs.

The expectation is that up to £6,000 of element 2 is spent to provide additional support to those children and young people requiring SEN Support. Those that need over and above this on an annual basis are children and young people with High Needs and will require top-up from the LA/Commissioner to meet their needs.

Element 2 must be evidence based intervention and support that is well-targeted at the individual's needs. The three levels of support are described below.

Universal provision / IQFT (Element 1 funding)

Children and young people achieve the learning outcomes, appropriate to their age and ability, through Inclusive Quality First Teaching and in some cases appropriate timely catch up intervention will add to this provision funded through element 1/whole school budget).

There is sometimes the expectation that support will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. A more appropriate approach might be to provide different learning materials or special equipment, or to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness, or to undertake staff development and training to introduce more effective strategies. This way some of the needs of children with identified SEN can also be met within IQFT.

SEN Support (Element 2 funding)

This support will cover a range of needs. Children/young people are identified as having a special educational need though during the time they receive support some children may make sufficient progress to be included purely in inclusive quality first teaching or catch up intervention.

Additional provision within SEN Support should not be just 'more literacy' or 'more maths'; these are not the children and young people to whom schools may be offering Wave 2 interventions. Individual specialised interventions will be required in

order to address their underlying learning needs and enable or improve access to the curriculum.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

For some children and young people support will need to gradually intensify with more frequent reviews and more specialised teaching methods. The type of assessment would be more detailed and specific, planning would incorporate recommended strategies, implementation would be more individualised, and review would be frequent and involve the appropriate professionals.

Within SEN Support most children and young people have significant learning needs and require individualised support but a costed provision map would indicate this provision to be below the £6000 threshold and so would be funded through Element 2 funding.

If well-targeted, evidence-based provision is having little impact and nearing the £6,000 a setting would ensure that the process of evidence gathering is implemented in an increasingly robust fashion.

In Trafford £6,000 can provide around 11 hours of individual teaching assistant support (mid-point TA 2). However some children will benefit from specialist teaching instead or other targeted provision.

The outcomes the child should achieve from any support are the starting point not the hours. Support staff may need training on providing a focus on learning outcomes, not on task completion and on developing independence.

All support should be provided under the guidance of the teacher and SENCO.

SEN Support High Level of Need (maximum Element 2 funding)

Where the provision described is still not having an impact on progress despite the cycles of appropriate assessment and involvement of agencies and a costed provision map demonstrates a need for provision over and above £6,000 on an annual basis (and therefore a need for additional top-up funding) an EHC Needs Assessment referral should be made.