



# **SEND Ranges: Guidance for Educational settings**



# **SEND Ranges Guidance**

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# Introduction

This guidance has been developed to help educational settings in meeting the needs of individual learners.

The guidance has regard to the areas of need as stated in the SEND Code of Practice 2014. The ranges indicate the provision that the Local Authority (LA) expects settings/schools to provide for learners. This information will help guide you when putting a Provision Map in place and a SEN Support Plan.

In addition to the suggested resources and strategies that are recommended throughout this document the LA can provide additional advice and guidance from the Psychological Service and the Specialist Teaching Service. Contact details can be found on the Local Offer.

The Local Offer is also a useful resource providing lots of information and can be found on the People's Information Network [www.peoplesinfonet.org.uk](http://www.peoplesinfonet.org.uk)

For children who have health needs a Children's Continuing Care (CCC) package may be required if they have needs arising from a disability, accident or illness and those needs cannot be met by existing universal services or specialist services up to their 18<sup>th</sup> birthday.

For those over 18 Continuing Healthcare is available to apply for. Applications can be made by any professional on behalf of the child or young person. More information can be found at:- <https://www.gov.uk/government/publications/children-and-young-peoples-continuing-care-national-framework>.

# How to use this Guidance

## Identifying the range

1. Read the descriptors in each document and identify those that describe your pupil. You may find it useful to print off a copy of these and highlight ones that apply. (Expectations will differ depending on the actual age of the child/young person. Summer birthdays should be taken into account as a child born in August may be two academic years behind but only a few days off being one year behind.)
2. Use the SEN Guidance descriptor information in the first column of each range to think about how the pupil's individual profile affects their access to the curriculum and school life. These statements support a decision about whether the pupil is mildly, moderately, severely or profoundly affected and give guidance about how contexts and support needed affect placement at a particular range.
3. Steps 1 and 2 above should enable professionals to make a judgement about which range the pupil is at currently. It is important to recognise that these ranges can alter either because the pupil's profile may change or because of context changes such as times of transition/ school placement.

## Using the Guidance to support learning

1. Once the range has been established professionals will find advice about how to support the learning of children and young people at each range.
2. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised as well as more specialised information as the ranges increase.

## Complex Needs

Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These CYP's present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community

**Note: Colleagues consulting this guidance for children up to the end of the foundation stage need to use the guidance in conjunction with the document in this set 'SEN Guidance for the Early Years Foundation Stage'**



# **SEND Guidance**

## **Cognition and Learning Needs**

## Cognition and Learning Needs Guidance

### Range Descriptors Overview

<b>Range One</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b>	<ul style="list-style-type: none"> <li>Below expected rate of attainment; <b>up to 2 years behind*</b> national expectations.</li> <li>Difficulty with the acquisition / use of language, literacy, numeracy skills</li> <li>Difficulty with the pace of curriculum delivery.</li> <li>Some problems with concept development.</li> <li>SEN Support Plan in place</li> </ul> <p>(Take note of descriptors for other SEN needs, may not be primary need)</p>
<b>Range Two</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2 =</b> <b>£6k</b>	<ul style="list-style-type: none"> <li><b>MILD</b> but persistent difficulties in the acquisition/use of language/literacy/numeracy skills.</li> <li>Attainment is <b>more than 2 years*</b> behind national expectations despite targeted differentiation</li> <li>Processing difficulties limit independence and may need adult support in some areas.</li> <li>SEN Support Plan in place</li> </ul> <p>(Take note of descriptors for other SEN needs, may not be primary need)</p>
<b>Range Three</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2 =</b> <b>£6k</b> <b>+</b> <b>Element 3</b> <b>(top-up)</b>	<ul style="list-style-type: none"> <li><b>MODERATE</b> and persistent difficulties in the acquisition/use of language/literacy/numeracy skills.</li> <li>Needs persist and appear resistant to previous interventions</li> <li>Attainment is <b>more than 3 years behind*</b> expected level despite differentiated learning opportunities and concentrated support with wave ½ interventions.</li> <li>Moderate difficulties with independent working and needs the support of an adult and a modified curriculum.</li> <li>Cognitive assessment by a specialist teacher or Educational Psychologist likely to be significantly below average range of cognitive ability (SS&lt;70 at the 2nd percentile or below). Moderate LD</li> <li>A diagnosis may be in place e.g. Down Syndrome/Williams Syndrome/Prader Willi syndrome</li> <li>SEN Support Plan/EHCP in place</li> </ul>
<b>Range Four(i)</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2 =</b> <b>£6k</b> <b>+</b> <b>Element 3</b> <b>(top-up)</b>	<ul style="list-style-type: none"> <li><b>SIGNIFICANT</b> cognitive impairment severely restricts access to the curriculum</li> <li>Cognitive assessment by a specialist teacher or Educational Psychologist Likely to be significantly below average range of cognitive ability (SS&lt; 55 at the 0.1 percentile or below). Severe LD</li> <li>Significant difficulties with independent working and needs the support of an adult and a personalised curriculum.</li> <li>Significant difficulties in the acquisition/use of language/literacy numeracy skills, with the curriculum and out of school activities</li> <li>Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence</li> <li>EHCP in place</li> </ul>
<b>Range Four</b> <b>(ii)</b>  <b>FUNDING:</b> <b>(Complex A)</b>	<ul style="list-style-type: none"> <li>Severe cognitive impairment severely restricts access to the curriculum.</li> <li>Severe and persistent difficulties in the acquisition/use of language/literacy/ numeracy skills, with the curriculum and out of school activities</li> <li>Severe level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching.</li> <li>Severe LD designated specialist provision (DSP) available</li> <li>Complex needs identified **</li> <li>EHCP in place</li> </ul>
<b>Range Five</b>  <b>FUNDING:</b> <b>(Complex A</b> <b>or B )</b>	<ul style="list-style-type: none"> <li><b>PROFOUND</b> difficulties with cognitive impairment profoundly restrict access to the curriculum and require specialist provision.</li> <li>Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities</li> <li>Complex and severe language and communication difficulties.</li> <li>Profound LD</li> <li>Complex needs identified**</li> <li>EHCP in place</li> </ul>



<p><b>Range Six</b></p> <p><b>FUNDING: (Complex C or D)</b></p>	<ul style="list-style-type: none"> <li>• <b>PROFOUND</b> learning needs with another significant barrier to learning e.g. SLCN/Sensory/Physical/ASD</li> <li>• Profound difficulties with cognitive impairment that profoundly restrict access to the curriculum and require specialist provision.</li> <li>• Profound and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, that impact on all aspects of daily life; lifelong disability</li> <li>• Complex and profound language and communication difficulties</li> <li>• Profound LD</li> <li>• Complex Needs identified **</li> <li>• EHCP in place</li> </ul>
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\*Expectations will differ depending on the actual age of the child/young person. Summer birthdays should be taken into account as a child born in August may be two academic years behind but only a few days off being one year behind.

\*\* Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These CYP's present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community

<b>Cognition and Learning Needs Guidance</b>	
<b>Range 1 – School based responses – UNIVERSAL (Mainstream)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>Below expected rate of attainment; <b>up to 2 years behind</b> national expectations</li> <li>Difficulty with the acquisition / use of language, literacy, numeracy skill</li> <li>Difficulty with the pace of curriculum delivery</li> <li>Some problems with concept development</li> </ul> <p>(Take note of descriptors for other SEN needs, may not be primary need )</p>
<b>Assessment &amp; Planning</b>	<ul style="list-style-type: none"> <li>Part of normal school and class assessments</li> <li>Normal curriculum plans include QFT strategies</li> <li>Parents and children involved in monitoring and supporting their targets</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements.</li> <li>Opportunities for small group work based on identified need e.g. listening/thinking.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from SENCO</li> <li>Additional adults routinely used to support flexible groupings and differentiation</li> <li>Mainstream class with enhanced differentiation, regular targeted small group support.</li> <li>Time limited programmes of small group work based on identified need</li> <li>Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.</li> <li>Advice from SENCO is reflected in targets.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>Quality First teaching +</li> <li>Differentiation by presentation, activity and/or outcome.</li> <li>Simplify level/pace/amount of teacher talk.</li> <li>Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment.</li> <li>Opportunities for skill reinforcement/ revision/transfer and generalisation.</li> <li>Formal teaching of vocabulary and concepts</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>Full inclusion within the curriculum through use of differentiation and group support.</li> <li>Activities planned through QFT with emphasis on concrete, experiential and visual supports.</li> <li>Multi sensory learning opportunities.</li> <li>Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g. Thinking Skills and problem solving.</li> <li>Links established between new and prior learning with support from review and over learning techniques.</li> </ul>

Cognition and Learning Needs Guidance	
Range 2 – School based responses – UNIVERSAL/TARGETED (Mainstream)	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• <b>MILD</b> but persistent difficulties in the acquisition/use of language/literacy/numeracy skills.</li> <li>• Attainment is <b>more than 2 years</b> behind national expectations despite targeted differentiation</li> <li>• Processing difficulties limit independence and may need adult support in some areas. (Take note of descriptors for other SEN needs, may not be primary need)</li> </ul>
<b>Assessment &amp; Planning</b>	<ul style="list-style-type: none"> <li>• SENCO involved in more specific assessment and observations</li> <li>• e.g. B Squared /PIVATS ,specific screening tools, Aston Index, LD baseline</li> <li>• Curriculum plan reflects levels of achievement; progress is tracked via school tracking</li> <li>• There is evidence of systematic monitoring and recording of progress in terms of the effectiveness of interventions</li> <li>• SEN Support Plan and a Provision Map</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class with enhanced differentiation, regular targeted small group support.</li> <li>• Time limited programmes of small group work based on identified need.</li> <li>• Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.</li> <li>• Advice from LD is reflected in targets.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Parents are fully informed of school provision for child and involved in decisions about interventions to meet the child's needs.</li> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.</li> <li>• Additional adult, <b>under the direction of teacher</b>, provides sustained targeted support on an individual/group basis.</li> <li>• May include withdrawal on a time limited basis, entry and exit criteria clearly stated.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Quality First teaching+</li> <li>• Programme includes differentiated and modified tasks within an inclusive curriculum.</li> <li>• Modify level/pace/amount of teacher talk to pupils' identified need.</li> <li>• Programmes to consist of small achievable steps.</li> <li>• Pre teach concepts and vocabulary</li> <li>• Multi-sensory learning opportunities</li> <li>• Emphasis on using and applying and generalisation of skills.</li> <li>• Individual targets within group programmes and/or 1:1 carefully monitored and reviewed.</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Adults use the developmental level of language appropriate to the child in questioning and explanation.</li> <li>• Eiklan, Blank Scheme Levels and Activities etc.</li> <li>• Simple Thinking Skills activities Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising.</li> <li>• Use real objects where ever possible</li> <li>• Individual reading individual maths</li> <li>• Alphabet arc activities</li> <li>• Precision teaching Motor co-ordination programme</li> <li>• Busy box</li> <li>• 5 minute box lit/num</li> <li>• visual timetables, timeline</li> <li>• QFT is supplemented by appropriate small group work with close monitoring in place.</li> <li>• Individualised programmes are incorporated into provision. Clear entry and exit criteria.</li> <li>• The child experiences success through carefully planned interventions and expectations</li> </ul>

Cognition and Learning Needs Guidance	
Range 3 – School based responses – TARGETED (Mainstream)	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• <b>MODERATE</b> and persistent difficulties in the acquisition/use of language/literacy/numeracy skills.</li> <li>• Needs persist and appear resistant to previous interventions</li> <li>• Attainment is <b>more than 3 years behind</b> expected level despite differentiated learning opportunities and concentrated support with wave ½ interventions.</li> <li>• Moderate difficulties with independent working and needs the support of an adult and a moderated curriculum.</li> <li>• Cognitive assessment by a specialist teacher or Educational Psychologist likely to be significantly below average range of cognitive ability (SS&lt;70 at the 2nd percentile or below). Moderate LD</li> <li>• A diagnosis may be in place e.g. Down Syndrome/Williams Syndrome/Prader Willi syndrome</li> </ul>
<b>Assessment &amp; Planning</b>	<ul style="list-style-type: none"> <li>• SENCo <b>should</b> take advice from assessment by EP and the involvement of education and non-education professionals as appropriate.</li> <li>• Reviews should take note of evidence based need to move towards an EHC plan</li> <li>• Curriculum plans and progress are closely monitored by school tracking</li> <li>• Targets are individualised, short term and specific.</li> <li>• Continued regular engagement of parents/carer</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class, predominantly working on <b>modified</b> curriculum tasks.</li> <li>• Frequent opportunities for small group work based on identified need.</li> <li>• Daily opportunities for 1:1 support focused on specific IEP targets.</li> <li>• Grouping needs to be flexible and include positive peer models with input from Class teacher as well as additional adults</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate.</li> <li>• A consistent structured environment may include withdrawal, carefully monitored, and planned by class teacher for a specific target.</li> <li>• Additional adult, <b>under the direction of the teacher</b> provides sustained targeted support on an individual/group basis.</li> <li>• Clear monitoring of effectiveness of interventions.</li> <li>• Additional adult to be trained to deliver interventions and support</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum,</li> <li>• Visual cues to support auditory information at all stages of delivery.</li> <li>• Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>• Small steps targets within group programmes and/or 1:1</li> <li>• Alternative ways of recording as app</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/classifying and categorising.</li> <li>• The child experiences success through carefully planned interventions and expectations i.e. Use real objects where ever possible, Eiklan activities, Motor coordination programme etc. Blank Activities, Busy box, 20/20 reading 5 minute box lit/numeracy, 20/20 maths, Visual timetables, Alphabet Arc,</li> <li>• QFT is supplemented by appropriate small group work with close monitoring in place.</li> <li>• Individualised programmes are incorporated into provision. Clear entry and exit criteria.</li> <li>• Adults use the developmental level of language appropriate to the child in questioning and explanation.</li> </ul>

Cognition and Learning Needs Guidance	
Range 4 Band (i) – TARGETED/SPECIALIST (Mainstream)	
Descriptor	<ul style="list-style-type: none"> <li>• Cognitive assessment by a specialist teacher or Educational Psychologist Likely to be <b>SIGNIFICATLY</b> below average range of cognitive ability (SS&lt; 55 at the 0.1 percentile or below) Severe LD</li> <li>• Significant difficulties with independent working and needs the support of an adult and a personalised curriculum.</li> <li>• Significant difficulties in the acquisition/use of language/literacy numeracy skills, with the curriculum and out of school activities</li> <li>• Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence</li> </ul>
Assessment & Planning	<ul style="list-style-type: none"> <li>• SENCo takes advice from assessment by EP and the involvement of education and non-education professionals as appropriate.</li> <li>• Curriculum plans and progress are closely monitored by school tracking</li> <li>• Targets are individualised, short term and specific use B squared /pivats / CASPA to set targets</li> <li>• Continued regular engagement of parents</li> </ul>
Groupings for teaching	<ul style="list-style-type: none"> <li>• Mainstream class, predominantly working on <b>modified</b> curriculum tasks.</li> <li>• Frequent opportunities for small group work based on identified need.</li> <li>• Daily opportunities for 1:1 support focused on specific SEN Support targets.</li> </ul>
Human resources & staffing	<ul style="list-style-type: none"> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate.</li> <li>• A consistent structured environment may include withdrawal, carefully monitored and planned by class teacher for a specific target.</li> <li>• Additional adult, <b>under the direction of the teacher</b> provides sustained targeted support on an individual/group basis.</li> <li>• Clear monitoring of effectiveness of interventions.</li> <li>• Additional adult to be trained to deliver interventions and support</li> </ul>
Curriculum and Teaching Methods	<ul style="list-style-type: none"> <li>• Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum</li> <li>• Visual cues to support auditory information at all stages of delivery.</li> <li>• Individualised level/pace/amount of teacher talk.</li> <li>• Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>• Small steps targets within group programmes and/or 1:1</li> <li>• Tasks and presentation are personalised to the child's needs and monitored regularly to ensure remain appropriate</li> <li>• Emphasis on literacy, numeracy PSHCE and ICT</li> </ul>
Resources and Intervention Strategies	<ul style="list-style-type: none"> <li>• <b>Modified</b> class curriculum</li> <li>• Pupil still included in activities wherever appropriate</li> <li>• Use real objects for thinking skill activities.</li> <li>• Explore the context for the objects.</li> <li>• Appropriate thinking skills strategies</li> <li>• R3 provision plus i.e. <ul style="list-style-type: none"> <li>➢ Visual cues Task plans</li> <li>➢ Simplified language level with instructions chunked.</li> <li>➢ Eklan Strategies</li> <li>➢ Numicon</li> <li>➢ Addacus</li> <li>➢ SALT</li> <li>➢ Daily individualised programme for Lit/Numeracy</li> </ul> </li> </ul>

Cognition and Learning Needs Guidance	
Range 4 Band (ii) TARGETED/SPECIALIST (Mainstream/Specialist Resource)	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Severe cognitive impairment severely restricts access to the curriculum.</li> <li>• Severe and persistent difficulties in the acquisition/use of language/literacy/ numeracy skills, with the curriculum and out of school activities</li> <li>• Severe level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching.</li> <li>• Severe LD</li> <li>• Complex needs identified *</li> </ul>
<b>Assessment &amp; Planning</b>	<ul style="list-style-type: none"> <li>• SENCo takes advice from assessment by EP and the involvement of education and non-education professionals as appropriate.</li> <li>• Curriculum plans and progress are closely monitored by school tracking</li> <li>• Targets are individualised, short term and specific</li> <li>• Continued regular engagement of parents Continue to use B squared to set targets and progress is closely monitored and tracked by school</li> <li>• Rely on education and outside professionals for assessment and advice.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class, predominantly working on <b>modified</b> curriculum tasks.</li> <li>• Frequent opportunities for small group work based on identified need.</li> <li>• Daily opportunities for 1:1 support focused on specific IEP targets.</li> <li>• See DSP for offer</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate.</li> <li>• A consistent structured environment may include withdrawal, carefully monitored, and planned by class teacher for a specific target.</li> <li>• Additional adult, <b>under the direction of the teacher</b>, provides sustained targeted support on an individual/group basis.</li> <li>• Clear monitoring of effectiveness of interventions.</li> <li>• Additional adult to be trained to deliver interventions and support</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• <b>Modified</b> class curriculum</li> <li>• Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum</li> <li>• Visual cues to support auditory information at all stages of delivery.</li> <li>• Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>• Small steps targets within group programmes and/or 1:1</li> <li>• Tasks and presentation are personalised to the child's needs and monitored regularly to ensure remain appropriate</li> <li>• Emphasis on literacy, numeracy PSHCE and ICT</li> <li>• Tasks and presentation are personalised to the child's needs and as R4(i) monitored regularly to ensure remain appropriate</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising.</li> <li>• Use real objects where ever possible. Pupil still included in group activities wherever appropriate</li> <li>• QFT is supplemented by appropriate small group work with close monitoring in place.</li> <li>• Individualised lit/numeracy incorporated into provision. Clear entry and exit criteria.</li> <li>• Adults use the developmental level of language appropriate to the child in questioning and explanation. Simple language level with instructions chunked.</li> <li>• 1-1 SALT may be appropriate</li> <li>• The child experiences success through carefully planned interventions and expectations i.e. <ul style="list-style-type: none"> <li>➢ Elklan activities, Alphabet arc activities, Blank Activities</li> <li>➢ Precision teaching, Motor co-ordination programme</li> <li>➢ Busy box , 20/20 reading, 20/20 maths</li> <li>➢ visual timetables, timeline, cues, task plans</li> <li>➢ 5 minute box lit/num, Numicon, Addacus</li> </ul> </li> </ul>

<b>Cognition and Learning Needs Guidance</b>	
<b>PROFOUND - Range 5 – SPECIALIST (Specialist Resource/Special School)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• <b>PROFOUND</b> difficulties with cognitive impairment profoundly restrict access to the curriculum and require specialist provision.</li> <li>• Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities</li> <li>• Complex and severe language and communication difficulties.</li> <li>• Profound LD</li> <li>• Complex Needs identified **</li> </ul>
<b>Assessment &amp; Planning</b>	<ul style="list-style-type: none"> <li>• As R4 and with long term involvement of Specialist provision and appropriate non educational professionals.</li> <li>• Previous assessment informs the planning process for appropriate programmes.</li> <li>• Individual targets and therapy programmes are carefully monitored.</li> <li>• Targets are short term and specific, monitored and reviewed on a short term basis. Parents/carers are naturally involved.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• <b>Extremely modified and individualised</b> work.</li> <li>• Small group and 1-1 daily developing basic skills.</li> <li>• May need specialist intervention from time to time to model interventions for schools to follow</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Staff need to be trained and have experience working with pupils.</li> <li>• Access to extra staffing to support pupils in times of crisis and stress and to escort pupils on outings and trips.</li> <li>• Appropriately trained staff to deal with medical and physical issues as appropriate</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• As R4 plus access to aids personalised to the child's needs e.g. communication needs</li> <li>• Ensure that appropriate advice and materials are always available such as PECS, Makaton, ICT</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Extreme modification of curriculum and group activities carefully</li> <li>• Monitored to ensure the pupil is not isolated or excluded.</li> <li>• Pupil still included in activities wherever appropriate</li> <li>• Plus emphasis on using real objects and experiences for all activities, and visual support throughout Specialist ICT hard and software.</li> <li>• AAC systems to support communication environment.</li> <li>• Specialist equipment to promote self-help, physical access and mobility.</li> <li>• Appropriate indoor and outdoor provision in a safe and secure setting.</li> <li>• Specialist hygiene facilities if necessary.</li> <li>• Access to specialist educational and non-educational services</li> </ul>



<b>Cognition and Learning Difficulties Guidance</b>	
<b>MORE PROFOUND - Range 6 – SPECIALIST (Special School)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Profound learning needs with another significant barrier to learning e.g. SLCN/Sensory/Physical/ASD</li> <li>• Profound difficulties with cognitive impairment that profoundly restrict access to the curriculum and require specialist provision.</li> <li>• Profound and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, that impact on all aspects of daily life; lifelong disability.</li> <li>• Complex and profound language and communication difficulties.</li> <li>• Profound LD</li> <li>• Complex needs identified **</li> </ul>
<b>Assessment &amp; Planning</b>	<ul style="list-style-type: none"> <li>• <b>Specialist Provision</b></li> <li>• As above with close attention to B Squared and PIVATS.</li> <li>• Reliance on specialist advice Parents are naturally involved</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Include fully wherever possible in a highly modified/individualised curriculum.</li> <li>• Small group and individual work with entry and exit criteria to ensure that despite difficulties, progress, however small can be tracked</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Specialist provision small group and 1-1 as appropriate.</li> <li>• Very high level of adult to pupil ratio</li> <li>• Extremely small classes</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Support is in line with medical needs and profound Learning difficulties.</li> <li>• Tailored to the level of cognition, chronological age and developmental level.</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• As R5 with emphasis on individual specialist needs and taking Chronological age and developmental levels into account.</li> <li>• Inclusion dependent on physical and medical needs of pupil.</li> <li>• Aim to include pupil fully despite their level of disability, therefore rely on the specialist advice e.g. educational and non-educational services</li> </ul>





# **SEND Guidance**

## **Communication and Interaction Needs (Speech and Language)**

# **Communication and Interaction Needs**

## Guidance for children and young people with Speech, Language and Communication Needs

### **Introduction**

The term SLCN is used in this guidance to refer to children and young people with speech, language and communication needs as described below.

There are four distinct and overlapping reasons for C&YP to have SLCN<sup>1</sup>.

1. **Primary Need:** a persistent developmental difficulty specific to the speech and language systems associated with speech sounds, formulating sentences, understanding, social interaction or fluency
2. **Secondary need:** primary developmental factor related to Autism, physical, hearing or cognitive impairments which affect speech, language and communication
3. Reduced developmental opportunities meaning that language is impoverished or delayed; mainly linked to social disadvantage.
4. Speaking and understanding English as an additional language (EAL) does not in itself constitute a SLC difficulty. The varied structures and phonologies of different languages may however cause **initial short term** difficulties. It is important to recognise that C&YP with EAL may also have the above 3 reasons for their SLCN.

### **Identification:**

- There is wide variation in children's early development meaning that SLCN is not often identified before the age of 2, unless due to secondary factors present pre-natal or from birth
- The nature of SLCN can change over time
- A range of interventions, screening, observation and assessment over time, involving both health and education professionals are necessary to establish the nature of the difficulty.
- Depending on the nature of the difficulty, pupils' performance levels may range between 'well above average' to 'well below average'.

This document provides guidance regarding funding, provision, staffing and identification for C&YP at ranges 1-4. However, for all of the reasons above, when planning provision and personalised learning, it is essential that the strengths and needs of individual C&YP are considered rather than a diagnostic category of need. As such, this guidance should be used flexibly with regard to an individual's need at a particular time. For example, a child at Range 1 may require aspects of provision at Ranges 2/3 for a measured period of time.

All C&YP need to be taught in a communication friendly learning environment, reflected in the whole school ethos:

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<sup>1</sup> Effective and Efficient use of resources in services for C&YP with SLCN (Lindsay, Desforges, Dockrell, Law, Peacey and Beecham) DCSF 2008 ISBN 978 84775 218 5

- An understanding of the importance of language skills on social development and attainment.
- Structured opportunities to support children's speech and language development.
- Effective and positive adult child interaction
- High quality verbal input by adults

At ranges 5 and above, SLCN would be a secondary need. Where applicable, guidance for C&YP with autism, physical, hearing and behavioural and emotional difficulties should also be consulted.

Colleagues consulting this guidance for children up to the end of the foundation stage need to use the guidance in conjunction with the document in this set 'SEN Guidance for the Early Years'

### **How to use this Guidance**

#### **Identifying range**

1. Read the descriptors on page **3** of this document and identify those that describe your pupil. You may find it useful to print off a copy of these and highlight ones that apply.
  2. Use the SEN Guidance descriptor information in the first column of each range to think about how the pupil's individual profile affects their access to the curriculum and school life. These statements support a decision about whether the pupil is mildly, moderately or severely affected and give guidance about how contexts and support needed affect placement at a particular range.
  3. Steps 1 and 2 above should enable professionals to make a judgement about which range the pupil is at currently. It is important to recognise that these ranges can alter either because the pupil's profile may change or because of context changes such as times of transition/ school placement.
- Pupils within mainstream or specialist schools may or may not have a diagnosis of Language Impairment.
  - Pupils within Designated Special Provisions will have a diagnosis of Language Impairment from a Speech and Language Therapist.

#### **Using the Guidance to support learning**

1. Once the range has been established professionals will find advice about how to support the learning of children and young people with speech, language and communication needs at each range.
2. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised as well as more specialised information as the ranges increase.
3. Hyperlinks provide useful additional information and contacts

## Communication and Interaction Guidance (Speech and Language Needs) Range Descriptors Overview

<p><b>Range One</b></p> <p><b>FUNDING:</b> Mainstream Element 1 £4k</p>	<ul style="list-style-type: none"> <li>• SLCN may be an emerging but not yet clearly identified primary area of need; the pupil has some difficulty with speaking or communication.</li> <li>• Will present with some/all of the difficulties below and these will mildly affect curriculum access and social development.</li> <li>• Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress reading and spelling.</li> <li>• Speech is understood by others but has some immaturities, which may impact on social interaction and the acquisition of phonics.</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning.</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.</li> <li>• Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position)</li> <li>• Limited vocabulary, both expressive and receptive.</li> <li>• May rely heavily on Non Verbal Communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses.</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships.</li> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.</li> </ul>
<p><b>Range Two</b></p> <p><b>FUNDING:</b> Mainstream Element 1 £4k + Element 2 = £6k</p>	<ul style="list-style-type: none"> <li>• SLCN is identified as the primary area of need; the pupil has some difficulty with speaking or communication.</li> <li>• Will present with some/all of the difficulties below and these will <b>mildly-moderately</b> affect curriculum access and social development.</li> <li>• Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress reading and spelling.</li> <li>• Speech is understood by others but has some immaturities, which may impact on social interaction and the acquisition of phonics.</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning.</li> <li>• Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.</li> <li>• Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position)</li> <li>• Limited vocabulary, both expressive and receptive.</li> <li>• May rely heavily on Non Verbal Communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses.</li> <li>• Social interaction could be limited and there may be some difficulty in making and maintaining friendships.</li> <li>• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.</li> </ul>
<p><b>Range Three</b></p> <p><b>FUNDING:</b> Mainstream Element 1 £4k + Element 2 = £6k + Element 3</p>	<ul style="list-style-type: none"> <li>• SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</li> <li>• Will present with some/all of the difficulties below and these will <b>moderately</b> affect curriculum access and social development.</li> <li>• Persistent delay against age related language <a href="#">norms</a></li> <li>• Persistent difficulties that do not follow a normal developmental patterns (disordered)</li> <li>• <b>Speech</b></li> <li>• Speech is usually understood by others but has immaturities. Persistent delay/ difficulties against age related speech <a href="#">norms</a></li> <li>• Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility.</li> </ul>

<b>(top-up)</b>	<ul style="list-style-type: none"> <li>• Speech sound difficulties impact on literacy development.</li> <li>• Speech sound difficulty may lead to limited opportunities to interact with peers. May be socially vulnerable as a result, may become isolated or frustrated.</li> <li>• <b><u>Expressive</u></b></li> <li>• Difficulties in word storage and retrieval that affect fluency, sentence structure and the quality of vocabulary. This will also be evident in written work and reading.</li> <li>• Difficulties in formulating sentences. May be associated with vocabulary or grammar, such as using immature or unusual verb forms.</li> <li>• <b><u>Receptive</u></b></li> <li>• Difficulties in accessing the curriculum; following instructions, answering questions, processing verbal information, following everyday conversations. Needs regular and planned additional support and resources.</li> <li>• Difficulties with listening and attention that affect task engagement and independent learning. May not be able to focus attention for sustained periods. May appear passive or distracted.</li> <li>• Difficulties with sequencing, predicting, and inference within both social and academic contexts. May result in associated behavioural difficulties due to anxiety or lack of understanding (withdrawal or externalising frustrations). May result in difficulties with completing daily living tasks or participating in daily living situations</li> <li>• <b><u>Social Communication</u></b></li> <li>• Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability.</li> <li>• Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures.</li> <li>• Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others.</li> <li>• Anxiety related to lack of understanding of time and inference. Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences</li> </ul>
<b>Range Four(i)</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2 =</b> <b>£6k</b> <b>+</b> <b>Element 3</b> <b>(top-up)</b>	<ul style="list-style-type: none"> <li>• SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals. .</li> <li>• Will present with some/all of the difficulties as described at Range 3 and these will <i>severely</i> affect curriculum access and social development.</li> <li>• Could communicate or benefit from communicating using AAC</li> <li>• Some or all aspects of language acquisition are significantly below age expected levels</li> <li>• Significant speech sound difficulties making speech difficult to understand out of context</li> <li>• <b>Must have a diagnosis of Language Impairment/ Disorder or Speech Impairment/Disorder</b></li> <li>• <b><i>The main categories are:</i></b></li> <li>• Mixed receptive/expressive language impairment/disorder</li> <li>• Expressive only language impairment/disorder</li> <li>• Higher order processing impairment/disorder</li> <li>• Specific Speech Impairment</li> <li>• <b><i>Identification</i></b></li> <li>• Diagnosed by a Speech and Language Therapist in conjunction with a specialist teacher or Educational Psychologist.</li> <li>• C&amp;YP with a diagnosis of Language Impairment may be of average or above average cognitive ability.</li> <li>• C&amp;YP with Language Impairment (LI) often have associated social and communication difficulties that are not just evident in rigid and repetitive behaviours.</li> <li>• C&amp;YP with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling.</li> <li>• C&amp;YP with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening and attention and understanding.</li> </ul>
<b>Range Four (ii)</b>	<ul style="list-style-type: none"> <li>• SLCN is identified as the primary area of need with the nature of the difficulty established and clarified from observations and assessments by school, specialist</li> </ul>

**FUNDING:  
(Complex A)**

education professionals and health professionals.

- Will present with some/all of the difficulties as described at Range 3 and these will *severely* affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream setting.
- Could communicate or benefit from communicating using AAC
- Some or all aspects of language acquisition are significantly below age expected levels
- Significant speech sound difficulties making speech difficult to understand out of context
- **Must have a diagnosis of Language Impairment/Disorder or Speech Impairment/Disorder**

***The main categories are:***

- Mixed receptive/expressive language impairment/disorder
- Expressive only language impairment/disorder
- Higher order processing impairment/disorder
- Specific Speech Impairment

***Identification***

- Diagnosed by a Speech and Language Therapist in conjunction with a specialist teacher or Educational Psychologist.
- C&YP with a diagnosis of Language Impairment may be of average or above average cognitive ability.
- C&YP with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours.
- C&YP with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling.
- C&YP with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening and attention and understanding.

<b>Speech, Language and Communication Guidance</b>	
<b>Range 1 Possible Description of pupil</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• SLCN may be an emerging but not yet clearly identified primary area of need; the pupil has some difficulty with speaking or communication.</li> <li>• Will present with some/all of the difficulties below and these will mildly affect curriculum access and social development.</li> </ul>
<b>Assessment &amp; Planning</b>	<b>School must:</b> <ul style="list-style-type: none"> <li>• Evidence that the pupil's language is delayed.</li> <li>• Use EYFS profile, C&amp;L baseline assessment and checklists as a system of identification and monitoring.</li> <li>• Ensure the pupil is part of normal school and class assessments.</li> <li>• Senco and class teacher could be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty.</li> <li>• Refer to SALT</li> <li>• Other assessment tools as recommended by SALT.</li> <li>• Refer to School nurse for sight/hearing tests</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream classroom with attention paid to position in the classroom and acoustics</li> <li>• Flexible pupil groupings; positive peer speech and language models</li> <li>• Groupings reflect ability with modifications made to ensure curriculum access</li> </ul>
<b>Human Resources &amp; staffing</b>	<b>School</b> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from Senco</li> <li>• Additional adults routinely used to support flexible groupings and differentiation under the guidance of the teacher.</li> <li>• Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses</li> <li>• Adults provide support to listen and respond to longer sequences of information in whole class situation.</li> <li>• Adults provide encouragement and support to collaborate with peers in curriculum activities.</li> </ul>
<b>Curriculum &amp; teaching methods</b>	<b>School</b> <ul style="list-style-type: none"> <li>• Literacy tasks may require some modification.</li> <li>• Instructions supported by visual and written cues</li> <li>• Reduction/modification of complex language when giving instructions/information to support attention and understanding.</li> <li>• Flexibility in expectations to follow instructions /record work</li> <li>• Opportunities for developing the understanding and use of language across the curriculum</li> <li>• Opportunities for time limited small group work based on identified need</li> <li>• Planning show opportunities for language based activities</li> <li>• Family supports targets at home</li> <li>• Pupil involved in setting and monitoring their own targets</li> <li>• <b>LA:</b></li> <li>• <a href="#">QFT strategies and advice sheets</a> on BSO.</li> </ul>
<b>Resources &amp; intervention strategies</b>	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Refer to The Communication Trust What Works for pupils with SLCN <a href="#">database</a></li> <li>• <a href="#">QFT strategies</a></li> </ul>

	<p><b><i>Interventions such as:</i></b></p> <ul style="list-style-type: none"> <li>• Talk across the Curriculum</li> <li>• Talking Partners@primary</li> <li>• Talking Partners@secondary</li> <li>• BLAST</li> <li>• Talking Maths</li> <li>• Colourful Semantics</li> <li>• Colourful Stories</li> <li>• Makaton</li> <li>• ICT support</li> </ul> <p><b><i>Resources/interventions provided by LA:</i></b></p> <ul style="list-style-type: none"> <li>• Learning Support Service or SALT to provide training on specific language programmes/ interventions.</li> <li>• Speech and Language Forums (SALF) for professionals: sharing good practice, resources, advice and strategies.</li> </ul>
<b>NC level</b>	<ul style="list-style-type: none"> <li>• Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy.</li> </ul>



<b>Speech, Language and Communication Guidance</b>	
<b>Range 2 – School based responses – Universal/Targeted (mainstream)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>SLCN is identified as the primary area of need; the pupil has some difficulty with speaking or communication.</li> <li>Will present with some/all of the difficulties below and these will <b>mildly-moderately</b> affect curriculum access and social development.</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>School must:</b></p> <ul style="list-style-type: none"> <li>Identify evidence that the pupil's language is delayed.</li> <li>Use EYFS profile, C&amp;L baseline assessment and checklists as a system of identification and monitoring.</li> <li>Ensure the pupil is part of normal school and class assessments</li> <li>Actively monitor behaviour as an indicator of SLCN.</li> <li>Refer to SALT</li> <li>Senco and class teacher should be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty.</li> <li>Other assessment tools as recommended by SALT.</li> <li>Refer to school nurse for sight/hearing tests</li> </ul> <p><b>LA must:</b></p> <ul style="list-style-type: none"> <li>Checklists for schools on BSO <a href="#">SLCN checklists</a></li> <li><a href="#">C&amp;L baseline assessment</a></li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>Mainstream classroom with attention paid to position in the classroom and acoustics</li> <li>Flexible pupil groupings; positive peer speech and language models</li> <li>Groupings reflect ability with modifications made to ensure curriculum access</li> <li>Small group/individual work to target specific needs</li> </ul>
<b>Human Resources &amp; staffing</b>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from Senco</li> <li>Adults routinely used to support flexible groupings and differentiation under the guidance of the teacher.</li> <li>Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses</li> <li>Regular, planned support to listen and respond to longer sequences of information in whole class situation.</li> <li>Regular, planned encouragement and support to collaborate with peers in curriculum activities.</li> <li>Staff working directly with the pupil should have knowledge and training in good practice for teaching and planning provision for C&amp;YP with SLCN</li> </ul>
<b>Curriculum &amp; teaching methods</b>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>Literacy tasks require regular modification</li> <li>Instructions supported by visual and written cues</li> <li>Reduction/modification of complex language when giving instructions/information</li> <li>Flexibility in expectations to follow instructions /record work</li> <li>Opportunities for developing the understanding and use of language across the curriculum</li> <li>Opportunities for time limited small group/individual work based on identified need</li> <li>Planning show opportunities for language based activities</li> <li>Family supports targets at home</li> <li>Pupil involved in setting and monitoring their own targets</li> </ul> <p><b>LA</b></p> <ul style="list-style-type: none"> <li><a href="#">QFT strategies and advice sheets</a> on BSO.</li> </ul>

<b>Resources &amp; intervention strategies</b>	<ul style="list-style-type: none"> <li>• <b>Resources:</b></li> <li>• Refer to The Communication Trust What Works for pupils with SLCN <a href="#">database</a></li> <li>• <a href="#">QFT strategies</a></li> <li>• <b><i>Interventions such as:</i></b></li> <li>• Talk across the Curriculum</li> <li>• Talking Partners@primary</li> <li>• Talking Partners@secondary</li> <li>• BLAST</li> <li>• Colourful Semantics</li> <li>• Colourful Stories</li> <li>• Makaton</li> <li>• ICT support</li> <li>• <b><i>Resources/interventions provided by LA:</i></b></li> <li>• Learning Support Service or SALT to provide training on specific language Programmes/ interventions.</li> </ul>
<b>NC level</b>	<ul style="list-style-type: none"> <li>• Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy.</li> </ul>

<b>Speech, Language and Communication Guidance</b>	
<b>Range 3 - School based responses – Targeted (mainstream)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</li> <li>• Will present with some/all of the difficulties below and these will <b>moderately</b> affect curriculum access and social development.</li> <li>• Persistent delay against age related language <a href="#">norms</a></li> <li>• Persistent difficulties that do not follow a normal developmental patterns (disordered)</li> </ul>
<b>Assessment &amp; Planning</b>	<ul style="list-style-type: none"> <li>• <b>School must as for ranges 1 &amp; 2 plus:</b></li> <li>• Provide evidence of monitoring and identification of pupil's needs before making a referral for assessment and advice from a specialist teacher.</li> <li>• Refer to Speech and Language Therapy Services (SALT) for further assessment and therapy. This must be agreed with the family.</li> <li>• Reviews should consider the evidence based need to move towards an EHC plan</li> <li>• <b>LA should:</b></li> <li>• Provide advice and assessment from specialist teacher with reference to the pupil's understanding, use of vocabulary, grammatical structure, social interaction and language processing.</li> <li>• Assessment and advice regarding technology to support curriculum access and communication</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream classroom with attention paid to position in the classroom and acoustics</li> <li>• Flexible pupil groupings; positive peer speech and language models</li> <li>• Groupings reflect ability with modifications made to ensure curriculum access</li> <li>• Regular, focussed, time limited small group/individual interventions.</li> </ul>
<b>Human Resources &amp; staffing</b>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from Senco</li> <li>• Additional adult support informed by differentiated provision planned by the teacher.</li> <li>• Could include advice from Speech and Language Therapist to inform planning.</li> <li>• Additional adult 1:1 support focussed on specific individual targets and any SALT programmes as appropriate</li> <li>• Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&amp;YP with SLCN</li> <li>• To monitor and review</li> </ul> <p><b>LA</b></p> <ul style="list-style-type: none"> <li>• Specialist teacher to complete assessments, meet family, advise on strategies</li> <li>• Training packages as provided by SALT</li> </ul>
<b>Curriculum &amp; teaching methods</b>	<p>School must as for ranges 1 &amp; 2 plus:</p> <ul style="list-style-type: none"> <li>• Planning identifies inclusion of and provision for individual targets</li> <li>• Additional steps are taken to engage families and the pupil in achieving their targets. Mainstream class predominantly working on modified curriculum tasks. Frequent opportunities for time limited small group and individual work based on identified need</li> <li>• Attention to position in the classroom and acoustics</li> <li>• Tasks and presentation personalised to pupil needs</li> <li>• Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information.</li> <li>• Consideration to the transference and generalisation of skills</li> </ul>

	<p>LA:</p> <ul style="list-style-type: none"> <li>• Advice on inclusion and individual targets</li> </ul>
<b>Resources &amp; intervention strategies</b>	<p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>• Refer to The Communication Trust What Works for pupils with SLCN <a href="#">database</a></li> <li>• <a href="#">Advice sheets</a></li> </ul> <p><b>Interventions:</b> As range 1&amp;2</p> <p><b>Resources/interventions provided by LA:</b></p> <ul style="list-style-type: none"> <li>• Learning Support Service and SALT to provide training on specific language programmes/ interventions.</li> <li>• Speech and Language Forums for professionals: sharing good practice, resources, advice and strategies. Details on BSO.</li> </ul>
<b>NC level</b>	Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy.

<b>Speech, Language and Communication Guidance</b>	
<b>Range 4i School based responses – Targeted/Specialist (mainstream)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals. .</li> <li>• Will present with some/all of the difficulties as described at Range 3 and these will <i>severely</i> affect curriculum access and social development.</li> <li>• Could communicate or benefit from communicating using AAC</li> <li>• Some or all aspects of language acquisition are significantly below age expected levels</li> <li>• Significant speech sound difficulties making speech difficult to understand out of context</li> <li>• Must have a diagnosis of Language Impairment/ Disorder or Speech Impairment/Disorder</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>School must as for ranges 1 &amp; 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily.</li> <li>• Where there is a diagnosis of Language Impairment or Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access.</li> <li>• Recognise that language impairment is a persistent, severe and lifelong disability</li> <li>• Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language.</li> </ul> <p><b>LA must</b></p> <ul style="list-style-type: none"> <li>• Provide advice and assessment from specialist teacher including technology to support curriculum access and communication.</li> <li>• Understand that severe speech and language difficulties affect access to most parts of a language based curriculum but performance on non-language based standardised assessments may be age appropriate.</li> <li>• Recognise that language impairment is a persistent, severe and lifelong disability</li> </ul> <p><b>SALT Service</b></p> <ul style="list-style-type: none"> <li>• SLT will identify a programme of work and therapy to develop language and communication within the setting.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream classroom with attention paid to position in the classroom and acoustics</li> <li>• Flexible pupil groupings; positive peer speech and language models</li> <li>• Groupings reflect ability with modifications made to ensure curriculum access</li> </ul>
<b>Human Resources &amp; staffing</b>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from Senco and must include advice from specialist teacher and/or Speech and Language Therapist.</li> <li>• Additional adult 1:1 support focussed on specific individual targets and any SALT programmes as appropriate</li> <li>• Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&amp;YP with SLCN</li> <li>• Additional training of mainstream staff to support curriculum modifications</li> <li>• Meet family, advise on provision</li> <li>• Monitor and review progress</li> </ul> <p><b>LA</b></p> <ul style="list-style-type: none"> <li>• Where the annual review indicates that the pupil is not making expected progress, up to 10 hours per year from a specialist teacher available to complete assessments</li> </ul>

	<p>(school to purchase).</p> <p><b>SALT Service:</b></p> <ul style="list-style-type: none"> <li>Interventions, training and advice based on the individual child's needs</li> </ul>
<b>Curriculum &amp; teaching methods</b>	<p><b>School must as for ranges 1 &amp; 3 plus</b></p> <ul style="list-style-type: none"> <li>Mainstream class predominantly working on modified curriculum tasks</li> <li>Individual targets following advice from SLT/specialist teacher must be incorporated in all activities throughout the school day</li> <li>Additional training of mainstream staff to support curriculum modifications</li> <li>Use of staff to implement specific materials, approaches and resources under the direction of the SLT</li> <li>Daily opportunities for individual / small group work based on identified needProvide 1:1 support focussed on specific individual targets and any SALT programmes as appropriate</li> <li>Pay attention to position in the classroom and acoustics</li> <li>Provide systematic and intensive mediation to facilitate curriculum access</li> <li>Ensure specific structured teaching of vocabulary and concepts, in context.</li> <li>Provide intervention for social communication and functional language use</li> <li>Provide specialist support with recording and communication</li> <li>Provide specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate.</li> </ul> <p><b>LA must:</b></p> <ul style="list-style-type: none"> <li>Provide training to develop and support whole school understanding of the pupil's individual needs through training.</li> <li>Offer additional training of mainstream staff to support curriculum modifications</li> <li>Advice and assessment regarding specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate.</li> <li>Advice, assessment and monitoring of individual targets and strategies for curriculum access.</li> </ul> <p><b>SALT Service:</b></p> <ul style="list-style-type: none"> <li>Training of mainstream staff to support curriculum modifications</li> <li>Advice and support on using AAC systems</li> <li>Specific support identified to meet the child's needs, programmes of therapy and resources as needed</li> </ul>
<b>Resources &amp; intervention strategies</b>	<p><b><i>Resources/interventions provided by LA:</i></b></p> <ul style="list-style-type: none"> <li>SALT support services to provide training and additional specific/bespoke training to support the teaching of C&amp;YP with SLCN</li> <li>Provide training to develop and support whole school understanding of the pupil's individual needs through training</li> <li>Speech and Language Forums for professionals: sharing good practice, resources, advice and strategies. Details on BSO.</li> </ul> <p>Other resources:</p> <ul style="list-style-type: none"> <li>Refer to The Communication Trust What Works for pupils with SLCN <a href="#">database</a></li> <li><a href="#">Advice sheets</a></li> <li>As for Range 1&amp;2</li> </ul>
<b>NC level</b>	<p>Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy.</p>

Speech, Language and Communication Guidance	
Range 4 ii – Targeted/Specialist (Mainstream Specialist Resource)	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• SLCN is identified as the primary area of need with the nature of the difficulty established and clarified from observations and assessments by school, specialist education professionals and health professionals.</li> <li>• Will present with some/all of the difficulties as described at Range 3 and these will <i>severely</i> affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream setting.</li> <li>• Could communicate or benefit from communicating using AAC</li> <li>• Some or all aspects of language acquisition are significantly below age expected levels</li> <li>• Significant speech sound difficulties making speech difficult to understand out of context</li> <li>• <b>Must have a diagnosis of Language Impairment/Disorder or Speech Impairment/Disorder</b></li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>School must as range 4i plus:</b></p> <ul style="list-style-type: none"> <li>• Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily.</li> <li>• Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible.</li> <li>• Where there is a diagnosis of Specific Language Impairment or Specific Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access.</li> <li>• It must be recognised that language impairment is a persistent, severe and lifelong disability</li> <li>• Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language.</li> </ul> <p><b>LA must:</b></p> <ul style="list-style-type: none"> <li>• Provide advice and assessment from specialist teacher including technology to support curriculum access and communication.</li> <li>• Understand that severe speech and language difficulties affect access to most parts of a language based curriculum but performance on non-language based standardised assessments may be age appropriate.</li> <li>• Recognise that language impairment is a persistent, severe and lifelong disability</li> </ul> <p><b>SALT Service:</b></p> <ul style="list-style-type: none"> <li>• SLT will identify a programme of work to develop language and communication within the setting.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Flexible pupil groupings; positive peer speech and language models</li> <li>• Groupings reflect ability with modifications made to ensure curriculum access</li> </ul>
<b>Human Resources &amp; staffing</b>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>• Should have access to specialist teaching and non-teaching support within the classroom and wider setting to facilitate access to the curriculum and social communication. These staff will support mainstream staff in planning and delivering appropriate, inclusive and structured interventions and a differentiated curriculum.</li> <li>• Ensure additional training is available for mainstream staff to support curriculum modifications</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>LA:</b></li> <li>• Provide timely advice and recommendations regarding placements</li> <li>• Provide additional training for mainstream staff to support curriculum modifications</li> <li>• School can purchase the support of a specialist teacher to complete assessments, meet family, advice on provision, deliver teaching programmes and training and monitor and review progress.</li> </ul> <p><b>SALT Service</b></p> <ul style="list-style-type: none"> <li>• Will deliver programmes identified to meet the individual child's needs.</li> </ul>
<b>Curriculum &amp; teaching methods</b>	<ul style="list-style-type: none"> <li>• As range 4i</li> </ul>
<b>Resources &amp; intervention strategies</b>	<p><b>Resources and interventions provided by the LA:</b></p> <ul style="list-style-type: none"> <li>• SEN support services to provide specific/bespoke training to support the teaching of C&amp;YP with SLCN</li> <li>• Provide training to develop and support whole school understanding of the pupil's individual needs through</li> <li>• Speech and Language Forums for professionals: sharing good practice, resources, advice and strategies. Details on BSO.</li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>• Refer to The Communication Trust What Works for pupils with SLCN <a href="#">database</a></li> <li>• <a href="#">Advice sheets</a></li> <li>• As for range 1, 2 &amp; 3</li> </ul>
<b>NC level</b>	Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy.

- If placed within the Language Unit, also see their offer.





# **SEND Guidance**

## **Communication and Interaction Needs (Including the Autism Spectrum)**

## **Communication and Interaction - Autism Spectrum Disorder Descriptors**

It is acknowledged that other conditions such as Attention Deficit Disorder, Obsessive Compulsive Disorder and mild to moderate learning difficulties occur alongside Autism Spectrum Disorders (ASD). Acknowledgement of these is not specifically made within this guidance. Professionals may find other guidance produced in this information set useful in these cases.

The children and young people (C&YP) to whom this guidance relates will present with a range of communication and interaction differences which challenge their learning and social inclusion. Individual C&YP display a range of differences which will vary in severity and intensity and which may change over time. It is not expected that any C&YP will match all the descriptors listed below. C&YP who display social communication and interaction differences but who are not diagnosed with an ASD may share some of the difficulties in social imagination, inflexibility of thought and sensory differences seen in C&YP on the autism spectrum. The suggested provision and resourcing at the appropriate range will support effective teaching and learning for this group of C&YP.

Children and young people with communication and interaction differences / ASD may have differences in the areas identified below. Use these descriptors to identify the needs of an individual C&YP:

### **Communication and Reciprocal Social Interaction (Social Affect)**

- Difficulties recognising that they are part of a class, group or wider social situation.
- Social situations present challenges resulting in emotional outbursts, withdrawal, social vulnerability and/or isolation.
- Poor empathy, imagination and play skills which affects social understanding and impacts on learning in subjects such as English and RE
- Unusual eye gaze or eye contact. Facial expressions may be limited or reduced in range. May not use or understand non-verbal communication.
- Difficulties with understanding spoken language or difficulties expressing their own wishes and feelings (expressive and receptive needs). Speech may be delayed or unusual and may have an odd intonation pattern with immediate or delayed repetition (echolalia)
- Literal Interpretations of language and learning with poor understanding of abstract language. Higher order language skills may be impaired, e.g. understanding and use of metaphor, inference and emotional language.
- Issues with interpreting and understanding whole class instructions and general information
- Difficulties with the concept of time and sequencing of events significantly affect everyday activities.
- Difficulties with personal space. May invade others space or find close group work difficult
- Little awareness of danger in comparison to children of their age. May 'run' or 'climb' with no regard to hazards. May be unaware of hurting others.
- May have coping strategies that enable successful social interaction with peers. At times of stress or anxiety, however, responses will be unusual and socially awkward.

## **Restricted and Repetitive Behaviours**

- Anxiety to even small unplanned changes in the environment or learning tasks leading to reactions of outbursts or withdrawal
- Unusual or different behaviours or obsessions with everyday objects, people or toys. This can lead to difficulties with finishing desired activities. May display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience.
- Difficulties managing transition between different environments or tasks. Routine and visual structure supports these issues.
- Inability to maintain focus and concentration age appropriately. May be easily distracted or may not switch attention easily.
- Inconsistent patterns of behaviour across a spectrum from challenging or impulsive to extreme passivity.

## **Sensory Differences**

- Unusual over or under responsiveness to sensory stimuli e.g. touch or noise which may affect access to everyday events or activities e.g. dining halls. May show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing. May eat inedible objects 'pica'
- May display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety.

Sensory differences can affect physical milestones such as toileting and eating development. These can cause high anxiety in the child/young person and those who care for them.

Communication and Interaction Range Descriptors Overview	
Range 1	<p>C&amp;YP at range 1 will have communication and interaction needs identified by the range descriptors in this document that may affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p>C&amp;YP may or may not have a diagnosis of an ASD made by an appropriate multi-agency team.</p> <p>SEN Support plan in place</p>
Range 2  <b>FUNDING: Mainstream Element 1 £4k + Element 2 = £6k</b>	<p><b>Mild Needs</b></p> <p>C/YP at range 2 will have communication and interaction needs identified by the range descriptors that <b>affect access</b> to a number of aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p>C/YP may or may not have a diagnosis of an ASD by an appropriate multi-agency team.</p> <p>SEN Support Plan in place</p>
Range 3  <b>FUNDING: Mainstream Element 1 £4k + Element 2 = £6k + access to Element 3 (top-up)</b>	<p><b>Moderate Needs</b></p> <p>C/YP at range 3 will have communication and interaction needs identified by the range descriptors that <b>moderately/significantly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life. <b>This is especially true in new and unfamiliar contexts.</b></p> <p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore, on the result of any assessment.</p> <p>C/YP may or may not have a diagnosis of an ASD made by an appropriate multi-agency team.</p> <p>SEN Support Plan/EHCP in place</p>
Range 4i  <b>FUNDING: Mainstream Element 1 £4k + Element 2 = £6k + access to Element 3 (top-up)</b>	<p><b>Significant Needs</b></p> <p>C/YP at range 4i will have communication and interaction needs identified by the range descriptors that <b>significantly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life. <b>This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</b></p> <p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>C/YP will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum.</p> <p>Children may or may not have a diagnosis of ASD by an appropriate multi-agency diagnostic team.</p> <p>EHCP in place</p>
Range 4ii  <b>FUNDING: Complex A</b>	<p><b>Severe</b></p> <p>C/YP at range 4ii will have communication and interaction needs identified by the range descriptors that <b>severely affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available.</b></p>

	<p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p><b>Children and young people at range 4(ii) may be in the following settings:</b></p> <p><b>Mainstream</b></p> <ul style="list-style-type: none"> <li>• C/YP will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. C/YP will require significantly more support than is normally provided in a mainstream setting.</li> <li>• Pupils within Designated Special Provisions will have a diagnosis of ASD by an appropriate multi-agency diagnostic team.</li> </ul> <p><b>Special</b></p> <ul style="list-style-type: none"> <li>• Attainment profile is below expected NC levels, the majority of attainments within the P level range</li> <li>• C/YP may or may not have a diagnosis of an ASD</li> <li>• Complex Needs Identified *</li> <li>• EHCP in place</li> </ul>
<p><b>Range 5</b></p> <p><b>FUNDING:</b></p> <p><b>Complex A or B</b></p>	<p><b>Profound Needs</b></p> <p>C/YP at range 5 will have communication and interaction needs identified by the range descriptors that <b>profoundly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available.</b></p> <p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p><b>Children and young people at range 5 may be in the following settings:</b></p> <p><b>Mainstream</b></p> <p>C/YP has an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. C/YP will require significantly more support than is normally provided in a mainstream setting</p> <ul style="list-style-type: none"> <li>• Pupils within Designated Special Provisions will have a diagnosis of ASD by an appropriate multi-agency diagnostic team</li> <li>• Pupils within the enhanced DSP need an environment where interpersonal challenges are minimised by the adult managed setting</li> </ul> <p><b>Special</b></p> <ul style="list-style-type: none"> <li>• Attainment profile is below expected NC levels, the majority of attainments within the P level range</li> <li>• C/YP may or may not have a diagnosis of an ASD</li> <li>• Complex Needs Identified *</li> <li>• EHCP in place</li> </ul>
<p><b>Range 6</b></p> <p><b>FUNDING:</b></p> <p><b>Complex C or D</b></p>	<p>C/YP at range 6 will have communication and interaction needs identified by the range descriptors that <b>profoundly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available. Children at range 6 will need an environment where interpersonal challenges are minimised by the adult managed setting.</b></p> <ul style="list-style-type: none"> <li>• The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</li> <li>• Pupils within the Communication and Interaction specialist setting or enhanced DSP setting need an environment where interpersonal challenges are minimised by the adult managed setting.</li> <li>• Complex Needs Identified *</li> <li>• EHCP in place</li> </ul>

\* Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These CYP's present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community

Communication and Interaction	
Range 1 - School/ setting based responses - UNIVERSAL (Mainstream)	
<b>Descriptor</b>	<p><b>1. Identify the relevant descriptors for the child or young person with whom you are working.</b></p> <p><b>2. Consider whether the following statement describes how the C/YP is affected within school:</b> C&amp;YP at range 1 will have communication and interaction needs identified by the range descriptors in this document that <b>may affect their access</b> to some aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p><b>3. If this statement accurately describes your child or young person use the advice given in range 1. If not you will need to consider descriptors for other levels.</b></p> <p>C&amp;YP may or may not have a diagnosis of an ASD made by an appropriate multi-agency team.</p>
<b>Assessment &amp; Planning</b>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Will be part of school/setting and class teaching and assessments</li> <li>SENCo may be involved in more specific assessments and observations</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Curriculum plans should include individual/group targets</li> <li>Family may be involved regularly and support targets at home provided</li> <li>Pupil will be involved in setting and monitoring his targets, where appropriate</li> <li>Information around specific C&amp;YP will shared with staff in setting at pupil progress meetings</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>Must be included in mainstream class with specific support for targets which involve communication and interaction</li> <li>Should be offered opportunities for small group work within the usual classroom planning and management</li> </ul>
<b>Human resources &amp; staffing</b>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>Flexible use of resources and staffing available in the classroom</li> <li>Support from colleagues within setting, including SENCo.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p><b>Resources/Provision:</b></p> <ul style="list-style-type: none"> <li>The use of Quality First teaching approaches to support the development of social communication and interaction skills</li> <li>Must have full inclusion to the National Curriculum</li> <li>Flexibility may be required to enable the C&amp;YP to follow instructions and/or record work</li> <li>Instructions may need to be supported by use of visual and written cues</li> <li>Preparation for change and the need for clear routines will be required</li> <li>Reduction of complex language, especially when giving instructions and asking questions, may be required</li> </ul>
<b>NC Level</b>	<ul style="list-style-type: none"> <li>Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others</li> </ul>

Communication and Interaction	
Range 2 - School/Setting based responses – UNIVERSAL/TARGETED (Mainstream)	
<b>Descriptor</b>	<p><b>MILD NEEDS</b></p> <p><b>1. Identify the relevant descriptors for the child or young person with whom you are working.</b></p> <p><b>2. Consider whether the following statement describes how the C/YP is affected within school</b> C/YP at range 2 will have communication and interaction needs identified by the range descriptors in this document that <b>affect access</b> to a number of aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p><b>3. If this statement accurately describes your child or young person use the advice given in range 2. If not you will need to consider descriptors for other levels.</b></p> <p>C/YP may or may not have a diagnosis of an ASD by an appropriate multi-agency team.</p>
<b>Assessment &amp; Planning</b>	<p><b>Assessment:</b> As range 1 plus:</p> <ul style="list-style-type: none"> <li>• Use of more detailed NC assessment tools e.g. B Squared/PIVATS</li> <li>• Could also include other assessments relating to need, e.g. sensory profile, advice from SALT or OT advice (where applicable)</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Curriculum plans will reflect levels of achievement and include individually focused targets, especially in the area of Speech and Language and PSHCE</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Will be mainstream class-based and will have opportunity for small group and individual work to target specific needs relating to communication and interaction needs</li> <li>• May need adaptations to the working environment such as a quiet area within the classroom for individual work</li> </ul>
<b>Human resources &amp; staffing</b>	<p>As range 1, plus:</p> <p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications</li> <li>• Will need additional professional support from skilled colleagues to develop strategies to address social interaction, social communication and social understanding</li> <li>• Will need use of additional school support to implement specific materials, approaches and resources as appropriate</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As range 1 plus:</p> <ul style="list-style-type: none"> <li>• Curriculum access will be facilitated by using a structured approach to provision which should involve: using visual systems or timetables; reducing language for instructions/information giving.</li> <li>• Teaching approaches should take account of difficulties identified within the range descriptors</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>As range 1 plus</p> <ul style="list-style-type: none"> <li>• The use of Quality First teaching approaches to support the development of social communication and interaction skills</li> <li>• Flexibility will be required to enable the C/YP to follow instructions and/or record work</li> <li>• Clear use of visual and written cues will be useful to support instructions</li> <li>• Preparation for change and the need for clear routines will be required</li> <li>• Reduction of complex language, especially when giving instructions and asking questions, will be required</li> </ul>
<b>NC Levels</b>	Across the expected range but with an unusual profile showing relative weaknesses in certain areas and strengths in others



## Communication and Interaction

### Range 3 - School/setting based responses - TARGETED (Mainstream)

<b>Descriptor</b>	<p><b>MODERATE NEEDS</b></p> <p><b>1. Identify the relevant descriptors for the child or young person with whom you are working.</b></p> <p><b>2. Consider whether the following statement describes how the C/YP is affected within school:</b> C/YP at range 3 will have communication and interaction needs identified by the range descriptors in this document that <b>will moderately affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life. <b>This is especially true in new and unfamiliar contexts.</b></p> <p><b>3. If this statement accurately describes your child or young person use the advice given in range 3. If not you will need to consider descriptors for other levels.</b></p> <p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore, on the result of any assessment.</p> <p>C/YP may or may not have a diagnosis of an ASD made by an appropriate multi-agency team.</p>
<b>Assessment &amp; Planning</b>	<p><b>Assessment:</b> As range 1 and 2 plus:</p> <ul style="list-style-type: none"> <li>• More specialised assessment tools in relation to specific descriptors to include: PSE p-level assessments; TALC; Motivational Assessment; Elklan Attention checklist; STAR behavioural analysis.</li> <li>• Accurate and up to date assessment of independent levels (NC/P-Levels) must be kept as a working document to aid planning and to share with family</li> <li>• Assessment may include a sensory profile, also the SCERTS framework which supports the identification of key areas of need in relation to C/YP with communication and interaction needs/Autism.</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Curriculum plans will reflect levels of achievement and must include individually focused IEP targets</li> <li>• Planning may need to incorporate adaptations such as rest breaks, time allocated to sensory difficulties and processing needs</li> </ul>
<b>Groupings for teaching</b>	<p>As range 1 and 2 plus:</p> <ul style="list-style-type: none"> <li>• Inclusion within the mainstream classroom. However, there will be a need for an enhanced level of individual support. This may be up to 16.5 hours per week</li> <li>• Targeted support will be needed which may include unstructured parts of the day, e.g. start and end of school day, breaks, lunchtimes and trips out of school</li> <li>• Support for areas of sensory needs which may include 'time out' space and other environmental adaptations to reduce stress and anxiety</li> </ul>
<b>Human resources &amp; staffing</b>	<p>As range 1 and 2 plus:</p> <p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Attendance at professional drop-in sessions</li> <li>• Advice/ training information from the LSS will be sought via the re-referral process</li> <li>• Teaching approaches must take account of difficulties identified within the range descriptors.</li> <li>• Key member of staff should be available to work with a member of the ASD Team where re-referrals are made</li> <li>• Staff working directly with pupils must have knowledge and training in good practice when working with C/YP with communication and interaction needs/Autism</li> <li>• Schools should consider using the Autism Education Trust staff competencies to support development of specialist skills</li> <li>• Schools should consider ELKLAN Communication Friendly Schools training to enhance skills levels in working with C/YP with these needs.</li> </ul>

<b>Curriculum and Teaching Methods</b>	<p>As range 1 and 2 plus:</p> <ul style="list-style-type: none"> <li>• May need to make noticeable adaptations to the curriculum to aid access and reduce anxiety.</li> <li>• Will need differentiation by presentation and/or outcome</li> <li>• May need enhanced PSHCE teaching to ensure skills embedded</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>As range 1 and 2 plus</p> <p>The use of Quality First teaching approaches to support the development of social communication and interaction skills Flexibility will be required to enable the C&amp;YP to follow instructions and/or record work</p> <ul style="list-style-type: none"> <li>• Clear use of visual and written cues will be useful to support instruction</li> <li>• Preparation for change and the need for clear routines will be required</li> <li>• Reduction of complex language, especially when giving instructions and asking questions, will be required</li> <li>• Staff will need to implement recommendations made by the AS support</li> </ul>
<b>NC Levels</b>	<p>Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others</p>

## Communication and Interaction

### Range 4 (i) - TARGETED (Mainstream)

<b>Descriptor</b>	<p><b>SIGNIFICANT NEEDS</b></p> <p><b>1. Identify the relevant descriptors for the child or young person with whom you are working.</b></p> <p><b>2. Consider whether the following statement describes how the C/YP is affected within school:</b> C/YP at range 4i will have communication and interaction needs identified by the range descriptors that <b>significantly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life. <b>This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</b></p> <p><b>3. If this statement accurately describes your child or young person use the advice given in range 4i. If not you will need to consider descriptors for other levels.</b></p> <p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <ul style="list-style-type: none"> <li>• C/YP will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum.</li> <li>• Children may or may not have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team.</li> </ul>
<b>Assessment &amp; Planning</b>	<p>As range 1 – 3 plus:</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Should include assessment advice from other agencies, e.g. SALT/OT</li> <li>• Assessment should include a sensory profile.</li> <li>• The SCERTS framework should be used to aid assessment and planning</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of pupil's needs. To include all setting staff that may come into contact with C/YP on a daily basis</li> <li>• Planning must adhere to the targets set within the statutory assessment document (EHC plan) to include adaptations to curriculum to ensure the development of independent learning and life skills</li> </ul>
<b>Groupings for teaching</b>	<p>As range 1 -3 plus:</p> <ul style="list-style-type: none"> <li>• Robust planning to meet objectives defined in statement/EHC plans</li> </ul>
<b>Human resources &amp; staffing</b>	<p>As range 1 – 3 plus:</p> <p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• All staff aware of de-escalation strategies. Key staff trained in Team Teach approaches</li> <li>• Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As range 1- 3 plus:</p> <ul style="list-style-type: none"> <li>• Must implement recommendations of AS Support</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>As range 1 -3 plus</p> <ul style="list-style-type: none"> <li>• To reflect the statement/EHCP</li> <li>• Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include: conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods</li> <li>• Where appropriate an alternative curriculum must be offered to develop independence and life skills</li> <li>• Will need enhanced PSHCE and SRE programmes to ensure skills embedded, these are likely to need some element of individual work</li> </ul>
<b>NC Level</b>	<p>Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others.</p>

## Communication and Interaction

### Range 4 (ii) TARGETED (Mainstream/Resource Base)

<b>Descriptor</b>	<p><b>SEVERE NEEDS</b></p> <p><b>1. Identify the relevant descriptors for the child or young person with whom you are working.</b></p> <p><b>2. Consider whether the following statement describes how the C/YP is affected within school:</b> C/YP at range 4ii will have communication and interaction needs identified by the range descriptors that <b>severely affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available.</b></p> <p><b>3. If this statement accurately describes your child or young person use the advice given in range 4ii. If not you will need to consider descriptors for other levels.</b></p> <p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p><b>Children and young people at range 4(ii) may be in the following settings</b></p> <p><b>Mainstream</b></p> <ul style="list-style-type: none"> <li>• C/YP will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. C/YP will require significantly more support than is normally provided in a mainstream setting.</li> <li>• Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team.</li> </ul> <p><b>Special</b></p> <ul style="list-style-type: none"> <li>• Attainment profile is below expected NC levels, the majority of attainments within the P level range</li> <li>• C/YP may or may not have a diagnosis of an Autism Spectrum Disorder.</li> <li>• Complex Needs Identified *</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>Assessment:</b> As ranges 1 – 4(i) plus:</p> <ul style="list-style-type: none"> <li>• Must include detailed assessment for PSHCE, life skills and sensory needs</li> <li>• Risk assessments must be carried out and shared with all staff and family</li> <li>• The SCERTS framework should be used to aid assessment and planning</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Where needed positive behaviour plans must be completed and shared with family</li> <li>• Must include planning for whole day, including unstructured times</li> <li>• Planning must take into account C/YP's learning styles, identified strengths and learning needs</li> </ul>
<b>Groupings for teaching</b>	<p>As ranges 1 – 4(i) plus:</p> <ul style="list-style-type: none"> <li>• Robust planning to meet objectives defined in statement/EHCP</li> <li>• Access to a quiet area within the classroom must be available when needed to offer opportunities for distraction free learning</li> <li>• A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment</li> </ul>

<b>Human resources &amp; staffing</b>	<p>As ranges 1 – 4(i) plus:</p> <p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Flexibility of staffing available to accommodate need, especially during unstructured times such as start and end of day, breaks and lunch and trips out of setting</li> <li>• Key staff must have accredited training in Autism/C&amp;I needs such as Elklan</li> <li>• Additional training of mainstream staff to support specific curriculum modifications in relation to needs identified in the range descriptors</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As ranges 1 -4(i) plus:</p> <ul style="list-style-type: none"> <li>• Curriculum modifications must be selected to engage C/YP with C&amp;I needs/Autism in relation to curriculum content, peer group</li> <li>• Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the C/YP</li> <li>• Planning for unstructured times must be provided</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>As range 1 -4(i) plus:</p> <ul style="list-style-type: none"> <li>• To reflect the statement/EHCP</li> <li>• Specialist staff within designated special provision to devise strategies which will be shared with mainstream staff and implemented into planning</li> </ul>
<b>NC Level</b>	<p>Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others.</p>

Communication and Interaction	
Range 5 - Specialist (Mainstream/Resource Base)	
Descriptor	<p>1. Identify the relevant descriptors for the child or young person with whom you are working.</p> <p>2. Consider whether the following statement describes how the C/YP is affected <b>within school</b>: C/YP at range 5 will have communication and interaction needs identified by the range descriptors that <b>profoundly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available</b>.</p> <p>3. If this statement accurately describes your child or young person use the advice given in range 5. If not you will need to consider descriptors for other levels.</p> <p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p><b>Children and young people at range 5 may be in the following settings:</b></p> <p><b>Mainstream</b></p> <ul style="list-style-type: none"> <li>C/YP has an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. C/YP will require significantly more support than is normally provided in a mainstream setting</li> <li>Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team</li> <li>Pupils within the enhanced DSP need an environment where interpersonal challenges are minimised by the adult managed setting</li> </ul> <p><b>Special</b></p> <ul style="list-style-type: none"> <li>Attainment profile is below expected NC levels, the majority of attainments within the P level range</li> <li>C/YP may or may not have a diagnosis of an Autism Spectrum Disorder</li> <li>Complex Needs Identified *</li> </ul>
Assessment & Planning	<p>As range 1 – 4 plus</p> <p>Must include detailed assessment for PSHCE, life skills and sensory needs. In addition, the assessment of behaviour and medical needs to inform the planning process where required</p> <ul style="list-style-type: none"> <li>Where needed, risk assessments, behaviour support plans and positive handling plans must be carried out and shared with all staff and family</li> <li>Must include planning for whole day, including unstructured times</li> <li>Accurate and up to date assessment of independent levels (NC/P Levels) must be kept as a working document to aid planning and to share with family</li> <li>Long term involvement of education and non-education professionals is likely to be needed</li> <li>The SCERTS framework should be used to aid assessment and planning</li> </ul>
Groupings for teaching	<p>As range 1– 4 plus</p> <ul style="list-style-type: none"> <li>Robust planning to meet objectives in the statement/EHCP</li> <li>A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment</li> <li>C/YP in enhanced DSP will have a specialist education setting within a larger mainstream generic campus</li> <li>C/YP in mainstream/ DSP will have access to a quiet area within the classroom/ DSP available when needed to offer opportunities for distraction free learning</li> <li>Daily opportunities for C/YP to manage their own anxieties by graded access to a range of environments</li> </ul>

<b>Human resources &amp; staffing</b>	<p>As range 1– 4 (ii) plus:</p> <p><b>SETTING:</b></p> <ul style="list-style-type: none"> <li>• Flexibility of staffing available to accommodate need, especially during unstructured times</li> <li>• Key staff must have advanced training in C&amp;I needs/Autism</li> <li>• Additional training of mainstream staff to support specific curriculum modifications in relation to needs identified in the range descriptors</li> <li>• C/YP is likely to need consistent home school transport provision. E.g. Staff/vehicle</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As range 1– 4 (ii) plus:</p> <ul style="list-style-type: none"> <li>• Curriculum modifications must be selected to engage C/YP with C&amp;I needs/Autism in relation to curriculum content, peer group etc.</li> <li>• Therapeutic approaches must be part of the curriculum and used to support the emotional wellbeing of the C/YP</li> <li>• Access to specialist approaches and equipment as part of a holistic package to meet the individual's sensory, social communication and understanding needs</li> <li>• May use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding</li> <li>• (e.g. PECS, Makaton. electronic voice output communication aids (VOCA)</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• To reflect the Statement/ EHCP</li> </ul>
<b>NC Level</b>	<ul style="list-style-type: none"> <li>• Across the expected range with an unusual learning profile showing relative weaknesses in</li> <li>• some areas and strengths in others</li> <li>• For pupils in special school settings attainment profile is below expected NC levels, The</li> <li>• Majority of attainments within the P level range</li> </ul>

Communication and Interaction	
Range 6 – Specialist (Special School)	
Descriptor	<p><b>1. Identify the relevant descriptors for the child or young person with whom you are working.</b></p> <p><b>2. Consider whether the following statement describes how the C/YP is affected within school:</b> C/YP at range 6 will have communication and interaction needs identified by the range descriptors that <b>profoundly affect their access</b> to the National Curriculum, including the social emotional curriculum and all aspects of school life, <b>even in known and familiar contexts and with familiar support/people available.</b></p> <p><b>3. If this statement accurately describes your child or young person use the advice given in range 6. If not you will need to consider descriptors for other levels.</b></p> <p>The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>Pupils within the Communication and Interaction specialist setting or enhanced DSP setting need an environment where interpersonal challenges are minimised by the adult managed setting.</p> <p>Complex Needs Identified *</p>
Assessment & Planning	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Targets must be individualised, short term, specific reviewed</li> <li>• Detailed NC assessments (e.g. PIVATS, B-squared) to inform planning/target setting</li> <li>• On-going teaching assessments including social communication skills, emotional wellbeing, life skills, including as needed including preparation for adulthood</li> <li>• Long-term involvement of educational and non-educational professionals as appropriate in assessment and planning</li> <li>• Assessment of emotional regulation, sensory needs, individual behaviour needs and medical needs must be used to inform the planning process planning</li> <li>• Curriculum planning closely tracks levels of attainment and incorporates individual targets and therapy programmes</li> <li>• Individual care plan/protocol to be in place</li> <li>• May have a positive handling plan</li> <li>• Will have Behaviour Support Plan and risk assessment</li> <li>• The SCERTS framework must be used to aid assessment and planning</li> </ul>
Groupings for teaching	<ul style="list-style-type: none"> <li>• Robust planning to meet the objectives in the statement/EHCP</li> <li>• Small groups within a specialist provision for communication and interaction needs</li> <li>• Specialist educational setting</li> <li>• Daily opportunities for small group and 1:1 teaching and learning</li> <li>• Where possible graded access to mainstream learning activities and leisure opportunities</li> </ul>
Human resources & staffing	<ul style="list-style-type: none"> <li>• High staffing ratio to support teaching and learning with sustained opportunities for 1:1 support</li> <li>• All staff trained and experienced in working with pupils with AS</li> <li>• Additional staffing to escort pupils and support at times of crisis and stress</li> <li>• All staff trained and experienced in Team Teach approaches</li> <li>• Consistent staff team experienced in AS</li> <li>• Consistent home school transport provision e.g. staff, vehicle</li> <li>• Access to specialist approaches, equipment and therapeutic services as part of the curriculum</li> </ul>



<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Curriculum access will be facilitated by using a predictable approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</li> <li>• May use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding (e.g. PECS, Makaton. electronic voice output communication aids (VOCA))</li> <li>• Use of adapted teaching materials, resources to support teaching and learning for those with sensory and/or physical impairment</li> <li>• Will need enhanced PSHCE/life skills and SRE programmes to ensure skills embedded</li> </ul>
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# **SEND Guidance**

## **Social, Emotional & Mental Health Needs**

### **Descriptors Overview**

## Social, Emotional & Mental Health Needs Guidance

### Range Descriptors Overview

<b>Range 1</b>  <b>FUNDING:</b> <b>Element 1</b> <b>£4k</b>	<p>Children will have been identified as presenting with some low level features of behaviour, emotional, social difficulties</p> <ul style="list-style-type: none"> <li>• They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration</li> <li>• They may follow some but not all school rules/routines around behaviour in the school environment</li> <li>• They may experience some difficulties with social skills</li> <li>• They may show signs of stress and anxiety and/or difficulties managing emotions on occasions</li> <li>• SEN Support Plan in place</li> </ul>
<b>Range 2</b>  <b>FUNDING:</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2</b> <b>=</b> <b>£6k</b>	<p><b>MILD</b></p> <p>Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place.</p> <ul style="list-style-type: none"> <li>• SEMH continues to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently</li> <li>• Pupils beginning to be at risk of exclusion and have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions</li> <li>• Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning</li> <li>• Pupil may show patterns of stress/anxiety related to specific times of the day</li> <li>• Pupils may have a preference for own agenda and be reluctant to follow instructions</li> <li>• Pupils may have begun to experience short term behavioural crisis</li> <li>• SEN Support Plan in place</li> </ul>
<b>Range 3</b>  <b>FUNDING:</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2</b> <b>=</b> <b>£6k</b> <b>+</b> <b>Element 3</b> <b>(top-up)</b>	<p><b>MODERATE</b></p> <p>Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place.</p> <ul style="list-style-type: none"> <li>• SEMH interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support</li> <li>• Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions</li> <li>• Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning</li> <li>• Pupil patterns of stress/anxiety related to specific times of the day have become more common</li> <li>• Pupils have a preference for own agenda and are reluctant to follow instructions</li> <li>• Short-term behavioural crisis have become more frequent and are more intense</li> <li>• SEN Support Plan/EHCP in place</li> </ul>
<b>Range 4i</b>  <b>FUNDING:</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2</b> <b>=</b> <b>£6k</b> <b>+</b> <b>Element 3</b> <b>(top-up)</b>	<p><b>SIGNIFICANT</b></p> <p>Pupil continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex and which necessitate a multi-agency response.</p> <ul style="list-style-type: none"> <li>• Pupil is more likely to have experienced fixed term exclusion from school</li> <li>• Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day</li> <li>• Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance</li> <li>• Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers</li> <li>• Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning</li> <li>• EHCP in place</li> </ul>

<b>Range 4ii</b>  <b>FUNDING:</b> <b>Complex A</b>	<b>SEVERE</b> Pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term and which necessitate a continued multi-agency response. <ul style="list-style-type: none"> <li>• Pupil is at increased risk of exclusion</li> <li>• Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day</li> <li>• Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance</li> <li>• Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers</li> <li>• Careful social and emotional differentiation of the curriculum essential to ensure progress with learning</li> <li>• Complex Needs identified *</li> <li>• EHCP in place</li> </ul>
<b>Range 5</b>  <b>FUNDING:</b> <b>Complex A or B</b>	<b>PROFOUND</b> Profound and increasing behavioural difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including: <ul style="list-style-type: none"> <li>• Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues</li> <li>• Patterns of regular school absence</li> <li>• Disengaged from learning, significant under performance</li> <li>• Verbally and physically aggressive</li> <li>• Reliant on adult support to remain on task</li> <li>• Engaging in high risk taking activities both at school and within the community</li> <li>• Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals</li> <li>• Issues around identity and belonging</li> <li>• Needing to be in control, bullying behaviours (victim &amp; perpetrator)</li> <li>• Difficulties sustaining relationships</li> <li>• Over-friendly or withdrawn with strangers, at risk of exploitation</li> <li>• Provocative in appearance and behaviour, evidence of sexualised language or behaviours</li> <li>• Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties</li> <li>• Physical, sensory and medical needs that require medication and regular review</li> <li>• Complex Needs Identified *</li> <li>• EHCP in place</li> </ul>
<b>Range 6</b>  <b>FUNDING:</b> <b>Complex C or D</b>	<b>PROFOUND</b> Continuing profound and increasing behavioural difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including: <ul style="list-style-type: none"> <li>• Significant challenging behaviour</li> <li>• Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, Social Care, YOT)</li> <li>• Unable to manage self in group without dedicated support</li> <li>• Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours</li> <li>• Involved in substance misuse either as a user or exploited into distribution/selling</li> <li>• Poor attendance, requires high level of adult intervention to bring into school, even with transport provided</li> <li>• Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive</li> <li>• Damage to property</li> <li>• May require targeted teaching in order to access learning in dedicated space away from others</li> <li>• Health and safety risk to self and others due to increased levels of agitation and presenting risks</li> <li>• Sexualised language and behaviour , identified at risk of CSE</li> <li>• Medical conditions, such as Asthma or Epilepsy, that may require particular support from Specialist Services</li> </ul>

	<ul style="list-style-type: none"> <li>• Complex Needs Identified</li> <li>• EHCP in place</li> </ul>
<b>Range 7</b>  <b>Complex D</b>	<p>Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi agency response coordinated as annual, interim or emergency SEN review and met in specialist provision. Needs likely to include:</p> <ul style="list-style-type: none"> <li>• Self-harming behaviour</li> <li>• Attempted suicide</li> <li>• Persistent substance abuse</li> <li>• Extreme sexualised language and behaviour, sexually exploited</li> <li>• Extreme violent/aggressive behaviour</li> <li>• Serious mental health issues</li> <li>• Long term non-attendance and disaffection</li> <li>• Regular appearance in court for anti-social behaviour/criminal activity</li> <li>• Puts self and others in danger</li> <li>• Frequently missing for long periods</li> <li>• Extreme vulnerability due to MLD/SLD</li> <li>• Medical conditions that potentially life threatening and cannot be managed without dedicated support</li> <li>• Complex needs Identified</li> <li>• EHCP in place</li> </ul>

\* Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These CYP's present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community

<b>Social, Emotional &amp; Mental Health Needs Guidance</b>	
<b>Whole school response - Quality First Teaching</b>	
<b>Descriptor</b>	<p>All children should be educated in a socially and emotionally differentiated learning environment and taught the social and emotional skills which underpin good behaviour.</p> <p>The key areas are:</p> <ul style="list-style-type: none"> <li>• An appropriate whole school ethos</li> <li>• A positive focus on attendance</li> <li>• A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils</li> <li>• A classroom and playground environment which focuses on positive relationships and the development of social skills</li> <li>• The provision of planned opportunities for pupils to learn social and emotional skills</li> <li>• The recognition that some pupils may experience short term difficulties managing their emotions and behaviour</li> </ul>
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Systems in place to ensure effective class and behaviour management strategies</li> <li>• Systems in place which ensure effective consequences to positive and negative behaviours (Rewards and sanctions)</li> <li>• Effective links between pastoral support, personal and social education, SEN and the curriculum</li> <li>• Accurate assessment of teaching and learning which includes emotional and developmental factors</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream nurturing classroom environment with attention paid to nurturing principles</li> <li>• A quiet area in the classroom available for individual work or to allow pupils to calm/refocus</li> <li>• Attention paid to learning styles/any learning adjustments that may be necessary</li> <li>• Attention paid to emotional, social health and wellbeing</li> </ul>
<b>Human resources and staffing</b>	<ul style="list-style-type: none"> <li>• School behaviour policy, with a range of strategies which are clearly communicated and monitored and consistently implemented</li> <li>• Provision by class teacher, additional classroom staff and a range of resources usually available in the classroom</li> <li>• Shared understanding of how social and emotional issues impact on behaviour</li> <li>• Close liaison and common approach with parents/carers</li> <li>• Staff support and training on issues related to emotional, social development and behaviour</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Appropriate differentiation of the curriculum and all supporting materials</li> <li>• Assessment of preferred styles to inform teaching</li> <li>• Use of behaviour targets within the classroom and playground</li> <li>• The planned teaching of personal social and emotional skills (e.g. a curriculum such as SEAL)</li> <li>• Planned teaching of social communication skills</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• An effective behaviour/inclusion policy that is regularly monitored and evaluated within the school</li> <li>• A range of additional provisions in place in school such as: school councils, peer counselling buddy schemes, circle time, breakfast clubs, lunchtime/after school activities, break time havens, life Skills teaching</li> <li>• Strategies in place to encourage parental involvement in the life of school</li> <li>• Structured systems in place to support internal transitions between classes/activities, around school</li> <li>• Strategies in place to monitor attendance and punctuality which enhance communication between home and school</li> <li>• Systems for observing, auditing and assessing a pupils behaviour, monitored by SMT</li> <li>• Early Years Learning Journals in place at foundation stage</li> </ul>

<b>Social, Emotional &amp; Mental Health Guidance</b>	
<b>Range 1 - School based responses – Universal (Mainstream)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Children will have been identified as presenting with some low level features of behaviour, emotional, social difficulties</li> <li>• They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration</li> <li>• They may follow some but not all school rules/routines around behaviour in the school environment</li> <li>• They may experience some difficulties with social skills</li> <li>• They may show signs of stress and anxiety and/or difficulties managing emotions on occasions</li> </ul>
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Assessment will continue as part of normal school and class assessments, while the SENCO may initiate more specific assessment and observations</li> <li>• Records kept should include observations and assessments of context, structured and unstructured times, frequency, triggers, ABCs</li> <li>• Behaviour plans/risk assessments may be in place for difficult times of the school day</li> <li>• Individual Provision map in place demonstrating that an increasing range of individual support is in place that is additional to and different from mainstream</li> <li>• Progress should be measured by changes in behaviour and learning following each review cycle and should be regularly shared with parents</li> <li>• Learning styles should be re-visited with adjustments made to accommodate them</li> <li>• A planned programme of support in place related to assessments, with pupils involved in setting and monitoring their own targets</li> <li>• Parents involved on a regular basis and encouraged to support targets at home</li> </ul>
<b>Groupings for teaching</b>	<p>Pupils will continue to be in a mainstream class with attention paid to organisation and pupil groupings as follows:</p> <ul style="list-style-type: none"> <li>• Opportunities for small group work based on identified need e.g. listening/thinking/social skills</li> <li>• Time limited mainstream classroom programme of support, which relates to assessments</li> <li>• Small group work to teach appropriate behaviours and emotional regulation</li> <li>• Individual programme based on specific need identified through assessments</li> <li>• A quiet area in the classroom available for individual work or to support pupils to calm/refocus</li> <li>• A nurturing classroom environment in which attention is paid to nurturing principles</li> </ul>
<b>Human resources and staffing</b>	<ul style="list-style-type: none"> <li>• Support/advice from SENCo with assessment, observation and planning</li> <li>• Appropriately skilled additional adults routinely used to support flexible groupings, observe pupils, differentiation and some 1:1</li> <li>• Close monitoring to identify “hotspots” through observation with results used in planning</li> <li>• Support for times identified by risk assessments and strategies implemented to manage these</li> <li>• Close liaison and common approach with parents/carers</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• In class more targeted differentiation of the curriculum and supporting materials to enable full access</li> <li>• Strategies developed are formally shared with school staff, parent/carers and are documented</li> <li>• Increased differentiation of social, emotional and behavioural learning as well as academic curriculum</li> <li>• Level and pace of instructions simplified with attention paid to appropriate amount of teacher talk – chunked instructions, simple sentences</li> <li>• Increased emphasis on identifying and teaching to preferred learning style</li> <li>• Planned opportunities for pupils to reinforce social and emotional skills</li> <li>• Some use of specific group or 1:1 programmes around SEMH</li> <li>• Preparation for any change and the need for clear routines so that children feel safe</li> </ul>



<b>Resources and Intervention Strategies</b>	<p>Further use of positive targeted strategies that include;</p> <ul style="list-style-type: none"> <li>• Further baseline assessments and support, PSD targets</li> <li>• HI, VI, other health checks</li> <li>• Incident logs, ABC charts, observations in a range of settings with analyses and adjustments made according to findings, consideration given to the use of positive diaries, visual time tables</li> <li>• Consideration given to the provision of parenting support/ family centre involvement/Family SEAL/Early Help</li> </ul>
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<b>Social, Emotional &amp; Mental Health Guidance</b>	
<b>Range 2 - School based responses - Universal (Mild) (Mainstream)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place</li> <li>SEMH continues to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently</li> <li>Pupils beginning to be at risk of exclusion and have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions</li> <li>Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning</li> <li>Pupil may show patterns of stress/anxiety related to specific times of the day</li> <li>Pupils may have a preference for own agenda and be reluctant to follow instructions</li> <li>Pupils may have begun to experience short term behavioural crisis</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment</b> as range 1 plus:</p> <ul style="list-style-type: none"> <li>More detailed and targeted observation i.e. interval sampling, use and analysis of assessment tools (Boxall, SDQ) and assessment related to interventions</li> <li>Behaviour plans/risk assessments in place for more difficult times of the school day</li> <li>Positive handling plans in place where appropriate, providing careful details about safety, the trained staff who will be involved with the plan, the circumstances in which positive handling might be used, and how it will be recorded and communicated to parents or carers</li> <li>Assessment of progress in response to interventions</li> <li>Pupil self-assessment, and wider assessments for learning/other SEN</li> <li>More detailed recording, monitoring of frequency, intensity, ABC over a range of contexts</li> <li>Other agency involvement identified e.g. CAMHS, paediatric assessments, Family Support, Social Care</li> <li>Individual Provision map continues to be in place demonstrating that an increased range of individual support that is additional to and different from mainstream is necessary to ensure full inclusion and progress with learning</li> <li>Planning includes individually focused plans/provision maps with clear targets and with appropriate steps taken to engage pupil and parents</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>In addition to the provision at range 1, identified regular support to teach social skills/emotional literacy in order to support the behaviour learning targets</li> <li>Mainstream class with regular, time limited programmes of small group work based on identified need</li> <li>On-going opportunities for 1:1 support focused on specific individual targets</li> </ul>
<b>Human resources and staffing</b>	<ul style="list-style-type: none"> <li>Additional adult, under the direction of teacher/Senco, provides sustained targeted support on an individual/group basis</li> <li>Increased parental/carer involvement, multi-agency support to plan and regularly review individual plans</li> <li>Encouragement and inclusion in extra curricular activities</li> <li>Develop a multi-agency approach</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>Modify level/pace/amount of teacher talk to pupil's identified need</li> <li>Individual targets within group programmes and/or 1:1</li> <li>A nurturing approach within the classroom which takes account of difficulties in the understanding of social rules and expectations</li> <li>Emphasis on increasing differentiation of activities and materials and account taken of individual learning styles</li> <li>Short term individual support focusing on listening, concentration, social skills</li> <li>Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution</li> <li>Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional need rather than chronological age</li> <li>Provision of opportunities for play, creative activities, drama/role play</li> </ul>

<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Continue with range 1 strategies + use of behaviour targets within classroom or playground</li> <li>• Increased visual systems; prompt cards, behaviour plans, risk assessments, portable plans, diaries</li> <li>• Regular small group work on conflict resolution, social/emotional skills</li> <li>• Short term individual support, using solution focused motivational approaches</li> <li>• Additional circle time activities/small circles of support</li> <li>• Involvement from a wider range of services</li> </ul>
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<b>Social, Emotional &amp; Mental Health Needs Guidance</b>	
<b>Range 3 (Moderate) – Targeted (Mainstream)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place</li> <li>SEMH interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support</li> <li>Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions</li> <li>Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning</li> <li>Pupil patterns of stress/anxiety related to specific times of the day have become more common</li> <li>Pupils have a preference for own agenda and are reluctant to follow instructions</li> <li>Short-term behavioural crisis have become more frequent and are more intense</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 2 plus more systematic application of assessment tools to gain detailed evidence over time with reviews</li> <li>Involvement of SEMH specialist teacher to support (by referral)</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Behaviour and curriculum plans closely track levels of achievement, and all IEP/IBP targets are individualised and SMART</li> <li>Individual provision map continues to be in place demonstrating provision at range 1-3 to support a pupil with long term needs that are likely to require further specialist assessment. Provision Map clearly evidences that up to 16.5 hours of individual support is in place</li> <li>Consideration given to referral to EP for further advice</li> <li>Effective multi-agency working in place</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>Mainstream class but predominantly working on modified curriculum tasks with regular and consistent 1:1 support focused on specific SEMH learning targets</li> <li>Frequent opportunities for small group work based on identified need - SEAL small group work or nurture group provision (if in place and assessments indicate appropriateness)</li> </ul>
<b>Human resources and staffing</b>	<ul style="list-style-type: none"> <li>Daily access to staff in school with experience of SEMH, e.g. behaviour support worker, lead behaviour professional, SENCo, behaviour/learning mentor, inclusion manager, Nurture Group Staff</li> <li>Additional adult, under the direction of the teacher, supports pupil working on modified behaviour targets and curriculum tasks</li> <li>Increased access to a combination of targeted individual, small group and whole class activities</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>Teaching focuses on both SEMH and curriculum outcomes throughout the school day</li> <li>Tasks and presentation differentiated and personalised to pupil's needs</li> <li>Modified and individualised level/pace/amount of teacher talk</li> <li>1:1 teaching for the introduction of new concepts and the specific teaching and reinforcement of classroom routines and expectations</li> <li>Small steps targets within group programmes</li> <li>1:1 work task completion with adult support</li> <li>Targets monitored with pupil daily</li> </ul>

**Resources & Intervention Strategies**

- Use the strategies in ranges 1 – 2 with an individualised focus
- Continue to review any resources and develop them to match the pupil's needs
- Involvement from wider services such as Children's Social Care, CAMHS, CDC, PALZ, Families

<b>Social, Emotional &amp; Mental Health Needs Guidance</b>	
<b>Range 4i (Significant) – Targeted (Mainstream)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Pupil continues to present with significant and persistent levels of behaviour, emotional, social difficulties which continue to be more complex which necessitate a multi-agency response</li> <li>• Pupil is more likely to have experience fixed term exclusion from school</li> <li>• Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day</li> <li>• Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance</li> <li>• Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers</li> <li>• Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• As range 3 with increased involvement of a range of specialist professionals</li> <li>• Assessment in a short term specialist environment where appropriate</li> <li>• Multi-agency work continues</li> <li>• Statutory assessment process (EHCP) has begun/is complete</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• IEP, PSP, or provision map detailing strategies and appropriate short term targets</li> <li>• Planning meetings include parents, any offsite providers and are multi-agency</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Pupil offered one to one support from an adult in the mainstream environment – with reference to statutory funding</li> <li>• Opportunities for pupil to engage in specialist provision within the mainstream environment for part of the week</li> <li>• Where appropriate managed move of school considered alongside SEN and other agencies</li> <li>• </li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Daily access to staff with experience and training in meeting the needs of pupils with SEMH</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Pupil's curriculum is highly personalised and pupils may be disappplied from some aspects of the national curriculum</li> <li>• Activities focus on key skills and SEMH outcomes throughout the school day</li> <li>• More lessons outside mainstream timetabling with increasing access to specialist provisions</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>Continue to review resources and develop them to match the pupil's needs:</p> <ul style="list-style-type: none"> <li>• Targeted intervention carefully employing a range of specialist strategies</li> <li>• Individual SEMH programme incorporating 1:1 and small group teaching</li> <li>• Specialist provision within mainstream may be appropriate to meet need for part of the week</li> <li>• All additional resources and exceptional arrangements are referenced in a personalised provision map</li> </ul>

<b>Social, Emotional &amp; Mental Health Needs Guidance</b>	
<b>Range 4ii (Severe) – Targeted (Mainstream/Specialist Resource)</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term and which necessitate a continued multi-agency response</li> <li>• Pupil is at increased risk of exclusion</li> <li>• Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day</li> <li>• Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance</li> <li>• Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers</li> <li>• Careful social and emotional differentiation of the curriculum essential to ensure progress with learning</li> <li>• Complex Needs Identified *</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• As range 4i with significant involvement from a range of specialist professionals</li> <li>• Assessment in a short term specialist environment may continue to be appropriate</li> <li>• Multi-agency work continues</li> <li>• Statutory assessment process (EHCP) has begun/is complete</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets</li> <li>• Planning meetings include parents, any offsite providers and are multi-agency</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream provision in place but pupil may be taught for more significant amounts of time in a specialist environment outside of the mainstream classroom</li> <li>• Pupil offered one to one support from an adult for the majority of the school day - with reference to statutory funding</li> <li>• Managed move of school considered</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Pupil's curriculum is highly personalised and pupils may be disapplied from some aspects of the national curriculum</li> <li>• Activities focus on key skills and SEMH outcomes throughout the school day</li> <li>• More lessons take place outside mainstream timetabling with increasing access to specialist provisions</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>Continue to review resources and develop them to match the pupil's needs:</p> <ul style="list-style-type: none"> <li>• Targeted intervention carefully employing a range of specialist strategies</li> <li>• Individual SEMH programme incorporating 1:1 and small group teaching</li> <li>• Specialist provision appropriate to need in place for much of the week</li> <li>• All additional resources and exceptional arrangements are referenced in a personalised provision map</li> </ul>

<b>Social, Emotional &amp; Mental Health Needs Guidance</b>	
<b>Range 5 (Profound) – Specialist (Specialist resource/Special school)</b>	
<b>Descriptor</b>	<p>Profound and increasing behavioural difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including:</p> <ul style="list-style-type: none"> <li>• Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues</li> <li>• Patterns of regular school absences</li> <li>• Disengaged from learning, significant under performance</li> <li>• Verbally and physically aggressive</li> <li>• Reliant on adult support to remain on task</li> <li>• Engaging in high risk taking activities both at school and within the community</li> <li>• Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals</li> <li>• Issues around identity and belonging</li> <li>• Needing to be in control, bullying behaviours (victim &amp; perpetrator)</li> <li>• Difficulties sustaining relationships</li> <li>• Over-friendly or withdrawn with strangers, at risk of exploitation</li> <li>• Provocative in appearance and behaviour, evidence of sexualised language or behaviours</li> <li>• Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties</li> <li>• Physical, sensory and medical needs such as that require medication and regular review</li> <li>• Complex Needs Identified</li> </ul>
<b>Assessment and Planning</b>	<p>Statutory assessment process (EHCP) is complete and pupil has been assessed as needing specialist provision</p> <p><b>Assessment</b> will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> <li>• Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community</li> <li>• There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, therapeutic provision.</li> <li>• Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets</li> <li>• Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality.</li> <li>• Planning meetings will include parents/carers, and are multi-agency</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Pupil on roll in a specialist environment</li> <li>• Pupil offered one to one support from an adult for some of the school day</li> <li>• There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.</li> </ul>
<b>Human resources and staffing</b>	<p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <p><b>Multi Agency Interventions:</b></p> <ul style="list-style-type: none"> <li>• Education Social Worker, Drug and Alcohol Team, Police</li> <li>• Health, YOT, CAMHS, Educational Psychologist</li> <li>• Social Care, Community Support Worker, Family Intervention</li> <li>• Early Help, School Nurse</li> <li>• Routes to Employment/careers advice</li> <li>• Youth Service, Voluntary Sector Organisations</li> </ul>



	<b>Specialist Agency Interventions:</b> <ul style="list-style-type: none"> <li>• Drug and Alcohol Team, Police, Health, YOT (including MAPPA)</li> <li>• CAMHS, Fire &amp; Rescue Service</li> <li>• Barnardo's, Children's Society etc.</li> <li>• Probation Service, Social Care, Community Support Worker</li> <li>• Family Intervention, Families First, Prevent Services</li> <li>• MISPER Teams, other Specialist Health Services</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Pupil requiring an alternative to mainstream education</li> <li>• Learning experiences address significant social, emotional and behavioural needs</li> <li>• A differentiated behaviour management programme in addition to targeted support and reassurance in areas of learning the child finds particularly demanding</li> <li>• Structured social skills group work and/or intervention</li> <li>• Regular opportunities to consolidate learning/ promote confidence in the learning environment</li> <li>• Adult support to implement structured social skills, group work and/or intervention and to support during less structured times</li> <li>• Access to an adult who can intervene to support the pupil in recognising their emotions and managing their behaviour</li> <li>• Additional support around times of transition and change</li> <li>• Staff have expertise in managing significant and consistent difficulties with behaviour</li> <li>• Support and advice from outside agencies as appropriate</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Personalised to the specific needs of the pupil</li> <li>• Advice available from relevant specialist services</li> <li>• Placed in a specialist environment</li> </ul>

<b>Social, Emotional &amp; Mental Health Needs Guidance</b>	
<b>Range 6 (Profound) SPECIALIST (Special School)</b>	
<b>Descriptor</b>	<p>Continuing profound and increasing behavioural difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including:</p> <ul style="list-style-type: none"> <li>• Significant challenging behaviour</li> <li>• Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, CSC, YOT)</li> <li>• Unable to manage self in group without dedicated support</li> <li>• Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours</li> <li>• Involved in substance misuse either as a user or exploited into distribution/selling</li> <li>• Poor attendance, requires high level of adult intervention to bring into school, even with transport provided</li> <li>• Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive</li> <li>• Damage to property</li> <li>• May require targeted teaching in order to access learning in dedicated space away from others</li> <li>• Health and safety risk to self and others due to increased levels of agitation and presenting risks</li> <li>• Sexualised language and behaviour, identified at risk of CSE</li> <li>• Medical conditions, such as Asthma or Epilepsy, that may require particular support from Specialist Services</li> <li>• Complex Needs Identified *</li> </ul>
<b>Assessment Planning</b>	<p>Statutory assessment process (EHCP) is complete and pupil has been assessed as needing enhanced specialist provision</p> <p><b>Assessment</b> will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> <li>• Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community</li> <li>• There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, therapeutic provision.</li> <li>• Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets</li> <li>• Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality.</li> <li>• Planning meetings will include parents/carers, and are multi-agency</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Pupil is on roll at special school</li> <li>• Pupil offered one to one support from an adult for some of the school day</li> <li>• There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.</li> </ul>
<b>Human resources and staffing</b>	<p><b>Multi Agency Interventions:</b></p> <p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <ul style="list-style-type: none"> <li>• Education Social Worker, Drug and Alcohol Team, Police</li> <li>• Health, YOT, CAMHS, Educational Psychologist</li> <li>• Social Care, Community Support Worker, Family Intervention</li> <li>• Families First, School Nurse</li> <li>• Connexions/careers advice</li> <li>• Youth Service, Voluntary Sector Organisations</li> </ul>

	<b>Specialist Agency Interventions:</b> <ul style="list-style-type: none"> <li>• Drug and Alcohol Team, Police, Health, YOT (including MAPPA)</li> <li>• CAMHS, Fire and Rescue Service</li> <li>• Barnardo's, Children's Society etc.</li> <li>• Probation Service, Social Care, Community Support Worker</li> <li>• Family Intervention, Early Help, Prevent Services</li> <li>• MISPER Teams, other Specialist Health Services</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Access to personalised interventions to help the child to regulate and reflect upon their emotions to develop resilience and reduce the severity of behaviour</li> <li>• Highly structured opportunities to consolidate learning and promote confidence in the learning environment</li> <li>• Consistent adult support to support the delivery of a personalised approach which ensures all necessary reasonable adjustments are identified and implemented</li> <li>• Staff have expertise in managing significant and consistent difficulties with behaviour</li> <li>• Risk assessment to minimise opportunities for severe incidents to occur</li> <li>• Regular multi-agency reviews as appropriate</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Personalised to the specific needs of the pupil</li> <li>• Advice available from relevant specialist services</li> </ul>

<b>Social, Emotional &amp; Mental Health Guidance</b>	
<b>Range 7 (Exceptional)</b>	
<b>Descriptor</b>	<p>Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi agency response coordinated as annual, interim or emergency SEN review and met in specialist provision. Needs likely to include:</p> <ul style="list-style-type: none"> <li>• Self-harming behaviour</li> <li>• Attempted suicide</li> <li>• Persistent substance abuse</li> <li>• Extreme sexualised language and behaviour , sexually exploited</li> <li>• Extreme violent/aggressive behaviour</li> <li>• Serious mental health issues</li> <li>• Long term non-attendance and disaffection</li> <li>• Regular appearance in court for anti-social behaviour/criminal activity</li> <li>• Puts self and others in danger</li> <li>• Frequently missing for long periods</li> <li>• Extreme vulnerability due to MLD/SLD</li> <li>• Medical conditions that potentially life threatening and cannot be managed without dedicated support</li> </ul>
<b>Assessment and Planning</b>	<p>Statutory assessment process (EHCP) is complete and pupil has been assessed as needing enhanced, or more secure specialist provision</p> <p><b>Assessment</b> will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> <li>• Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community</li> <li>• There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, therapeutic provision.</li> <li>• Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets</li> <li>• Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality.</li> <li>• Planning meetings will include parents/carers, and are multi-agency</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Pupil is on roll at special school. May be out of area and/or residential</li> <li>• Pupil offered one to one support from an adult for some of the school day</li> <li>• There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.</li> </ul>
<b>Human resources and staffing</b>	<p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <p><b>Multi Agency Interventions:</b></p> <ul style="list-style-type: none"> <li>• Education Social Worker, Drug and Alcohol Team, Police</li> <li>• Health, YOT, CAMHS, Educational Psychologist</li> <li>• Social Care, Community Support Worker, Family Intervention</li> <li>• Families First, School Nurse, Connexions/careers advice</li> <li>• Youth Service, Voluntary Sector Organisations</li> </ul> <p><b>Specialist Agency Interventions:</b></p> <ul style="list-style-type: none"> <li>• Drug and Alcohol Team, Police, Health, YOT (including MAPPA)</li> <li>• CAMHS, Fire &amp; Rescue Service</li> <li>• Barnardo's, Children's Society etc.</li> <li>• Probation Service, Social Care, Community Support Worker</li> <li>• Family Intervention, Families First, Prevent Services</li> <li>• MISPER Teams, other Specialist Health Services</li> </ul>

<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Access to a personalised curriculum and intervention programme within a safe environment which includes an emphasis on helping the child to develop an understanding of emotions and different emotional responses, in order to develop resilience and reduce the severity of behaviour</li> <li>• Personalised learning programme to consolidate learning and promote confidence in the learning environment</li> <li>• High level and consistent adult support to ensure the delivery of a personalised approach which includes all necessary reasonable adjustments which are identified and implemented</li> <li>• Staff have expertise in managing complex difficulties with behaviour</li> <li>• Risk assessment to minimise opportunities for severe incidents to occur</li> <li>• Regular multi-agency reviews as appropriate</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Personalised to the specific needs of the pupil</li> <li>• Advice available from relevant specialist services</li> </ul>





# **SEND Guidance**

**Sensory Needs  
Including guidance for Children and  
Young People with:**

- Hearing Impairment**
- Visual Impairment**
- Dual Sensory Needs**

## **GUIDANCE FOR CHILDREN AND YOUNG PEOPLE WITH HEARING IMPAIRMENT**

Children with a permanent hearing loss are identified by local audiology departments and referred directly to the Support Team for Deaf Children. When a referral has been made support is offered by specialist staff from the team to children, families and schools/settings. For a pre-school child home visits are made to families and for those in a setting advice is provided to staff.

It is acknowledged that other conditions may occur alongside hearing loss for example degrees of learning difficulty, Autism Spectrum Conditions, physical difficulties, visual impairment. Advice on these is not specifically made within this guidance. Professionals may find other guidance produced in this information set useful in these cases. This may affect the presentation as reflected when using the range descriptors on page 3.

**Note: Colleagues consulting this guidance for children up to the end of the foundation stage need to use the guidance in conjunction with the document in this set 'SEN Guidance for the Early Years'**

### **Glossary**

#### **Types of Deafness**

**Conductive Hearing Loss:** when sound can't pass efficiently through the outer and middle ear to the cochlea and auditory nerve. The most common type of conductive deafness in children is caused by glue ear – when fluid builds up in the middle ear. For most children this is a temporary condition and clears up by itself. For some children the problem may be a chronic or permanent problem and they may have grommets inserted or be fitted with hearing aids.

**Sensori-neural deafness:** when there is a fault in the inner ear or auditory nerve. Sensori-neural deafness is permanent.

#### **Degrees of Deafness**

The British Society of Audiology descriptors are used to define degrees of hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear (where no response is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL



## **Hearing Impairment Descriptors – Overview of Ranges**

The children and young people (C&YP) to whom this guidance relates will present with a range of hearing loss which affect their language and communication development. The suggested provision and resourcing at the appropriate range will support effective teaching and learning for this group of C&YP.

Guidance for funding will be described in the relevant section. Ranges 1 and 2 will need to have a SEN Support Plan in place and Range 3 and above will have an EHCP.

Children and young people with Hearing Impairment may have differences in the areas identified below. Use these descriptors to identify the needs of an individual C&YP Highlight the descriptors which are appropriate to an individual child and compare this to the range models

<b>Range 1</b>
<ul style="list-style-type: none"> <li>Aided/unaided conductive temporary or</li> <li>Chronic conductive aiding not appropriate or</li> <li>Unilateral/bilateral minimal average &lt;20dBHL or mild – aiding not appropriate</li> </ul>
<b>Range 2</b>
<ul style="list-style-type: none"> <li>Hearing loss: <ul style="list-style-type: none"> <li>aidable chronic conductive,</li> <li>bilateral aidable minimal or mild</li> <li>moderate permanent unilateral</li> </ul> </li> <li>May have hearing aids</li> <li>Moderate difficulty with listening, attention, concentration, speech, language and class participation</li> <li>Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> </ul>
<b>Range 3</b>
<ul style="list-style-type: none"> <li>Aided chronic conductive, or bilateral moderate permanent</li> <li>Will have hearing aids and could have radio aid</li> <li>Will have moderate difficulty accessing spoken language, likely language delay</li> <li>May have difficulty with listening, attention, concentration and class participation</li> <li>May have Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> </ul>
<b>Range 4i</b>
<ul style="list-style-type: none"> <li>Bilateral moderate or severe permanent hearing loss with no additional learning difficulties</li> <li>Severe difficulty accessing spoken language and therefore the curriculum</li> <li>May have additional language delay associated with hearing loss</li> <li>Will have Hearing aids and may have radio aid</li> <li>Speech clarity likely to be significantly affected</li> <li>Difficulties with attention, concentration, confidence and class participation</li> <li>Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> </ul>
<b>Range 4ii</b>
<ul style="list-style-type: none"> <li>Bilateral moderate/severe or severe/profound permanent hearing loss</li> <li>May have additional language/learning difficulties associated with hearing loss</li> <li>Will have hearing aids and radio aid or cochlear implant</li> <li>Profound difficulty accessing spoken language and therefore the curriculum</li> <li>Speech clarity will be profoundly affected</li> <li>Severe difficulties with attention, concentration, confidence and class participation</li> <li>Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> </ul>

<b>Range 5</b>
<ul style="list-style-type: none"> <li>• Bilateral moderate/severe/profound permanent hearing loss</li> <li>• Additional language/learning difficulties associated with hearing loss</li> <li>• British Sign Language (BSL) or Signs to Support English (SSE) will be needed for effective communication</li> <li>• Will have hearing aids/cochlear implants and a radio aid</li> <li>• Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention</li> <li>• Speech clarity will be profoundly affected</li> <li>• Will have significant difficulties with attention, concentration, confidence and class participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> <li>• Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health.</li> </ul>
<b>Range 6</b>
<ul style="list-style-type: none"> <li>• Bilateral moderate/severe/profound permanent hearing loss</li> <li>• Profound language/learning difficulties associated with hearing loss</li> <li>• Additional difficulties and learning needs not associated with hearing loss.</li> <li>• May have BSL/SSE or augmentative communication needed for effective communication</li> <li>• Will have hearing aids/cochlear implants and a radio aid</li> <li>• Profound difficulty accessing spoken language and therefore the curriculum</li> <li>• Speech clarity will be affected</li> <li>• Difficulty with attention, concentration, confidence and class participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> <li>• Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health</li> </ul>

	Hearing Impairment
Range 1	
Hearing Impairment Descriptor	<ul style="list-style-type: none"> <li>• Aided/unaided conductive temporary or</li> <li>• Chronic conductive aiding not appropriate or</li> <li>• Unilateral/bilateral minimal average &lt;20dBHL or mild – aiding not appropriate</li> </ul>
Assessment and Planning	<ul style="list-style-type: none"> <li>• Part of school and class assessments</li> <li>• Normal curriculum plans include individual/group targets</li> </ul>
Grouping for Teaching	<ul style="list-style-type: none"> <li>• Mainstream class</li> <li>• Must have attention to seating, lighting and acoustics</li> </ul>
Human Resources/ Staffing	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher</li> </ul>
Curriculum & Teaching Methods	<ul style="list-style-type: none"> <li>• Full inclusion within National Curriculum</li> </ul>
Resources	

Range 2	Hearing Impairment
<b>Hearing Impairment Descriptor</b>	<ul style="list-style-type: none"> <li>• Hearing loss: <ul style="list-style-type: none"> <li>◦ aidable chronic conductive,</li> <li>◦ bilateral aidable minimal or mild</li> <li>◦ moderate permanent unilateral</li> </ul> </li> <li>• May have hearing aids</li> <li>• Moderate difficulty with listening, attention, concentration, speech, language and class participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part of school and class assessments</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Normal curriculum plans will include individual/group targets. :</li> </ul>
<b>Grouping for Teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class</li> <li>• Must have attention to seating, lighting and acoustics</li> </ul>
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Full inclusion within National Curriculum</li> <li>• Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> </ul>
<b>Resources</b>	

Range 3	Hearing Impairment
<b>Hearing Impairment Descriptor</b>	<ul style="list-style-type: none"> <li>• Aided chronic conductive, or bilateral moderate permanent</li> <li>• Will have hearing aids and could have radio aid</li> <li>• Will have moderate difficulty accessing spoken language, likely language delay</li> <li>• May have difficulty with listening, attention, concentration and class participation</li> <li>• May have Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Should be part of school and class assessments</li> <li>• May require modification to the presentation of assessments</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan must reflect levels of achievement and include individually focused IEP</li> </ul>
<b>Grouping for Teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class</li> <li>• Must have attention to seating, lighting and acoustics</li> <li>• Opportunities for 1:1 and small group work</li> </ul>
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Full inclusion within National Curriculum</li> <li>• Differentiation by presentation and/or outcome</li> <li>• Opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>• Specific interventions for speaking, listening and teaching of phonics</li> </ul>
<b>Resources</b>	

Range 4i	Hearing Impairment
<b>Hearing Impairment Descriptor</b>	<ul style="list-style-type: none"> <li>• Bilateral moderate or severe permanent hearing loss with no additional learning difficulties</li> <li>• Severe difficulty accessing spoken language and therefore the curriculum</li> <li>• May have additional language delay associated with hearing loss</li> <li>• Will have Hearing aids and may have radio aid</li> <li>• Speech clarity likely to be significantly affected</li> <li>• Difficulties with attention, concentration, confidence and class participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part of school and class assessments</li> <li>• Must have modifications to the presentation of assessments</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan reflects levels of achievement and must include individually focused IEP</li> </ul>
<b>Grouping for Teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class</li> <li>• Must have regular opportunities for 1:1 and small group work based on identified need</li> <li>• Must have attention to seating, lighting and acoustics</li> </ul>
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from ToD</li> <li>• Clear direction of TA with appropriate training, under the direction of the teacher to <ul style="list-style-type: none"> <li>○ reinforce lesson content</li> <li>○ deliver modified curriculum tasks</li> <li>○ support language development</li> </ul> </li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Full inclusion within National Curriculum</li> <li>• Differentiation by presentation and/or outcome</li> <li>• Regular opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>• Specific interventions for speaking, listening and teaching of phonics</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Access to a quiet room for small group and 1:1 sessions</li> </ul>

Range 4ii	Hearing Impairment
<b>Hearing Impairment Descriptor</b>	<ul style="list-style-type: none"> <li>• Bilateral moderate/severe or severe/profound permanent hearing loss</li> <li>• May have additional language/learning difficulties associated with hearing loss</li> <li>• Will have hearing aids and radio aid or cochlear implant</li> <li>• Profound difficulty accessing spoken language and therefore the curriculum</li> <li>• Speech clarity will be profoundly affected</li> <li>• Severe difficulties with attention, concentration, confidence and class participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Must be part of school and class assessments</li> <li>• Must have modification to the presentation of assessments</li> </ul> <p><b>Planning:</b></p> <p>Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific incorporating advice from the TOD</p>
<b>Grouping for Teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class with flexible grouping arrangements</li> <li>• Must have ongoing opportunities for 1:1 support focused on specific IEP targets</li> <li>• Must have frequent opportunities for small group work based on identified need</li> <li>• Must have particular attention to seating, lighting and acoustics</li> </ul>
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Must have main provision by class/subject teacher with support from ToD</li> <li>• Must have additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> <li>○ reinforce lesson content</li> <li>○ deliver modified curriculum tasks</li> <li>○ support language development</li> </ul> </li> <li>• Should have specialist support staff with appropriate communication skills</li> <li>• Should have specialist support staff with appropriate communication skills</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Must have differentiation by presentation and/or outcome personalised to pupils identified needs</li> <li>• Must have opportunities for explanation, clarification and reinforcement of lesson content and language</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Access to a quiet room for small group and 1:1 sessions</li> </ul>

Range 5	<b>Hearing Impairment</b> <b>Pupils will access the provision in an Additionally Resourced Centre</b>
<b>Hearing Impairment Descriptor</b>	<ul style="list-style-type: none"> <li>• Bilateral moderate/severe/profound permanent hearing loss</li> <li>• Additional language/learning difficulties associated with hearing loss</li> <li>• BSL/SSE will be needed for effective communication</li> <li>• Will have hearing aids/cochlear implants and a radio aid</li> <li>• Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention</li> <li>• Speech clarity will be profoundly affected</li> <li>• Will have significant difficulties with attention, concentration, confidence and class participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> <li>• Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health.</li> </ul>
<b>Assessment and Planning</b>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Must be part of school and class assessments</li> <li>• Must have modification to the presentation of assessments</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific</li> </ul>
<b>Grouping for Teaching</b>	<ul style="list-style-type: none"> <li>• Must have mainstream class with flexible grouping arrangements</li> <li>• Must have ongoing opportunities for 1:1 support focused on specific IEP targets</li> <li>• Must have frequent opportunities for small group work based on identified need</li> <li>• Must have particular attention to seating, lighting and acoustics</li> </ul>
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support from ToD</li> <li>• Must have ongoing assessment of needs using specialist and NC guidance</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Must have opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>• Must have differentiation by presentation and/or outcome personalised to pupils identified needs (school planning)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Must have access to a quiet room for small group and 1:1 sessions</li> </ul>



Range 6	<b>Hearing Impairment</b> <b>Pupils will access the provision in an Additionally Resourced Centre</b>	
<b>Hearing Impairment Descriptor</b>	<ul style="list-style-type: none"> <li>• Primary need is hearing loss and is bilateral moderate/severe/profound permanent</li> <li>• Additional difficulties and learning needs not associated with hearing loss.</li> <li>• Profound language/learning difficulties associated with hearing loss</li> <li>• May have BSL/SSE or augmentative communication needed for effective communication</li> <li>• Will have hearing aids/cochlear implants and a radio aid</li> <li>• Profound difficulty accessing spoken language and therefore the curriculum</li> <li>• Speech clarity will be affected</li> <li>• Difficulty with attention, concentration, confidence and class participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder</li> <li>• Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health</li> </ul>	
	School will provide	LA will provide
<b>Assessment and Planning</b>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Must be part of school and class assessments</li> <li>• Must have modification to the presentation of assessments</li> </ul> <b>Planning:</b> <ul style="list-style-type: none"> <li>• Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific</li> </ul>	<ul style="list-style-type: none"> <li>• Speech audiometry and other specialist tools must be used to assess access to spoken language</li> <li>• Must have systematic application of speech language and communication assessment tools for deaf children</li> <li>• Must have assessment by education and non-education professionals as appropriate</li> </ul>
<b>Grouping for Teaching</b>	<ul style="list-style-type: none"> <li>• Must have mainstream class with flexible grouping arrangements</li> <li>• Must have ongoing opportunities for 1:1 support focused on specific IEP targets</li> <li>• Must have frequent opportunities for small group work based on identified need</li> <li>• Must have particular attention to seating, lighting and acoustics</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice from a teacher of the deaf</li> </ul>
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support from ToD</li> <li>• Must have ongoing assessment of needs using specialist and NC guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Must have timetabled teaching support directly from a TOD</li> <li>• Must have on going assessment from an educational audiologist – up to 12 hours</li> <li>• Must have additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> <li>○ reinforce lesson content</li> <li>○ deliver modified curriculum tasks</li> <li>○ support language development</li> </ul> </li> <li>• Access to deaf adults and peers</li> <li>• 1:1 support from Specialist support staff with appropriate BSL/communication skills and skills in supporting additional needs</li> <li>• Must have advice from non-educational professionals inc. SALT as appropriate – up to 1 hour per week</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Must have opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>• Must have differentiation by presentation and/or outcome personalised to pupils identified needs (school planning)</li> </ul>	<ul style="list-style-type: none"> <li>• Must have differentiation by presentation and/or outcome personalised to pupils identified needs (TOD planning)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Must have access to a quiet room for small group and 1:1 sessions</li> </ul>	<b>Must have:</b> <ul style="list-style-type: none"> <li>• Electro-acoustic assessment of auditory equipment</li> <li>• Provision of personal FM systems and soundfield systems</li> <li>• Specific deaf-related training for staff</li> </ul>

# **Guidance for Children and Young People with Visual Impairment**

Below is a summary of the offers for children with a visual impairment, aged 5 – 19 attending mainstream and special school settings.

Separate guidance is available for young children aged 0 – 5, in homes, and a range of pre-school and early years settings.

## **Universal offer**

All **new referrals** from;

Parents, settings / schools, Health and other professionals will receive an initial assessment, to include;

- Assessment of visual functioning, including classroom observations, by a QTVI
- Assessment of Habilitation and Mobility skills by a Habilitation Officer
- Information from school / setting
- Information from Health / other agencies
- Information from parent/carer
- Information from child/young person

The assessment will be aligned to the NatSIP Eligibility Criteria, which will;

- Enable the Service to provide an equitable allocation of resources
- Provide a means of identifying the levels of support required
- Provide entry and exit criteria

## **Targeted offer**

### **Range 1- 3**

These descriptors outline the support and provision that must be made available to pupils with a visual impairment, who do not have a Statement of SEN or an Education Health Care Plan, by the school, and by the Local Authority Sensory Service, Vision Impairment Team. A SEN Support Plan should be in place.

These descriptors are intended to be general indicators of a possible visual impairment which may be affecting learning. All the descriptions of visual functioning assume the pupil is wearing glasses if these have been prescribed, ie the visual acuities are based on the best achievable vision. Some conditions are not correctible with glasses. Some pupils may have reduced vision in 1 eye only, or may have variable vision. Some pupils may have deteriorating vision, and this should be monitored on a regular basis.

## **Specialist offer**

### **Range 4, and above**

These descriptors outline the support and provision that must be made available to pupils with a visual impairment, who are eligible to have a Statement of SEN or an Education Health Care Plan.

Visual Impairment Range 1	
<b>Descriptor</b>	<p><b>Mild visual impairment</b></p> <ul style="list-style-type: none"> <li>• Pupil may find concentration difficult</li> <li>• Pupil may peer or screw up eyes</li> </ul> <p>Distance vision approximately 6/18. This means that the pupil needs to be about 2 metres away to see what fully sighted pupils can see from 6 metres. Can probably see details on a whiteboard from the front of a classroom, as well as others can see from the back of the room.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures.</p> <p>This is 12 point</p>
<b>Assessment &amp; Planning</b>	<p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately</p> <p>The school must make the report available to all appropriate staff</p> <p>The school must monitor pupil progress in this respect.</p>
<b>Groupings for teaching</b>	<p>Full inclusion within the Mainstream class.</p> <p>Attention to seating position in classroom.</p>
<b>Human resources &amp; staffing</b>	<p>Additional adults are deployed appropriately to increase pupil success and independence.</p>
<b>Curriculum and Teaching Methods</b>	<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>ICT is used to increase access to the curriculum, where appropriate</p>
<b>Resources and Intervention Strategies</b>	<p>Resources made available from within school.</p> <p>Learning materials must be selected for their clarity.</p>

Visual Impairment Range 2	
Descriptor	<p><b>Moderate visual impairment</b></p> <ul style="list-style-type: none"> <li>• Pupil may find concentration difficult</li> <li>• Pupil may peer or screw up eyes</li> <li>• Pupil may move closer when looking at books or notice boards</li> <li>• Pupil may make frequent “copying” mistakes.</li> </ul> <p>Distance vision approximately 6/24. This means that the pupil needs to be about 1.5 metres away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board from the front of the classroom as well as others can see from the back.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.</p> <p><b>This is 14 point</b></p>
Assessment & Planning	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>The school must monitor pupil progress in this respect.</p>
Groupings for teaching	<p>Full inclusion within the Mainstream class.</p> <p>Attention to seating position in classroom.</p>
Human resources & staffing	<p>Additional adults are deployed appropriately to increase pupil success and independence.</p>
Curriculum and Teaching Methods	<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff makes basic adaptations to curriculum delivery and material to facilitate access for a visually impaired pupil, e.g. oral descriptions of visual materials.</p> <p>ICT is used to increase access to the curriculum, where appropriate.</p>
Resources and Intervention Strategies	<p>Resources made available from within school.</p> <p>Learning materials must be selected for their clarity.</p> <p>Equipment, including low vision aids, write angle, copyholder to meet needs, may be appropriate. Large print materials provided by school, as appropriate.</p>

## Visual Impairment Range 3 - School based responses

<b>Descriptor</b>	<p><b>Moderate to significant visual impairment.</b></p> <ul style="list-style-type: none"> <li>• Pupil may find concentration difficult</li> <li>• Pupil may peer or screw up eyes</li> <li>• Pupil may move closer when looking at books or notice boards.</li> <li>• Pupil may make frequent “copying” mistakes.</li> <li>• Pupil may have poor hand-eye coordination.</li> <li>• Pupil may have slow work rate</li> </ul> <p>Distance vision: approximately 6/36. This means that the pupil needs to be about 1 metre away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board without approaching to within 1 metre from it.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 18 point <b>This is 18 point</b> or equivalent sized details in pictures.</p> <p>Pupils may also have Cerebral Visual Impairment (CVI) – these pupils may have normal or near normal visual acuities but will display moderate to significant visual processing difficulties.</p>
<b>Assessment &amp; Planning</b>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately</p> <p>Planning must be based on current visual performance and prognosis of possible changes</p> <p>The school must monitor pupil progress in this respect.</p>
<b>Groupings for teaching</b>	<p>Full inclusion within the Mainstream class.</p> <p>Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p> <p>Attention to seating position in classroom.</p>
<b>Human resources &amp; staffing</b>	<p>Additional adults are deployed appropriately to increase pupil success and independence.</p>
<b>Curriculum and Teaching Methods</b>	<p>Quality First Teaching Full inclusion within mainstream class</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff makes adaptations to curriculum delivery to facilitate access for a visually impaired pupil. eg. oral descriptions of visual materials.</p> <p>School staff provides some modification / differentiation of learning materials to facilitate access. e.g. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate</p>
<b>Resources and Intervention Strategies</b>	<p>Resources made available from within school.</p> <p>Learning materials must be selected for their clarity.</p> <p>Equipment, including low vision aids, write angle, copyholder, electronic magnification, laptop as appropriate to meet assessed needs.</p> <p>Large print materials provided by school, as appropriate.</p>

<b>Pupils with Cerebral Visual Impairment (CVI)</b>	
<b>SEVERE - Range 4 (i)</b>	
<b>Descriptor</b>	<p><b>Cerebral Visual Impairment (CVI).</b> Range 4 will be those pupils in mainstream with CVI who are experiencing mild, moderate or severe difficulties.</p> <p>CVI must be diagnosed by an Ophthalmologist. The pupil will typically have good acuities when tested in familiar situations but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil's well-being.</p> <p>All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil may have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both.</p> <p>Dorsal stream difficulties include:</p> <ul style="list-style-type: none"> <li>• Difficulties seeing moving objects</li> <li>• Difficulties reading</li> <li>• Difficulties doing more than one thing at a time ( e.g. looking and listening )</li> </ul> <p>Ventral Stream Difficulties include:</p> <ul style="list-style-type: none"> <li>• Inability to recognise familiar faces</li> <li>• Difficulties route finding</li> <li>• Difficulties with visual clutter</li> <li>• Lower visual field loss</li> </ul> <p>This is not an extensive list, and difficulties may be mild, moderate or severe.</p>
<b>Assessment &amp; Planning</b>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Planning based on previous visual performance and / or prognosis of possible changes.</p> <p>The school will make a referral for Assessment of SEN; and monitor via Annual Reviews</p>
<b>Groupings for teaching</b>	<p>Mainstream class.</p> <p>Individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.</p>
<b>Human resources &amp; staffing</b>	<p>Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.</p>
<b>Curriculum and Teaching Methods</b>	<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI</p> <p>School staff provides modification / differentiation of learning materials to facilitate access. E.g. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate Significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.</p>
<b>Resources and Intervention Strategies</b>	<p>Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs.</p> <p>Large print and differentiated materials to meet assessed needs.</p>

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Pupils within range 4 will need a time allocation from school staff to prepare resources and to support in class where required. Pupils with VI Primary Need in Range 4, will be funded at Band 4D, unless there are additional needs or circumstances requiring greater support. A few pupils at Range 4 may be eligible to be referred for an ARC place, particularly at Secondary level, depending on a number of factors, including late onset visual impairment, or a deteriorating visual condition.

### **SEVERE - Range 4 (ii)**

<b>Descriptor</b>	<p><b>Severe visual impairment.</b></p> <ul style="list-style-type: none"> <li>Pupils likely to be registered partially sighted or blind but still learning by sighted means.</li> <li>Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m, what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects.</li> <li>This pupil would be unable to work from a white board in the classroom without human/technical support.</li> <li>Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes may be a in a range from 24 – 36, and will require significant differentiation and modification.</li> </ul> <p><b>This is 24 point, 36 point</b></p>
<b>Assessment &amp; Planning</b>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Planning based on previous visual performance and / or prognosis of possible changes.</p> <p>The school will make a referral for Assessment of SEN; and monitor via Annual Reviews</p>
<b>Groupings for teaching</b>	<p>Mainstream class.</p> <p>Individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.</p>
<b>Human resources &amp; staffing</b>	<p>Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.</p>
<b>Curriculum and Teaching Methods</b>	<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff makes substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil.</p> <p>School staff provides modification / differentiation of learning materials to facilitate access. e.g. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate Significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.</p>
<b>Resources and Intervention Strategies</b>	<p>Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs.</p> <p>Large print and differentiated materials to meet assessed needs.</p>

## Educationally blind - Local Mainstream Provision

### PROFOUND - Range 5

<b>Descriptor</b>	<p><b>Usually pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly, or where there is a strong parental preference.</b></p> <p><b>Some pupils may also be continuing to use print at point 48. Some pupils will be making the transition from print to braille.</b></p> <p>These pupils will usually be registered blind and learning by tactile methods</p> <p>Some may have little or no useful vision, and very limited or no learning by sighted means.</p> <h1 style="text-align: center;">48 point</h1>
<b>Assessment &amp; Planning</b>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately. Schools must take account of prognosis of possible change.</p> <p>The school must monitor pupil progress in this respect.</p> <p>The school will make a referral for Assessment of SEN; and monitor via Annual Reviews</p>
<b>Groupings for teaching</b>	<p>Mainstream class.</p> <p>Individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.</p>
<b>Human resources &amp; staffing</b>	<p>Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to</p> <ul style="list-style-type: none"> <li>• facilitate inclusive and independent learning</li> <li>• provide in-class support</li> <li>• prepare specialist / tactile resources</li> <li>• follow up habilitation training</li> <li>• and to ensure safety.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>Quality First Teaching</p> <p>Full inclusion within the mainstream curriculum made accessible for an educationally blind pupil</p> <p>Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech</p> <p>Teaching methods based on experiential and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class participation.</p> <p>Skills teaching as appropriate for an educationally blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers.</p> <p>School to facilitate attendance and inclusion at VI curriculum, and sport and leisure activities</p>
<b>Resources and Intervention Strategies</b>	<p>Day to day ICT for the pupil and for staff to produce Braille and other tactile resources.</p> <p>Braille and other tactile learning materials.</p>



## Educationally blind - ARC provision, Primary and Secondary

### PROFOUND - Range 5

<b>Descriptor</b>	<p><b>Usually pupils who are born with severe visual impairment, who are identified early on as being tactile learners.</b></p> <p><b>Pupils who may be new to the country, with severe visual impairment.</b></p> <p>These pupils will usually be registered blind and learning by tactile methods; they will have little or no useful vision, and very limited or no learning by sighted means.</p>
<b>Assessment &amp; Planning</b>	<p>The school must work in partnership with ARC staff to facilitate assessment and planning across the curriculum.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately. Opportunities should be in place for regular reviews of planning.</p> <p>The school must monitor pupil progress in this respect.</p> <p>The school will monitor progress via Annual Reviews, in partnership with ARC staff.</p>
<b>Groupings for teaching</b>	<p>Inclusion in mainstream classes, with opportunities for individual and group work to meet curriculum and safety needs and to facilitate inclusion and access.</p>
<b>Human resources &amp; staffing</b>	<p>VI ARC pupils are on roll of school, and have access to the whole school community</p> <p>Whole school staff to attend regular training opportunities for mainstream school staff</p>
<b>Curriculum and Teaching Methods</b>	<p>Quality first Teaching</p> <p>Full inclusion within the mainstream curriculum made accessible for educationally blind pupils</p> <p>All school staff must be responsible for providing lesson and curriculum content ahead of the lesson, so it can be produced in an alternative format by the ARC.</p> <p>Teaching methods based on experiential and tactile learning with a strong verbal emphasis.</p> <p>Inclusive opportunities to mix with both sighted and non-sighted peers.</p>
<b>Resources and Intervention Strategies</b>	<p>Day to day ICT for the pupil and for staff to produce Braille and other tactile resources.</p>

<b>Visual Impairment</b> <b>Additional needs - Range 6</b>	
<b>Descriptor</b>	<p>Pupils with severe learning difficulties as a prime need, and who are blind or partially sighted, or have a diagnosis of CVI, as a secondary need.</p> <p>Distance vision: difficulty identifying any distance information</p> <p>Near vision: will have difficulty responding to facial expressions at 50 cm.</p>
<b>Assessment &amp; Planning</b>	<p>The school must make the report available to all the appropriate staff</p> <p>School must ensure that all staff are aware of strategies, interventions and resources.</p> <p>School must monitor pupil progress</p>
<b>Groupings for teaching</b>	<p>Special school class</p> <p>Small group teaching</p>
<b>Human resources &amp; staffing</b>	<p>School must provide Teaching Assistant support for on-going visual assessments and interventions.</p>
<b>Curriculum and Teaching Methods</b>	<p>Special school curriculum, with multi-sensory approach</p>
<b>Resources and Intervention Strategies</b>	<p>Access to multi-sensory equipment, e.g. sensory pool, trampoline, light room.</p>

## Guidance for Children and Young People with Dual Sensory Impairment\*

\*Dual sensory impairment may also be referred to as multi-sensory impairment or deafblindness

Dual Sensory Impairment Guidance	
Range Descriptors Overview	
Range 3	<ul style="list-style-type: none"> <li>• <b>MILD</b> loss in both and making good use of at least one modality</li> <li>• May have hearing aids and/or LVAs</li> <li>• Non-progressive condition</li> <li>• May have a slower pace of working but has good compensatory strategies</li> <li>• May have some difficulty with listening, attention and concentration but language and communication largely matches potential given appropriate support</li> <li>• Low level of support needed to manage equipment and aids</li> <li>• May have additional learning needs</li> <li>• May have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment</li> </ul>
Range 4	<ul style="list-style-type: none"> <li>• <b>MODERATE</b> loss in one modality and <b>MILD/MODERATE</b> in the other</li> <li>• May have hearing aids and/or LVAs</li> <li>• Non-progressive condition</li> <li>• May have additional language/learning needs associated with dual sensory impairment</li> <li>• Likely to have difficulties accessing incidental learning, including signed and verbal communication</li> <li>• May have a slower pace of learning, difficulties with attention, concentration and the development of independence and social skills</li> <li>• May have additional learning needs</li> <li>• May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>
Range 5	<ul style="list-style-type: none"> <li>• <b>SEVERE/profound</b> loss in one modality and <b>MODERATE</b> in the other or has a late diagnosed or recently acquired MSI</li> <li>• Uses hearing aids and/or LVAs</li> <li>• Non-progressive condition</li> <li>• May have delayed development in some areas of learning and difficulties generalising learning and transferring skills</li> <li>• May have difficulties coping with new experiences and have underdeveloped independence and self-help skills</li> <li>• Likely to have communication difficulties</li> <li>• Significant difficulties accessing incidental learning and the curriculum</li> <li>• Likely to require some individual support to access learning and social interactions and to develop life-skills</li> <li>• Likely to require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication</li> <li>• Significant difficulties with attention, concentration, confidence and class participation</li> <li>• Significantly slower pace of learning</li> <li>• May have additional learning needs</li> <li>• May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>
Range 6	<ul style="list-style-type: none"> <li>• <b>PROFOUND/severe</b> loss in one modality and <b>MODERATE/severe</b> in the other and/or progressive condition</li> <li>• Likely to use hearing aids and/or LVA's</li> <li>• Severe communication difficulties requiring an individual communication system using alternative and augmentative approaches</li> <li>• Require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication</li> <li>• Have severe difficulties generalising learning and transferring skills</li> <li>• Difficulties coping with new experiences</li> <li>• Have underdeveloped independence and self-help skills</li> <li>• Have difficulties developing relationships and lack social awareness leading to social isolation</li> <li>• Likely to require a high level of individual support to access learning and social opportunities and to develop life-skills</li> <li>• May display challenging and/or self-injurious behaviour</li> <li>• May have additional learning needs</li> </ul>

	<ul style="list-style-type: none"> <li>• May have limited clinical assessment information because of additional complex educational needs</li> <li>• May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>
<b>Range 7</b>	<ul style="list-style-type: none"> <li>• <b>PROFOUND/severe</b> loss in both modalities</li> <li>• Likely to use hearing aids and/or LVA's</li> <li>• Severe and complex communication difficulties requiring an individual communication system using alternative and augmentative approaches</li> <li>• Severely restricted access to incidental learning</li> <li>• Require a tactile and experiential approach to learning and individual curriculum and/or access to visual or tactile signed communication</li> <li>• Require individual support with most aspects of basic care needs and to access learning and social opportunities</li> <li>• May lack the strategies and motivation to make effective use of residual hearing and vision and require sensory stimulation programmes</li> <li>• May be tactile defensive/selective and highly wary of new experiences</li> <li>• Have difficulties developing relationships and lack social awareness leading to social isolation</li> <li>• May display challenging and/or self-injurious behaviour</li> <li>• May have additional learning needs</li> <li>• May have limited clinical assessment information because of additional complex educational needs</li> <li>• May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>

Multi-Sensory Impairment Range : 3	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• <b>MILD</b> loss in both and making good use of at least one modality</li> <li>• May have hearing aids and/or LVAs</li> <li>• Non-progressive condition</li> <li>• May have a slower pace of working but has good compensatory strategies</li> <li>• May have some difficulty with listening, attention and concentration but language and communication largely matches potential given appropriate support</li> <li>• Low level of support needed to manage equipment and aids</li> <li>• May have additional learning needs</li> <li>• May have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment</li> </ul>
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Part of school and class assessment</li> <li>• May require modification to presentation of assessments</li> <li>• Curriculum plan reflects levels of achievement and includes individually focussed IEP targets</li> </ul>
<b>Groupings for Teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class</li> <li>• Attention to seating, lighting, visual environment and acoustics</li> <li>• Opportunities for 1:1 and small group work</li> </ul>
<b>Human Resources and Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher</li> <li>• Additional adults are deployed appropriately to ensure pupil access</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Full inclusion within National Curriculum</li> <li>• Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> <li>• Opportunities for explanation clarification and reinforcement of lesson content and language</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Appropriate learning materials made available from within school including low vision aids and electronic magnification</li> </ul>

<b>Multi-Sensory Impairment</b> <b>Range : 4</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• <b>MODERATE</b> loss in one modality and <b>MILD/MODERATE</b> in the other</li> <li>• May have hearing aids and/or LVAs</li> <li>• Non-progressive condition</li> <li>• May have additional language/learning needs associated with dual sensory impairment</li> <li>• Likely to have difficulties accessing incidental learning, including signed and verbal communication</li> <li>• May have a slower pace of learning, difficulties with attention, concentration and the development of independence and social skills</li> <li>• May have additional learning needs</li> <li>• May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Planning and assessment modified to take into account the sensory needs of the student</li> <li>• Information and advice is shared with all appropriate staff</li> <li>• IEP targets are specific and incorporate advice from QTMSI</li> </ul>
<b>Groupings for Teaching</b>	<ul style="list-style-type: none"> <li>• Flexible class groupings with frequent opportunities for small group and 1:1 work in a quiet environment</li> <li>• Particular attention to seating, lighting, visual environment and acoustics</li> </ul>
<b>Human Resources and Staffing</b>	<ul style="list-style-type: none"> <li>• Additional targeted support for explanation, clarification and reinforcement and to accommodate slower pace of learning</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Adaptations to curriculum delivery to ensure access to the curriculum, social/emotional development and class participation</li> <li>• Additional time to experience new activities, complete work, preview and review lessons</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Access to a quiet room for small group and 1:1 sessions</li> <li>• Appropriate learning materials including low vision aids and electronic magnification</li> </ul>

Multi-Sensory Impairment Range : 5	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• <b>PROFOUND/severe</b> loss in one modality and <b>MODERATE</b> in the other or has a late diagnosed or recently acquired MSI</li> <li>• Uses hearing aids and/or LVAs</li> <li>• Non-progressive condition</li> <li>• May have delayed development in some areas of learning and difficulties generalising learning and transferring skills</li> <li>• May have difficulties coping with new experiences and have underdeveloped independence and self-help skills</li> <li>• Likely to have communication difficulties</li> <li>• Significant difficulties accessing incidental learning and the curriculum</li> <li>• Significant difficulties with attention, concentration, confidence and class participation</li> <li>• Likely to require some individual support to access learning and social interactions and to develop life-skills</li> <li>• Likely to require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication</li> <li>• Significantly slower pace of learning</li> <li>• May have additional learning needs</li> <li>• May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> <li>• </li> </ul>
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Planning and assessment modified to take into account the sensory needs of the student</li> <li>• Information and advice is shared with all appropriate staff</li> <li>• IEP targets are specific and incorporate advice from QTMSI</li> </ul>
<b>Groupings for Teaching</b>	<ul style="list-style-type: none"> <li>• Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</li> </ul>
<b>Human Resources and Staffing</b>	<ul style="list-style-type: none"> <li>• Daily access to individual support, trained to meet the needs of pupils with MSI</li> <li>• Input from other educational and non-educational professionals as appropriate</li> <li>• Need for balanced approach to support and intervention to facilitate social inclusion</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Significant modification to learning materials and curriculum delivery</li> <li>• Individual mobility and independence/life skills programmes</li> <li>• Additional time to experience new activities, complete work, preview and review lessons</li> </ul>
<b>Resources</b>	<p>As appropriate to assessed needs;</p> <ul style="list-style-type: none"> <li>• Adapted equipment to meet specialised MSI needs</li> <li>• Access to a quiet room for small group and 1:1 sessions</li> <li>• Low vision aids, electronic magnification, laptop with software, large print materials</li> </ul>

Multi-Sensory Impairment Range : 6	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• <b>PROFOUND/severe</b> loss in one modality and <b>MODERATE/severe</b> in the other and/or progressive condition</li> <li>• Likely to use hearing aids and/or LVA's</li> <li>• Severe communication difficulties requiring an individual communication system using alternative and augmentative approaches</li> <li>• Require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication</li> <li>• Have severe difficulties generalising learning and transferring skills</li> <li>• Difficulties coping with new experiences</li> <li>• Have underdeveloped independence and self-help skills</li> <li>• Have difficulties developing relationships and lack social awareness leading to social isolation</li> <li>• Likely to require a high level of individual support to access learning and social opportunities and to develop life-skills</li> <li>• May display challenging and/or self-injurious behaviour</li> <li>• May have additional learning needs</li> <li>• May have limited clinical assessment information because of additional complex educational needs</li> <li>• May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Planning and assessment appropriate to the needs of a student with severe dual sensory impairment</li> <li>• Information and advice is shared with all appropriate staff</li> <li>• IEP targets are specific and incorporate advice from QTMSI</li> </ul>
<b>Groupings for Teaching</b>	<ul style="list-style-type: none"> <li>• High level of individual support within small class groupings</li> </ul>
<b>Human Resources and Staffing</b>	<ul style="list-style-type: none"> <li>• Individual support, trained to meet the needs of pupils with MSI</li> <li>• Access to a qualified/experienced Deafblind Intervenor</li> <li>• Need for balanced approach to support and intervention to facilitate social inclusion</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Individual curriculum to facilitate learning through tactile and experiential approaches and using alternative or augmentative communication systems</li> <li>• Individual programmes to facilitate the development of communication, compensatory, independent living, mobility and social skills</li> </ul>
<b>Resources</b>	<p>As appropriate;</p> <ul style="list-style-type: none"> <li>• Adapted equipment to meet specialised MSI needs</li> <li>• Access to a quiet room for small group and 1:1 sessions</li> <li>• Tactile resources</li> <li>• Materials to support development of alternative communication systems</li> <li>• Sensory stimulation resources</li> </ul>



<b>Multi-Sensory Impairment</b> <b>Range : 7</b>	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• <b>PROFOUND/severe</b> loss in both modalities</li> <li>• Likely to use hearing aids and/or LVA's</li> <li>• Severe and complex communication difficulties requiring an individual communication system using alternative and augmentative approaches</li> <li>• Severely restricted access to incidental learning</li> <li>• Require a tactile and experiential approach to learning and individual curriculum and/or access to visual or tactile signed communication</li> <li>• Require individual support with most aspects of basic care needs and to access learning and social opportunities</li> <li>• May lack the strategies and motivation to make effective use of residual hearing and vision and require sensory stimulation programmes</li> <li>• May be tactile defensive/selective and highly wary of new experiences</li> <li>• Have difficulties developing relationships and lack social awareness leading to social isolation</li> <li>• May display challenging and/or self-injurious behaviour</li> <li>• May have additional learning needs</li> <li>• May have limited clinical assessment information because of additional complex educational needs</li> <li>• May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</li> </ul>
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Individual planning and assessment appropriate to the needs of a student with severe dual sensory impairment</li> <li>• Information and advice is shared with all appropriate staff</li> <li>• IEP targets are specific and incorporate advice from QTMSI</li> </ul>
<b>Groupings for Teaching</b>	<ul style="list-style-type: none"> <li>• Individual support within small class groupings</li> </ul>
<b>Human Resources and Staffing</b>	<ul style="list-style-type: none"> <li>• Individual support from a qualified/experienced Deafblind Intervenor</li> <li>• Need for balanced approach to support and intervention to facilitate social inclusion</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Individual curriculum to facilitate learning through sensory and experiential approaches and using alternative or augmentative communication systems</li> <li>• Individual sensory stimulation programmes</li> <li>• Individual programmes to facilitate the development of communication, compensatory, independent living, mobility and social skills</li> </ul>
<b>Resources</b>	<p>As appropriate;</p> <ul style="list-style-type: none"> <li>• Adapted equipment to meet specialised MSI needs</li> <li>• Access to a quiet room for small group and 1:1 sessions</li> <li>• Tactile resources</li> <li>• Materials to support development of alternative communication systems</li> <li>• Sensory stimulation resources</li> </ul>





# **SEND Guidance**

## **Physical and Medical**

## Physical/Medical Guidance

Range	Descriptor
<b>Range One</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b>	<ul style="list-style-type: none"> <li>• Some mild problems with fine motor skills and recording.</li> <li>• Mild problems with self-help and independence.</li> <li>• Some problems with gross motor skills and coordination often seen in PE.</li> <li>• Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</li> <li>• May have continence/ toileting issues</li> <li>• Possible low levels of self-esteem.</li> <li>• May have medical condition that impacts on time in school and may require a medical care plan.</li> <li>• SEN Support Plan</li> </ul>
<b>Range Two</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b> <b>+ Element 2 =</b> <b>£6k</b>	<ul style="list-style-type: none"> <li>• Continuing mild to moderate problems with hand / eye coordination, fine / gross motor skills and recording, impacting on access to curriculum.</li> <li>• Making slow or little progress despite provision of targeted teaching approaches.</li> <li>• May have continuing difficulties with continence/ toileting</li> <li>• May have continuing problems with self-esteem and peer relationships.</li> <li>• Continuing problems with self-help and independence.</li> <li>• Continuing problems with gross motor skills and coordination often seen in PE.</li> <li>• Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</li> <li>• May have medical condition that impacts on time in school and may require a medical care plan.</li> <li>• SEN Support Plan</li> </ul>
<b>Range Three</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b> <b>+ Element 2 =</b> <b>£6k</b> <b>+ Element 3</b> <b>(top-up)</b>	<ul style="list-style-type: none"> <li>• Moderate or persistent gross and / or fine motor difficulties</li> <li>• Recording and / or mobility now impacting more on access to the curriculum.</li> <li>• May need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times.</li> <li>• Increased dependence on mobility aids i.e. wheelchair or walking aid.</li> <li>• Increased use of alternative methods for extended recording e.g. scribe, ICT</li> <li>• SEN Support Plan/EHCP</li> </ul>
<b>Range Four(1)</b>  <b>FUNDING:</b> <b>Mainstream</b> <b>Element 1</b> <b>£4k</b> <b>+ Element 2 =</b> <b>£6k</b> <b>+ Element 3</b> <b>(top-up)</b>	<ul style="list-style-type: none"> <li>• Significant physical /medical difficulties with or without associated learning difficulties.</li> <li>• 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.</li> <li>• Significant and persistent difficulties in mobility around the building and in the classroom</li> <li>• May have significant personal care needs which require adult support and access to a hygiene suite.</li> <li>• May have developmental delay and/or learning difficulties which impacts upon access to curriculum.</li> <li>• Education, Health and Care Plan</li> <li>• Primary need is identified as physical / medical</li> </ul>
<b>Range Four (2)</b>  <b>FUNDING:</b>	<p>Some or all of the following:</p> <ul style="list-style-type: none"> <li>• Severe physical difficulties and/or a medical condition with or without associated learning difficulties;</li> <li>• Impaired progress and attainment;</li> </ul>

<b>(Complex A)</b>	<ul style="list-style-type: none"> <li>• Persistent difficulties in mobility around the building and in the classroom</li> <li>• Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning;</li> <li>• The need for high level support for all personal care, mobility, daily routines and learning needs;</li> <li>• Will need an Education, Health and Care Plan</li> <li>• Primary need is identified as physical / medical</li> <li>• Physical conditions that require medical/therapy/respite intervention and support;</li> <li>• The need for an environment to support self-esteem and positive self-image;</li> <li>• A developing neuro-muscular degenerative condition or traumatic incident resulting in brain or physical injury.</li> <li>• EHCP</li> </ul>
<b>Profound Range Five</b>  <b>FUNDING: (Complex A or B )</b>	<p>A permanent, severe and/or complex physical disability or serious medical condition.</p> <p>The pupil will present with many of the following:</p> <ul style="list-style-type: none"> <li>• a level of independent mobility or self-care that restricts/prevents an alternative mainstream placement.</li> <li>• 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.</li> <li>• furniture and/or extensive adaptations to the physical environment of the school</li> <li>• difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration</li> <li>• emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school</li> <li>• a requirement that health care inputs and therapies may be intensive and on a regular basis</li> <li>• given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention</li> <li>• is an Augmentative Alternative Communication (AAC) user</li> <li>• has a degenerative condition</li> <li>• EHCP</li> </ul>
<b>Range 6 More Profound FUNDING: (Complex C or D)</b>	<p>A permanent, severe and/or complex physical disability or serious medical condition.</p> <p>The pupil will present with many of the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• difficulties in making and sustaining peer relationships leading to concerns about social isolation and their vulnerability within the setting and wider environment.</li> <li>• emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend school</li> <li>• a requirement that health care inputs and therapies may be intensive and on a daily basis</li> <li>• given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention</li> <li>• has a complex medical need requiring frequent monitoring and medical intervention throughout the school day</li> <li>• has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need.</li> <li>• is an Augmentative Alternative Communication (AAC) user</li> <li>• has a degenerative condition</li> <li>• EHCP</li> </ul>

Physical and Medical Range 1 - School based responses	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Some mild problems with fine motor skills and recording.</li> <li>• Mild problems with self-help and independence.</li> <li>• Some problems with gross motor skills and coordination often seen in PE.</li> <li>• Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</li> <li>• May have continence/ toileting issues</li> <li>• Possible low levels of self-esteem.</li> <li>• May have medical condition that impacts on time in school and may require a medical care plan.</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Range 1 universal provision.</li> <li>• Normal curriculum planning including group or individual targets.</li> <li>• Care plan in place, if appropriate, written with specialist nurse/ school nurse.</li> <li>• Involve parents regularly to support targets at home.</li> <li>• Pupils involved in monitoring and setting targets.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part of continual school and class assessment.</li> <li>• Monitoring of developmental goals in line with National Curriculum</li> <li>• SENCO awareness if no progress apparent after targeted teaching approach.</li> <li>• Risk assessment carried out if necessary by school</li> <li>• Referral to school nurse to check hearing, sight or for possible medical condition.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class with occasional additional individual or small group support</li> <li>• Attention to positioning in classroom.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Flexible use of resources and staffing available in the classroom; recording work, accessing text, pre-teaching vocabulary, modifying teacher talk, modelling responses, focussing listening and attention.</li> <li>• Main provision by class subject teacher with some age appropriate programmes delivered one to one or in small groups.</li> <li>• Input may be needed from health professionals via SENCO e.g. specialist nurse/ school nurse.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Follow school handwriting scheme with slight modifications</li> <li>• Refer for information on adapted equipment/ aids if necessary</li> <li>• Some differentiation to PE curriculum if appropriate.</li> <li>• Access to appropriate ICT provision i.e. accessibility options on Windows</li> <li>• Staff awareness training of relevant medical conditions on a 'needs to know' basis.</li> </ul>
<b>Resources and intervention strategies</b>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>• Differentiated writing materials and equipment.</li> <li>• Non slip mat (Dycem), adapted pencils, pens, scissors, foot stool, writing slope.</li> </ul>
<b>NC Level</b>	<ul style="list-style-type: none"> <li>• Across expected range with an unusual profile showing relative strengths and weaknesses</li> </ul>

Physical and Medical Range 2 - School based responses	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>Continuing mild to moderate problems with hand / eye coordination, fine / gross motor skills and recording, impacting on access to curriculum.</li> <li>Making slow or little progress despite provision of targeted teaching approaches.</li> <li>May have continuing difficulties with continence/ toileting</li> <li>May have continuing problems with self-esteem and peer relationships.</li> <li>Continuing problems with self-help and independence.</li> <li>Continuing problems with gross motor skills and coordination often seen in PE.</li> <li>Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</li> <li>May have medical condition that impacts on time in school and may require a medical care plan.</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As for range one but SENCO may be involved in more specific assessments and observations.</li> <li>SENCO may seek advice from health professionals.</li> <li>SENCO involvement if no progress apparent after targeted teaching approach.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Range 1 universal provision.</li> <li>Normal curriculum planning including group or individual targets.</li> <li>Care plan in place, if appropriate, written with specialist nurse/ school nurse.</li> <li>Alternative ways of recording to minimize handwriting.</li> <li>Involve parents regularly to support targets at home.</li> <li>Pupils involved in monitoring and setting targets.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>As above but may be working on modified curriculum tasks.</li> <li>Small group or one to one adult input to practice skills</li> <li>Buddy system.</li> <li>Attention to position in classroom.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>Main provision from class teacher or subject specialist with support from SENCO.</li> <li>Occasional input from additional adult to provide targeted support under the direction of teacher.</li> <li>Minimal support/ supervision may be needed to meet hygiene needs and / or outside play and at lunch time</li> <li>Advice may be sought from Health Professionals e.g. Physiotherapist, Occupational Therapist.</li> <li>Staff awareness training of relevant medical conditions on a 'needs to know' basis.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Follow school handwriting scheme with further modifications and extra time for reinforcement</li> <li>Some differentiation to PE curriculum.</li> <li>Opportunities to practice dressing and undressing skills</li> <li>Access to appropriate ICT provision.</li> </ul>
<b>Resources and Intervention Strategies</b>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>Differentiated writing materials and equipment.</li> <li>Non slip mat (Dycem), adapted pencils, pens, scissors, foot stool, writing slope.</li> </ul>
<b>NC Levels</b>	Across expected range with an unusual profile showing relative strengths and weaknesses.

Physical and Medical Range 3 - School based responses	
<b>Descriptor</b>	<ul style="list-style-type: none"> <li>Moderate or persistent gross and / or fine motor difficulties</li> <li>Recording and / or mobility now impacting more on access to the curriculum.</li> <li>May need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times.</li> <li>Increased dependence on mobility aids i.e. wheelchair or walking aid.</li> <li>Increased use of alternative methods for extended recording e.g. scribe, ICT,</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCO seeks advice from Physical &amp; Medical Team and health care professionals in order to discuss next steps.</li> <li>May need handwriting/ fine motor assessment from Physical &amp; Medical Team</li> <li>Personal care and manual handling assessment in conjunction with Physical &amp; Medical Team and Health Professionals.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Range 1 universal provision.</li> <li>Normal curriculum planning including group or individual targets.</li> <li>Care plan in place, if appropriate, written with specialist nurse/ school nurse.</li> <li>Alternative ways of recording to minimize handwriting.</li> <li>Individual targets on IEP following advice from health professionals.</li> <li>Modified planning for PE/outdoor play curriculum is likely to be needed.</li> <li>Involve parents regularly to support targets at home.</li> <li>Pupils involved in monitoring and setting targets.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>Mainstream classroom setting</li> <li>Small group or one to one adult input to practice skills.</li> <li>Individual skills based work may need to take place.</li> <li>Nurture group input may be necessary to help with low self-esteem.</li> <li>Buddy system.</li> <li>Attention to position in classroom.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>Main provision from class teacher or subject specialist with support from SENCO and/or Health</li> <li>Flexible use of classroom support to access curriculum and develop skills in recording up to 16.5h/ week</li> <li>May need further specialist input from Health professionals e.g. Physiotherapist, Occupational Therapist.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>May need the following:</p> <ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Programme to support the development of handwriting skills as advised</li> <li>Differentiated writing materials and equipment:</li> <li>A programme to develop fine motor skills.</li> <li>Further differentiation to PE curriculum in conjunction with Physiotherapy.</li> <li>Dressing and undressing skills programme</li> <li>More dependence on appropriate ICT for recording.</li> </ul>
<b>Resources and Intervention Strategies</b>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>ICT equipment to aid recording.</li> <li>Furniture and equipment assessed by Occupational Therapy</li> <li>Adapted site may be necessary to physically access the building.</li> <li>Hygiene / medical room may be necessary</li> <li>May need specialist low tech seating and/ or furniture and equipment .e.g. Foxdenton chair.</li> </ul>
<b>NC Levels</b>	Depending on the identified nature of the difficulty their NC level may range between 'well above average' to 'well below average'



## Physical and Medical SEVERE - Range 4 (i)

<b>Descriptor</b>	<ul style="list-style-type: none"> <li>Significant physical /medical difficulties with or without associated learning difficulties.</li> <li>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.</li> <li>Significant and persistent difficulties in mobility around the building and in the classroom</li> <li>May have significant personal care needs which require adult support and access to a hygiene suite.</li> <li>May have developmental delay and/or learning difficulties which impacts upon access to curriculum.</li> <li>Will require a Statutory assessment or will have an Education, Health and Care Plan</li> <li>Primary need is identified as physical / medical</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCO and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy as appropriate.</li> <li>Personal care assessment.</li> <li>Manual handling assessment.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Range 1 universal provision.</li> <li>Modified curriculum in some or all areas.</li> <li>Care plan in place, if appropriate, written with specialist nurse/ school nurse.</li> <li>Involve parents regularly to support targets at home.</li> <li>Pupils involved in monitoring and setting targets.</li> <li>Alternative ways of recording to minimize handwriting.</li> <li>Individual targets on IEP following advice from health professionals.</li> <li>Modified planning for PE/outdoor play curriculum is likely to be needed.</li> <li>Interventions should be incorporated across all activities throughout the school day.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>Mainstream classroom setting.</li> <li>Small group or one to one adult input to practice skills as advised by health/therapist.</li> <li>Individual skills based work may need to take place.</li> <li>Nurture group input may be necessary to help with low self-esteem.</li> <li>May have Physiotherapy/ Occupational Therapy exercise programme to be done in school.</li> <li>May have specialist physiotherapist led swimming sessions. (via health professionals)</li> <li>May have specialist speech and language sessions. (via health professionals)</li> <li>Attention to position in classroom.</li> <li>Buddy system.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>Will need 1:1 support to access aspects of the curriculum and to develop skills in recording of between 16.5 h/ week to 27h/ week.</li> <li>May need individual adult support for mobility and personal care needs as advised by Healthcare Professionals.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>Will need one or more of the following:</p> <ul style="list-style-type: none"> <li>Programme to support the development of handwriting/ fine motor skills.</li> <li>Access to appropriate ICT for recording purposes</li> <li>Differentiated writing materials and equipment.</li> <li>Differentiation to PE curriculum.</li> <li>Dressing and undressing skills programme.</li> </ul>
<b>Resources and Intervention Strategies</b>	<p><b>Resources/Provision</b></p> <ul style="list-style-type: none"> <li>ICT equipment to aid recording.</li> <li>Specialist seating, furniture and equipment under £1000.</li> <li><b>Adapted site may be necessary to physically access the building.</b></li> <li><b>Hygiene room/facilities.</b></li> <li><b>Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil.</b></li> </ul> <p><b>Site adaptations to be considered in consultation with the Local Authority</b></p>
<b>NC Level</b>	<p>Significant physical/medical difficulties affect access to many parts of the curriculum but performance on non-physical based tasks may be age appropriate.</p> <p>Where there is a diagnosis of a physical disability or medical condition, the individual's academic potential should not be underestimated.</p>

## Physical and Medical SEVERE - Range 4 (ii)

<b>Descriptor</b>	<p>Some or all of the following:</p> <ul style="list-style-type: none"> <li>• Severe physical difficulties and/or a medical condition with or without associated learning difficulties;</li> <li>• Impaired progress and attainment;</li> <li>• Persistent difficulties in mobility around the building and in the classroom</li> <li>• Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning;</li> <li>• The need for high level support for all personal care, mobility, daily routines and learning needs;</li> <li>• Will need an Education, Health and Care Plan</li> <li>• Primary need is identified as physical / medical</li> <li>• Physical conditions that require medical/therapy/respite intervention and support;</li> <li>• The need for an environment to support self-esteem and positive self-image;</li> <li>• A developing neuro-muscular degenerative condition or traumatic incident resulting in brain or physical injury.</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• SENCO and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy.</li> <li>• Personal care assessment.</li> <li>• Manual handling assessment.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Range 1 universal provision.</li> <li>• Modified curriculum in some or all areas.</li> <li>• Care plan in place, if appropriate, written with specialist nurse/ school nurse.</li> <li>• Involve parents regularly to support targets at home.</li> <li>• Pupils involved in monitoring and setting targets.</li> <li>• Alternative ways of recording to minimize handwriting.</li> <li>• Modified planning for PE/outdoor play curriculum is likely to be needed.</li> <li>• Interventions should be incorporated across all activities throughout the school day.</li> <li>• 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;</li> <li>• 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.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Will be attending a suitably equipped mainstream school, Designated Special Provision or special school.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Will need 1:1 support to access aspects of the curriculum and to develop skills in recording of between 27.5h/ week to 35+h/ week.</li> <li>• May need individual adult support for mobility and personal care needs as advised by Healthcare Professionals.</li> <li>• Individual and small group teaching as appropriate carefully organised to ensure full access to the curriculum, which includes life and communication skills.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>Will need some or all of the following:</p> <ul style="list-style-type: none"> <li>• Programme to support the development of physical (fine and gross motor) skills.</li> <li>• Differentiated writing materials and equipment.</li> <li>• Differentiation to PE curriculum.</li> <li>• Independent life skills programmes.</li> </ul>

<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Specialist seating, furniture and equipment up to £1000.</li> <li>• Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil.</li> <li>• Access to specialist resources to meet the personal care and mobility needs of each pupil.</li> <li>• Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.</li> </ul> <p>Site adaptations to be considered in consultation with the Local Authority</p> <ul style="list-style-type: none"> <li>• A suitably equipped room(s) in which therapies can be carried out.</li> <li>• 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.</li> <li>• An equipment room where specialist resources such as walkers, physiotherapy equipment can be stored.</li> <li>• The facility to recharge powered wheelchairs when necessary;</li> </ul>
<b>NC Level</b>	<p>Significant physical/medical difficulties affect access to many parts of the curriculum but performance on non-physical based tasks may be age appropriate.</p> <ul style="list-style-type: none"> <li>• Where there is a diagnosis of a physical disability or medical condition, the individual's academic potential should not be underestimated</li> </ul>

## Physical and Medical PROFOUND - Range 5

<b>Descriptor</b>	<p>A permanent, severe and/or complex physical disability or serious medical condition.</p> <p>The pupil will present with many of the following:</p> <ul style="list-style-type: none"> <li>• A level of independent mobility or self-care that restricts/prevents an alternative mainstream placement.</li> <li>• 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.</li> <li>• furniture and/or extensive adaptations to the physical environment of the school</li> <li>• difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration</li> <li>• emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school</li> <li>• a requirement that health care inputs and therapies may be intensive and on a regular basis</li> <li>• given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention</li> <li>• is an Augmentative Alternative Communication (AAC) user</li> <li>• has a degenerative condition</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>Assessment</b></p> <p>Formal assessment will have taken place or be in process.</p> <p>Detailed PIVATS or similar assessments used to inform planning.</p> <p>The assessment of physical, sensory / medical and learning needs to inform the planning process, including moving and handling and therapy programmes.</p> <p>Risk assessments for : moving and handling, egress, movement around school and school trips.</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum planning closely tracks levels of achievement and incorporates individual targets, self-help and therapy programmes.</li> <li>• Targets are individualised, short term, specific and regularly reviewed.</li> <li>• Curriculum planning takes in to account routine daily welfare and behaviour needs.</li> <li>• Individual care plan/ protocol to be in place.</li> <li>• Behaviour care plans in place if appropriate.</li> <li>• Plans in place for egress, moving and handling.</li> <li>• Parents involved regularly and support targets at home.</li> <li>• Pupils involved in monitoring and setting targets as much as possible.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Small group teaching in a specialist provision for whole school day.</li> <li>• May have specialist speech and language sessions.</li> <li>• Grouping for access to a total communication environment.</li> <li>• Will be attending a specialist provision in mainstream or a special school</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Individual specialist support for mobility and personal care needs.</li> <li>• High staffing ratio with specialist teaching and specialist non-teaching support to facilitate pupil access to the curriculum.</li> <li>• Staff trained and 'signed off' in medical / physical interventions and strategies as appropriate.</li> <li>• Access to regular nursing support and advice.</li> <li>• Access to specialist services e.g. educational psychologists, SEN services and health professionals.</li> <li>• Staff trained in the use of a range of specialist ICT and AAC equipment and software to support access to learning.</li> </ul>

<b>Curriculum and Teaching Methods</b>	<p>Will need some or all of the following:</p> <p>Curriculum access will be facilitated using a structured approach which will take account of</p> <ul style="list-style-type: none"> <li>• Individual learning styles.</li> <li>• Personalisation to pupils needs</li> <li>• Small steps approach within the context of an appropriate sensory experiential curriculum.</li> </ul> <p>Curriculum delivered at a pace that allows pupils time to assimilate information and then to respond appropriately.</p> <p>Constant reinforcement and generalisation of skills is an essential priority.</p> <p>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).</p> <p>Use of adapted teaching resources and materials to support teaching and learning for those with sensory, physical and medical needs.</p> <p>Specialist learning environment that supports pupils need to accept and develop pre-requisite skills required to access communication and learning.</p>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• Access to specialist resources including specific teaching programmes and systems. These might include appropriate technological aids, ICT programmes, AAC.</li> <li>• Specialist seating, furniture and equipment.</li> <li>• Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil and staff member.</li> <li>• Access to specialist resources to meet the personal care and mobility needs of each pupil.</li> <li>• Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.</li> <li>• A suitably equipped room(s) in which therapies can be carried out.</li> <li>• 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.</li> <li>• An equipment room where specialist resources such as walkers, physiotherapy equipment can be stored.</li> <li>• The facility to recharge powered wheelchairs when necessary;</li> <li>• Will have access to specialist hydrotherapy sessions.</li> <li>• Will have access to sensory room.</li> </ul>
<b>NC Level</b>	<ul style="list-style-type: none"> <li>• Attainment levels will range from p scales in Primary to NC levels in secondary</li> </ul>

## Physical and Medical MORE PROFOUND - Range 6

<b>Descriptor</b>	<p>A permanent, severe and/or complex physical disability or serious medical condition.</p> <p>The pupil will present with many of the following:</p> <ul style="list-style-type: none"> <li>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</li> <li>difficulties in making and sustaining peer relationships leading to concerns about social isolation and their vulnerability within the setting and wider environment.</li> <li>emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend school</li> <li>a requirement that health care inputs and therapies may be intensive and on a daily basis</li> <li>given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention</li> <li>has a complex medical need requiring frequent monitoring and medical intervention throughout the school day</li> <li>has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need.</li> <li>is an Augmentative Alternative Communication (AAC) user</li> <li>has a degenerative condition</li> </ul>
<b>Assessment &amp; Planning</b>	<ul style="list-style-type: none"> <li>As at Range 5 addressing the severe or complex learning difficulties</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>As at Range 5 but likely to require more 1:1 support</li> </ul>

<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>Flexible use of classroom support to access curriculum and develop skills in recording</li> <li>Training and advice from specialist support service for teaching and support staff.</li> <li>Individual specialist support for mobility and personal care needs.</li> <li>Specialist teaching and specialist non-teaching support within the classroom and wider settings to facilitate pupil access to the curriculum.</li> <li>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;</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>Will need some or all of the following:</p> <ul style="list-style-type: none"> <li>Programme to support the development of physical (fine and gross motor) skills.</li> <li>Differentiated writing materials and equipment.</li> <li>Differentiation to PE curriculum.</li> <li>Independent life skills programmes.</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Specialist seating, furniture and equipment.</li> <li>Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil and staff member.</li> <li>Access to specialist resources to meet the personal care and mobility needs of each pupil.</li> <li>Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.</li> <li>A suitably equipped room(s) in which therapies can be carried out.</li> <li>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.</li> <li>An equipment room where specialist resources such as walkers, physiotherapy equipment can be stored.</li> <li>The facility to recharge powered wheelchairs when necessary.</li> </ul>
<b>NC Level</b>	<ul style="list-style-type: none"> <li>Likely to be attaining within the p scales in all Key Stages</li> </ul>



# **SEND Guidance**

## **Specific Learning Needs**



## Specific Learning Difficulties Guidance

### Range Descriptors Overview

<b>Range 1</b>  <b>FUNDING:</b> <b>Element 1</b> <b>£4k</b>	<ul style="list-style-type: none"> <li>• Evidence of some difficulties in aspects of literacy, numeracy or motor coordination.</li> <li>• Literacy and/or numeracy skills may not be in line with general ability.</li> <li>• Attainment levels are likely to be a year or more delayed.</li> <li>• SEN Support Plan</li> </ul>
<b>Range 2</b>  <b>FUNDING:</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2 =</b> <b>£6k</b>	<ul style="list-style-type: none"> <li>• The pupil will have <b>mild</b> but <b>persistent</b> difficulties in aspects of literacy, numeracy or motor coordination despite regular attendance, appropriate intervention and quality teaching.</li> <li>• Evidence of a discrepancy between cognitive levels and performance or an unusual pattern of strengths and weaknesses is likely to be present.</li> <li>• If literacy or numeracy is the area of difficulty, attainment will be at least 2 years delayed <b>OR</b> there will be a noticeable disparity between skills and cognitive ability.</li> <li>• Difficulties impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom.</li> <li>• Self-esteem and motivation maybe an issue.</li> <li>• There may be a diagnosis of <b>mild</b> SpLD or the pupil may be referred to as having characteristics or traits of a SpLD.</li> <li>• SEN Support Plan</li> </ul>
<b>Range 3</b>  <b>FUNDING:</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2 =</b> <b>£6k</b> <b>+</b> <b>Element 3</b> <b>(top-up)</b>	<ul style="list-style-type: none"> <li>• The pupil will have <b>moderate</b> and <b>persistent</b> difficulties with literacy, numeracy or motor co-ordination despite regular attendance, significant levels of focused intervention and quality teaching.</li> <li>• Where there is a discrepancy between cognition and attainment this is significant. It should be noted that this may include a pupil who is attaining within an age appropriate range but significantly below their cognitive ability.</li> <li>• Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processing.</li> <li>• The difficulty will affect access to curriculum and specialist support and arrangements will be required. This is likely to include assistive technology.</li> <li>• There may be issues regarding self-esteem, motivation and behaviour</li> <li>• A diagnosis of <b>moderate</b> SpLD may be in place or should be sought.</li> <li>• SEN Support Plan/EHCP</li> </ul>
<b>Range 4i</b>  <b>FUNDING:</b> <b>Element 1</b> <b>£4k</b> <b>+</b> <b>Element 2 =</b> <b>£6k</b> <b>+</b> <b>Element 3</b> <b>(top-up)</b>	<ul style="list-style-type: none"> <li>• The pupil will have <b>significant</b> and <b>persistent</b> difficulties with literacy, numeracy or motor coordination despite regular attendance and high quality specialist intervention and teaching.</li> <li>• Where there is a discrepancy between cognitive ability and performance, it is highly significant.</li> <li>• Key literacy and/or numeracy skills are well below functional levels for their year group – the pupil cannot access text or record independently.</li> <li>• The pupil has significant levels of difficulty in cognitive processing requiring significant alteration to the pace and delivery of the curriculum.</li> <li>• The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress. High levels of support are required which include assistive technology.</li> <li>• Social skills and behaviour may be affected and issues of self-esteem and motivation are likely to be present</li> <li>• Diagnosis of <b>severe</b> Dyslexia, Dyscalculia, Dysgraphia or Developmental Coordination Disorder (DCD) has been made. Difficulties are likely to overlap more than one area e.g. Dyslexia with aspects of DCD</li> <li>• EHCP in place</li> </ul>
<b>Range 4ii</b>  <b>FUNDING:</b> <b>Complex A</b>	<p>As Range 4(ii) plus:</p> <ul style="list-style-type: none"> <li>• Difficulties are so severe that specialist daily teaching in literacy and numeracy is required</li> <li>• The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting</li> <li>• EHCP in place</li> </ul>



## Specific Learning Difficulties Guidance

### Range 1 - School based responses – Universal ( Mainstream)

<b>Descriptor</b>	<ul style="list-style-type: none"> <li>• Evidence of some difficulties in aspects of literacy, numeracy or motor coordination.</li> <li>• Literacy and/or numeracy skills may not be in line with general ability.</li> <li>• Attainment levels are likely to be a year or more delayed.</li> </ul>
<b>Assessment &amp; Planning</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• In addition to normal classroom assessments the teacher will also carry out the LD baseline and discuss next steps with the SENCO.</li> <li>• As appropriate, screen for Irlen's (coloured overlays), Dyslexia, Dyscalculia, Motor skills Difficulties. Tools you might use: GL Assessment online screeners, Lucid, Dyslexia Screening Test. For concerns regarding motor skills use the motor skills check list on BSO and/or speak to the school nurse.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Normal curriculum plans to include QFT strategies and adjustments to activities to remove any barriers difficulties may present (see ten top tips for pupils with SpLd on BSO).</li> <li>• Time-table any one-to-one intervention into weekly routine as appropriate (the number of sessions would be dependent on the intervention).</li> <li>• Monitor effectiveness interventions ensuring clear entry and exit points.</li> <li>• Parents and children involved in monitoring and supporting their targets.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>• Mainstream class with flexible grouping arrangements.</li> <li>• Opportunities for small group work based on identified need e.g. reading, maths, motor skills</li> <li>• Opportunities for generic type one-to-one programmes aimed at addressing gaps – CatchUp Maths, CatchUp Literacy, 20-20 Maths, 20-20 Literacy, Dynamo Maths, 1<sup>st</sup> Class Maths. Any intervention should have clear entry and exit criteria</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice from SENCO.</li> <li>• Additional adults routinely used to support flexible groupings, differentiation and where appropriate provide 1:1 intervention.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Full inclusion within the curriculum through use of differentiation and small group support. Delivery will incorporate highly multi-sensory strategies and be broken down into accessible steps.</li> <li>• Activities planned through QFT with emphasis on concrete/experiential learning and using visual supports.</li> <li>• Activities and materials differentiated to address area(s) of weakness. For example, reading materials should be content and reading age appropriate and supported by visual aids; support to address writing difficulties; tools to aid organisation and completion of tasks/daily activities.</li> <li>• Dyslexia friendly school strategies and IDP strategies.</li> <li>• Cursive handwriting should be introduced as part of a multi-sensory approach.</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• CPD for Teaching Staff using IDP/LA Programmes</li> <li>• Materials to support reading, writing, organisational and attentional difficulties: e.g. task plans; visual timetables; key points on desk cards, vocab; visual aids, guides to support instructions and maths rules; adapted writing frames with word and sentence support; Clicker 6</li> <li>• Possible motor skills interventions: LD Motor Skills Programme; Write from the Start, Speed-Up, Clever Fingers, Madeleine Portwood Programmes</li> <li>• Possible literacy Interventions: Alphabet Arc, 20-20 Reading, Lexia, CatchUp Literacy, FFT, Lifeboats, Beat Dyslexia, Reading Recovery, Read/Write Inc. – Fresh Start, Spelling Programme etc.</li> <li>• Possible Maths interventions: 20-20 Maths, CatchUp Maths, Dynamo Maths, 1st Class Maths, Numicon Closing the Gap, Addacus.</li> </ul>

## Specific Learning Difficulties Guidance

### Range 2 - School based responses – TARGETED (Mainstream)

<b>Descriptor</b>	<ul style="list-style-type: none"> <li>The pupil will have <b>MILD</b> but <b>persistent</b> difficulties in aspects of literacy, numeracy or motor coordination despite regular attendance, appropriate intervention and quality teaching.</li> <li>Evidence of a discrepancy between cognitive levels and performance or an unusual pattern of strengths and weaknesses is likely to be present.</li> <li>If literacy or numeracy is the area of difficulty, attainment will be at least 2 years delayed <b>OR</b> there will be a noticeable disparity between skills and cognitive ability.</li> <li>Difficulties impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom.</li> <li>Self-esteem and motivation may be an issue.</li> <li>There may be a diagnosis of <b>mild</b> SpLD or the pupil may be referred to as having characteristics or traits of a SpLD.</li> </ul>
<b>Assessment &amp; Planning</b>	<p>As Range 1 + <b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCO <b>will use</b> screening tools to establish a profile of the pupil's strengths and weakness. This will inform areas for intervention and adjustments/arrangements required for access to the curriculum and exams.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Teaching plans clearly show adjustments made for individual pupil to access the curriculum. This should include planning for additional adults supporting the pupil within the classroom.</li> <li>SENCO to oversee planning of a personalised multi-sensory intervention. This should be time-tabled and a private area made available.</li> <li>Regular monitoring and reviewing of interventions so they can be adapted accordingly – this should take place termly.</li> </ul>
<b>Groupings for teaching</b>	<p>As Range 1 provision <b>plus</b></p> <ul style="list-style-type: none"> <li>1:1 specific multisensory, cumulative, structured programmes to support the acquisition of literacy, cursive handwriting, numeracy and motor skills (at least 3 times 30 minutes sessions per week).</li> <li>Ensure opportunities for mixed groupings as pupil's cognitive ability is likely to be higher than their literacy skills might indicate.</li> </ul>
<b>Human resources &amp; staffing</b>	<p>As Range 1 provision <b>plus</b></p> <ul style="list-style-type: none"> <li>Trained staff to deliver 1:1 programme for at least 30 minutes, 3 times weekly.</li> <li>Additional adult, <b>under the direction of teacher</b>, provides sustained targeted support on an individual/group basis.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As Range 1 provision <b>plus</b></p> <ul style="list-style-type: none"> <li>Differentiated curriculum with modifications that include alternative methods to record and access text. This will include ICT as appropriate e.g. word prediction, text-to-speech.</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>As Range 1 provision <b>plus</b></p> <ul style="list-style-type: none"> <li>Follow any programmes recommended by OT's or Physiotherapists.</li> <li>Assistive Technology to support reading and writing difficulties: Text-Help Read/Write Gold, Write Online, Clicker 6, PenFriend, mind-mapping software, iPads.</li> </ul>

## Specific Learning Difficulties Guidance

### Range 3 - School based responses – TAREGETED (Mainstream)

<b>Descriptor</b>	<ul style="list-style-type: none"> <li>The pupil will have <b>MODERATE</b> and <b>persistent</b> difficulties with literacy, numeracy or motor co-ordination despite regular attendance, significant levels of focused intervention and quality teaching.</li> <li>Where there is a discrepancy between cognition and attainment this is significant. It should be noted that this may include a pupil who is attaining within an age appropriate range but significantly below their cognitive ability.</li> <li>Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processing.</li> <li>The difficulty will affect access to curriculum and specialist support and arrangements will be required. This is likely to include assistive technology.</li> <li>There may be issues regarding self-esteem, motivation and behaviour</li> <li>A diagnosis of <b>moderate</b> SpLD may be in place or should be sought.</li> </ul>
<b>Assessment &amp; Planning</b>	<p>As Range 2 provision <b>plus</b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Progress is closely monitored by school tracker/IEP/provision mapping/CASPA.</li> <li>As part of the graduated approach reviews should provide evidence of need and progress to inform possible EHC plan.</li> <li>Appropriate assessment for exam access arrangements.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>SENCO/class teacher to take advice from specialist teacher other professionals as appropriate</li> <li>Targets are multi-sensory, individualised, short term and specific.</li> <li>Regular communication with parents.</li> </ul>
<b>Groupings for teaching</b>	<p>As Range 2 provision <b>plus</b></p> <ul style="list-style-type: none"> <li>Daily 1:1 intervention following specialist advice at least 30 minutes <b>per day</b>.</li> <li>1:1 mentor support</li> </ul>
<b>Human resources &amp; staffing</b>	<p>As Range 2 provision <b>plus</b></p> <ul style="list-style-type: none"> <li>Staff to create modified resources.</li> <li>Trained specialist to deliver specialist programme as advised by specialist teacher or EP</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As Range 2 provision <b>plus</b></p> <ul style="list-style-type: none"> <li>Tasks and presentation of curriculum are increasingly individualised and modified</li> <li>No copying from the board</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>As Range 2 provision <b>plus</b></p> <p>Resources as recommended by specialist teacher</p>

## Specific Learning Difficulties Guidance

### SIGNIFICANT - Range 4 (i) – SPECIALIST (Mainstream)

<b>Descriptor</b>	<ul style="list-style-type: none"> <li>The pupil will have <b>SIGNIFICANT</b> and <b>persistent</b> difficulties with literacy, numeracy or motor coordination despite regular attendance and high quality specialist intervention and teaching.</li> <li>Where there is a discrepancy between cognitive ability and performance, it is highly significant.</li> <li>Key literacy and/or numeracy skills are well below functional levels for their year group – the pupil cannot access text or record independently.</li> <li>The pupil has significant levels of difficulty in cognitive processing requiring significant alteration to the pace and delivery of the curriculum.</li> <li>The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress. High levels of support are required which include assistive technology.</li> <li>Social skills and behaviour may be affected and issues of self-esteem and motivation are likely to be present</li> <li>Diagnosis of <b>severe</b> Dyslexia, Dyscalculia, Dysgraphia or Developmental Coordination Disorder (DCD) has been made. Difficulties are likely to overlap more than one area e.g. Dyslexia with aspects of DCD</li> </ul>
<b>Assessment &amp; Planning</b>	<p>As Range 3 provision <b>plus</b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>EHCP plan is in place</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans, classroom support and interventions are planned in accordance with the EHCP</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>Daily 1:1 cumulative multi-sensory intervention to address core difficulties will be in place.</li> <li>Small group and 1:1 support available in the classroom as appropriate.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li><b>Main provision</b> by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>Additional trained adult, <b>under the direction of the class teacher</b>, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</li> <li>Specialist trained member of staff to deliver intervention programme</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard.</li> <li>Teaching and activities are adapted to reduce the impact of processing difficulties, e.g. working memory, processing speed.</li> <li>Access arrangements and adjustments are part of everyday learning and practice.</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>A range 3</li> <li>Access to assistive technology <b>must</b> be made available as appropriate to the pupil's needs. e.g. Clicker 6, TextHelp Read/Write, Penfriend, audio recording devices</li> </ul>

## Specific Learning Difficulties Guidance

### SIGNIFICANT - Range 4 (ii) – SPECIALIST (Mainstream/Special Resource)

<b>Descriptor</b>	<p>As Range 4(1) plus:</p> <ul style="list-style-type: none"> <li>Difficulties are so severe that specialist daily teaching is required to address literacy and numeracy skills.</li> <li>The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting</li> </ul>
<b>Assessment &amp; Planning</b>	<p>As Range 3 provision <b>plus</b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>EHCP plan is in place</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans, classroom support and interventions are planned in accordance with the EHCP.</li> </ul>
<b>Groupings for teaching</b>	<ul style="list-style-type: none"> <li>Small group provision lead by specialist teacher and specialist support staff</li> <li>One-to-one support as appropriate.</li> </ul>
<b>Human resources &amp; staffing</b>	<ul style="list-style-type: none"> <li><b>Main provision</b> by class/subject teacher with some training in teaching pupils with SpLD.</li> <li>Additional support from SENCO and advice from education and non-education professional as appropriate.</li> <li>Additional trained adult, <b>under the direction of the class teacher</b>, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard.</li> <li>Teaching and activities are adapted to reduce the impact of processing difficulties, e.g. working memory, processing speed.</li> <li>Access arrangements and adjustments are part of everyday learning and practice.</li> </ul>
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>A range 3</li> <li>Access to assistive technology <b>must</b> be made available as appropriate to the pupil's needs. e.g. Clicker 6, TextHelp Read/Write, Penfriend, audio recording devices</li> </ul>





# **SEND Guidance**

## **Early Years Foundation Stage**

## Guidance for children with SEN in the Early Years

### Introduction

This guidance relates to children in the Early Years Foundation Stage (EYFS) from birth to the term after their 5<sup>th</sup> birthdays, which have a range of special educational needs (SEN) and should be read in conjunction with the rest of the SEN Guidance document. In other words, use the Early Years descriptors but take note of the descriptors for other primary SEN needs that the child may display alongside this, such as the communication and interaction needs descriptors for children on the autistic spectrum. This will help you to build up a comprehensive profile of the child's needs in order to inform into which ranges they fall.

Children can be identified as having additional needs when they are very young, for example under 1 year old. It can sometimes be clearly evident what the child's primary need is; however for the majority of children identified early it takes time for this to be established through ongoing observation and assessment. The new Integrated Health Checks on 2 year olds, where the ASQ3 summary completed by the Health Visitor is shared with the childcare setting; and the childcare staff also share their EYFS progress check document with the Health Visitor, should help improve early identification of additional needs. Children in the Early Years Foundation Stage with additional needs usually become known to the Local Authority through a referral to the Early Years SEND panel via childcare settings or Health Visitors. Children access their entitlement to early education from a range of providers including Ofsted registered private day nurseries, playgroups and childminders; but also in schools offering 2 year old Early Education, Nursery and Reception places. It is also possible for children not to take up their early education places and they could simply be at home with their parents; or accessing portage or children's centre universal provision.

Every child is an individual and they all learn, develop and progress at different rates. Monitoring children's progress throughout the Early Years Foundation Stage is essential and decisions about a child's level of need should be part of a continuous and systematic cycle of planning, action and review within a school/setting. If a child is not making expected progress in relation to the 3 prime areas of early years development (Personal Social & Emotional, Cognition & Learning & Physical Development) this will clearly impact on their ability to make good progress in relation to the 4 specific areas (Literacy, Mathematics, Understanding the World & Expressive Arts and Design) through which the prime areas are strengthened and applied.

The Early Years Foundation Stage emphasises the importance of identifying children who require additional support as early as possible and ensuring full involvement of parents/carers and children in the process. It is important when considering a child's developmental delay that any potential social care needs are explored which may occur due a lack of parenting/attachment. An Early Help Assessment may help you unpick this with a family and assist you to decide whether or not to refer into Early Help services. Support includes listening to families concerns about their child's development and taking part in a sensitive two-way exchange of information which supports effective planning. Ensuring:

- Parents/carers contribute to assessment;
- Parents/carers are invited to participate in developing SEND support plans and target setting; monitoring progress and reviews, and may be involved in supporting targets in the home;
- The ascertainable views of the child are taken into account;
- Opportunities for parents/carers to learn how to help their child further;
- Parents/carers are informed about the **SEND Information, Advice and Support Service (SENDIASS)** when commencing the EHC pathway.



Support for a young child does not always require the deployment of extra staff to enable one to one support to be given to the child. This may not be the most appropriate way of helping the child. Early support may take the form of training, physical or sensory adaptations, creating enabling environments or provision planning to enable the very young child with special educational needs to learn and progress fully.

The key lies in effective individualised arrangements for learning and teaching. The resources might be extra adult time; the provision of different materials or special equipment; some individualised or group support or staff deployment and training.

In addition to the EYFS guidance, the 'Schedule of Growing Skills' is a useful assessment tool, which with the correct training and understanding, could be used in conjunction with the EYFS/Development Matters to inform more specialist assessments.

As stated in the SEN Code of Practice, in a very few exceptional cases of young children where there are profound and complex needs, the extent of the needs will be immediately evident. In such exceptional cases requests for an Education Health and Care Plan (EHCP) might be made prior to any intervention by a setting. It is likely that such children will have a significant disability and will have already been supported by a multi-disciplinary team. Examples may include children with profound sensory impairment or those with significant physical or cognition and learning difficulties.

## Early Years Foundation Stage (EYFS)

### Range Descriptors Overview

<b>Range One</b>	<p><b>The child is not making expected progress:</b> difficulties are becoming apparent in relation to any of the prime areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the EYFS as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at 18-20 months</li> <li>• At 3 years functioning at 27-30 months</li> <li>• At 4 years functioning at 36-40 months</li> <li>• At 5 years functioning at 44-50 months</li> </ul> <p>SEN Support Plan in place</p>
<b>Range Two</b>	<p><b>The child will have MILD but persistent difficulties and is not making expected progress despite a range of interventions and quality teaching:</b> difficulties are becoming increasingly apparent in relation to any of the prime areas:</p> <ul style="list-style-type: none"> <li>• Personal, social and emotional development</li> <li>• Communication and language development</li> <li>• Physical development including fine and gross motor skills</li> </ul> <p>Using the EYFS as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at 16-18 months</li> <li>• At 3 years functioning at 24-27 months</li> <li>• At 4 years functioning at 32-36 months</li> <li>• At 5 years functioning at 36-44 months</li> </ul> <p>SEN Support Plan in place</p>
<b>Range Three</b>	<p><b>The child will have MODERATE and persistent difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching:</b> difficulties are clearly apparent in relation to any of the prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul> <p>Using the EYFS as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at 13-16 months</li> <li>• At 3 years functioning at 18-24 months</li> <li>• At 4 years functioning at 28-32 months</li> <li>• At 5 years functioning at 30-36 months</li> </ul> <p>SEN Support Plan/EHCP in place</p>

Range Four	<p>The child will have <b>SIGNIFICANT</b> and persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to any of the prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul> <p>Using the EYFS as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at less than 12 months</li> <li>• At 3 years functioning at less than 18 months</li> <li>• At 4 years functioning at less than 24 months</li> <li>• At 5 years functioning at less than 30 months</li> </ul> <p>EHCP in place</p>
Range Five	<p>The child will have <b>PROFOUND</b> and persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to any of the prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul> <p>Using the EYFS as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay:</p> <ul style="list-style-type: none"> <li>• At 2 years functioning at less than 6 months</li> <li>• At 3 years functioning at less than 12 months</li> <li>• At 4 years functioning at less than 18 months</li> <li>• At 5 years functioning at less than 24 months</li> </ul> <p>EHCP in place</p>
Range Six	<ul style="list-style-type: none"> <li>• Complex Needs identified *, but early assessment can be problematic due to developmental issues.</li> <li>• An assessment place in a specialist early years provision may need to be considered.</li> <li>• EHCP in place</li> </ul> <p>* Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs in the higher ranges. These children present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need significant support and strategies which will include input from a wide range of professionals across many disciplines to engage effectively in the learning process and to participate actively in activities and wider community. In terms of funding, they will receive health and social care money as well as funding from education and this will be agreed on their EHC plan when it has been finalised.</p>



	<p>acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them</p> <ul style="list-style-type: none"> <li>• Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for curriculum access.</li> </ul>	
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by Room leader or Childminder or Foundation Stage Coordinator with advice from the SENCo</li> <li>• Additional adults used to support flexible groupings and differentiation as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• PVI childcare settings will receive an annual Quality Improvement Programme Visit by the Early Years Lead Professional, part of which will consider all SEN Support Plans currently in place. Further advice about individual children's plans will be given as appropriate at this visit.</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Full access to the Early Years Foundation Stage curriculum</li> <li>• RCBC Early Years SEND framework used to support planning and learning</li> <li>• Differentiation and small group support where appropriate.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Continuous Professional Development on Early Years Foundation Stage provided by LA and other external training providers</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling programme of training will be available to Childminders, settings or groups of schools in:</li> <li>• <b><u>Makaton</u></b></li> <li>• <b><u>Treasure Baskets</u></b></li> <li>• <b><u>Back to Basics EYFS</u></b></li> <li>• <b><u>Oh to be Two training</u></b></li> <li>• <b><u>Potential of Puddles</u></b></li> <li>• <b><u>Sparkly Thinkers</u></b></li> <li>• <b><u>Are you Listening?</u></b></li> <li>• <b><u>Supporting Speech and Language for children with SEND</u></b></li> </ul> <p>Early Years Inclusion and Portage service can provide one-off telephone advice with Early Years Settings/Childminder/SENCo if required.</p> <p>An appropriate Parenting programme if required.</p>

Range 2	Early Years	
Early Years Descriptor	<p>The child will have <b>MILD but persistent difficulties and is not making expected progress despite a range of interventions and quality teaching</b> : difficulties are becoming increasingly apparent in relation to any of the prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul> <p>Please note that children with sensory difficulties such as hearing or visual impairment will need to be referred to specialist teachers such as Teacher of the Deaf.</p>	
	Setting/Childminder will provide	LA will provide
Assessment and Planning	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 1 + SENCo involved in ongoing observation, profile of children's development across 3 prime areas indicates child is not making expected progress</li> <li>• Refer and involve educational and other professionals as appropriate for example: Speech and Language service; Physiotherapist; Health Visitor; Teacher of the Deaf.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning of intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies</li> <li>• SEND Support Plan (SSP) drawn up with SMART targets, which take account of specialist advice</li> <li>• Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the SSP</li> <li>• Input or attendance made by appropriate external agencies to reviews</li> <li>• Consider referral using the Early Help Assessment (EHA) and request for Service form via First Contact to Early Years SEND panel for resources and support (e.g. Portage/Inclusion/Educational Psychologist)</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Consideration of referral at Early Years SEND panel.</li> <li>• If appropriate, within 12 weeks of allocation, Educational Psychologist (EP) to undertake observation of child in school/setting or home. Advisory visit feedback given to SENCo/Key Practitioner and family.</li> <li>• Early Years Inclusion and Portage service to undertake a one off advisory visit to setting to offer moderation of developmental levels and offer advice and support including modelling best practice and helping setting understand EP advice if received.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Early Years Inclusion and Portage service may provide advice on SMART target setting for the SSP, appropriate interventions and strategies to address needs.</li> <li>• Signposting to training available to support settings with identifying and planning for children with SEND</li> <li>• Signposting for family to free childcare for 2 year old places and 3 &amp; 4 year old FNE places across sectors</li> <li>• Written summary of observations/feedback given to SENCo/Key person/family by EP (with consent).</li> </ul>
Grouping for Teaching	<ul style="list-style-type: none"> <li>• Grouping strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed</li> <li>• Additional adult attention and/or support for group activities</li> <li>• Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on SSP targets</li> </ul>	

<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Additional adult attention and/or support for some activities, including SSP targets</li> <li>• Supervision and monitoring of the SSP by SENCo</li> <li>• Time allocated for key professionals to liaise with external agencies</li> <li>• Access to ICT and specialist equipment/materials, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• EP and/or Early Years Inclusion and Portage service to offer one-off advisory visit to include modelling strategies.</li> <li>• PVI childcare settings will receive an annual Quality Improvement Programme Visit by the Early Years Lead Professional, part of which will consider all SEN Support Plans currently in place. Further advice about individual children's plans will be given as appropriate at this visit.</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them</li> <li>• Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from SSP</li> <li>• Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Staff training needs are addressed, and information passed to other staff and parents, as appropriate</li> <li>• Advice is sought on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Rolling programme of training will be available to Childminders, settings or groups of schools in: <ul style="list-style-type: none"> <li>• Makaton</li> <li>• Treasure Baskets</li> <li>• Back to Basics EYFS</li> <li>• Oh to be Two training</li> <li>• Potential of Puddles</li> <li>• Sparkly Thinkers</li> <li>• Are you Listening?</li> <li>• Supporting Speech and Language for children with SEND</li> </ul> </li> <li>• Early Years Inclusion and Portage service can provide one-off telephone advice with Early Years Settings/Childminder/SENCo if required.</li> <li>• An appropriate Parenting programme if required.</li> </ul>

Range 3	Early Years	
<b>Early Years Descriptor</b>	<p>The child will have <b>MODERATE</b> and persistent difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching: difficulties are clearly apparent in relation to any of the prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul> <p>Please note that children with sensory difficulties such as hearing or visual impairment will need to be referred to specialist teachers.</p>	
<b>Assessment and Planning</b>	Setting/Childminder will provide	LA will provide
	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 2 plus SENCo involved in ongoing observation, profile of children's development indicates child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies</li> <li>• Progress is closely monitored and reviewed by the school/setting</li> <li>• Refer and involve educational and other professionals as appropriate for example: Speech and Language Therapy Service, Physiotherapy, Health Visitor.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning of intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies</li> <li>• Action plan (SSP) drawn up with SMART targets, which take account of specialist advice</li> <li>• Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the SSP</li> <li>• Referral using the Early Help Assessment (EHA) and request for Service form via First Contact to Early Years SEND Panel for support and resources (e.g. Portage, Inclusion/Educational Psychologist)</li> <li>• Co-ordination of a Referral Planning Meeting (RPM) to discuss the child's educational pathway <b>and possible referral for an EHC</b>. Invitations to Educational Psychologist, Inclusion and portage team, family, SENCo and/or, Lead teacher/practitioner and other agencies involved such as Speech and Language, Physiotherapy.</li> </ul>	<p><b>Assessment</b></p> <p><b>If after the school/setting has demonstrated the use of advice and recommendations from external agencies and the child is still not making expected progress:</b></p> <ul style="list-style-type: none"> <li>• Consideration of case at Early Years SEND panel for resources and support</li> <li>• Within 12 weeks of allocation, Educational Psychologist (EP) to undertake observation of child in school/setting or home. Advisory visit feedback given to family and SENCo/Key Practitioner (with consent).</li> <li>• Moderation of assessment of development levels by the Early Years Inclusion and Portage team</li> <li>• Possible EP Assessment and report</li> <li>• Attendance at the Referral Planning Meeting (RPM) by Educational Psychologist, Inclusion and/or Portage team to discuss next steps which may include: <ul style="list-style-type: none"> <li>▪ Referral on for EHC plan</li> <li>▪ Time specific involvement of Early Years Inclusion or Portage Practitioners</li> </ul> </li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Advice provided on target setting, appropriate interventions and strategies to address needs. Support provided with SMART targets and the SEN Support Plan (SSP)</li> <li>• Signposting to training available to support settings with identifying and planning for children with SEND</li> <li>• It may be appropriate to allocate Early Years Inclusion or Portage Practitioner time to support transition and/or modelling interventions to support progress.</li> </ul>



<b>Grouping for Teaching</b>	<ul style="list-style-type: none"> <li>As for Range 2 provision plus:</li> <li>Daily 1:1 additional adult attention and/or support for individual and group activities following specialist advice.</li> </ul>	<ul style="list-style-type: none"> <li>For 2 year olds, High Needs funding <b>may be</b> required for one to one support for part or all of the FNE sessions at a PVI childcare setting/specialist Childminder/school-based provision.</li> <li>For 3 and 4 year olds, specialist nursery provision or with High Needs funding for one to one support at a PVI childcare setting/specialist Childminder <b>may be</b> required.</li> </ul>
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>As for Range 2 provision plus:</li> <li>Daily 1:1 trained additional adult attention and/or support for individual and group activities following specialist advice if appropriate</li> <li>Supervision and monitoring of the SSP by SENCo</li> <li>Time allocated for key professionals to liaise with external agencies</li> <li>Access to ICT and specialist equipment/materials, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>EP to carry out assessment and write report if deemed appropriate.</li> <li>LA staff attendance at multi agency meetings as appropriate</li> <li>If child attends their 2 yr. old or 3 &amp; 4 yr. old FNE place at a school nursery, childminder or PVI childcare setting, Early Years Inclusion and Portage team may provide modelling, training and advice for up to 6 weeks (or half term) for one session per week.</li> <li>One High Needs monitoring visit per term to quality assure practice and provision and offer advice and support.</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them</li> <li>Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ISP</li> <li>Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids.</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>Staff training needs are addressed, and specific specialist training accessed and information passed to other staff and parents, as appropriate.</li> <li>Advice sought on an ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>High Needs block funding may be allocated to facilitate one to one additional adult support (this could be for specific activities/times of the day not always full sessions) and is subject to EHC panel approval.</li> </ul>

Range 4, 5 and 6	Early Years	
Early Years Descriptor	<p>The child will have <b>PROFOUND</b> and persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching. Difficulties are clearly apparent in relation to any of the prime areas</p> <ul style="list-style-type: none"> <li>• Communication and language development</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul> <p>Please note that children with sensory difficulties such as hearing or visual impairment will need to be referred to specialist teachers. Children at Range 4, 5 and 6 may require an Education Health and Care Plan (EHCP)</p>	
Assessment and Planning	Setting/Childminder will provide	LA will provide
	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 3 plus SENCo involved in ongoing observation, profile of children's development indicates child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies.</li> <li>• Progress is closely monitored by the school/setting and recorded using EYFS progress check</li> <li>• SENCo and lead practitioner implement advice provided by Educational Psychologist (EP) and other professionals involved for example: Speech and Language Therapist.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning of intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies.</li> <li>• Action plan (SSP) drawn up with SMART targets, which take account of specialist advice.</li> <li>• Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the SSP.</li> <li>• Input or attendance made by appropriate external agencies to reviews.</li> <li>• Referral using the Early Help Assessment (EHA) and request for Service form via First Contact to Early Years SEND panel for support and resources (e.g. Portage, Inclusion/Educational Psychologist)</li> <li>• Co-ordination of a Referral Planning Meeting (RPM) to discuss the child's educational pathway and referral for an EHC <b>may be required</b>. Invitations to Educational Psychologist, Inclusion and portage</li> </ul>	<p><b>Assessment</b></p> <p><b>If after the school/setting has demonstrated the use of advice and recommendations from external agencies and the child is still not making expected progress despite significant levels of focussed intervention:</b></p> <p>As Range 3 plus:</p> <ul style="list-style-type: none"> <li>• EP Assessment shared with setting to inform planning</li> <li>• Moderation of assessment of developmental levels and amend/update as appropriate.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Written Report given to SENCo/Key person and family</li> <li>• May be appropriate to allocate Specialist Early Years Inclusion or Portage practitioner time to support transition and/or modelling interventions to support progress.</li> </ul>

	team, family, SENCo and/or, Lead teacher/practitioner and other agencies involved such as Speech and Language, Physiotherapy.	
<b>Grouping for Teaching</b>	<ul style="list-style-type: none"> <li>• Grouping strategies used flexibly to enhance learning and access to the curriculum.</li> <li>• Daily opportunities for 1:1 support on SSP targets.</li> <li>• Daily opportunities for small group work on SSP targets.</li> </ul>	<ul style="list-style-type: none"> <li>• For 2 year olds, High Needs funding for 1:1 support at specified times in a PVI childcare setting/specialist Childminder/school-based provision will be provided if necessary.</li> <li>• For 3 and 4 year olds, specialist assessment nursery provision or High Needs funding for one to one support at specified times in a PVI childcare setting/specialist Childminder will be provided if necessary.</li> </ul>
<b>Human Resources/ Staffing</b>	<ul style="list-style-type: none"> <li>• Main provision by class teacher with support from the SENCo.</li> <li>• Daily trained additional adult attention and/or support for individual and group activities following specialist advice for at least 2 hours per day, <b>under the direction of the lead practitioner.</b></li> <li>• Supervision and monitoring of the SSP by SENCo.</li> <li>• Time allocated for key professionals to liaise with external agencies for advice.</li> <li>• Access to ICT and specialist equipment/materials, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• In universal settings including childminders the Early Years Inclusion or Portage Practitioner will provide support for the identified one to one practitioner for a settling in period if necessary. For a maximum of one 3 hour session per week for up to six weeks (or half term)</li> <li>• Where appropriate, Inclusion support offered for the transition period from their 2 or 3/4 yr. old FNE place into the next phase of their education (max 1 session per week for up to 6 weeks or ½ term)</li> <li>• Where appropriate, one High Needs monitoring visit per term to quality assure practice and provision and offer further advice and support.</li> </ul>
<b>Curriculum &amp; Teaching Methods</b>	<ul style="list-style-type: none"> <li>• Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them.</li> <li>• Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from SSP.</li> <li>• Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/ Communication aids.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of advice from EP and Early Years Inclusion or Portage Practitioners</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Modified access to the EYFS. Child supported to access indoor and outdoor environment</li> <li>• Multi-sensory approaches used to support access to EYFS</li> <li>• Staff training needs are addressed, and information passed to other staff and parents, as appropriate.</li> </ul>	



## **Glossary of Terms**

AAC	Augmentative and Alternative Communication
ASD	Autistic Spectrum Disorder
BLAST	Boosting language, auditory skills and talking
BSL	British Sign Language
C&I	Communication and Interaction
CAMHS	Children & Adolescent Mental Health Service
CLDD	Complex Learning Difficulties and Disabilities
CSC	Children's Social Care
CSE	Child Sexual Exploitation
CVI	Cerebral Visual Impairment
CYP	Children and Young People
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
HI	Hearing Impaired
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LA	Local Authority
LD	Learning Difficulty
MLD	Moderate Learning Difficulties
NC	National Curriculum
OT	Occupational Therapy
PECS	Picture Exchange Communication System
PIVATS	Performance Indicators Value Added Target Setting
PSP	Personal Support Plan
QFT	Quality First Teaching
RTE	Routes to Employment
SALT	Speech and Language Therapy
SCERTS	Social, Communication, Emotional Regulations and Transactional Support
SEMH	Social, Emotional, Mental Health
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
SLD	Significant Learning Difficulties
SSE	Signs to Support English
SSP	SEN Support Plan
TA	Teaching Assistant
ToD	Teacher of the Deaf
VI	Visually Impaired
YOT	Youth Offending Team