

# Draft Guidance on SEND 16-25: A Graduated Approach 2014



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## Introduction



### Structure of this guidance

This guidance is organised into sections based on the four broad areas of special educational need as defined by the Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 years (2014).

Each section outlines the appropriate provision that all educational settings should have due regard for, under the following headings:

- Young Person, Parents / Carers Participation

- Assessment, Planning and Review
- Grouping for Teaching Purposes
- Curriculum and Teaching Methods
- Additional Human and other Resources
- Training and advice

Details of the provision for individuals with statements or Education, Health and Care (EHC) Plans are not included as each young person's needs and provision is unique to them and specified in their statement of special educational needs (SEN) or EHC Plan.

In each section there are descriptions of the difficulties that may characterise young people in each of the four broad areas of need. These ***Pupil Characteristics*** relate to the young person's attainment, progress and description of needs. Attainment thresholds are provided as general guidance to assist decision-making where appropriate.

### Background

This document provides guidance for practitioners to support planning and decision-making for special educational

needs and disabilities (SEND) for young people aged 16 – 25.

The SEND Code of Practice: 0 – 25 years (2014) emphasises that SEN provision is appropriate only for young people who require action that is additional to, or different from, the normal range of differentiated activities in the classroom. Therefore, this document focuses on the various approaches that staff should employ to maximise the achievement of all young people.

An educational setting's arrangements for assessing and identifying learners as having SEN should be agreed and set out as part of the Local Offer. Educational settings should publish their arrangements as part of the information they make available on SEN (see the SEND Regulations 2014)

Section 19 of the Children and Families Act 2014 in relation to people with disabilities is clear that there **must** be regard to:

- The views, wishes and feelings of the young person and their parents
- The importance of the young person, and the their parents, participating as fully as possible in decisions, and being provided with the information and

support necessary to enable participation in those decisions

- The need to support the young person, and the their parents, in order to facilitate the development of the young person and to help them achieve the best possible educational and other outcomes preparing them effectively for adulthood

The principles underpinning the Code of Practice are designed to support:

- The participation of young people and their parents in decision-making.
- The early identification of young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of young people with SEN
- A focus on inclusive practice and removing barriers to learning

- Successful preparation for adulthood including independent living and employment.

The SEND Code of Practice 2014 should be followed for all young people who have special educational needs. This guidance is intended to clarify the pupil characteristics of those with SEND and the actions that need to be taken to meet their educational needs.

In addition to the Code of Practice, education staff should also be mindful of the Early Help Assessment (EHA) which is now in place for young people who have additional needs. EHA is a common approach to conducting an assessment of a young person's additional needs and is intended as a key part of delivering frontline services that are integrated and focused around the needs of young people and their families.

### Identifying SEN

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.

A young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,

**or**

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream educational settings

Post 16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in the Code of Practice across the 0 – 25 age range but includes LDD.

There are four broad areas of need:

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

It is important to remember that individual young people may have needs which cut across areas. A learner with general learning difficulties, for example, may also have emotional difficulties or a sensory impairment. A detailed assessment should ensure that the full range of needs

is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs using well-evidenced interventions targeted at their areas of difficulty.

### **SEN Provision**

Teachers are responsible and accountable for the progress and development for the learners in their class, including where learners access support from teaching assistants or specialist staff.

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person's previous rate of progress
- Fails to close the attainment gap between the young person and their peers
- Widens the attainment gap

All young people benefit from high quality teaching which is differentiated and personalised to meet their needs; this underpins good special educational provision. It is usual for young people to be taught in small groups or in a one-to-one situation to support their learning at times. All lessons should be carefully matched to individual needs and abilities to ensure that every learner can achieve. Additional intervention and support cannot compensate for a lack of good quality teaching.

The impact of teaching and learning for all learners should be regularly monitored. Steps should be taken to identify and address needs where progress is less than expected given their age and individual circumstances. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCo/college equivalent should consider all of the information gathered from within the educational setting about the learner's progress, alongside national data and expectations of progress.

This information gathering should include an early discussion with the young person and their parents/carers, if appropriate. Consideration of whether SEN provision is required should start with the desired outcomes, including the expected progress, attainment, the views and wishes of the young person and their parents/carers. This should then help determine the support needed and whether it can be provided by adapting the setting's core offer or whether something additional is required.

From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.

### **Young People with Disabilities**

Many young people with SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This definition provides a relatively low threshold and includes more young people than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer.



Young people with such conditions do not necessarily have SEN, but there is a significant overlap between young people with disabilities and those with SEN.

The Equality Act 2010 sets out the legal obligations that educational settings, local authorities and others have towards young people with disabilities:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers.

### SEND Support

Where a pupil is identified as having SEND, settings should take action to remove barriers to learning and put effective special education provision in place. SEN support should take the form of a four-part cycle – assess, plan, do and review. Through this cycle, actions should be revisited, refined and revised to ensure the young person is making progress and the identified outcomes are achieved.

Schools in Central Bedfordshire expressed a wish to retain a graduated approach to

meeting special educational needs and this has been applied to the post 16 guidance in order to maintain consistency. For those young people who do not require an EHC assessment, there are 2 stages of SEN support:

- **Stage 1**, some additional or different intervention within the school or setting will be required to enable the young person to access independent learning and the curriculum.
- **Stage 2** builds on the arrangements for Stage 1 and draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of young people. For higher levels of need, settings should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Where it is decided to provide a young person with SEN support, the teacher/tutor and the SENCo/college equivalent should consult the young person and parent, if appropriate. Settings should work with young people and parents to create a SEND Support Plan at this point. The SEND Support Plan is included as an appendix to this document and can be found through the Local Offer at:

<http://www.centralbedfordshire.gov.uk/local-offer>

The outcomes, interventions and support should be agreed as well as the expected impact on progress, development or behaviour, along with a clear date for review.

At each SEN stage, it is essential to consider not only the significant concern demonstrated by the young person but also the process of intervention that has been implemented.

### Funding for Young People with SEND

All mainstream settings receive formula funding which will include a notional SEN budget. From this, they provide a standard offer of teaching and learning for all pupils, including those with high needs (core education funding). From their notional SEN budget they will contribute the first £6000 of the additional support costs of high needs pupils. Additional support means the additional education provision that a pupil needs in order to access the setting's offer of teaching and learning. Funding above this level will be considered by the local authority and, where appropriate, paid in the form of a top-up from its High Needs Block.

## EHC Needs Assessment

Before considering a young person for an EHC needs assessment, careful consideration should be given to the circumstances, bearing in mind that this may reveal good progress from a low base and that not all young people are expected to progress at the same rate.

An EHC needs assessment builds on arrangements for Stage 1 and Stage 2 to enable educational settings to make provision for those young people with the most complex needs. It is appropriate only for young people with long-term needs in one or more of the four broad areas of need. In these cases, the severity of the young person's special education needs indicates a need for the Local Authority to become more actively involved. In such instances, it is likely that there will be prolonged multi-agency involvement.

Pupil characteristics that may indicate the need for an EHC assessment can be found in each section of this document.

The evidence provided when requesting an EHC needs assessment should indicate how additional support has been targeted at each stage. It should show either that:-

- the young person is not making adequate progress despite appropriate support at Stage 2

or

- that there will be a clear need to provide long-term support over and above that which can be reasonably provided at Stage 2 to ensure the young person continues to make appropriate progress.

It would be expected that, when a request for an EHC needs assessment is made, the young person would have received support at a high level over time that would equate to £6000 per annum of the educational setting's notional SEN budget.

### Involving Young People and their families

Young people have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of

compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent.

Most young people will continue to want, or need, their parents and other family members to remain involved in discussions and decisions about their future. Some young people, and possibly some parents, will not have the mental capacity to make certain decisions or express their views. Provision is made in the Children and Families Act 2014 (Section 80) to deal with this (please refer to Annex 1 of the Code of Practice 2014 for further information).

## Cognition and learning



Young people with learning difficulties will learn at a slower pace than other young people. They may have greater difficulty than their peers in acquiring basic skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self esteem, low levels of concentration and under-developed social skills. Medical conditions or chromosomal deletion may also impact on a young person's learning.

Young people who have a learning difficulty need more detailed differentiation and for the curriculum to be set out in

smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing skills in literacy and numeracy and other areas.

The level of support required will depend on the severity of the young person's learning difficulty and any associated needs that restrict their access to the curriculum, such as physical impairments or communication difficulties.

There is growing evidence to suggest that children and young people with a learning difficulty are at increased risk of developing difficulties with mental health. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

Young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have additional difficulties with mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Young

people with SLD are likely to need support to be independent.

Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range.

Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.



It is expected that a young person experiencing SpLD will have their needs fully met by settings using their core education funding.

Where a young person has additional difficulties, it is necessary to consider the impact of these difficulties on their ability to access the full range of the curriculum using the other areas of the guidance.

Young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills

## COGNITION AND LEARNING STAGE 1 PROVISION

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.)  
The SENCO/College Tutor should be aware of any interventions and outcomes.

All children and young people benefit from good quality Wave 1 Teaching. This includes High quality teaching which is differentiated and personalised to meet the needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Within Wave 1 teaching some children and young people may, at times, be taught in small groups or in a one-to-one situation to support their learning. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Teachers and tutors carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic approaches as well as auditory / verbal learning. These need to be carefully matched to pupil needs and abilities. Additional intervention and support cannot compensate for a lack of good quality teaching.

### Young Person and Parents'/Carers' participation

- Parents/carers to be involved at the request of the young person
- Young person responsible for own learning and/or parents/ carers to support. For example:
  - Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan.
- Communication system in place to provide details of how to support the young person
- Young person and parents/carers are provided with details of local services available via the Local Offer

### Assessment, Planning and Review

- Individual Learning Plan outcome focussed to include social and emotional needs as well as academic progress. Plan should be reviewed termly and review recorded.
- Use of SMART targets
- Planning involving the young person or advocate for the young person; parents/carers if requested by the young person; SENCo or College Tutor
- Provider Support Offer available
- Baseline and formative assessments

### Grouping for Teaching Purposes

- Grouping strategies used flexibly to promote independent learning and provide general support for building self-esteem/confidence
- Access to 1:1 study support

### Curriculum and Teaching Methods

- Cross-curricular support of SMART targets from Individual Learning Plan
- Opportunities to reinforce skills as required
- Increased level of differentiation of activities, materials and experiences to support learning
- Access to ICT and specialist equipment/ materials
- Inclusive process with emphasis on small step approach
- Structured teaching. Embedded study and life skills teaching

**COGNITION AND LEARNING**  
**STAGE 1 PROVISION (Continued)**

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.)

The SENCO/College Tutor should be aware of any interventions and outcomes.

**Additional Human and Other Resources**

- Access to individual and small group work support
- Details of additional support provided

**Training and Advice**

- Staff to be trained in strategies related to specific areas of need.
- Strategies/training shared with parents/carers as appropriate.

## COGNITION AND LEARNING STAGE 2 PROVISION

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

### Young Person and Parents'/Carers' participation

- Parents/carers to be involved at the request of the young person
- Young person gives informed written consent for referrals to external agencies
- Young person responsible for own learning and/or parents/ carers to support. For example:
  - Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person participates in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person
- Young person and parents/carers provided with details of local services available via the Local Offer

### Assessment, Planning and Review

- Individual Learning Plan outcome focussed to include social and emotional needs as well as academic progress. Plan to be reviewed termly and review recorded. Reviews to include advice and information from assessments made by external agencies
- Planning involving the young person or advocate for the young person; parents/carers if requested by the young person; SENCo or College Tutor
- Use of SMART targets.
- Provider Support Offer available

### Additional Human and Other Resources

- Individually and/or small group focussed intervention in and out of the whole class setting
- Programmes delivered by or under the direction of appropriately trained and experienced professional

### Grouping for Teaching Purposes

- Access to additional and different arrangements in a small group or individual basis. Opportunities provided both in and out of the classroom
- Arrangements mainly within the classroom with 1:1 study support provided out of the classroom
- Specific techniques used, as advised by specialists.

### Curriculum and Teaching Methods

- As for Stage 1 but with increased individualisation of activities and materials with key learning outcomes identified from Individual Learning Plan.
- Further access to ICT and specialist equipment/materials as necessary
- Access to specialist equipment /material/ activities and experiences to support learning.

### Training and advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by

**COGNITION AND LEARNING  
STAGE 2 PROVISION (CONTINUED)**

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

**Additional Human and Other Resources (continued)**

- Close supervision and monitoring by SENCO or College Tutor
- Setting provides specific equipment, games and software and access to hardware
- Space for ICT, individual work/ storage facilities for young person's specific equipment

**Training and advice (continued)**

- SENCo/College Tutors.
- Outside agency support to model strategies and approaches and to inform practice.
- External interventions may be appropriate



**COGNITION AND LEARNING**  
**PUPIL CHARACTERISTICS – ATTAINMENT INDICATORS**  
(NB: failure to progress at the same rate as peers would also be an indicator of need)

The chart below shows the threshold indicators for Learning Development, as recorded at the start of the current academic year

	<b>STAGE 1</b>	<b>STAGE 2</b>	<b>EHC Needs Assessment</b>
<b>Post 16</b>	Students who are on mainstream programme with literacy and/or numeracy levels at 2 levels below their main programme of study	Students who are on a mainstream programme with literacy and numeracy levels at two levels below the level of their main programme of study	Working at Entry Level 1 to include the achievement continuum

## Social, Emotional and Mental Health Difficulties



For some young people, difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve. Young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range of mental health problems might require special provision to be

made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder

To make it less likely that difficulties will arise or become more severe, schools and colleges will need to develop and maintain:

- Effective leadership and management
- Effective teaching and learning
- An inclusive school/college ethos
- A positive learning environment
- Robust curricular, pastoral and discipline arrangements
- Good relationships with parents, carers and the wider community

All schools and colleges will have a Behaviour policy which should be readily available in the school/college, on the

school/college website and in the Local Offer.

### **Progress and Level of Need**

Schools and colleges will employ a variety of approaches to maximise the achievement of all young people within their provision maps. These arrangements apply to all young people and are not part of the special educational provision. All young people progress at different rates. It is important to understand what is a reasonable expectation for a particular young person to achieve and that the social, emotional and mental health needs of young people change over time and in a variety of contexts.

Environmental factors can influence a young person's responses and inform the development of new strategies. Flexibility is important and clear recognition that changing the context may be the most effective intervention.

All staff may expect that there will be young people in their class who test boundaries. These young people should be managed and supported within the classroom. Temporary removal from the classroom would be a last resort when all strategies have been tried.

The access point for additional support at Stages 1 and 2 must be needs-led, dependent on the level of intervention required. For many young people, it may be appropriate to provide support at Stage 1. However, if a young person's difficulties escalate quickly, in spite of appropriate strategies being in place, it may be appropriate to fast track them to Stage 2 by shortening the review cycle. Progress indicators should be measured against baseline information after targeted interventions have been implemented and monitored as part of the evaluation process.

The degree and complexity of these behaviours for any young person will need to be measured against:

- The inappropriateness of the behaviour (particularly with regard to the age of the young person and to the context in which the behaviour occurs)
- Frequency
- Intensity
- Duration
- Persistence over time

### **Baselines**

When a young person is identified as needing support, it is necessary to obtain a baseline assessment of those

behaviours that are causing concern so that the effectiveness of any intervention can be evaluated. Baselines should give clear ideas of the frequency and severity of any behaviours. Such baseline assessments could include the use of:

- Checklists
- Observations
- Assessment of young person's views

### **Stage 1**

Young people at Stage 1 require support which is additional and different to the support normally available within the school or college environment.

The indicators for intervention at Stage 1 could be the teacher's/tutor's, young person's, parents/carers' or others' concerns, underpinned by evidence about the young person who, despite receiving differentiated learning opportunities, makes little or no progress over a sustained period.

### **Stage 2**

After review(s) at Stage 1, a few young people may not be making progress towards the targets set. These young people may be considered for Stage 2. The period of time covered by this review

process is dependent on the young person's individual needs. However, during this period or towards the end of this period, schools or colleges should consult with relevant support services to consider the nature of the difficulty and Stage of Additional Support.

### **EHC Needs Assessment**

Some young people may display difficulties of an extreme nature that require a higher level of intervention than is reasonable for the school or college to provide. In these cases, evidence will be judged on the degree to which behaviours have an effect on:

- Teacher attention and time
- Access to the curriculum for the young person
- The safety or welfare of the young person, other learners or staff

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### STAGE 1: PROVISION CHARACTERISTICS

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.)

The SENCo/College tutor should be aware of any interventions and outcomes

#### Young Person and Parents/Carers' participation

- Parents/carers to be involved at the request of the young person
- The young person will be fully involved in the assessment process and in the planning of subsequent interventions
- The young person will be fully involved in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support the young person
- Young people and parents/carers, where appropriate, may be directly involved in interventions within school/college or may have involvement from other agencies (e.g Family Support Workers, Family Liaison Officers, etc)
- All parties will attend relevant multi-agency meetings or similar, communicating effectively to ensure the young person receives joined up support
- Young person and parents/carers provided with details of local services available via the Local Offer.

#### Grouping for Teaching Purposes

- Curriculum is clearly differentiated and adapted to meet the young person's needs
- Grouping strategies used flexibly to enhance learning and access to the curriculum and to focus available adult support, where needed
- Small group programmes using evidence based interventions
- School/college based individual or group pastoral support sessions focussing on the effect of behaviours on the young person and others
- Work and interventions are focused on particular aspects/modules from school based resources
- Personalised learning programmes are implemented

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### STAGE 1: PROVISION CHARACTERISTICS (CONTINUED)

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.)

The SENCo/College tutor should be aware of any interventions and outcomes

#### Assessment, Planning and Review

- Baseline information of particularly significant behaviours will be collected and recorded in order to inform strategies for intervention and evaluation
- An individual plan provides SMART targets which focus on the development of appropriate behaviours and the reduction of inappropriate behaviours. Reviews will take place half-termly.
- Progress and the effect of interventions will be measured over time.
- Planning involving the young person or advocate for the young person; parents/carers if requested by the young person; SENCo or College Tutor
- Effects of all interventions will be considered holistically, i.e. in relation to the outcomes for the young person, family and school/college.
- The young person's behaviours will be observed in a range of contexts
- A multi-professional meeting will be called to inform holistic planning
- Provider Support Offer available

#### Curriculum and Teaching Methods

- Implementing praise and reward systems. Making consequences clear
- Use of de-escalation techniques
- Conflict resolution programmes
- Young person and parental involvement, where appropriate, in the programme is clearly defined
- Consideration of alternative means of accessing the curriculum (e.g. ICT)
- Devoting additional time to activities which address the young person's difficulties using specific teaching methods/programmes, e.g. social skills programmes, self-esteem/self-confidence programmes, etc.



## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### STAGE 1: PROVISION CHARACTERISTICS (CONTINUED)

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.)

The SENCo/College tutor should be aware of any interventions and outcomes

#### Additional Human and Other Resources

- Access to a key worker, adult or peer mentor on a regular basis – building in opportunities to talk
- The young person may have flexible access to support within school/college.
- Implementation of support programmes to address young person's specific needs
- The young person may be supported via a buddying/peer mentoring scheme
- Use of counsellors/learning mentors if school/college has access to this type of support
- Targeting existing resources in the classroom with young people who are experiencing Social, Emotional and Mental Health Difficulties
- Deploying additional support specifically for one or more young people in the class
- Help in adjusting to school/college expectation and routines
- Making use of peer support within the class group (e.g. cross age peer support)

#### Training and Advice

- Staff to be trained in strategies related to specific areas of need.
- Strategies/training shared with parents/carers as appropriate

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### STAGE 2: PROVISION CHARACTERISTICS

It is expected that any human or other resources be closely supervised and monitored by the SENCo/college equivalent who should oversee all the interventions utilised

#### Young Person and Parents'/Carers' Participation

As Stage 1 plus the following:

- Young person gives informed written consent for referrals to external agencies.

#### Assessment, Planning and Review

As Stage 1 plus the following:

- Monitoring and reviewing of programmes and strategies as advised by outside agencies
- A risk assessment may be helpful in informing appropriate interventions depending on presenting behaviours/areas of concern
- Implementation of a positive handling plan depending on the presenting concern

#### Grouping for Teaching Purposes

As Stage 1 plus the following:

- Continued access to small group support within class and outside the classroom environment, as appropriate to the young person's needs, with a focus on skills development, resilience and coping strategies
- Individual support from an identified member of staff within class, as appropriate
- Group work supported by relevant outside agencies.
- Increased flexibility re. curriculum.

#### Curriculum and Teaching Methods

As Stage 1 plus the following:

- Implementation of programmes and strategies as advised by relevant outside agencies
- intervention as part of a small group

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### STAGE 2: PROVISION CHARACTERISTICS (Continued)

It is expected that any human or other resources be closely supervised and monitored by the SENCo/college equivalent who should oversee all the interventions utilised

#### Additional Human and Other Resources

As Stage 1 plus the following:

- Continued access to supporting adults within school/college and support programmes within school's/college's dedicated funding.
- Involvement of outside agencies as appropriate to the young person's needs
- Support during unstructured parts of the school/college day as needed
- Support provided for transitions between classes as appropriate
- Continued partnership with young person and parents/carers as appropriate to ensure consistency between home and school
- young person continues to be involved in process of assessment, setting up interventions and targets
- liaison between school/college, young person, parents/carers and outside agencies working with the family
- Young person and parents/carers provided with details of local services available via the Local Offer

#### Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo/College Tutors
- Outside agency support to model strategies and approaches and to inform practice
- External interventions may be appropriate.

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### PUPIL CHARACTERISTICS

Stage 1	Stage 2	EHC Needs Assessment
<p>Indictors may include a young person who, despite whole school/college support:</p> <ul style="list-style-type: none"> <li>• Continues to require frequent adult prompting to remain on task</li> <li>• Continues to need support to make and sustain appropriate relationships with adults and/or peers</li> <li>• Displays frequent unpredictable responses to a range of situations, e.g. anxiety, anger, unhappiness</li> <li>• Has difficulties expressing their point of view verbally and/or talking about their feelings without intervention. This includes refusal to speak</li> <li>• Engages in attention seeking behaviour and regularly seeks approval from adults and peers</li> <li>• Continues to show signs of being withdrawn and may need encouragement to take part in activities.</li> <li>• Signs of emotional turbulence (for example unusual tearfulness, withdrawal from social situations)</li> </ul>	<p>Indictors may include a young person who, despite receiving an individualised programme and targeted support:</p> <ul style="list-style-type: none"> <li>• Has social, emotional and/or mental health difficulties which substantially and regularly interfere with their own learning or that of the class group</li> <li>• Continues to make little or no progress despite interventions designed to improve aspects of their social emotional and/or mental health development</li> </ul> <p>The difficulties experienced may include:</p> <ul style="list-style-type: none"> <li>• Remaining off task despite significant adult support</li> <li>• Displaying bizarre, harming or dangerous behaviour to self or others</li> <li>• Experiencing a significant level of rejection by peers leading to an increase in social isolation.</li> <li>• A high level of dependency and may have significant difficulties relating to their peer group</li> <li>• Frequent and prolonged mood swings</li> </ul>	<p>Indicators will include a young person who, despite receiving support at Stage 2:</p> <ul style="list-style-type: none"> <li>• Has received appropriate support over a period of not less than 12 months and this support has included an appropriate intervention programme.</li> </ul> <p><b>And</b></p> <ul style="list-style-type: none"> <li>• There is a demonstrable and significant effect on pupil progress over time despite appropriate advice being taken and appropriate support being provided by the school or college.</li> </ul> <p><b>And</b></p> <ul style="list-style-type: none"> <li>• The young person's behaviours within the classroom are regularly disruptive and unpredictable</li> </ul> <p><b>And</b></p> <ul style="list-style-type: none"> <li>• Evidence has been collected and recorded over a period of at least 12 months to show that the young person's behaviours are qualitatively different from that of his/her peers and there is a lack of significant response despite appropriate intervention to address the identified difficulties.</li> </ul>

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

### PUPIL CHARACTERISTICS (continued)

Stage 1	Stage 2	EHC Needs Assessment
	<ul style="list-style-type: none"> <li>• Evidence of significant unhappiness, anxiety, stress or dissatisfaction which is affecting learning and may lead to period of absence from school/college</li> <li>• Signs of selective mutism</li> <li>• Signs of mental health difficulties that affect their learning</li> <li>• Increased difficulty in managing routine changes</li> <li>• Frequent verbal and/or physical aggression towards others</li> <li>• Difficulty following rules and challenging authority</li> <li>• Presenting as a risk to themselves or others</li> </ul>	<p><b>Or</b></p> <ul style="list-style-type: none"> <li>• All involved agree that a sudden and serious deterioration in the young person's presentation has taken place requiring a high level of support on a consistent basis.</li> </ul> <p>In addition to the above the school or college should be able to demonstrate that:</p> <ul style="list-style-type: none"> <li>• Relevant outside agency support has been accessed as necessary, with advice being acted upon and regularly reviewed.</li> <li>• Outcomes are clearly evaluated and modified as appropriate to address the young person's needs</li> <li>• The young person's behaviours within the school or college requires a consistently high level of support and is greater than would reasonably be expected from the school's allocated SEND budget or the college's ALS budget</li> <li>• Where a young person has been permanently excluded from one school/college, s/he must have had a period of no less than 3 months in the next one, with appropriate advice being sought.</li> </ul>



## **Communication and Interaction**

### **Speech, Language and Communication Needs**

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every young person with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (Special Educational Needs and Disability (Code of Practice: 0 – 25 years (2014). 6.28).

Young people with less severe difficulties, or difficulties that only affect one aspect of speech and language, may be less easy to identify and may appear to be developing normally at an early age. Communication and interaction difficulties may become more apparent with the increased

demands of school/college life, but the exact nature of the difficulty may not be immediately apparent. Whatever the level of the young person, the Code advises that inadequate progress should be the key test of whether additional or different action should be taken (see Introduction). Communication and interaction difficulties cover a wide and complex range of impairments that frequently overlap. These include:-

- **Developmental Language Delay**

This may be a delay in one or more aspects of language (comprehension, expression, inter-action) but progress, however slow, follows a 'normal pattern' of development.

- **Developmental Language Disorder**

Development in one or more aspects of language (comprehension, expression, inter-action) will show an uneven or unusual pattern.

- **Phonological / Speech Difficulty**

This refers to the young person's ability to produce intelligible speech and will include those with specific difficulties, including verbal dyspraxia and dysarthria. Complete normal development of the speech sound system may not be in place until the age of 6 years. There may be abnormal speech development e.g. atypical speech sounds / processes in the system emerging in place of more typical sounds.

- **Receptive Language Difficulty**

Young people may have particular difficulty attaching meaning to words and development concepts or have difficulties understanding complex grammar or implied meaning.

- **Expressive Language Difficulty**

Young people may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning.

## Speech, Language and Communication

### Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching)

The SENCo/College equivalent should be aware of any interventions and outcomes

#### Young Person's/Parents' / Carers' Participation

- Parents/Carers to be involved at the request of the young person.
- Young person responsible for own learning and/or parents/ carers to support. For example:
  - Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person involved in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person
- Young person and parents/carers provided with details of local services available via the Local Offer

#### Assessment Planning and Review

- Individual Learning Plan outcome focussed and reflecting available speech and language advice to be reviewed termly and review recorded.
- Use of SMART targets
- Planning involving the young person or advocate for the young person; parents/carers if requested by the young person; SENCo or College Tutor, class teacher or equivalent
- Provider Support Offer available
- Baseline and formative assessments

#### Grouping for Teaching Purposes

- Grouping strategies used flexibly to promote independent learning and provide general support for self-esteem / confidence building
- Support during less structured times as needed.
- Equal access to both curriculum and out-of-hours learning opportunities (for example, homework clubs, lunchtime clubs).

## Speech, Language and Communication

### Stage 1 Provision (continued)

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching)

#### The SENCo/College equivalent should be aware of any interventions and outcomes

##### Additional Human and Other Resources

- Individual and small group in and out of whole class setting.
- Grouping strategies used flexibly.
- Routine curriculum resources including differentiated materials.
- Class / subject teachers, SENCo/College Tutor and Teaching Assistant to participate in monitoring and reviews.
- Use of visual aids to support language

##### Curriculum and Teaching Methods

- Emphasis on differentiation for curriculum access and independent learning (for example, level of language used, response, appropriate pace, consolidation).
- Cross-curricular support of SMART targets from ILPs.
- Some specific reinforcement or skill development activities as required.

##### Training and Advice

- Staff to be trained in strategies related to specific areas of need.
- Strategies/training shared with parents/carers as appropriate.

## Speech, Language and Communication

### Stage 2 Provision

It is expected that any human or other resources be closely supervised and monitored by the SENCo/college equivalent, who should also oversee all the interventions utilised.

#### Young Person's Parents' / Carers' Participation

- Parents/carers to be involved at the request of the young person
- Young person gives informed written consent for referrals to external agencies.
- Parents/carers to be involved with the young person's agreement
- Young person and parents/carers invited to participate in target setting, monitoring and reviews
- Communication system in place to provide details of how to support young person
- Young person and parents/carers provided with details of local services available via the Local Offer

#### Assessment Planning and Review

- Individual Learning Plan (ILP) outcome focussed and reflecting available speech and language advice to be reviewed termly and review recorded.
- ILP to include advice / assessments made by external agencies (for example, SaLT).
- Review, monitoring and assessment through ILP process.
- Input made by appropriate external agencies to ILP reviews.

#### Grouping for Teaching Purposes

- Access to additional and different arrangements individually or in small groups.
- Arrangements mainly within the classroom with limited periods of withdrawal (for example, for specific speech sound work).
- Structuring both classroom and unstructured times to support positive peer interaction.

#### Curriculum and Teaching Methods

- Increased differentiation of activities and materials, with key speech and language objectives targeted within an ILP.
- Access to ICT and specialist equipment / materials.
- Emphasis on small step approach.
- Structured teaching building on the young person's established knowledge.
- A variety of practical materials and experiences to support learning.
- Rate and complexity of curriculum delivery should reflect young person's level of language competence.

## Speech, Language and Communication

### Stage 2 Provision (Continued)

It is expected that any human or other resources be closely supervised and monitored by the SENCo/college equivalent, who should also oversee all the interventions utilised.

#### Additional Human and Other Resources

- Daily, individually focused intervention and implementation across the curriculum.
- Close monitoring by SENCo/College Tutor or key staff.
- School/College provides specific equipment, games and access to ICT, as appropriate.

#### Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo/College Tutors
- Outside agency support to model strategies and approaches and to inform practice
- External interventions may be appropriate.



## Speech, Language and Communication

### Pupil Characteristics

Children/ young people may show some or all of the difficulties stated below. Difficulties at each stage / level are in addition to those at a less severe level.

	Stage 1	Stage 2	Education, Health and Care needs assessment
<b>Attention</b>	May be affected by unfamiliar situations / speakers, stress and distractible environment.	Some difficulties ignoring both active and passive distractions. Needs reminders to monitor attention. Difficulty attending in whole class. May need refocusing in small groups.	Expressive and/ or verbal comprehension is at a developmental level significantly below chronological age, with non-verbal skills at a much higher level, and this is severely affecting their ability to communicate (as indicated in reports completed by a relevant outside agency e.g. SaLT).  Needs high level of support to maintain appropriate attention in a small group.
<b>Receptive</b>	May be slow to process orally presented information. Poor understanding of complex grammar. Difficulties with implied meaning and colloquialisms.	Needs visual support to process language according to intention. Prediction may be poor. Frequent misunderstandings. Repetition and some simplification needed.	Obvious difficulties in understanding spoken language. Frequently confused and responding inappropriately. Needs simplified language in order to understand.

## Speech, Language and Communication

### Pupil Characteristics (continued)

Children/ young people may show some or all of the difficulties stated below. Difficulties at each stage / level are in addition to those at a less severe level.

	Stage 1	Stage 2	EHC needs assessment
<b>Expressive</b>	Language may sound immature or particularly hesitant. Finds it difficult to convey intended meaning at first attempt.	Uses simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification.	Limited ability to express ideas verbally. May volunteer very limited information. May show frustration when required to express ideas. Difficulty conveying intended meaning even using simple language.
<b>Speech</b>	Some continuing difficulties sequencing polysyllabic words.	Some immaturities in speech sound system may remain. Phonological awareness relatively poor.	Any continuing difficulties affecting general intelligibility are likely to have a physical cause and will seriously affect self-esteem
<b>Interaction</b>	Difficulties with social skills that affect relationships with peers and unfamiliar adults. May find conversation difficult and have difficulties timing remarks.	Interaction may not always be appropriate. May have difficulties with social relationships. Communication difficulties may lead to inappropriate behaviour.	Social and interaction difficulties affect performance in most situations. Young person does not transfer strategies from one situation to another. Behaviour and self-esteem may be significantly affected.

## Communication and Interaction

### **Social Communication Difficulties and Autistic Spectrum Disorder**

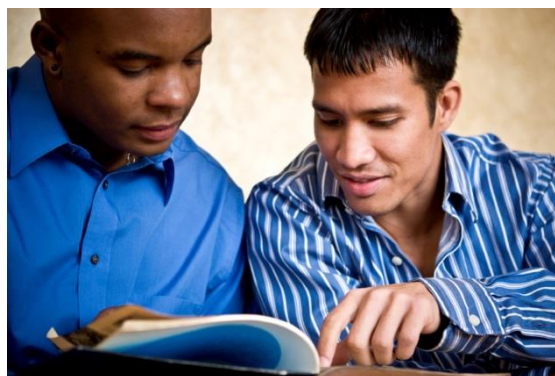


Young people with a Social Communication Disorder have persistent difficulties in the social use of verbal and non-verbal communication. Typical pupil characteristics of this disorder are described under 'Area of Need' headings; *Interaction and Relationships* and *Language and Communication*.

Young people diagnosed with an Autistic Spectrum Disorder will also demonstrate challenges in these two areas, but can be differentiated by the additional presence of pupil characteristics described under the 'Area of Need' heading: *Inflexibility in Thinking and Behaviour*. They may also experience difficulties in *Sensory Processing*.

The combined challenges experienced by young people with Social Communication and Autistic Spectrum Disorders may impact on their *Personal, Emotional development and Well-being*.

Social Communication and Autistic Spectrum Disorders are medical diagnosis based on Neurodevelopmental Disorders, resulting in developmental differences in each of the relevant areas of need. The way in which these differences impact on how the young person understands and interacts with the world around them will be unique to each individual. They can occur across the full ability range and for young people with ASD are frequently associated with feelings of anxiety.



Other factors that affect the individual presentation may include:

- Characteristics occurring with differing degrees of severity or an uneven profile.
- Possibility of changes occurring with increasing age and/or difficulties may become more apparent at times of increasing demand.
- The possible existence of associated needs, for example; learning difficulties, coordination and motor function difficulties or epilepsy.
- Education, social environment and personality.

# Social Communication Difficulties and Autistic Spectrum Disorder

## Stage 1 Provision Characteristics

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.)

The SENCo/College equivalent should be aware of any interventions and outcomes

### Young Person and Parents/Carers' participation

- Parents/carers to be involved at the request of the young person
- Specific additional support as identified within the action plan/Individual Learning Plan (ILP)
- The young person will be fully involved in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person
- Young person and parents/carers provided with details of local services available via the Local Offer

### Assessment, Planning and Review

- Termly action plan/ILP and review recorded on the Individual Learning Plan. SMART Targets demonstrating progression and reflecting identified area of need. Targets should be informed by an understanding of social communication difficulties and autistic spectrum disorders.
- Holistic assessment of how the areas of need impact on the individual young person's ability to access the educational setting

### Assessment, Planning and Review (continued)

- Planning involving young person, SENCo/College Tutor and class teacher and parent/carer (where appropriate)
- Provider Support Offer available

### Grouping for Teaching Purposes

- Flexible grouping to promote independent learning, self-esteem and confidence building.
- Support during less structured times as needed
- Equal access to both curriculum and out-of-hours learning opportunities

## Social Communication Difficulties and Autistic Spectrum Disorder

### Stage 1 Provision Characteristics (continued)

(in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.)

The SENCo/College equivalent should be aware of any interventions and outcomes.

#### Additional Human and Other Resources

- Access to individual and small group in and out of the whole class setting
- Grouping strategies used flexibly
- Routine curriculum resources including differentiated materials
- Visual schedule, visual cues as appropriate both in and out of the classroom
- Class/subject teachers/college tutors, Teaching Assistant to participate in monitoring and reviews.

#### Curriculum and Teaching Methods

- Cross-curriculum support of SMART targets from action plans/Individual Learning Plans
- Emphasis on differentiation for curriculum access in response to the young person's preferred learning style and areas of strength. For example, utilise visual approaches and modify use of language.
- Some specific reinforcements or skill development activities, as required (for example, variety of activities for generalisation, social stories)

#### Training and Advice

- Staff to be trained in strategies related to specific areas of need. Strategies/training shared with parents/carers as appropriate.
- Sharing of any information from additional professionals supporting young person, if available.

# Social Communication Difficulties and Autistic Spectrum Disorder

## Stage 2 Provision Characteristics

It is expected that any human or other resources be closely supervised and monitored by the SENCo/college equivalent who should oversee the interventions utilised

### Young Person and Parents'/Carers' Participation

- Young person gives informed written consent for referrals to external agencies.
- Parents/carers to be involved with the young person's agreement
- Young person and parents/carers invited to participate in target setting, monitoring and reviews
- Communication system in place to provide details of how to support young person
- Young person and parents/carers provided with details of local services available via the Local Offer

### Assessment, Planning and review

- Holistic assessment of how the areas of need impact on the individual young person's ability to access the educational setting
- Monitoring and reviewing of programmes and strategies as advised by outside agencies
- Planning involving the young person, SENCo/college tutor, class teacher, parents/carers and external agencies, as appropriate

### Grouping for teaching purposes

- Access to additional and different arrangements individually or in small groups.
- Arrangements mainly in the classroom with limited periods or withdrawal if appropriate (for example, for specific skills instruction)
- Structuring of both classroom and unstructured times to support positive peer interaction
- Environmental adaptations to minimise impact of sensory distractions and differences

### Curriculum and teaching methods

- Emphasis on differentiation for curriculum access and independent learning in response to the young person's preferred learning style and areas of strength. For example, utilise visual approaches and modify use of language.
- Cross-curriculum support of SMART targets from Individual Learning Plans.
- Some specific reinforcements of skill development activities as required (for example, variety of activities for generalisation, social stories)
- Access to ICT as appropriate
- Planned opportunities which promote application and generalisation of learning

## Social Communication Difficulties and Autistic Spectrum Disorder

### Stage 2 Provision Characteristics (continued)

It is expected that any human or other resources be closely supervised and monitored by the SENCo/college equivalent who should oversee the interventions utilised

#### Additional human and other resources

- Daily individually-focussed intervention and implementation across the curriculum
- Close monitoring by SENCo/college equivalent or key staff
- Appropriately individualised physical and visual structures consistently used as needed

#### Curriculum and teaching methods (continued)

- Use of individualised visual structure to facilitate independent learning and management of change, e.g. homework system, visual timetable, systems for organisation. This will include systems to support: motivation, engagement and achievement of learning outcomes, e.g. personalised reward systems, work systems

#### Training and advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo/College Tutors
- Outside agency support to model strategies and approaches and to inform practice
- External interventions may be appropriate.



## Social Communication Difficulties and Autistic Spectrum Disorder

### Pupil Characteristics

Areas of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Inflexibility in thinking and behaviour</b>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Sometimes requires support in order to reduce anxiety, for example; transition periods, seasonal changes to timetable.</li> <li>• Requires some intervention to effectively participate in certain aspects of school/college life, due to distractions related to need for certain routines or over focus on special interest.</li> <li>• Has inflexibility in thinking styles which sometimes impact on accessing the curriculum.</li> <li>• Occasionally needs support for activities that place a high demand on creative planning, organisational skills or work that needs reviewing / subjective evaluation.</li> </ul>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Often requires support in order to reduce anxiety, for example; changes to daily routine, transition between home and school/college, and staffing arrangements.</li> <li>• Often requires intervention to effectively participate in several aspects of school/college life, due to distractions related to need for certain routines, rules and/or over focus on special interest.</li> <li>• Experiences difficulty in sustaining engagement whilst accessing the curriculum.</li> <li>• Often needs intervention for activities that place a high demand on creative planning, organisational skills or work that needs reviewing / subjective evaluation.</li> <li>• Will sometimes have difficulty in making expected connections between concepts and generalising / applying skills learnt in new situations.</li> </ul>	<p><b>The young person:</b></p> <p>Despite support and interventions at stage 2, for the majority of the school/college day:</p> <ul style="list-style-type: none"> <li>• Requires a consistent and ongoing high level of support in order to reduce anxiety, for example; difficulty adapting to changing expectations, shifting from activity to activity.</li> <li>• Has ongoing difficulty effectively participating in most aspects of school/college life due to inflexible adherence to certain routines, rules and/or over focus on special interest.</li> <li>• Has difficulty effectively accessing the curriculum for a significant part of the school/college day, despite interventions at a previous stage.</li> <li>• Needs ongoing intervention for activities that place a demand on creative planning, organisational skills or work that needs reviewing.</li> <li>• Has significant difficulty in making expected connections between concepts and generalising / applying skills learnt in new situations.</li> </ul>

## Social Communication Difficulties and Autistic Spectrum

### Pupil Characteristics (continued)

Areas of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Interaction and Relationships</b>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Sometimes has difficulty initiating social interactions.</li> <li>• Sometimes has difficulty noticing, interpreting and responding to social cues of others appropriately.</li> <li>• Sometimes has difficulty in the application and generalisation of 'unwritten social rules.'</li> <li>• Displays a limited repertoire of interests, play and leisure skills.</li> </ul> <p>The above can impact on the young person's ability to attend and contribute during:</p> <ul style="list-style-type: none"> <li>- whole class teaching</li> <li>- collaborative group work</li> <li>- unstructured breaks</li> </ul> <p>but does not significantly limit progress.</p>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Often has difficulty initiating and successfully sustaining social interactions and friendships.</li> <li>• Often has difficulty noticing, interpreting and responding to social cues of others appropriately, which impacts on the quality of their relationships.</li> <li>• Often has difficulty in the understanding of 'unwritten social rules' and adjusting behaviour appropriately to various social contexts.</li> <li>• Displays a limited repertoire of interests, play and leisure skills, to the degree that it impacts on the quality of their friendships.</li> </ul> <p>The above impacts on the young person's ability to access and successfully participate in:</p> <ul style="list-style-type: none"> <li>- whole class teaching</li> <li>- collaborative group and paired work</li> <li>- unstructured breaks</li> </ul> <p>which limits their academic and / or social progress. This may present as passivity, avoidance, reluctance to engage or unusual / inappropriate behaviour.</p>	<p><b>The young person:</b></p> <p>Despite support and interventions at stage 2, for the majority of the school/college day:</p> <ul style="list-style-type: none"> <li>• Has consistent and ongoing difficulty in initiating and responding to social interactions, leading to social isolation.</li> <li>• Has consistent difficulty noticing, interpreting and responding to social cues of others appropriately, which significantly impacts on their ability to form positive relationships.</li> <li>• Has significant difficulty in acknowledging and understanding 'unwritten social rules.'</li> <li>• Has consistent and ongoing difficulty in coping with and adjusting their behaviour appropriately to various social contexts.</li> <li>• Displays a repetitive repertoire of interests, play and leisure skills, which further contributes to their social isolation.</li> </ul> <p>The above impacts on the young person's ability to access and successfully participate in:</p> <ul style="list-style-type: none"> <li>- whole class teaching</li> <li>- small group teaching</li> <li>- collaborative group and paired work</li> <li>- unstructured breaks</li> </ul> <p>to the degree that it creates a barrier to their academic and social progress. This may present as an extreme level of passivity, persistent avoidance, refusal to engage or ongoing unusual / inappropriate behaviour.</p>

## Social Communication Difficulties and Autistic Spectrum Disorder

### Pupil Characteristics (continued)

	Stage 1	Stage 2	EHC Needs Assessment
<b>Language/ Communication</b>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Has some difficulties understanding and acting on verbal information, due to processing difficulties.</li> <li>• Has some difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice).</li> <li>• Has some difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared to peers.</li> <li>• Demonstrates some difficulties with conversational skills due to a repetitive repertoire of conversational topics.</li> </ul>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Often has difficulty in understanding and acting on verbal information, due to processing difficulties.</li> <li>• Often has difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice).</li> <li>• Often has difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared to peers.</li> <li>• Often has difficulty discerning relevant information, understanding abstract concepts and maintaining focus on the speaker.</li> <li>• Sometimes has difficulties in initiating and directing communication appropriately, for example asking for help or making their needs clear.</li> <li>• Has a tendency to dominate conversations, showing limited awareness of listeners' needs and interests.</li> </ul>	<p><b>The young person:</b></p> <p>Despite support and interventions at stage 2, for the majority of the school/college day:</p> <ul style="list-style-type: none"> <li>• Has significant difficulty in understanding and acting on verbal information, due to processing difficulties.</li> <li>• Has significant difficulties interpreting non-verbal cues (e.g. facial expressions, body language, and intonation of voice).</li> <li>• Has significant difficulties with literal interpretation of language (including understanding jokes, metaphors and idioms) when compared to peers.</li> <li>• Has significant difficulty discerning relevant information, understanding abstract concepts and maintaining focus on the speaker.</li> <li>• Does not always recognise when communication is, or is not, being directed at them.</li> <li>• May lack interest in conversing with other people or rarely initiate and direct their communication appropriately.</li> <li>• Have significant impairments in their conversational skills (e.g. shows little awareness of listener's needs and interests).</li> <li>• May display as non-verbal, echolalic or talk exclusively in learnt phrases and language.</li> <li>• Onset of language may be delayed, or might only use language skills in a familiar context.</li> </ul>

## Social Communication Difficulties and Autistic Spectrum Disorder

### Pupil Characteristics (continued)

	Stage 1	Stage 2	EHC Needs Assessment
<b>Language/ Communication (continued)</b>	<p><b>The young person has</b></p> <ul style="list-style-type: none"> <li>• May have some sophisticated and articulate speech but does not fully understand the content and / or implication of what they have said.</li> <li>• May present with an unusual or unexpected delivery when speaking</li> </ul>	<p><b>The young person has</b></p> <ul style="list-style-type: none"> <li>• May rely on learnt phrases and / or speak in an inappropriate tone or volume.</li> <li>• Onset of language may be delayed, or might only use language skills in a familiar context.</li> </ul>	<p><b>The young person has:</b></p> <p><b>The above consistently impacts on their ability to access the curriculum and interact with others.</b></p>
<b>Progress and Attainment</b>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Has an uneven profile in attainment levels.</li> <li>• May have a high level of skill or knowledge in isolated areas.</li> </ul>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Has an uneven profile in attainment levels.</li> <li>• May have a high level of skill or knowledge in isolated area.</li> <li>• Has difficulty making connections between concepts and generalising skills.</li> </ul> <p><b>Either:</b></p> <ul style="list-style-type: none"> <li>• Rate of progress is slower than predicted in some areas of the curriculum;</li> <li>• Or the child/young person is not achieving at the expected levels of the curriculum.</li> </ul>	<p><b>The young person:</b></p> <ul style="list-style-type: none"> <li>• Has an uneven profile in attainment levels.</li> <li>• May have a high level of skill or knowledge in one isolated area.</li> <li>• Has difficulty making connections between concepts and generalising skills.</li> <li>• Despite the provision that has been put in place at stage 2, progress and attainment continues to be environment dependent.</li> </ul> <p><b>Either:</b></p> <ul style="list-style-type: none"> <li>• Clear evidence of ongoing lack of progress in most areas of the curriculum;</li> <li>• Or evidence of a significant discrepancy between child's/young person's ability and their daily attainment.</li> </ul>

## Social Communication Difficulties and Autistic Spectrum Disorder

### Pupil Characteristics (continued)

	Stage 1	Stage 2	EHC Needs Assessment
<b>Sensory Processing</b>	<p><b>The young person:</b></p> <p>May at times be affected by Sensory Processing difficulties related to one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Under sensitivity</li> <li>• Sensory seeking</li> <li>• Sensory overload</li> <li>• Sensory avoidance</li> <li>• Perception difficulties</li> </ul> <p>This can at times lead to distraction from learning.</p>	<p><b>The young person:</b></p> <p>May be affected by Sensory Processing difficulties related to one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Under sensitivity</li> <li>• Sensory seeking</li> <li>• Sensory overload</li> <li>• Sensory avoidance</li> <li>• Perception difficulties</li> </ul> <p>This can lead to distraction from learning and heightened anxiety levels.</p>	<p><b>The young person:</b></p> <p>May be affected by Sensory Processing difficulties related to one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Under sensitivity</li> <li>• Sensory seeking</li> <li>• Sensory overload</li> <li>• Sensory avoidance</li> <li>• Perception difficulties</li> </ul> <p>This can have a significant impact on their ability to access learning. The ongoing impact of sensory processing and interaction difficulties can significantly affect the child's wellbeing and lead to acute anxiety.</p>

## Social Communication Difficulties and Autistic Spectrum Disorder

### Pupil Characteristics (continued)

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Personal , Emotional Development and Wellbeing</b>	<p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> lead to reluctance to transition between home and school/college; and / or significant discrepancies between typical behaviours at home compared to typical behaviours in school/college.</p> <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> <li>• Impaired age-appropriate life skills and independence.</li> </ul>	<p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> present as:</p> <ul style="list-style-type: none"> <li>• Passivity,</li> <li>• Avoidance behaviour</li> <li>• Reluctance to engage</li> <li>• Unusual and/or inappropriate behaviour.</li> <li>• Persistent lateness and frequent absence</li> </ul> <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> <li>• Impaired age-appropriate life skills and independence.</li> <li>• Impaired ability to manage age-appropriate self-care.</li> </ul>	<p>The combined challenges experienced due to the areas of need outlined above may affect the child's/young person's overall wellbeing, impacting on their confidence and self-esteem. This <u>may</u> present as:</p> <ul style="list-style-type: none"> <li>• An extreme level of passivity,</li> <li>• Avoidance behaviour</li> <li>• Refusal to engage</li> <li>• Unusual and/or inappropriate behaviour</li> <li>• Persistent lateness, frequent absence or school/college refusal.</li> </ul> <p>Some needs related to personal development may include:</p> <ul style="list-style-type: none"> <li>• Impaired age-appropriate life skills and independence.</li> <li>• Impaired ability to manage age-appropriate self-care.</li> <li>• Impaired awareness of safety and dangers</li> </ul>

## Social Communication Difficulties and Autistic Spectrum Disorder

### Pupil Characteristics (continued)

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Personal , Emotional Development and Wellbeing (continued)</b>	<p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> <li>• Impaired ability to understand emotions of others.</li> <li>• Impaired self-regulation of emotions.</li> </ul>	<p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> <li>• Impaired ability to recognise and understand emotions of others</li> <li>• Impaired self-regulation of emotions</li> </ul>	<p>Some needs related to emotional development may include:</p> <ul style="list-style-type: none"> <li>• Impaired ability to recognise and understand emotions of self and others</li> <li>• Impaired self-regulation of emotions</li> </ul>



## Sensory and / or Physical Needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary.

Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs. A few young people will have multi-sensory needs, some with associated physical needs.

For some young people, the inability to take part fully in school/college life causes significant emotional stress or physical fatigue. Many of these young people will require some of the following:-

- flexible teaching arrangements;
- appropriate seating, acoustic conditioning and lighting;
- adaptations to the physical environment of the school or college, adaptations to school policies and procedures;
- access to alternative or augmented forms of communication;

- provision of tactile and kinaesthetic materials;
- access to different amplification systems;
- access to low vision aids;
- access in all areas of the curriculum through specialist aids, equipment or furniture;
- regular and frequent access to specialist support.

### Medical Conditions

*"The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regards to statutory guidance, 'Supporting pupils at school with medical conditions'." (Paragraph 6.11, Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 years).*

A medical diagnosis or a disability does not necessarily imply SEN. It may not be necessary for a young person with a particular diagnosis or medical condition to have an Education, Health and Care Plan, or to need any form of additional educational provision at any phase of education. It is the young person's educational needs rather than a medical diagnosis that must be considered. Some young people may not require an Education, Health and Care Plan or school-based SEN provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Medical conditions may have a significant impact on a young person's experiences and the way they function in school or college. The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. The impact may also be indirect, perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability can have on a young person and their family. The effects of a medical condition may be intermittent and the impact on the young person's functioning in school or college can vary at different stages of their school/college career. This may reflect

changes in the curriculum, changes in the individual young person (for example, with onset of puberty), and changes in the peer group.

To ensure that the young person makes the most of opportunities available, consultation and open discussion will be essential between:-

- the young person;
- the parents / carers if requested by the young person;
- the school or college;
- the young person's general practitioner;
- the community paediatrician;
- any specialist services providing treatment for the young person

All involved should ensure that the young person is not unnecessarily excluded from any part of the curriculum or school/college activity because of anxiety about their care and/or treatment.

Schools and colleges should ensure that their own pastoral care arrangements allow young people to discuss any health-related and other problems with relevant professionals. The school/college and family should liaise in providing maximum support for the young person.

### **Sensory, Physical and Neurological Impairments**

Some young people who experience sensory, physical or neurological impairments have no difficulties in accessing the curriculum and learning effectively. Other young people do have difficulty accessing the curriculum due to their sensory loss or physical disability. In such instances, the school/college should make appropriate adaptation under the Equality Act (2010) before considering whether the young person has special educational needs.

If the young person has sensory or physical difficulties and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment, then the school or college should consider what SEN action they

need to make to meet the young person's learning needs.



## Hearing Impairment

### Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo/College Tutor should be aware of any interventions and outcomes

#### Young Person and Parents' / Carers' Participation

- Parents/carers to be involved at the request of the young person
- Young person responsible for own learning and/or parents/ carers to support. For example:
  - Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person involved in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person
- Young person and parents/carers provided with details of local services available via the Local Offer

#### Assessment Planning and Review

- For young people with hearing aids, an initial assessment and report by an external agency if involved. Appropriate support provided based on this assessment. Individual Learning Plan outcome focussed to include social and emotional needs as well as academic progress. Plan should be reviewed termly and review recorded.
- Use of SMART targets
- Planning involving the young person or advocate for the young person; parents/carers if requested by the young person; SENCo or College Tutor

#### Assessment Planning and Review (continued)

- Provider Support Offer available
- Baseline and formative assessments
- SENCo/College tutor responsible for collating evidence of young person's hearing loss and giving staff guidance on young person's seating position in class, acoustic environment and classroom management.

#### Additional Human and Other Resources

- Individual and small group teaching in / out of whole class setting, if required.
- Routine curriculum resources, including differentiated materials, if appropriate.
- Young person, form / subject teachers, SENCo/College Tutor, support staff all participate in planning.

## Hearing Impairment

### Stage 1 Provision (Continued)

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo/College Tutor should be aware of any interventions and outcomes

#### Grouping for Teaching Purposes

- Care exercised within school/college grouping and general support for self-esteem, confidence building and promoting independence.
- Grouping strategies used flexibly.
- Appropriate position in class.
- Care over acoustic environment.
- Space for group work.
- Support during unstructured times, where needed.

#### Curriculum and Teaching Methods

- Differentiation: access, response, appropriate pace, consolidation.
- Cross-curricular support of SMART targets from ILPs, if appropriate.
- Special arrangement for access to and positioning for exams.

#### Training and Advice

- Staff to be trained in strategies related to specific areas of need.
- Strategies/training shared with parents/carers as appropriate.

## Hearing Impairment

### Stage 2 Provision

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

#### Young Person and Parents' / Carers' Participation

- Parents/carers to be involved at the request of the young person
- Young person gives informed written consent for referrals to external agencies
- Young person responsible for own learning and/or parents/ carers to support. For example:
  - Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person participates in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person
- Young person and parents/carers provided with details of local services available via the Local Offer

#### Assessment Planning and Review

- Young people with hearing aids may require long-term assessments from external agencies.
- Young people will receive support from an external agency appropriate to individual assessed needs
- Information from external agency used to inform ILP.

#### Additional Human and Other Resources

- Communicator / TA to support curriculum access through appropriate mode of communication (if needed).

#### Grouping for Teaching Purposes

- Grouping according to support, language, learning and age-appropriate social skills.

#### Curriculum and Teaching Methods

- Access to deaf awareness strategies as advised/directed by external agency involved
- As Stage 1 but may need preparation of individual learning materials.
- Pre- or post-teaching, if required.

#### Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo/College Tutors.
- External interventions may be appropriate.
- Advice and support with audiological equipment.

## Hearing Impairment - Pupil Characteristics

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Degree of Hearing Loss</b>	<ul style="list-style-type: none"> <li>• Unilateral.</li> <li>• Mild bilateral (may be aided).</li> <li>• Long-term, fluctuating conductive.</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate / severe (aided).</li> <li>• Deteriorating conditions.</li> <li>• Permanent conductive hearing loss associated with a particular syndrome or medial condition.</li> </ul>	<ul style="list-style-type: none"> <li>• The young person has a permanent hearing loss of greater than 40dBHL in the better ear.</li> </ul>
<b>Communication, Speech and Language</b>	<ul style="list-style-type: none"> <li>• Speech is readily understood.</li> <li>• Communication is spontaneous or at least age-appropriate.</li> <li>• May require opportunities to develop use and understanding of language.</li> <li>• (See section on Speech, Language and Communication).</li> </ul>	<ul style="list-style-type: none"> <li>• May not always be understood in the educational setting by staff and peers.</li> <li>• Communication is enhanced by structure and prompting.</li> <li>• Has a delay in the use and understanding of language that might be found in 5% of children.</li> <li>• (See section on Speech and Language).</li> </ul>	<ul style="list-style-type: none"> <li>• Clear evidence that the young person's hearing loss significantly impairs his / her access to the curriculum.</li> </ul> <p><b>Either</b></p> <ul style="list-style-type: none"> <li>• The young person's attainment in all core subjects is significantly below the norm for the age group;</li> </ul>
<b>Specialist Environment, Equipment and Resources</b>	<ul style="list-style-type: none"> <li>• May use hearing aid(s).</li> <li>• Seating arrangements to enhance access to good hearing opportunities.</li> <li>• Is advantaged by good classroom management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses hearing aid(s).</li> <li>• Is advantaged by a reduction in background noise and / or amplification for teaching input.</li> <li>• Is advantaged by equipment such as radio aids, attention to acoustics of the learning environment.</li> </ul>	<p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Where the young person's assessment profile shows an uneven pattern of progress and attainment in the core subjects, there should usually be a significant discrepancy in levels of achievement between core subjects.</li> </ul>
<b>Specialist Teaching</b>	<ul style="list-style-type: none"> <li>• Teaching staff require periodic monitoring, support and advice regarding auditory functioning and effective delivery of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• May require guidance and support in learning to manage and maintain their personal hearing aids and radio aids.</li> </ul>	

## Hearing Impairment – Pupil Characteristics (Continued)

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Attainment in Literacy or Numeracy</b>	<ul style="list-style-type: none"> <li>The hearing loss does not impede the learning process. (See Cognition and Learning: Attainment Criteria).</li> </ul>	<ul style="list-style-type: none"> <li>Requires language enrichment to compensate for reduced linguistic experience due to language delay. (See Cognition and Learning: Attainment Criteria).</li> </ul>	
<b>Behavioural, Emotional and Social Development</b>	<ul style="list-style-type: none"> <li>Some concern about social inclusion. (See section on Social, Emotional and Mental Health Difficulties).</li> </ul>	<ul style="list-style-type: none"> <li>Concern about social inclusion. (See section on Social, Emotional and Mental Health Difficulties).</li> </ul>	<ul style="list-style-type: none"> <li>Specific attention to emotional support needed. (See section on Social, Emotional and Mental Health Difficulties).</li> </ul>



## Visual Impairment

### Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCO/College equivalent should be aware of any interventions and outcomes

#### Young Person's and Parents' / Carers' Participation

- Parents/carers to be involved at the request of the young person
- Young person responsible for own learning and/or parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person involved in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person
- Young person and parents/carers (if appropriate) to ensure that low vision aids are used.
- Young person and parents/carers provided with details of local services available via the Local Offer
- SENCo/College tutor responsible for collating evidence of young person's vision loss and giving staff guidance on young person's seating position in class, lighting environment and classroom management.

#### Assessment Planning and Review

- Termly and at least six-monthly action plan and review, recorded in the Individual Learning Plan.
- SMART targets that demonstrate the progression towards a minimum level of competency.
- Planning between the young person, parents/carers (if appropriate), SENCo/College tutor and class teacher(s).

#### Additional Human and Other Resources

- Teaching assistant support to ensure access and to encourage independence.
- Standard curriculum resources, including differentiated materials.
- Modification to the visual environment, such as lighting.

#### Grouping for Teaching Purposes

- Awareness and monitoring regarding potential inclusion difficulties.
- Individual and small group teaching in / out of whole class setting.
- Grouping strategies used flexibly to ensure access and to encourage independence.
- Space for group work.
- Appropriate position in class.

## Visual Impairment

### Stage 1 Provision (continued)

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching

The SENCo/College equivalent should be aware of any interventions and outcomes

#### Curriculum and Teaching Methods

- Relevant modification to, and differentiation of, the curriculum to ensure visual access.
- Use of relevant equipment for curriculum access (eg. raised slope, low vision aids)

#### Training and Advice

- Staff to be trained in strategies related to specific areas of need.
- Strategies/training shared with parents/carers as appropriate.

## Visual Impairment

### Stage 2 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

#### Young Person's and Parents' / Carers' Participation

- Parents/carers to be involved at the request of the young person
- Young person gives informed written consent for referrals to external agencies
- Young person responsible for own learning and/or parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person participates in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person.
- Young person and parents/carers (if appropriate) responsible for low vision aids
- Young person and parents/carers provided with details of local services available via the Local Offer

#### Assessment Planning and Review

- Teaching staff require periodic support from a qualified teacher of the visually impaired/external agency with monitoring and advice regarding effective delivery of the curriculum. Advice from external professional(s) used to inform Individual Learning Plans.
- Young person, parents/carers (if appropriate), teachers, SENCo/College Tutor and TAs all participate in planning.
- Initial assessment of young person's needs from an external agency. Ongoing assessment and monitoring by an external agency as determined by the visual needs of the young person.

#### Additional Human and Other Resources

- Specialist visual impairment equipment, as appropriate.
- Storage for larger papers, equipment and the like.
- Suitable lighting and seating for specific tasks required to access the whole curriculum.
- Young person requires guidance and support in learning to use and manage vision aids.
- Regular staff support and / or specialist teaching needed.
- Environmental audit undertaken if relevant

## Visual Impairment

### Provision Characteristics at Stage 2

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

#### Grouping for Teaching Purposes

- Care exercised within school groupings, and general support for self-esteem and confidence building.
- Support during unstructured times, where needed.

#### Curriculum and Teaching Methods

- The young person may need preparation of individual learning materials in an accessible format at the same time or earlier than peers have access.
- Modification: access, response, appropriate pace, consolidation.
- Cross-curricular support of SMART targets from Individual Learning Plans.

#### Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo/College Tutors.
- External interventions may be appropriate.

## Visual Impairment – Pupil Characteristics

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Degree of Visual Impairment</b>	<ul style="list-style-type: none"> <li>Slightly reduced distance or near vision in one or both eyes which could affect access to learning/curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Corrected distance vision 6/18 or worse in both eyes which does affect learning.</li> <li>Nystagmus or visual field defects which may affect learning.</li> <li>A known, deteriorating visual condition.</li> </ul>	<ul style="list-style-type: none"> <li>The young person has a significant visual impairment, or is educationally blind, and needs to use a format such as Braille or large print for reading purposes.</li> </ul> <p><b>Or</b></p>
<b>Mobility</b>	<ul style="list-style-type: none"> <li>Some concern about the young person's movement about the environment</li> </ul>	<ul style="list-style-type: none"> <li>Restricted mobility around the school/college setting</li> </ul>	<ul style="list-style-type: none"> <li>The young person requires significant adaptation to the environment in order to move safely and/or formal mobility training (long cane)</li> </ul> <p><b>Or</b></p>
<b>Specialist Environment, Equipment and Resources</b>	<ul style="list-style-type: none"> <li>May require equipment (for example, a writing/reading slope)</li> </ul>	<ul style="list-style-type: none"> <li>Young person requires equipment such as writing/reading slope</li> <li>Suitable writing materials and large print materials</li> <li>Specialist low vision aids/equipment, e.g. magnification software</li> </ul>	<ul style="list-style-type: none"> <li>The young person has a visual acuity of 6/60 or less, plus a reduction in near vision, a significant field defect or a known deteriorating visual condition.</li> </ul> <p><b>Or</b></p>
<b>Curriculum approaches</b>	<ul style="list-style-type: none"> <li>May require changes in position in class or lighting in class</li> </ul>	<ul style="list-style-type: none"> <li>May need advice/assessment on strategies, e.g. access to print and distance viewing</li> </ul>	<ul style="list-style-type: none"> <li>The young person has a visual acuity of 6/63 and there is clear evidence that this significantly impairs his / her access to the curriculum.</li> </ul>

## Visual Impairment – Pupil Characteristics (continued)

Area of Need	Stage 1	Stage 2	EHC Needs assessment
<b>Levels in attainment</b>	<ul style="list-style-type: none"> <li>Some concern about change in attainment requiring liaison with the young person for eyesight to be checked</li> </ul>	<ul style="list-style-type: none"> <li>Concern about functioning/attainment changes requiring specialist assessment and advice from external agencies, e.g. inability to access smaller text, production/speed of work</li> </ul>	<p><b>Either</b></p> <ul style="list-style-type: none"> <li>Young person's attainment in all core subjects is significantly below the norm for the age group;</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>Where the young person's assessment profile shows an uneven pattern of progress and attainment in the core subjects, there should usually be a significant discrepancy in levels of achievement between core subjects.</li> </ul>
<b>Behavioural, Emotional and Social Development</b>	<ul style="list-style-type: none"> <li>Some concern about social inclusion (See section on Social, Emotional and Mental Health Difficulties)</li> </ul>	<ul style="list-style-type: none"> <li>Some concern about social inclusion (See section on Social, Emotional and Mental Health Difficulties)</li> </ul>	

## Multi-Sensory Impairment - Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo/College Tutor should be aware of any interventions and outcomes

### Young Person's and Parents / Carers' Participation

- Parents/Carers to be involved at the request of the young person
- Young person responsible for own learning and/or parents/ carers to support. For example:
  - Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person involved in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support the young person.
- Young person and parents/carers (if appropriate) responsible for aids, etc.
- Young person and parents/carers provided with details of local services available via the Local Offer

### Assessment Planning and Review

- Termly and at least six-monthly action plan and review, recorded in the Individual Learning Plan.
- SMART targets that demonstrate the progression towards a minimum level of competency.
- Young person, parents/carers (if appropriate) teachers, SENCo/College tutor and support staff all participate in ILP planning.

### Additional Human and Other Resources

- Individual and small group teaching, in / out of whole group setting.
- Strategies adopted to enable access to environment. Care of environment relating to the lighting, acoustics, such as reducing background noise and physical layout, such as displays, storage of materials and positioning in class.
- May require a writing / reading slope.
- Additional teaching assistant support, if required.

### Grouping for Teaching Purposes

- Monitoring and awareness concerning potential inclusion difficulties.
- Individual and small group teaching in / out of whole class setting.
- Grouping strategies used flexibly to ensure access and to encourage independence.
- Space for group work.
- Appropriate position in class.



## Multi-Sensory Impairment - Stage 1 Provision (continued)

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo/College Tutor should be aware of any interventions and outcomes

### Curriculum and Teaching Methods

- Advice on position in class and strategies employed by staff to enable young person to access curriculum.
- Routine curriculum resources including differentiated materials.
- Modification for areas of the curriculum as relevant.

### Training and Advice

- Staff to be trained in strategies related to specific areas of need.
- Strategies/training shared with parents/carers as appropriate.

## Multi-Sensory Impairment – Stage 2 Provision

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

### Young Person's and Parents' / Carers' Participation

- Parents/Carers to be involved at the request of the young person
- Young person gives informed written consent for referrals to external agencies
- Young person responsible for own learning and/or parents/ carers to support. For example:
- Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person participates in target setting, monitoring progress and reviews.
- Communication system in place to provide details of how to support young person.
- Young person and parents/carers (if appropriate) responsible for low vision aids
- Young person and parents/carers provided with details of local services available via the Local Offer

### Assessment Planning and Review

- Initial assessments of functional vision and hearing by qualified teacher of the deaf or qualified teacher of the visually impaired and/or teacher for multi-sensory impaired or external agency.
- Ongoing assessment and monitoring by a qualified teacher of the deaf or qualified teacher of the visually impaired, or teacher for multi-sensory impaired or educational audiologist or appropriate external agency as determined by the visual and hearing needs of the young person.
- Multi-disciplinary approach to programme planning.
- Termly action plan and review recorded on the Individual Learning Plan.
- ILP may incorporate targets relating to hearing, vision and other senses.
- SMART targets that demonstrate progression towards a minimum level of competency.
- Attendance of qualified teacher of the deaf, or qualified teacher of the visually impaired, and/or teacher for multi-sensory impaired and / or educational audiologist or external agency at planning and review meetings.

## Multi-Sensory Impairment - Stage 2 Provision (continued)

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

### Assessment Planning and Review (continued)

- Young person, parents/carers (if appropriate), teachers, SENCo/College tutor and TAs all to participate in ILP planning.

### Additional Human and Other Resources

- Individual and small group teaching, in / out of whole group setting.
- As Stage 1 but increasing care of environment relating to the lighting, acoustics and physical layout.
- Additional teaching assistant support, if required.
- Therapists may be involved
- Environmental audit undertaken if relevant

### Curriculum and Teaching Methods

- As for Stage 1 as well as time for the preparation of individual learning materials.
- Substantial differentiation required to access the curriculum.

### Grouping for Teaching Purposes

In addition to the support provided at Stage 1:-

- Care exercised within school/college groupings, and general support for self-esteem and confidence building and promoting independence.
- Support during unstructured times, where needed.

### Training and Advice

- Staff to be trained in strategies related to specific areas of need including by external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Interventions utilised to be overseen by SENCo/College Tutors.
- External interventions may be appropriate.

## Multi-Sensory Impairment – Pupil Characteristics

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Degree of Multi-Sensory Impairment</b>	<ul style="list-style-type: none"> <li>Combination of mild HI and VI fluctuating conductive hearing loss with slightly reduced visual acuities in one or both eyes which could affect learning.</li> </ul>	<ul style="list-style-type: none"> <li>Combination of moderate hearing impairment and partial visual impairment, moderate visual impairment (for example, nystagmus or visual field defects which may affect learning), and conductive hearing loss which affects learning.</li> </ul>	<ul style="list-style-type: none"> <li>The young person has a significant visual impairment or is educationally blind.</li> </ul>
<b>Mobility</b>	<ul style="list-style-type: none"> <li>Independently able to move around classroom and school environment.</li> </ul>	<ul style="list-style-type: none"> <li>Some support required or modifications made to the physical environment to enable the young person full mobility in the school environment</li> </ul>	<p>Or</p> <ul style="list-style-type: none"> <li>The young person has a visual acuity of 6/60 or less plus a reduction in near vision or a known deteriorating visual condition.</li> </ul> <p>Or</p>
<b>Specialist Environment, Equipment and Resources</b>	<ul style="list-style-type: none"> <li>May use hearing aids and / or glasses and LVAs.</li> </ul>	<ul style="list-style-type: none"> <li>Uses hearing aids / glasses and / or other amplification equipment, such as radio aids, sound field system, low vision aids and textual modifications, and enlarged materials.</li> <li>Materials may need to be presented in ways that take into consideration visual needs and hearing impairment</li> </ul>	<p>And</p> <ul style="list-style-type: none"> <li>The young person has a visual acuity of 6/36-6/18 and there is clear recorded evidence that this significantly impedes his / her access to the curriculum.</li> <li>The young person has a hearing loss of greater than 40 dBHL in the better ear.</li> </ul>

## Multi-Sensory Impairment – Pupil Characteristics (continued)

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Communication</b>	<ul style="list-style-type: none"> <li>Speech is readily understood.</li> <li>Communication is spontaneous.</li> <li>May require opportunities to develop use and understanding of language.</li> </ul>	<ul style="list-style-type: none"> <li>Some delay in use and understanding of language and communication.</li> <li>Requires language enrichment to compensate for reduced linguistic experience due to language delay.</li> </ul>	<p><b>Either</b></p> <ul style="list-style-type: none"> <li>Young person's attainment in all core subjects is significantly below the norm for the age group;</li> </ul>
<b>Levels in attainment</b>	<ul style="list-style-type: none"> <li>Some concern about change in attainment requiring liaison with young person for eyesight/hearing to be checked</li> </ul>	<ul style="list-style-type: none"> <li>Concern about functioning/attainment changes requiring specialist assessment and advice from external agencies, eg. inability to access smaller text, production/speed of work</li> </ul>	<p><b>Or</b></p> <ul style="list-style-type: none"> <li>Where the young person's assessment profile shows an uneven pattern of progress and attainment in the core subjects, there should usually be a significant discrepancy in levels of achievement between core subjects.</li> </ul>
<b>Behavioural, Emotional and Social Development</b>	<ul style="list-style-type: none"> <li>Some concern about social inclusion.</li> </ul> <p>(See section on Social, Emotional and Mental Health Difficulties)</p>	<ul style="list-style-type: none"> <li>Specific attention to emotional support needed.</li> </ul> <p>(See section on Social, Emotional and Mental Health Difficulties)</p>	

## Physical Disabilities - Stage 1 Provision

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo/College Tutor should be aware of any interventions and outcomes

### Young Person's and Parents' / Carers' Participation

- Parents/Carers to be involved at the request of the young person
- Young person responsible for own learning and/or parents/ carers to support. For example:
  - Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person involved in target setting, monitoring progress and reviews.
- Opportunities to recognise and celebrate progress and success.
- Communication system in place to provide details of how to support young person
- Young person and parents/carers provided with details of local services available via the Local Offer

### Assessment Planning and Review

- Continuous monitoring and termly reviews by school staff in conjunction with external professionals involved with the young person.
- Planning between young person, the parent / carer (if appropriate), SENCo/College tutor and teacher(s).
- Plans reflect available advice from therapists and/or outside specialists.

### Assessment Planning and Review (continued)

- ILPs focus at least one target on the development of motor control.

### Additional Human and Other Resources

- Individual and small group teaching, in / out of whole group setting, as required.
- May need access to small items of specialist equipment (for example scissors, sloping boards, pencil grips).
- Arrangements made within setting / school environment to meet young person's physical needs.

### Grouping for Teaching Purposes

- Groupings and general support for self-esteem and confidence building.
- Support during unstructured times, where needed.
- Grouping strategies used flexibly.

## Physical Disabilities - Stage 1 Provision (continued)

(in addition to the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching)

The SENCo/College Tutor should be aware of any interventions and outcomes

### Curriculum and Teaching Methods

- Differentiation: access, response, appropriate pace, consolidation.
- Differentiation to Curriculum for activities with a physical basis and for associated learning difficulties.
- Curriculum resources differentiated.

### Training and Advice

- Staff to be trained in strategies related to specific areas of need.
- Strategies/training shared with parents/carers as appropriate.

## Physical Disabilities - Stage 2 Provision

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised.

### Young Person's and Parents' / Carers' Participation

- Parents/Carers to be involved at the request of the young person
- Young person gives informed written consent for referrals to external agencies
- Young person responsible for own learning and/or parents/ carers to support. For example:
  - Specific additional support, perhaps as part of a homework strategy and to support the Individual Learning Plan
- Young person participates in target setting, monitoring progress and reviews.
- Opportunities to recognise and celebrate progress and success.
- Communication system in place to provide details of how to support young person.
- Young person and parents/carers provided with details of local services available via the Local Offer

### Assessment Planning and Review

- Individual Learning Plan and on-going assessments over time incorporating feedback from professionals into ILP.
- ILP includes advice and / or targets from other agencies.
- Monitoring and assessment through ILP Review.

### Additional Human and Other Resources

- Teaching support required to ensure effective delivery of the curriculum.
- Individual intervention within class.
- Small group teaching in / out of whole class setting.
- Programmes to support physical needs under the direction of appropriately qualified and experienced professionals.
- Support and monitoring provided by teachers/tutors and Teaching Assistants.
- School provides specific equipment, including appropriate software and access to hardware.
- Buildings may need minor adaptations (for example, ramps, handrails in toilets).
- Specialist equipment needed on a daily basis (for example, mobility aids) as advised by professionals.
- Other therapists may be involved.



## Physical Disabilities - Stage 2 Provision (continued)

It is expected that any human or other resources be closely supervised and monitored by the SENCo or their equivalent, who should also oversee all the interventions utilised

### Grouping for Teaching Purposes

- Specific techniques used, such as buddy systems and circle of friends.
- Structured input at social times.
- Consideration of environment

### Curriculum and Teaching Methods

- Differentiation, with key objectives targeted within an ILP.
- Involvement of outside agencies with advice reflected in ILPs.
- Support and appropriate differentiation in subjects requiring physical co-ordination or strength (for example, PE).

### Training and Advice

- Support staff trained in managing individual young person's physical needs including moving and therapeutic handling. external agencies as appropriate. Strategies/training shared with parents/carers as appropriate.
- Staff to be trained in strategies related to specific areas of need including by
- Interventions utilised to be overseen by SENCo/College Tutors.
- External interventions may be appropriate.

## Physical Disabilities – Pupil Characteristics

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Degree of Disability</b>	<ul style="list-style-type: none"> <li>• Able to participate in setting / class-room activities but some minor difficulties undertaking certain tasks.</li> <li>• Minor modifications required to access the curriculum and setting / class / school/college environment</li> </ul>	<ul style="list-style-type: none"> <li>• Able to participate in setting / classroom activities but difficulties undertaking certain tasks impacts significantly on pace of work in comparison to peers.</li> <li>• Minor adaptations required to access the curriculum and setting / class / school/college environment. The young person may require support for gross / fine motor and / or self-help needs.</li> </ul>	<p>There is clear and substantiated evidence, based on specific examples, to show that:</p> <ul style="list-style-type: none"> <li>• The young person's physical disability or medical condition prevents them from taking full part in school/college life.</li> </ul> <p><b>And</b></p>
<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>• The young person is able to position and re-position themselves independently.</li> <li>• The young person can walk independently without aids but may have stability problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The young person can position and re-position themselves with support.</li> <li>• The young person can walk independently without aids but has stability problems, or is completely independent with aids, including a wheelchair.</li> </ul>	<ul style="list-style-type: none"> <li>• The young person needs substantial modification of content and/ or materials for significant parts of the curriculum that cannot reasonably be provided from within the school's/college's own resources.</li> </ul>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• The young person has some difficulty with the control of individual fingers and may need adapted equipment (for example, self-opening scissors and use of a keyboard to record information).</li> </ul>	<ul style="list-style-type: none"> <li>• The young person has difficulty with the control of individual fingers and needs adapted equipment. The young person uses a keyboard to record information.</li> </ul>	

## Physical Disabilities – Pupil Characteristics

Area of Need	Stage 1	Stage 2	EHC Needs Assessment
<b>Independence</b>	<ul style="list-style-type: none"> <li>The young person may require some visual cues and reminders for aspects of self-care, such as toileting, feeding and dressing.</li> </ul>	<ul style="list-style-type: none"> <li>The young person may require supervision and support for aspects of self-care, such as toileting, feeding and dressing.</li> </ul>	
<b>Behavioural, Emotional and Social Development</b>	<ul style="list-style-type: none"> <li>Some concern about social inclusion.</li> <li>Social skills training required.</li> <li>Physical difficulties impact on self-esteem and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Concerns regarding social inclusion</li> <li>Specific attention to emotional support needed.</li> <li>Physical difficulties impact on self-esteem and confidence.</li> </ul>	