



# Procedures for Young People with Special Educational Needs in Secondary Schools



Sandwell  
Metropolitan Borough Council

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# Procedures for Young People with Special Educational Needs

## Introduction

These procedures reflect a change in the mechanism for additionally funding schools to meet the needs of young people with Special Education Needs and/or Disabilities (SEND). Funding, previously devolved to schools via the Pupil Allocation Panel or a Statement, will now be allocated via a formula. This change will give schools greater control over their Special Educational Needs budget. Head Teachers and SENCOs will be able use resources to intervene earlier to address young people's learning and behavioural difficulties. These criteria are intended for guidance only; schools are able to use their funding to support young people's special educational needs in the way they find most effective. The funding is identified separately in school's budget books for use in meeting the needs of young people with SEND. Schools are accountable to the Local Authority for the use of SEND funding via the monitoring process described in this document. They are accountable to parents and young people with SEND for ensuring the resource is used to achieve the best possible outcomes.

## **Managing the change**

### **Summer term 2011**

#### **Maintain existing support in the first instance**

##### **Stage 1: Review**

#### **Over the term systematically review existing provision**

How many young people are supported from the resource ie up to 15 hours?

#### **Using data**

What progress have they made:

- (i) in this school year?
- (ii) since Y7?

What support will they need 2011-12 and why?

There will be young people who must have support due to their particular physical/medical or safety needs. For the rest, however, this is where a critical eye is needed to ensure that you do not maintain levels of support because that is what they have always had, though you

may deem current support appropriate, but consider what interventions they need to accelerate their progress. Planning for support should focus on meeting need rather than detailing the number of hours.

**You should also consider** - are there any groups of young people or individuals who do not have support currently but are in need of intervention in 2011-12?

### **What about young people who have a statement of SEN?**

You must comply with the requirements of a young person's statement and this often includes the number of hours of support. The use of this time should be subject to the same critical review as detailed above.

How does the support accelerate progress? Support around a particular young person should always have included the possibility of working with particular departments to develop accessible tasks, planning time with teaching staff, preparing materials, as well as direct work with the young person. There should be a strong focus on how independent learning is being promoted by support staff. Over time discussions with parents and young people should be about which interventions are being used and the progress being made on those interventions rather than hours of support.

### **What information do I have about the next year's intake?**

If a large number of young people start Y7 with a low level of basic skills what 'catch up' interventions would we need to implement?

Which young persons have PAP/Statements?

## **Stage 2: Mapping interventions**

### **Building intervention on strong foundations**

The most efficient use of additional resources requires subject teachers who have the skills to teach the young persons who have SEND in their classes.

Is all teaching appropriately differentiated to meet young person's needs?

Do staff who have difficulty managing a young person's behaviour have access to support and, if appropriate, CPD?

Is in class support used in a way that accelerates the progress of SEND young persons?

What CPD have we offered in relation to SEND to:

- (i) all staff?
- (ii) NQTs?

How is support provided for learning and behaviour?

The needs of young persons with SEND should be managed holistically. If behaviour management in the school lies outside of the SEN department then the two need to be drawn together in order plan effectively to meet the young person's need.

### **List all your interventions**

Detail all the additional and different activities that are used in school to support young persons with SEND.

### **Planning**

Interventions work most effectively when the skills they are designed to develop are practised in the classroom.

Do you have an effective way of subject staff and support staff planning together to meet the needs of SEND young persons?

Do support staff have a knowledge of the interventions so that they can reinforce the skills in other learning situations?

### **Stage 3: Matching need to intervention**

Using the information from Stage 1 allocate the young persons to interventions that match their current level of need. This should be no different from the process undertaken by most SENCOs each year except that it should have a solely intervention focus rather than needing to match hours to young people.

## Stage 4: Termly review process

Use the baseline and progress data to review programmes at the end of each term. This will allow you to move young people off intervention if that is appropriate. Young people who are taken off intervention will, of course, need close monitoring to ensure that they continue to progress.

The Code of Practice will be substantially changed in the forthcoming SEN legislation. Staff may still consider the criteria and approaches as a graduated response to meeting needs helpful. This document will be revised when any new SEN legislation is implemented.

The focus should always be on meeting young persons needs without the need for a particular stage or label. The devolution of SEN funding to schools is to allow greater flexibility and early intervention.

## SEN Framework

The Special Educational Needs Code of Practice 2001 states clearly that the special educational needs of young people will normally be met in mainstream schools (Code of Practice Section 1.5). The teaching of such young people is a whole school responsibility and as such, 'all teachers are teachers of young people with special educational needs'. (Code of Practice Section 5.2).

## Critical success factors

- (a) The culture, practice, management and deployment of resources in a school are designed to ensure all young people's needs are met. Local Authorities (LA), schools and settings work together to ensure that any young person's special educational needs are identified early.
- (c) LA, schools and settings exploit best practice when devising interventions.
- (d) Interventions for each young person are reviewed regularly to assess their impact, the young person's progress and the views of the young person, their parents and their teachers.
- (e) Special education professionals and parents work in partnership.

Code of Practice – Section 1.6

## The Graduated Approach

The Code of Practice emphasises the requirement for a graduated approach to meeting the special educational needs of young people. The actions taken should be organised so that progressively more powerful interventions, in range, type and intensity, can be used to meet increasing needs. In particular, the emphasis is upon the requirement to provide support that is **additional to** and **different from** the normal range of teaching strategies for young persons who need extra help. The Code suggests that the more flexible and responsive a teacher's strategies are, the more likely it is that young persons with a range of learning needs will make adequate progress.

Across all phases the action taken to meet a young person's needs falls into the following broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

A graduated approach to supporting a young person does not imply that interventions are a set of hurdles to be crossed before a statutory assessment can be made. The code is clear that interventions are part of a cycle of planning action and review within school to enable all young people to learn and progress. (Code of Practice Section 5.22)

## Generic Processes

### School Action

More than one term of specific SEN and/or pastoral approaches.

### School Action Plus

IEPs over at least two terms focussed on specific intervention and support

### School Action Plus Delegation

Individualised planned programmes and/or curriculum needed in order to make progress.

Formula funding has delegated the equivalent of 15 hours of support to school's budgets. This should enable schools to meet the vast majority of needs.

## **Pupil Allocation Panel**

A young person who needs more than 15 hours will have a deteriorating condition and/or complex needs which will often indicate the need for formal assessment although not necessarily. For the very few who may need additional support, schools should gather a portfolio of evidence as indicated in the Pupil Allocation Panel section of these procedures. Panels meet in November and April to consider the case for any additional funding.

## **Statutory Assessment**

Multi-disciplinary review following a period of joint work over at least 6 months identifies statutory assessment as a key component of the overall plan for the young person. The young person will usually have complex learning and/or behavioural needs though not exclusively.

The criteria for School Action, School Action Plus, School Action Plus Delegation, Pupil Allocation Panel and Statutory Assessment are given as guidance to schools. It is necessary to put these alongside the processes. In order to access the non-school based phases schools will need to demonstrate that they have followed the process guidance.

**NB:** The guidance in this document refers to the DfE categories of Special Educational Needs. This does not assume there are rigid categories of need and recognises that each young person is unique. The focus of any assessment and intervention will be based on the young person's ability to access the academic and social curriculum of the school. It will also consider any barriers to successful learning and how these may be overcome. **The focus should always be on intervening as early as possible.**

PLASC Category: MLD, SLD, PMLD

Section 1:

# Cognition and Learning

**The principles adopted by Sandwell when planning provision for young people with cognition and learning difficulties are those identified within Progression 2011:**

- **High expectations are the key to securing good progress.**
- **Accurate assessment is essential to securing and measuring pupil progress**
- **Age and prior attainment are the starting points for developing expectations of good progress**

### **Mild and Moderate Learning Difficulties**

Young people with general learning difficulties experience significant problems across the majority of the curriculum. Their general level of development and academic attainment is significantly below that of their peers. In many cases difficulties will include speech and/or language developmental delay. Some young people may also have poor social skills and/or may show signs of emotional and behavioral difficulties.

### **Severe or Profound Learning Difficulties**

Young people with very severe or profound and multiple learning difficulties are almost always identified before they reach statutory school age. Young people with SLD will be most likely to work at P level to level 1, of the National Curriculum up to school leaving age. A young person with PMLD will be most likely to work at early P levels, P1i to P4, until school leaving age. In most cases the LA will be able to draw upon a considerable body of existing knowledge arising from assessments carried out and provision made by Health Agencies and Children's Services

### **Provision**

'Schools are expected to promote equality of opportunity and to anticipate and remove or minimise barriers for learners with disabilities.'  
(Progression Guidance DCSF 2009)

Young people with learning difficulties which are mild and moderate will be educated within mainstream schools, without the need for a statement of Special Educational Need. These young people may require help at the school-based stages of the SEN Code of Practice. Often they will progress at a slower pace than the majority of their age group. This will not necessarily mean that the varying levels of provision

in schools are not meeting their needs appropriately; it may reflect best possible progress. Provision in mainstream schools will range from the normal differentiated curriculum which is part of Wave 1 Quality First teaching practices in the classroom, through to detailed programmes advised on by support services, and delivered by additional staff as necessary.

## **School Action (SA)**

### **Process and Provision**

#### **Assessment, planning and review**

The class/form teacher in discussion with the SENCO takes the lead in assessment of:

- (i) Young person's difficulties
  - (ii) School and classroom context
  - (iii) Young person's need for different approaches to learning
- Discussion/problem solving with SENCO
  - Assessment of academic attainments include curriculum based continuous assessments, standardised tests, diagnostic tools, routine screening.
  - Possible one-off consultation advice from external specialists
  - IEP targets set
  - Information from parents/carers, young person and other sources as appropriate
  - Evidence based reviews of progress with parents, other staff etc.

#### **Grouping for teaching purposes**

- Young person based in classroom
- Flexible grouping and seating arrangements within classroom
- Option of some small group (a maximum of 6) or 1:1 work
- Possible out-of-hours learning opportunities (e.g. breakfast, lunch-time, and After School Clubs etc.)

## **Additional human resources**

- Routine use of peer support (e.g. paired reading)
- Adult support as available from within school resources
- Designated adult responsible for:
  - (i) Working with young person on daily basis
  - (ii) Planning and delivering individualised programme
- Parental reinforcement at home (e.g. reading daily)

## **Curriculum and teaching methods**

- Continue to provide access to broad and balanced curriculum
- Should take account of identified barriers to learning and preferred learning styles
- Additional to and different from usual school differentiation, which increases the opportunity for young people to work in their preferred learning style.
- Specific short-term objectives targeted at skill development
- Some specific skill development or reinforcement of IEP targets
- Record keeping on regular basis of input and progress
- Access to specialist equipment and ICT as necessary
- Wave 2 Intervention in literacy and numeracy

## **Attainment**

The national expectation is that all learners will make 2 levels of progress from KS1 to KS2 and 3 levels of progress from KS2 to KS4. The majority of learners with SEN, including those who are working below age related expectations, should be able to achieve this rate of progress.

For more detailed information on expectations of progress schools should refer to the Progression 2011 and the data sets relevant to the current year.

Many recognised literacy intervention programmes are able to achieve rates of progress which represent a ratio gain of 2 for the young person i.e. 6 months progress in reading in 3 months on the intervention.

When evaluating whether a young person needs greater intervention i.e. to move to School Action Plus schools should consider whether the interventions they are using are:

- Nationally recognised Wave 2 interventions
- Being delivered by staff who have been appropriately trained
- Closing the attainment gap between the young person and their peer group
- Enabling the young person to make progress at the expected rate

### Attainment Guidance for School Action

End of Year 6	End of Year 8
Year 4 objectives for English and Mathematics  <b>Reading Accuracy</b> Quotient: 85 or below Percentile: 15 <sup>th</sup> or below  <b>Reading Comprehension</b> Quotient: 85 or below Percentile: 15 <sup>th</sup> or below  <b>Spelling</b> Quotient: 85 or below Percentile: 15 <sup>th</sup> or below  <b>Working below NC level 2</b>	<b>Reading Accuracy</b> Quotient: 85 or below Percentile: 15 <sup>th</sup> or below  <b>Reading Comprehension</b> Quotient: 85 or below Percentile: 15 <sup>th</sup> or below  <b>Spelling</b> Quotient: 85 or below Percentile: 15 <sup>th</sup> or below  <b>Working below NC level 3</b>

### School Action Plus (SA+)

#### Process and Provision

All additional provision must be based on high quality Wave 1 inclusive teaching. Teachers need to have the appropriate CPD to enable them to meet a range of SEN in their classrooms. The school should have evidence of the use of the Inclusion Development Programme or equivalent training to ensure that additional provision is built upon the most effective foundation. Teacher's planning should include evidence of differentiation for young people with SEN.

## **Young people**

- A young person is entitled to an IEP with targets that they can understand and have been involved in developing.
- Young people should be involved in the discussions around their progress.

## **Parents**

- Parents will be involved in a discussion with the SENCo and Class Teacher about the implications of moving to School Action Plus.
- Class teacher and/or SENCo explain fully to parents the additional and different provision that will be put in place.
- Parents are informed about the intervention programmes and how their child's progress will be tracked.

## **Assessment, planning and review**

- External services undertake specialist assessments discuss progress and give advice.
- At least termly review of progress with external specialist e.g. SENAT or EP as appropriate – either through discussion and/or more in-depth reviews (parents and young persons should be included at least twice a year).
- At least twice yearly review of IEP targets
- Longer term planning with shorter term IEPs incorporating new targets to ensure young person's progress.
- Time available on a weekly basis for relevant staff (CT/TA etc) to plan, record and evaluate progress is essential.
- Specifically focussed IEP/programme devised in conjunction with Inclusion Support or other agency e.g. S&LT.

## **Grouping for teaching purposes**

- Regular targeted individual or small group tuition e.g. groups of 6 or less for a minimum of 3 x 30 mins a week following a recognised Wave 3 intervention.
- Young people are in class for the vast majority of day following an appropriately differentiated curriculum.

- Targeted and regular adult support from a Teaching Assistant under Class Teacher and SENCo guidance in order to ensure access to the differentiated curriculum. The Class Teacher will also support the young person on a regular basis as part of the whole class or small group within the class, while the TA works with other young persons.
- Parents involved in supporting target in the home (e.g. practising new skills, providing reinforcement for efforts at school etc.)

## Monitoring

- The head teacher is responsible for ensuring that young people with SEN receive good Wave 1 Quality First teaching.
- The SENCO is responsible for ensuring the delivery of individualised programmes by identified staff and monitoring the quality and impact of those interventions.
- The SENCo will need to be fully aware of the programme content and teaching approaches in order to be able to monitor delivery.

## Attainment

A young person at School Action Plus may have a similar profile to that below which is included for guidance rather than as absolute criteria.

### Attainment Guidance for School Action Plus

End of Year 6	End of Year 8
Year 3 objectives in English and/or Mathematics not achieved  <b>Reading Accuracy</b> Quotient: 78 or below Percentile: 8 <sup>th</sup> or below  <b>Reading Comprehension</b> Quotient: 78 or below Percentile: 8 <sup>th</sup> or below  <b>Spelling</b> Quotient: 78 or below Percentile: 8 <sup>th</sup> or below  <b>Working below NC level 2</b>	<b>Reading Accuracy</b> Quotient: 78 or below Percentile: 8 <sup>th</sup> or below  <b>Reading Comprehension</b> Quotient: 78 or below Percentile: 8 <sup>th</sup> or below  <b>Spelling</b> Quotient: 78 or below Percentile: 8 <sup>th</sup> or below  <b>Working below NC level 3</b>

## School Action Plus Delegation

### Process and Provision

This new level of intervention recognises that funding for the equivalent of 15 hours now sits within school budgets and can be used for early intervention in a way which, the school determines, is most likely to ensure good progress for young people with SEN.

The amount a school receives in delegated funding is determined via a formula and is subject to annual consultation and agreement with schools

### Moving a young person to School Action Plus delegation

- The decision to move a young person to School Action Plus Delegation (SAPD) is one which will be made by the school, in discussion with parents.
- This stage of the graduated approach should represent an increase in support to the young person of up to the equivalent of 15 hours of funding. Parents must be informed about the range of interventions their child will be receiving and for how long.
- Schools will need to use active provision management to ensure that they can meet a range of needs within a reasonable time frame i.e. support young persons via timed interventions with clear outcome, including any 'in class support', which are reappraised termly rather than lifetime programmes. New young people may then be brought into the SAPD as needs become clear.
- The provision a school delivers at SAPD must be planned to meet a young person's individual needs and accelerate their progress. If the school chooses to use SAPD funding for in class support, it must be purposeful, targeted and built upon good Wave 1 Quality First teaching. The school should be confident about how in class support is accelerating the young person's progress.
- Intervention at SAPD may not always involve an active 1:1/small group intervention. A young person may receive a 20 week intervention and then be monitored for a term before a further period of intervention. This should always be part of a planned programme that is explained to parents.
- A young person should not be at SAPD for more than a term without active intervention.

## Pupil Allocation Panel

The vast majority of young people with cognition and learning difficulties will make good progress with the support that the school will now be able to provide at an earlier stage. In mainstream schools, most young people with cognition and learning difficulties are successfully supported with between 2.5 and 15 hours.

It is not expected that any of young people with this profile will need additional funding from the LA.

If a young person is not making progress then the school must involve the Support Services, review practice and all the interventions that have been delivered, considering the rates of progress. It is important that schools maintain good records of intervention which include:

- the young person's attendance during periods of intervention
- the skills/CPD record of staff delivering intervention
- baseline and progress data in respect of interventions
- any relevant whole staff training on differentiation, specific difficulties such as dyslexia, use of the Inclusion Development Programme
- evidence that interventions are monitored by the SENCo and/or SMT
- evidence of consultation with the Support Services
- IEPs with SMART targets and focussed reviews over 2 years, and
- evidence of parental involvement over time.

## **Requesting additional funding**

If the evidence of all the above is that there is good practice but despite this the young person is not making progress then the school will need to gather a portfolio of evidence which includes information in each of the areas detailed above. The school will submit the Portfolio together with a Panel Preparation Form from the Support Service.

The school must make it clear how they have assessed that additional hours will accelerate the rate of progress made by the young person.

If additional hours are granted they will be agreed on the basis that the school already has 15 hours of funding to support the young person.

## **Statutory assessment**

As above with the addition of a multi-disciplinary review following a period of joint work over at least 6 months which identifies statutory assessment as a key component of the overall future plan for the young person:

- Learning difficulties are severe or profound
- A highly individualised curriculum is required
- Young person needs intensive programmes using specialist provision for cognition and learning skills
- See SLCN attainment guidance
- See BESD attainment guidance
- See PD attainment guidance

## Attainment Guidance for School Action Plus Delegation – Cognition and Learning KS2/3

End of Year 6	End of Year 8
<p><b>Reading Accuracy</b> Quotient: 70 or below Percentile: 2nd or below</p> <p><b>Reading Comprehension</b> Quotient: 70 or below Percentile: 2nd or below</p> <p><b>Spelling</b> Quotient: 70 or below <b>Percentile: 2nd or below</b></p> <p><b>Number</b> Number bonds to 20 not mastered.</p> <p><b>Writing</b> Has not begun to write a sequence of sentences that make sense and have meaning.</p> <p><b>Working below NC Level 2C</b></p>	<p><b>Reading Accuracy</b> Quotient: 70 or below Percentile: 2nd or below</p> <p><b>Reading Comprehension</b> Quotient: 70 or below Percentile: 2nd or below</p> <p><b>Spelling</b> Quotient: 70 or below Percentile: 2nd or below</p> <p><b>Working below NC Level 2</b></p>

## Attainment Guidance for Consideration for Statutory Assessments

Criteria	Attainment
<p>Unable to access the full Foundation or National Curriculum because of skill levels</p> <p>Low levels of attainment in most curriculum areas</p> <p>Minimal progress despite sustained and relevant support and intervention at School Action Plus and School Action plus Delegation</p>	<p>Performance is well outside the range within which most young people are expected to work e.g. P1-1C at end of KS2 P1- NC2 at end of KS3</p> <p>Levels of attainment measured on two different standardised tests fall below the 2<sup>nd</sup> centile</p> <p>There is a consensus of opinion amongst parents/carers and professionals that measured progress is not adequate.</p>

Criteria	Attainment
<p>Severe or complex developmental delays/difficulties in the early years</p> <p>Long-standing difficulties in accessing the NC through printed or written materials and major problems with the use of alternative methods of access. Extreme difficulties in written recording</p> <p>Marked difference in attainment levels in different areas of the curriculum. Irregular patterns of strengths and weaknesses across the curriculum. Lack of organisational skills is a barrier to curriculum access.</p>	<p>Educational needs which are sufficiently severe or complex for a long-term (i.e. for much of a young person's school life) and Need for specialist early intervention that cannot be provided in the current setting</p> <p>Difference of 3 or more levels between attainments in NC despite continuous support and Inability to overcome difficulties despite use of a variety of presentations.</p> <p>Presentation methods too slow to allow progress. Significant help needed with organisational skills (e.g. May need step by step instructions to undertake a simple task)</p>

PLASC Category: BESD

Section 2:

# Behaviour, Emotional and Social

**The principles adopted by Sandwell when planning provision for young people with behaviour, emotional and social difficulties are those identified within the Progression 2011:**

- **High expectations are the key to securing good progress.**
- **Accurate assessment is essential to securing and measuring a young person's progress**
- **Age and prior attainment are the starting points for developing expectations of good progress**

Young people who experience Behavioural, Emotional and Social Difficulties (BESD) may also have additional difficulties as described in other sections (e.g. Cognition and Learning). The emphasis of this guidance is on whether the young person meets expectations of progress in school.

Experience shows that:

- schools and teachers differ in their expectations and thresholds of tolerance;
- the whole school environment, including way in which schools, classrooms, the curriculum and individual young people are managed makes a substantial difference to the behaviour of young people and can make a substantial difference to the emotional development of vulnerable young people.

The nature and extent of the inclusive ethos of the school will be key.

These criteria therefore put **considerable emphasis on the level and quality of provision** for the young person in school.

It will be expected that:

- The school will have in place effective policies and practice covering teaching and learning, pastoral care, pupil protection, discipline and special educational needs.
- The implementation of these policies should ensure that all staff working with all young people, especially those who present with emotional, social and behavioural difficulties take a consistent and positive approach to managing behaviour.
- Exclusion is never an appropriate intervention in terms of the SEN Code of Practice.

- Interventions will be specific, include clear baselines and comprise of positive strategies utilised and record how effective these have been.
- Involvement of parents/carers and the young person will be sought to support the young person in a proactive approach.

All additional provision must be based on high quality Wave 1 inclusive teaching. Teachers need to have the appropriate CPD to enable them to meet a range of SEN in their classrooms. The school should have evidence of the use of the Inclusion Development Programme BESD and the other learning modules, or equivalent training and if necessary individual coaching, to ensure that additional provision is built upon the most effective foundation.

Teacher's planning should include evidence of appropriate differentiation to ensure that young people who experience BESD do not experience curricular barriers to learning.

## **School Action**

### **Process and Provision**

#### **Assessment, planning and review**

- Discussion/problem solving between SENCO and Head of Year.
- The Head of Year in discussion with the SENCO takes the lead in assessment of:
  - (i) Young person's difficulties
  - (ii) School and classroom context
  - (iii) Young person's need for different approaches to learning
  - (iv) Peer relationships and interactions, e.g. in relation to seating arrangements
- Assessment includes reference to academic attainments (see Cognition and Learning), observations, ABC charts, shadowing and checklists, questionnaires and profiles (e.g. The Boxall Profile, Goodman's Strengths & Difficulties Questionnaire, PASS, etc).
- Possible one-off consultation advice from external specialists, with monitoring and reviewing as appropriate.
- IEP targets set.

- Information from parents/carers is actively sought in order that schools can work in partnership from the outset.
- Evidence based reviews of progress with parents, other staff etc.

### **Grouping for teaching purposes**

- Young person based in classroom
- Flexible grouping and seating arrangements within classroom
- Option of some paired, small group or 1:1 work
- Possible out-of-hours learning opportunities (e.g. lunch-time club, use of before and after school to discuss overview of day etc.)

### **Additional human resources**

- Routine use of young person support (e.g. circle of friends, R-Time, Peer mentoring, buddy system etc.)
- Adult support on 'ad hoc' basis (e.g. for occasional mentoring or pastoral support)
- Form tutor/learning mentor/equivalent is responsible for:
  - (i) Working with the young person on a daily basis (e.g. a couple of minutes before school to outline the day, checking young person has correct equipment etc.)
  - (ii) Planning and delivering individualised programme (e.g. individual behaviour targets programme etc.)
- Parental reinforcement at home (e.g. rewards to support behaviour programme etc.)
- Supervision outside lesson time (e.g. doing 'job' for admin staff)
- Individual praise from HT, Head of Year, senior member of staff (as appropriate) for work, targets met etc.
- Liaison with and involvement of Midday Supervisors to ensure consistency of approach and the implementation and monitoring of targets.

## Curriculum and teaching methods

- Continue to provide access to broad and balanced curriculum.
- Should take account of identified barriers to learning and preferred learning styles.
- Additional to and different from usual school differentiation (eg alternative or reduced methods of recording such as tape, amended worksheets etc.)
- Specific short-term project targeted at skill development (eg anger management, developing self esteem etc.)
- Some specific skill development or reinforcement of IEP targets (e.g. to complete tasks set within given time, to co-operate in a turn-taking game etc.)
- Record keeping on regular basis of input and progress (eg behaviour diary, home-school book).
- Access to specialist equipment and ICT as necessary.
- Staff adapt teaching approaches (e.g. cuing young person in with name and individual instruction).
- Young person is provided with the opportunity to adapt and reflect on own behaviour (e.g. use of self-monitoring diary).

## What might their behaviour look like?

These are some examples of the behaviours and social and emotional difficulties that might be exhibited by a young person at School Action:

- often destroys own work
- is unable to make /sustain friendships
- appears depressed
- lacks confidence to attempt tasks
- Is reluctant to engage in classroom activities
- communicates aggressively preventing the class functioning
- is silent or speaks selectively
- shows obsessive behaviours and/or irrational anxieties
- displays extreme mood swings
- frequently engages in disruptive behaviour in class

- is subject to bullying or signs of stress affecting school performance
- exhibits attention seeking behaviours that restrict the good order of the learning that takes place

If despite more than one term of specific SEN and Pastoral approaches the young person continues to display inappropriate behaviours then consideration should now be given for referral to School Action Plus.

## **School Action Plus (SA+)**

### **Young people**

- Young people should be involved in the development of their IEP/IBP which should include targets that are understood by the young person. They should also be involved in the discussions about their progress

### **Parents**

- Parents will be involved in a discussion with the SENCo and Head of Year/Form Teacher the implications of moving to School Action Plus
- The key teacher and/or SENCo explain fully to parents the additional and different provision that will be put in place
- Parents are informed about the intervention programmes and how their child's progress will be tracked

## **Process and Provision**

### **Assessment, planning and review**

- External services undertake specialist assessments discuss progress and give advice
- At least termly review and preferably half termly of targets and progress with Behaviour Support Teacher or Educational Psychologist – either through discussion or more formal in-depth review
- Longer term planning with shorter term IEPs incorporating fresh targets.

Relevant staff (CT/LSP) to plan, record and evaluate progress on a weekly basis.

**Provision could include some or all of the following approaches. Young people at School Action Plus will require intervention programmes which go beyond monitoring via behaviour reporting systems.**

### **Attainment**

Many young people with BESD who do not have additional difficulties are able to attain at age appropriate expectations if they can be successfully helped to manage their emotions.

Young people should make progress when tracked using the appropriate behavioural/social/emotional scales e.g. Boxall Profile, SDQ, observational checklists etc;

### **Grouping for teaching purposes**

- Regular targeted individual or small group tuition (e.g. SEAL, small group follow up)
- Delivery in class for the vast majority of day
- Some limited periods of withdrawal with LSP, SENCO and/or specialist teacher etc.
- Possible out-of-hours provision

### **Additional human resources**

- Targeted and regular adult support to teach, for example, appropriate behaviour, use of equipment, turn-taking skills, reinforce instructions etc.
- Parents involved so that they can support targets in the home (eg checking that the young person has the necessary equipment for school, providing reinforcement for efforts at school, spending additional focused quality time with young person, etc.)
- Regular time with named member of staff for pastoral or mentoring support, specific praise or feedback about any improved behaviour

### **Curriculum and teaching methods**

- Should take account of identified barriers to learning and preferred learning styles

- Specifically focussed IEP which includes programmes targeted at the young persons' area of difficulty
- Negotiated targets and rewards, development of social skills, emotional wellbeing and self esteem through targeted group work devised in conjunction with Inclusion Support and/or other agencies.
- SENCO and CT responsible for planning and ensuring the delivery of an individualised programme.
- Evidence of clearly differentiated planning and curriculum delivery
- Individualised arrangements for break, lunchtimes and other less supervised times e.g. Lunchtime club
- Regular monitoring and record keeping (at least weekly) of work undertaken and behaviour interventions etc.

In addition to the behaviours that may be exhibited at School Action, one or more of the following may also be evident:-

- Persistent disruptive behaviour occurs in a variety of contexts and impedes the learning of the young person and/or other young people despite interventions detailed in IEP.
- Difficulty sustaining peer relationships.
- Fluctuations in mood and unpredictable attitude to learning tasks – periods of uncooperative behaviour and withdrawal.
- Progress is often below expectations in many areas – often associated with frustration and disaffection. It is key to improving outcomes for them to find interventions that make a difference.

## **School Action Plus Delegation (SAPD)**

### **Process and Provision**

This is a level of intervention which recognises that funding for up to the equivalent of 15 hours now sits within school budgets. It can be used for early intervention in a way, which the school determines, is most likely to ensure good progress for young people with BESD.

The decision to move a young person to School Action Plus Delegation (SAPD) is one which will be made by the school, in discussion with parents and may follow quickly on from School Action Plus if that is what is deemed necessary to support the young person and the school is able to provide the support.

This stage of the graduated approach should represent an increase in support to the young person of up to the equivalent of 15 hours of funding. Parents must be informed about the range of interventions their child will be receiving and their duration.

### **Assessment, planning and review**

- External services undertake specialist assessments discuss progress and give advice
- At least termly review of IEP targets and progress with BST or EP and parents – either through discussion or more formal in-depth review
- Longer term planning with shorter term IEPs incorporating fresh targets.
- A young person should not be at SAPD for more than a term without active intervention by the school

### **Grouping for teaching purposes**

- A young person at this stage will need intervention to develop social and emotional skills. It is not enough to use the resource solely for in class support. The resource should always be used in the context of high quality Wave 1 teaching.
- Schools may choose to use resources to run a full nurture group and/or 100 minute model nurture groups if this meets the needs of a group of young people within the school.
- Other interventions: Learning Mentor, 1:1 time, on a regular basis, small group SEAL activities, Social use of Language Programme.

## Additional human resources

In addition to human resources required at SAP, the following should be considered:

- Schools will need to use active provision management to ensure that they can meet a range of young people's needs within a reasonable time frame i.e. support young persons via timed interventions with clear outcomes, including any 'in class support'
- SAPD allows for schools to use members of staff for longer periods of time to facilitate targeted support via individual, paired or small group work.

## Pupil Allocation Panel (PAP)

As School Action Plus Delegation with the addition of individualised, planned programmes/curriculum needed for **most** of the day leading to **significant resource implications** over and above 15 hours for the young person available from the delegated resource:

- Young person requires constant supervision to ensure their own safety and that of peers and/or adults
- Positive, restrictive physical intervention strategies employed on a regular basis (once a week or more)
- Young person's ability to learn significantly impaired over prolonged periods, even with dedicated daily support and targeted intervention programmes
- Diagnosed ADHD and requiring significant regular additional adult support to access the majority of learning activities and sustain concentration
- Medication required/taken but not effectively controlling behaviour in school.
- Frequent (daily) interventions from an adult are required to sustain peer relationships
- Extreme unhappiness/stress with possible lengthy periods of disengagement
- Teaching and learning disrupted on a daily basis due to difficulties in remaining on task
- Experiencing additional difficulties in the area of cognition and learning/communication/physical/sensory
- High level of rejection and social isolation

## **Statutory Assessment**

As above with the addition of a multi-disciplinary review following a period of joint work over at least 6 months which identifies statutory assessment as a key component of the overall future plan for the young person:

- Behaviours are associated with severe and complex additional learning difficulties in the areas of emotional/learning/cognition/communication/physical/sensory needs
- A highly individualised curriculum is required
- Evidence of significant unhappiness/stress
- Behaviours result in significant risk of harm to self and others even with close adult support

## Attainment Guidance for BESD – Quick Reference

School Action	School Action Plus	School Action Plus Delegation	PAP	Statutory Assessment
<ul style="list-style-type: none"> <li>• Often destroys own work</li> <li>• Appears depressed</li> <li>• Lacks confidence to attempt tasks</li> <li>• Demonstrates verbal or physical aggression</li> <li>• Is silent or speaks selectively</li> <li>• Shows obsessive behaviours and/or irrational anxieties</li> <li>• Displays extreme mood swings</li> <li>• Engages in disruptive behaviour in class</li> <li>• Engages in bullying/intimidating behaviour towards others</li> <li>• Is subject to bullying or</li> <li>• Demonstrates signs of stress affecting school performance</li> <li>• Has some difficulties relating to peers</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent disruptive behaviour</li> <li>• Difficulty sustaining peer relationships</li> <li>• Fluctuations in mood and unpredictable attitude to learning tasks</li> <li>• Progress is below expectations in many areas</li> <li>• Displays self harming behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Restrictive physical intervention strategies may occasionally be being used</li> <li>• Young person's ability to learn is impaired</li> <li>• Teaching and learning is disrupted</li> <li>• Persistent difficulties in relating to peers, often requiring adult intervention</li> <li>• Young person seeks adult attention in an inappropriate manner</li> <li>• Requires planned programmes of focused intervention to develop specific social skills, relationships and/or communication skills over a limited period</li> </ul>	<ul style="list-style-type: none"> <li>• Young person requires constant supervision</li> <li>• Restrictive physical intervention strategies employed on at least a weekly basis</li> <li>• Young person's ability to learn significantly impaired over a prolonged period</li> <li>• Diagnosed ADHD and needs adult support to access the majority of learning activities to sustain concentration</li> <li>• Individualised, planned programmes/curriculum needed</li> <li>• Medication required/taken but not effectively controlling behaviour in school.</li> <li>• Daily interventions from an adult are required to sustain peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviours are associated with severe and complex additional difficulties (e.g. learning difficulties)</li> <li>• A highly individualised curriculum is required</li> <li>• Evidence of significant unhappiness/stress</li> <li>• Behaviours result in significant risk of harm to self and others even with close adult support</li> </ul>

School Action	School Action Plus	School Action Plus Delegation	PAP	Statutory Assessment
<ul style="list-style-type: none"> <li>Does not respond to the school's system of rewards and sanctions</li> </ul>			<ul style="list-style-type: none"> <li>Extreme unhappiness/stress</li> <li>Teaching and learning disrupted on a daily basis</li> <li>High level of rejection and social isolation</li> <li>Behaviour is detrimental to the maintenance of good order in the classroom and the learning potential of the class</li> </ul>	

PLASC Category: ASD

Section 3:

# Complex Communication Disorders - ASD

Validated concern about indicators of an Autism Spectrum Disorder will trigger comprehensive multidisciplinary assessment through the Sandwell Multi-Agency Assessment (MAA) process. Young people with Autism Spectrum Disorders can only be identified by a detailed assessment of their social awareness and communication; expressive and receptive language skills; flexibility of thought and behaviour; cognitive processing and emotional functioning.

A young person with an Autism Spectrum Disorder may have other special educational needs or conditions, including some degree of learning difficulty.

The definitions below are for broad guidance to teachers.

**Autism Spectrum Disorders** including autism, high functioning autism and Asperger's Syndrome are pervasive developmental disorders affecting at least 4 in every 10,000 members of the population. As with other developmental disorders, the young person may have other Special Educational Needs. Autism Spectrum Disorders are defined by patterns of behaviour across three core areas, known as 'the Triad'. These three areas are social interaction, social communication and flexibility of thought and behaviour. There are usually associated differences with sensory integration and processing. The impact of these difficulties can vary dependent on cognitive ability and how the triad areas are manifested and interrelate. An autism spectrum disorder will not necessarily indicate the presence of learning difficulties. All young people with an autism spectrum disorder will show deficits in:

- Social understanding, impacting on social interaction
- Social communication
- Social imagination and flexibility of thought and behaviour

### **Implications of the Triad**

#### **Social Understanding impacting on social interaction**

- difficulty making and maintaining peer relationships, interactions generally lack reciprocity
- difficulty understanding and responding to social conventions and rules.
- lack of adaptability in social situations with a tendency to follow own agenda

- lack of, or heightened awareness of, danger or perceived danger
- difficulty sharing a joint focus of attention or accepting adult-directed lead
- difficulty understanding the emotional states of self and others
- restricted play skills

### **Social Communication**

- difficulty understanding and using verbal and non-verbal language to communicate, including eye contact as a social signal, gesture, body language, facial expression and intonation
- poor topic maintenance or turn- taking during conversation
- poor awareness and account of listener needs. Social communication skills may deteriorate in new or social situations
- literal, pedantic, perseverative or echolalic language use or understanding
- inappropriate behaviours or responses due to the inability to communicate thoughts, feelings or ideas

- expressive language skills may range from limited use to superficial eloquence. Language use may be characterised by unrelated responses, a restricted range of topics or a lack of to-fro exchanges in conversation
- difficulty understanding and using abstract aspects of language or linguistic concepts

### **Social Imagination and flexibility of thought and behaviour**

- does not seek out creative, representational or shared play experiences
- restricted symbolic play; may excel with constructional play, puzzles, patterns
- restricted range of interests or fascinations pursued in a repetitive manner
- resistance to change with a need for routine, repetition and sameness
- motor stereotypes, e.g. twirling, running, tiptoe walking, hand flapping
- 'channelled' learning style impacting on ability to generalise skills across different situations and activities

### **School Action**

#### **Process and Provision**

#### **Assessment, planning and review**

- Discussion/problem solving with Class Teacher
- SENCO takes the lead in assessment of:
  - (i) Young person's difficulties
  - (ii) School and classroom context
  - (iii) Young person's need for different approaches to learning
- Assessment includes reference to areas of the triad and academic attainments (see cognition and learning).
- Possible one-off consultation advice from external specialists
- IEP targets set

- Information from parents/carers is actively sought in order that schools can work in partnership from the outset
- Evidence based reviews of progress with parents and other staff.
- A Multi-Agency Assessment (MAA) for the purpose of diagnosis may be triggered at this point, in consultation with the Complex Communications Disorders Team, the Speech and Language Therapy Service or following a referral to CAMHS

### **Grouping for teaching purposes**

- Young person based in classroom
- Flexible grouping, seating arrangements and suitable arrangements within classroom
- Option of some small group or 1:1 work which may need to be in a low stimulus/ low arousal work environment
- 
- Learning opportunities at unstructured times, eg lunch-time club

### **Additional human and other resources**

- Routine use of young person support, eg breaktime buddies, paired activities, circle of friends
- Routine use of visual supports for personal organisation and self-management
- Adult support as available from within school resources
- Class Teacher responsible for:
  - (i) Working with young person on daily basis, e.g. reviewing targets
  - (ii) Planning and delivering individualised programme
- Parental reinforcement at home, e.g. use of visual supports, home-school diary
- Care with classroom arrangements needed
- Access to specialist equipment and ICT as necessary, eg visual timetable, ear defenders, work station, low stimulus room

### **Curriculum and teaching methods**

- Continue to provide access to broad and balanced curriculum

- Should take account of identified barriers to learning
- Additional to and different from usual school differentiation, which increases the opportunity for young persons to work in their preferred learning style
- Specific short-term project targeted at skill development, e.g. body awareness programme, social skills programme
- Some specific skill development or reinforcement of IEP targets e.g. focus on auditory attention, support for speed of working, adaptation in presentation and receipt of information
- Monitoring of interventions and progress, e.g. progress with interactive process of communication skills measured against Social Use of Language Programme baseline

## **Attainment**

Despite more than one term of specific SEN approaches the young person with Complex Communication Disorder:

- Needs to develop expressive and receptive language skills
- Has an over-literal response to verbal communication
- Has restricted play and interaction skills
- Needs some adaptation to the curriculum and classroom environment and support through prompts to conform to school routines
- Continues to need programmes to develop social awareness and understanding
- Social awareness programmes needed
- Inflexibility of thought and behaviour impacts on access to learning and social experiences
- See Cognition and Learning criteria.
- See Behaviour, Emotional and Social criteria

## **School Action Plus**

### **Process and Provision**

### **Assessment, planning and review**

- External services undertake specialist assessments, discuss progress and give advice
- At least termly review of IEP targets and progress with an external specialist e.g. Complex Communication Disorders Team, either through discussion or more formal in-depth review
- Longer term planning with shorter term IEPs incorporating new targets to ensure the young person makes progress
- Time available on a weekly basis for relevant staff including Class Teacher and Teaching Assistants to plan, record and evaluate progress

### **Grouping for teaching purposes**

- Regular targeted individual or small group tuition
- Delivery in class for the vast majority of day
- Access to periods of small group or 1:1 work with Teaching Assistant, SENCO and/or specialist teacher, which may need to be in a low stimulus/ low arousal work environment
- Some limited periods of withdrawal with Teaching Assistant, SENCO and/or specialist teacher
- Learning opportunities at unstructured times, eg lunch-time club

### **Additional human and other resources**

- Targeted and regular adult support from Teaching Assistant under SENCO guidance, eg to participate in social language group
- Parents involved in supporting targets in the home, eg practising new skills, generalising skills learned at school into the home environment
- Regular time with a key member of staff for preparation and review of the routine and any changes
- Provision and consistent use of equipment such as word processors and visual supports
- Suitable desk and other work areas

### **Curriculum and teaching methods**

- Should take account of identified barriers to learning and preferred learning style

- Specifically focussed IEP devised in conjunction with Inclusion Support staff including the Complex Communication Disorders Team
- SENCO responsible for ensuring the delivery of individualised programme
- Evidence of clearly differentiated planning and curriculum delivery including annotated planning
- Regular, at least weekly, records of work undertaken

## Attainment

As School Action with the addition of IEPs over at least two terms focussed on specific intervention and support

- Has clear difficulty responding to social situations and adult direction
- Needs specific programmes to develop social skills, with support from an adult to mediate peer interactions
- Has difficulty in peer interaction and using language for social communication
- Needs interpretation and adaptation of communication by adults
- Has difficulty demonstrating appropriate empathy, or to predict the emotional response of others
- Needs adult assistance several times a day to assist in conforming to essential school routines
- See Cognition and Learning attainment guidance
- See Behaviour, Emotional and Social attainment guidance
- Inflexibility of thought and behaviour is a significant barrier to accessing learning and social experiences

## School Action Plus Delegation (SAPD)

### Process and Provision

This is a level of intervention which recognises that funding for up to the equivalent of 15 hours now sits within school budgets. It can be used for early intervention in a way, which the school determines, is most likely to ensure good progress for young people with Complex Communication Disorders~ ASD.

The decision to move a young person to School Action Plus Delegation (SAPD) is one which will be made by the school, in discussion with parents and may follow quickly on from School Action Plus if that is what is deemed necessary to support the young person and the school is able to provide the support.

This stage of the graduated approach should represent an increase in support to the young person of up to the equivalent of 15 hours of funding. Parents must be informed about the range of interventions their child will be receiving and their duration.

## Assessment, planning and review

- External services undertake specialist assessments discuss progress and give advice
- At least termly review of IEP targets and progress with an external specialist e.g. Complex Communication Disorders Team, either through discussion or more formal in-depth review
- Longer term planning with shorter term IEPs incorporating fresh targets.
- A young person should not be at SAPD for more than a term without active intervention by the school

## Grouping for teaching purposes

A young person at this stage will need intervention to develop key skills, understanding and across the three core areas of the Triad. These include social communication, interaction and organisation and self- management skills. It is not enough to use the resource solely for in class support. The resource should always be used in the context of high quality Wave 1 teaching.

- Regular targeted individual or small group tuition
- In class support as appropriate by staff who understand the learning style of young people with CCD~ ASD
- Access to periods of small group or 1:1 work with Teaching Assistant, SENCO and/or specialist teacher, who understand the learning style of young people with CCD~ ASD, which may need to be in a low stimulus/ low arousal work environment
- Access to a low stimulus environment as appropriate to reduce anxiety caused by sensory integration differences
- Learning opportunities at unstructured times, e.g. lunch-time club
- A school may have specific intervention programmes running which are appropriate for the needs of the young person. Intervention and the deployment of 1-1 support should be discussed with the parent and young person. Parents should be informed when the school will deploy additional support and the duration of specific interventions.

## **Additional human resources**

In addition to human resources required at SAP, the following should be considered:

- Schools will need to use active provision management to ensure that they can meet a range of young people's needs within a reasonable time frame i.e. support young persons via timed interventions with clear outcomes, including any 'in class support'

SAPD allows for schools to use members of staff for longer periods of time to facilitate targeted support via individual, paired or small group work

## **Pupil Allocation Panel**

As School Action Plus/ School Action Plus Delegation with the addition of; individualised, planned programmes/curriculum needed for most of the day leading to significant resource implications for the school:

- Severely impaired social communication skills, requiring intensive and specific programmes relating to the development of social communication and interaction skills
- Has a profound inability to use language appropriately requiring an adult to adapt with cues, such as visual prompts and signalled routines
- Has a profound impairment of ability to show empathy or predict the emotional response of others
- Inflexibility of thought and behaviour is a significant barrier to accessing learning and social experiences and may threaten the young person's safety in everyday situations.
- Needs access to a low stimulus environment
- Unable to participate fully in the curriculum without significant adaptations of activity and delivery

## **Statutory Assessment**

As above with the addition of a multi-disciplinary review following a period of joint work over at least 6 months which identifies statutory assessment as a key component of the overall future plan for the young person:

- Diagnosis of ASD confirmed through the Multi-Agency Assessment (MAA) of ASD
- A highly individualised curriculum is required
- Young person needs intensive programmes and strategies to develop social communication and interaction skills
- See Cognition and Learning attainment guidance
- See Behaviour, Emotional and Social attainment guidance

School Action	School Action Plus	School Action +Delegation	Statutory Assessment / PAP
<ul style="list-style-type: none"> <li>• Needs to develop expressive and receptive language skills</li> <li>• Has an over-literal response to verbal communication</li> <li>• Has restricted play and interaction skills</li> <li>• Needs some adaptation to the curriculum and classroom environment and support through prompts to conform to school routines</li> <li>• Social awareness programmes needed</li> </ul>	<ul style="list-style-type: none"> <li>• Has clear difficulty responding to social situations and adult direction</li> <li>• Needs specific programmes to develop social skills, with support from an adult to mediate peer interactions</li> <li>• Has difficulty in peer interaction and using language for social communication</li> <li>• Needs interpretation and adaptation of communication by adults</li> <li>• Has difficulty demonstrating appropriate empathy, or to predict the emotional response of others</li> <li>• Needs adult assistance several times a day to assist in conforming to essential school routines</li> <li>• Inflexibility of thought and behaviour is a significant barrier to accessing learning and social experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Severely impaired social communication skills, requiring intensive and specific programmes to develop social communication and interaction skills</li> <li>• Has a profound inability to use language appropriately requiring an adult to adapt with cues, such as visual prompts and signalled routines</li> <li>• Has a profound impairment of ability to show empathy or predict the emotional response of others</li> <li>• Inflexibility of thought and behaviour is a significant barrier to accessing learning and social experiences and may threaten the young person's safety in everyday situations.</li> <li>• Needs access to a low stimulus environment</li> <li>• Unable to participate fully in the curriculum without significant adaptations of activity and delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosis of ASD confirmed through the Multi-Agency Assessment (MAA) of ASD</li> <li>• A highly individualised curriculum is required</li> <li>• Young person needs intensive programmes , interventions and strategies to develop social communication and interaction skills</li> </ul>

PLASC Category: HI

Section 4:

# Hearing Impairment

Young people with hearing difficulties range from those with mild short-term hearing impairment, to those who have permanent and profound hearing loss. Young people with significant levels of permanent hearing impairment will normally be identified shortly after birth. The SEN Code of Practice stresses the importance of early identification, assessment and intervention; close interagency cooperation is essential. Early hearing difficulties often lead to difficulties with language development, literacy skills, social communication and emotional development.

Audiological information alone will not determine a young person's special educational needs. A wide range of difficulties are covered by the term 'hearing impairment'; it can be difficult for non-specialists to understand the diagnostic labels and information provided, and their relevance to the teaching situation. The definitions below are for broad guidance. They are not intended to be any sort of guide as to which level of the SEN Code of Practice would be appropriate for a given young person.

### **Degrees of hearing loss (average across the five main speech frequencies in the better ear) and other descriptors**

Mild	20 - 40 dB
Moderate	41 - 70 dB
Severe	71 - 95 dB
Profound	95 + dB
Progressive	deteriorating
Bilateral	both ears
Unilateral	one side
Asymmetrical	ears differ

### **Conductive Hearing Loss**

This is not usually a permanent loss, but results from a block in the transmission of sound. One of the most common forms of conductive loss is 'glue ear'. It has been estimated that as many as 20% of young people have a mild conductive hearing loss at some point in their school life. The vast majority of conductive losses will resolve spontaneously. A small minority can become chronic and will have the potential to have a significant impact on a young person's progress.

## Sensori-neural Hearing Loss

This refers to a permanent hearing impairment arising from damage to the inner ear or to the auditory nerve. It can vary from mild to profound. Most cases of sensori-neural deafness occur before birth but some can arise later in life as the result of trauma (e.g. noise) or disease (e.g. meningitis or mumps). The vast majority of young people with a severe or profound sensori-neural hearing loss will have been identified and assessed audiologicaly before they reach school age. Some young people have a conductive loss in addition.

### School Action (SA)

#### Process and Provision

##### Assessment, planning and review

If a member of the school staff or a parent raises concerns about a young person's hearing it is important that medical opinion is sought in the first instance.

Please use Appendix 1 HI Checklist to observe and record initial concerns about the young person's hearing.

If hearing difficulties are consistently observed please meet with the parents and encourage them to take their child to the GP for a referral to audiology.

In the meantime please call the Sensory Support Team for advice on appropriate interim teaching strategies and classroom management.

If the young person's difficulties appear acute or severe please contact the Sensory Support Team *immediately* for advice.

Once a referral has been made to, and accepted by, the Sensory Support Team the young person will be assessed within four working weeks. The assessment will be undertaken by a qualified teacher of the deaf (TOD).

Following the assessment if the young person is taken onto caseload they will move to the SA+ stage.

## **School Action Plus (SA+)**

### **Process and Provision**

#### **Assessment, planning and review**

- The Teacher of the Deaf (TOD) undertakes specialist assessments, discusses progress and gives advice.
- The Information for Staff Awareness Reports will be written and shared with all relevant school staff and parents.
- At least termly review of IEP targets and progress with Sensory Support Team – either through discussion or more formal in-depth review.
- Time available for relevant staff (CT, TA, Senco etc.) to plan, record and evaluate progress and liaise with Sensory Support Team.
- Frequency of visit by TOD increases (at least termly).
- Involvement of parents in setting, supporting and reviewing targets.

#### **Grouping for teaching purposes**

- Critical that the young person is grouped according to ability regardless of sensory loss.
- Regular targeted individual support as determined by the IEP and access needs.
- Delivery in class for the majority of day with support for access.
- Some periods of withdrawal with TA, SENCO, specialist teacher etc.
- Option for support within a small group subject to access needs.

#### **Additional human and other resources**

- Named person responsible for upkeep and safe keeping of the audiological equipment
- 1:1 targeted and regular adult support from TA under SENCO and SST guidance, for example, to reinforce language skills or to pre and post tutor the content of lessons
- Extensive use of equipment such as radio aids and soundfield systems.

- Stringent attention to the acoustics of the learning environment needed.
- Daily equipment checks
- Regular home school liaison to enable vocabulary and language development, home school book/topic webs
- Support for young person's social and emotional needs e.g. supporting young person's interactions with peers.

### **Curriculum and teaching methods**

- Should take account of identified barriers to learning, which relate to the young person's hearing impairment (both environmental and curricular). These will have been discussed with the TOD.
- Specifically focussed IEP (e.g. relating to short term communication targets or particular social and emotional elements which have been identified by the school and the TOD) devised in conjunction with Sensory Support Team.
- Pre and Post tutoring.
- SENCO responsible for ensuring the delivery of individualised programme in school
- Evidence of clearly differentiated planning and curriculum delivery including annotated planning
- Regular (at least weekly) records of work undertaken.
- Sensory Support Team School Support Sheets incorporated into young person's file.
- Access to specialist equipment and ICT as necessary (e.g. hearing aids, radio aids, soundfield systems, appropriate software including Co-writer, Kidspiration, Clicker)
- Whole staff aware of need to keep noise levels low.
- Schools ensure curriculum materials are modified to enable access eg. visual clues, charts, word webs.
- Special arrangements in place for tests, assessments and examinations.

## Attainment

School in consultation with SST feel that, despite the additional interventions and modified curriculum access, the young person's levels of attainment are continuing to be impaired by their Sensory loss.

### School Action Plus Delegation

- Attainment levels below expectation despite significant intervention and good practice.
- Despite focussed support, modified materials and differentiated teaching strategies the pupil cannot fully access all areas of the curriculum without a significant level of additional 1:1 support.
- Pupil suffers deterioration of sensory loss impacting on attainment/ or safety.
- Pupil suffers sudden and severe sensory loss. School and Sensory Support Team gather portfolio of evidence to request additional funding.

### Pupil Allocation Panel/Statutory Assessment

A multi-disciplinary review following a period of joint work over at least 6 months which identifies statutory assessment as a key component of the overall future plan for the young person:

- Profound or severe impairment requiring intensive input from services.
- Additional learning difficulties in the areas of learning/ cognition/communication/physical/behavioural needs
- A highly individualised curriculum is required
- Expressive language may not be intelligible to an unfamiliar listener.
- The routine use of specialist communication systems and languages (e.g. Sign Supported English or BSL)
- Provision outside that which is normally delivered in a mainstream school will be considered. This could be a Resource Base or a School for the Deaf to take account of specialist expertise, a specially adapted environment, a modified curriculum, small teaching groups or a combination of all these.

## Hearing Impaired Checklist

Name:	D.O.B
Date:	Year:

As 1 in 5 young people can be having difficulties with their hearing at any time, teachers should be thinking about how they can make the listening environment in their classroom better for all their young people. This checklist may help identify young people who are struggling to hear.

How does he/she behave?	Yes/No
• Doesn't answer the register?	
• Often say 'Eh?' or 'What?'	
• Responds to commands slowly?	
• Seems disobedient?	
• Doesn't stop when told?	
• Carries out requests incorrectly?	
• Ask you to repeat things?	
• Has difficulty locating sounds? E.g. in drama or in the playground.	
• Asks his/her friends to tell him/her what the teacher has said?	
• Mis-answers questions?	
• Appear not to pay attention – daydream?	
• Strains to listen?	
• Watches your face and lips intently?	
• Stares?	
• Turn to one side to listen?	
• Watches other young people before starting work?	

What does the teacher think?	Yes/No
• Do you notice him/her watching you before starting work?	
• Do you say to yourself "He/she is a dreamer" "He/she hears when he/she wants to" "He/she is deliberately disobeying"	
• Is he/she worse in a large room, hall or dining area than in his/her normal classroom?	
• Does he/she appear to hear – then not hear, e.g. he/she turns to his/her name being called from a distance but then does not understand a simple command from the same distance?	

• Do you need to continually raise your voice before a response is obtained?	
• Do you think that he/she is showing signs of frustration?	
• Do the parents show any concern about his/her hearing?	

<b>What's his/her work like?</b>	<b>Yes/No</b>
• Does he/she lack concentration during stories?	
• Is he/she having problems learning to read, especially if you are using a phonic approach?	
• Is he/she a poor speller?	
• Does he/she have difficulty repeating words or sounds?	
• Does he/she do badly during oral comprehension?	
• Does his/her ability in this area vary from day to day or week to week?	
• Is he/she generally under-performing?	

<b>Medical Indicators</b>	<b>Yes/No</b>
• Does he/she have frequent earache?	
• Does he/she have frequent upper respiratory tract infections?	
• Is he/she a mouth breather?	
• Does he/she occasionally have a discharge from the ear?	
• Does his/her speech sound adenoidal?	
• Do his/her parents smoke?	
• Does he/she rub his/her ears frequently?	

### **What Action Should I Take?**

If you have observed any of the above consistently, please take the following action:

1. Notify the parents: have they noticed anything about the young person's hearing themselves?
2. Find out if the young person has recently had a hearing test. Ask the parents to consider taking the young person for a hearing test.
3. Find out if the young person has been prescribed hearing aids and if so does he wear them when he should?
4. Find out if the School Nurse is aware of this young person.
5. Contact the HI team for advice at Crystal House on: 0845 352 8570

PLASC Category: PD

Section 5:

# Physical Disabilities/ Medical Conditions

## Physical Disabilities

The SEN Code of Practice (7:62) states, “There is a wide spectrum of sensory, multi-sensory and physical difficulties... 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 difficulties some with associated physical difficulties. For some young people the inability to take part fully in school 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
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinesthetic materials
- access in all areas of the curriculum through specialist aids, equipment or furniture
- regular and frequent access to specialist support.

### **Meeting the needs of young people with physical/medical difficulties**

Most young people with significant physical disabilities are identified, assessed and begin to receive special educational provision before they reach statutory school age.

There will be some young people who have a deteriorating condition, or who become disabled through illness or injury.

A very small number of young people are first identified in school. These young people may have difficulties dealing with the curriculum because of problems with fine and gross motor skills.

Where the physical disability is mild, but part of a complex picture of special educational needs, criteria for general, specific, language, visual or hearing difficulties should be applied, as appropriate. Where a young

person has several areas of 'mild' special educational need, the interaction of these difficulties and the effect on the young person's learning must be considered.

## **Wave 1 Quality First Teaching**

Staff in school will need to be fully aware of the implications for learning of a young person's physical disability/medical condition. The head teacher should ensure that staff have access to appropriate training to enable them to meet young people's learning needs. This should be anticipatory as far as is possible; best practice would be to have any necessary training prior to the young person starting school.

Any additional provision builds on Wave 1 Quality First teaching.

## **School Action (SA)**

### **Process and Provision**

#### **Assessment, planning and review**

- SENCO takes the lead in assessment of:
  - (i) Young person's difficulties
  - (ii) School and classroom context
  - (iii) Young person's need for different approaches to learning
- Discussion/problem solving with CT
- Assessment includes reference to academic attainments (see Cognition and Learning) and routine screening.
- Possible one-off consultation advice from external specialists (eg physiotherapist)
- IEP targets set
- Information from parents/carers is actively sought in order that schools can work in partnership from the outset
- Evidence based reviews of progress with parents, other staff etc.
- Occasional support is provided so that the medical condition does not impede or disrupt access to the curriculum, ability to take part in specific classroom activities or participation in aspects of school life

## **Grouping for teaching purposes**

- Young person based in classroom
- Flexible grouping, seating arrangements and suitable lighting arrangements within classroom
- Option of some small group or 1:1 work

## **Additional human and other resources**

- Routine use of young person support (eg buddy system)
- Adult support as available from within school resources
- CT responsible for:
  - (i) Working with young person on daily basis (eg reviewing targets)
  - (ii) Planning and delivering individualised programme (eg adaptations in presentations and information.)
- Parents and school staff work together to assist a young person on catching up work missed
- Suitable access and furniture for specific tasks
- Access to specialist equipment and ICT as necessary

## **Curriculum and teaching methods**

- Continue to provide access to broad and balanced curriculum
- Should take account of identified barriers to learning and preferred learning styles
- Additional to and different from usual school differentiation, which increases the opportunity for young persons to work in their preferred learning style.
- Specific short-term project targeted at skill development (eg therapy programme)
- Some specific skill development or reinforcement of IEP targets (eg motor control)
- Flexible arrangements made for work demands (eg if handwriting causes tiredness)
- Record keeping on regular basis of input and progress

## Attainment

Despite more than one term of specific SEN approaches the young person with a mild degree of physical/medical needs:

- Has programmes monitored by therapists
- Has some difficulty with social integration
- Will require specific social skills training
- Is independently mobile but needs adaptations to equipment and/or classroom
- Needs occasional support so that the medical condition does not impede or disrupt access to the curriculum, ability to take part in specific classroom activities or participation in aspects of school life
- Health care is provided routinely through the school or self medication, following Local Authority guidelines as presented 'Management of Children with Medical Needs in Schools' handbook
- Intermittent absence for short periods
- See Cognition and Learning attainment guidance.
- See BESD attainment guidance

## School Action Plus (SA+)

### Process and Provision

#### Assessment, planning and review

- External services undertake specialist assessments, discuss progress and give advice
- At least termly review of IEP targets and progress with external specialist eg Physiotherapist/Occupational Therapist – either through discussion or more formal in-depth review
- Longer term planning with shorter term IEPs incorporating new targets to ensure young person's progress.
- Time available on a weekly basis for relevant staff (CT/TA etc) to plan, record and evaluate progress

- Planned support is provided so that medical condition does not impede or disrupt access to the curriculum, ability to take part in specific classroom activities or participation in aspects of school life
- Risk assessment for individual needs

### **Grouping for teaching purposes**

- Regular targeted individual or small group tuition
- Delivery in class for the vast majority of day
- Some limited periods of withdrawal with TA, SENCO, specialist teacher etc.
- Possible out-of-hours provision

### **Additional human and other resources**

- Targeted and regular adult support from TA under SENCO guidance, for example, to ensure that young person takes a full part at school
- Medical condition means that young people may be out of school for periods of time and will be supported by the Home and Hospital Tuition Service close liaison being maintained with the mainstream school
- Parents involved in making special arrangements on curriculum matters
- Regular time with named member of staff for feedback
- Specialised ICT Equipment
- Suitable equipment, seat, desk and other work areas
- Support for movement about the premises and environment

### **Curriculum and teaching methods**

- Should take account of identified barriers to learning and preferred learning styles
- Specifically focussed IEP (eg motor control) devised in conjunction with Physiotherapist/Occupational Therapist
- SENCO responsible for ensuring the delivery of individualised programme

- Evidence of clearly differentiated planning and curriculum delivery (eg curriculum presentation and receipt of information) including annotated planning
- Regular (at least weekly) records of work undertaken

### **Attainment**

As School Action but in addition IEPs over at least two terms focussed on specific intervention and support

- There is a need for planned care in the environment
- Needs weekly support from school staff and/or weekly direct therapy
- Needs support to take a full part at school
- Risk assessment shows a high level of concern
- Needs specialist equipment and/or adaptation to seating and other furniture
- Needs support to move around school and the environment
- Needs planned support so that medical condition does not impede or disrupt access to the curriculum, ability to take part in specific classroom activities or participation in aspects of school life
- Has a Health Care Plan (Refer to Management of Children with Medical Needs in Schools)
- Prolonged absence with difficulty sustaining work when returning to school
- See Cognition and Learning attainment guidance.
- See BESD attainment guidance
- See HI and VI attainment guidance

### **School Action Plus Delegation**

The degree of physical disability would not be the basis for the decision to use SAPD funding to meet needs. The school will consider the effect of the disability on the young person's educational, social and emotional development.

The need for additional support may be due to:

- Traumatic injury
- Deterioration to current situation
- Support needed for basic care
- Non-mobile
- A medical condition that significantly impedes or disrupts access to the curriculum, ability to take part in specific classroom activities or participation in aspects of school life
- Significant and/or regular need for care and treatment, requiring daily access to nursing provision and medication on school premises.
- Impaired curriculum access over a long period of time that is unlikely to be resolved in the foreseeable future; there are implications for learning in the long term
- Frequent specialist teaching and/or support at regular intervals required
- Requires programmes of social communication
- Significant adaptation to the environment
- Needs special equipment across the curriculum
- See Cognition and Learning attainment guidance.
- See BESD attainment guidance
- See HI and VI attainment guidance

### **Pupil Allocation Panel**

The vast majority of young people with physical/medical difficulties will make good progress with the support that the school will now be able to provide through SAPD funding.

If a young person is not making progress then the school must involve the Support Services, review practice and all the interventions that have been delivered, considering the rates of progress. It is important that schools maintain good records of intervention which include:

- relevant medical reports including physio/OT,
- the young person's attendance during periods of intervention,

- the skills/CPD record of staff delivering intervention,
- baseline and progress data in respect of interventions,
- any relevant whole staff training on differentiation related to the young person's specific difficulties,
- evidence that interventions are monitored by the SENCo and/or SMT,
- evidence of consultation with the Support Services,
- IEPs with SMART targets and focussed reviews over 2 years, and
- evidence of parental involvement over time

### **Requesting additional funding**

If the evidence of all the above is that there is good practice but despite this the young person is not making progress then the school will need to gather a portfolio of evidence which includes information in each of the areas detailed above. The school will submit the Portfolio together with a Panel Preparation Form from the Support Service.

The school must make it clear how they have assessed that additional hours will accelerate the rate of progress made by the young person or how they are needed to meet additional physical/medical difficulties

If additional hours are granted they will be on the agreed on the basis that the school already has 15 hours of funding to support the young person

### **Statutory assessment**

As above with the addition of a multi-disciplinary review following a period of joint work over at least 6 months which identifies statutory assessment as a key component of the overall future plan for the young person:

- Complex physical/medical conditions that need addressing through a number of agencies
- Counselling needed for social, communication and behaviour development
- Daily access to medical treatment
- Frequent prolonged absence and difficulties sustaining work when returning to school

- A highly individualised curriculum is required
- Young person needs intensive programmes using specialist provision
- The routine use of specialist communication systems
- See Cognition and Learning attainment guidance.
- See BESD attainment guidance
- See HI and VI attainment guidance

## Attainment Guidance for PD – Quick Reference

School Action	School Action Plus	School Action Plus Delegation	Statutory Assessment
<ul style="list-style-type: none"> <li>• Has programmes monitored by therapists</li> <li>• Has some difficulty with social integration</li> <li>• Will require specific social skills training</li> <li>• Is independently mobile but needs adaptations to equipment and/or classroom</li> <li>• Needs occasional support</li> <li>• Health care is provided routinely through the school or self medication</li> <li>• Intermittent absence for short periods</li> </ul>	<ul style="list-style-type: none"> <li>• Needs weekly support from school staff and/or weekly direct therapy</li> <li>• Needs support to take a full part at school</li> <li>• Risk assessment shows a high level of concern</li> <li>• Needs specialist equipment and/or adaptation to seating and other furniture</li> <li>• Needs support to move around school and the environment</li> <li>• Needs planned support</li> <li>• Has a Health Care Plan</li> <li>• Prolonged absence</li> </ul>	<ul style="list-style-type: none"> <li>• Traumatic Injury</li> <li>• Deterioration to current situation</li> <li>• Support needed for basic care</li> <li>• Non-mobile</li> <li>• Medical condition significantly impedes or disrupts access</li> <li>• Significant and/or regular need for care and treatment</li> <li>• Impaired curriculum access over a long period of time</li> <li>• Frequent specialist teaching and/or support at regular intervals required</li> <li>• Requires programmes of social communication</li> <li>• Significant adaptation to the environment</li> <li>• Needs special equipment across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Complex physical/medical conditions that need addressing through a number of agencies</li> <li>• Counselling needed for social, communication and behaviour development</li> <li>• Daily access to medical treatment</li> <li>• Frequent prolonged absence and difficulties sustaining work when returning to school</li> <li>• A highly individualised curriculum is required</li> <li>• Young person needs intensive programmes using specialist provision</li> <li>• The routine use of specialist communication systems</li> </ul>

PLASC Category: SpLD

Section 6:

# Specific Learning Difficulties

Studies suggest that up to 10% of young people may experience some degree of specific learning difficulty. Acknowledging a 'Specific Learning Difficulty' as a 'Specific Learning Difference' places the focus firmly on how the curriculum is planned and delivered. Dyslexia is a learning difference, a combination of strengths and weaknesses, which affects the learning process in reading, spelling, writing and sometimes numeracy. Dyslexic learners may also have accompanying weaknesses in short-term memory, sequencing and the speed at which they process information.

The SpLD checklist produced by SENAT (SpLD) is used to identify young people with SpLD

## **Provision**

All young people with specific learning difficulties/differences will have their needs met within mainstream schools without necessarily needing a statement. They will require help at the school-based stages of the Code of Practice. Often, by nature of their difficulties, they will progress at a slower pace than the majority of their age group.

The national expectation is that all learners will make 2 levels of progress from KS1 to KS2 and 3 levels of progress from KS2 to KS4. The majority of learners with SEN, including those who are working below age related expectations, should be able to achieve this rate of progress. Young people with a specific learning difficulty may make expected progress in some aspects of their learning, while experiencing difficulties in others.

For more detailed information on expectations of progress schools should refer to the Progression Guidance and the data sets relevant to the current year.

Many recognised literacy intervention programmes are able to achieve rates of progress which represent a ratio gain of 2 for the young person i.e. 6 months progress in reading in 3 months on the intervention.

When evaluating whether a young person needs greater intervention i.e. to move to School Action Plus, schools should consider whether the interventions they are using are:

- nationally recognised Wave2/3 interventions,
- being delivered by staff who have been appropriately trained,

- closing the attainment gap between the young person and their peer group, and
- enabling the young person to make progress at the expected rate.

## **School Action (SA)**

### **Process and Provision**

#### **Assessment, planning and review**

- Discussion/problem solving with CT
- SENCO takes the lead in assessment of:
  - (i) Young persons difficulties
  - (ii) School and classroom context
  - (iii) Young person's need for different approaches to learning
- Assessment of academic attainments include curriculum based continuous assessments, standardised tests, diagnostic tools, routine screening.
- Possible one-off consultation advice from external specialists
- IEP targets set
- Information from parents/carers and other sources as appropriate
- Evidence based reviews of progress with parents, other staff etc.

#### **Grouping for teaching purposes**

- Young person based in classroom
- Flexible grouping and seating arrangements within classroom
- Option of some small group or 1:1 work

#### **Additional human resources**

- Routine use of young person support (eg paired reading)
- Adult support as available from within school resources
- CT responsible for:
  - (i) Working with young person on daily basis (e.g. reviewing targets)
  - (ii) Planning and delivering individualised programme (e.g. deliver precision teaching programme etc.)
- Parental reinforcement at home (e.g. reading daily)

## Curriculum and teaching methods

- Continue to provide access to broad and balanced curriculum
- Should take account of identified barriers to learning
- Additional to and different from usual school differentiation, which increases the opportunity for young persons to work in their preferred learning style.
- Specific short-term project targeted at skill development (eg Enable)
- Some specific skill development or reinforcement of IEP targets (eg to extend sight vocabulary to 100 words, practice oral number bonds to 20)
- Record keeping on regular basis of input and progress (eg precision teaching sheets, home-school book)
- Access to specialist equipment and ICT as necessary (eg spellchecker, clicker 5)

## Attainment

Despite more than one term of specific SEN approaches the young person:

- **Continues** to make little or no progress in specific areas
- **Continues** working at NC levels in specific areas significantly below that expected of young people of a similar age
- **Continues** to have difficulty in developing literacy or mathematics skills

## School Action Plus (SA+)

### Process and provision

All additional provision must be based on high quality Wave 1 inclusive teaching. Teachers need to have the appropriate CPD to enable them to meet a range of SEN in their classrooms. The school should have evidence of the use of the Inclusion Development Programme SpLD module or equivalent training to ensure that additional provision is built upon the most effective foundation.

Teacher's planning should include evidence of differentiation for young people with SEN.

## Young persons

- A young person is entitled to a “young person” friendly IEP with targets that they can understand and have been involved in developing.
- Even very young people or those with serious communication difficulties should be offered choices using photographs, objects etc;
- Young people should be involved in the discussions around their progress

## Parents

- Parents will be involved in a discussion with the SENCo and Class Teacher about the implications of moving to School Action Plus
- Class teacher and/or SENCo explain fully to parents the additional and different provision that will be put in place
- Parents are informed about the intervention programmes and how their young person’s progress will be tracked

## Assessment, planning and review

- External services undertake specialist assessments, provide programme of appropriate activities, monitor subsequent progress and give advice.
- External services undertake specialist assessments, discuss progress and give advice
- At least termly review of IEP targets and progress with external specialist eg SENAT (SPLD) or EP – either through discussion and/or more in-depth reviews (parents and young people should be included at least twice a year)
- Longer term planning with shorter term IEPs incorporating new targets to ensure young person’s progress.
- Time available on a weekly basis for relevant staff (CT/TA etc.) to plan, record and evaluate progress

## **Grouping for teaching purposes**

- Regular, targeted individual or small group tuition ie groups of 6 or less for a minimum of 3 x 30 mins a week
- Delivery in class for the vast majority of the day following an appropriately differentiated curriculum
- Some limited periods of withdrawal with TA, SENCO or specialist teacher, with the possibility of short-term individual teaching sessions from SENAT (SpLD)

## **Additional human resources**

- Targeted and regular adult support from TA under SENCO guidance, for example, to reinforce targets etc.
- Parents involved in supporting target in the home (e.g. practising new skills, providing reinforcement for efforts at school etc.)
- Weekly time with named member of staff for discussion on progress against IEP targets

## **Curriculum and teaching methods**

- Should take account of identified barriers to learning and preferred learning styles
- Specifically focussed IEP devised in conjunction with Inclusion Support.
- SENCO responsible for ensuring the delivery of individualised programmes by identified staff
- Evidence of clearly differentiated planning and curriculum delivery including annotated planning
- Regular (at least weekly) records of work undertaken and progress achieved
- Wave 3 Intervention including multi-sensory teaching

## **Attainment**

As School Action but in addition IEPs over at least two terms focussed on specific intervention and support

- These have limited impact
- Progress is not demonstrated in many areas

## **School Action Plus Delegation**

As School Action Plus with the addition of individualised, planned programmes/curriculum needed as appropriate leading to additional resource implications for the school:

- Learning difficulties are more complex
- Young people require a high level of support to engage in literacy and/or numeracy across the curriculum
- Specific programmes are required for reading, writing and/or number
- Support required to enable participation in other aspects of the curriculum
- Specialist assessment from SENAT (SpLD) or EP
- Young people require 1:1 sessions from a trained TA working under the supervision of an EP or SENAT (SpLD) to address their individual learning needs. This may include short-term teaching interventions by SENAT (SpLD).

## **Statutory assessment**

As above with the addition of a multi-disciplinary review following a period of joint work over at least 6 months which identifies statutory assessment as a key component of the overall future plan for the young person:

- Learning difficulties are severe or profound
- A highly individualised curriculum is required
- Young person needs intensive programmes using specialist provision

<b>School Action</b>	<b>School Action Plus</b>	<b>School Action Plus Delegation</b>	<b>Statutory Assessment</b>
<ul style="list-style-type: none"> <li>• Making little or no progress in specific areas</li> <li>• Working at NC levels substantially below that expected of young people of a similar age</li> <li>• Has difficulty in developing literacy or mathematics skills</li> </ul>	<ul style="list-style-type: none"> <li>• Specific interventions have limited impact</li> <li>• Progress is not demonstrated in many areas</li> </ul>	<ul style="list-style-type: none"> <li>• Learning difficulties are more complex</li> <li>• Young people require high level of support to engage in literacy and/or numeracy</li> <li>• Specific programmes are required for reading, writing and number</li> <li>• Support required to enable participation in other aspects of the curriculum</li> <li>• Specialist assessment from SENAT (SpLD) or EP</li> </ul>	<ul style="list-style-type: none"> <li>• Learning difficulties are severe or profound</li> <li>• A highly individualised curriculum is required</li> <li>• Young person needs intensive programmes using specialist provision</li> </ul>

PLASC Category: SLCN

Section 7:

# Speech, Language and Communication

## Speech and Language Difficulties

### Definitions

**Language** refers to the ability to understand and use vocabulary, sentence structures and grammar. Language can be spoken, signed or pictorial representations.

**Receptive Language/Comprehension** refers to the ability to understand language, signed, pictorial and/or spoken, and includes the ability to understand vocabulary, different sentence structures and grammar.

**Expressive Language** refers to the ability to use appropriate vocabulary, sentence structures and grammar. This can be signed, pictorial or spoken language. Development of an appropriate speech sound system can also be included.

**Developmental Language Delay** describes language which is following the normal pattern of development but at a slower rate. Language delay can affect expressive language alone or can affect both receptive and expressive language skills. Often students will present with a language delay as part of a general delay in all areas of development or a more specific delay when other skill areas are developing at an appropriate rate. This may be due to known causes such as specific medical conditions, effects of the environment or no known cause.

**Developmental Language Disorder** describes language which is following an atypical pattern of development. This means that the student has not acquired language in the expected/typical developmental sequence. This can co-occur with features of a language delay. A language disorder can affect one or more areas of language such as; word learning and retrieval, word order of phrases and sentences, concept knowledge, questions, grammar, non literal understanding and inference.

**Social Communication (Pragmatic Language)** describes how language is used in a social context. It describes the range of functions that language can be used to perform such as; initiating communication, greeting, responding, protesting, seeking clarification, rejecting, commenting, questioning and describing. Pragmatic language skills also include using appropriate; eye contact, facial expressions, body proximity and positioning, volume, intonation, gesture, turn taking, topic maintenance, awareness of listener needs, the provision of the right amount of information and awareness of listener knowledge. Students who have pragmatic language difficulties will present with one or more difficulties in the areas described above.

**Speech Sound Difficulties** describe the types of difficulties students may have with using speech sounds correctly in their talking (**phonology**) and/or with difficulties with physically producing certain speech sounds (**articulation**). At secondary level, this will often affect consonant clusters, especially in medial and word-final positions in words and in connected speech.

Students who present with phonological difficulties can often copy speech sounds accurately but cannot use these sounds in words. These students may have

delayed phonological awareness skills such as poor; auditory discrimination, syllable awareness, awareness of beginning and final sounds and poor rhyme awareness. They may present with delayed phonology ie following the typical developmental pattern of speech sounds but at a slower rate or they may have disordered phonology ie following an atypical pattern. Students' speech will be characteristic of typical or atypical speech sound substitutions ie saying one sound instead of another sound, omission of beginning/end sounds and/or reduction of blends.

Some students may also present with articulation difficulties ie difficulties with physically saying certain sounds. This may affect just one or two sounds or may impact a whole range of sounds. Some students' articulation skills are delayed where others can be disordered, this is where students may produce unusual sounds eg non english sounds or substitute one sound with another sound due to articulation difficulties with the target sound.

Students who have speech sound difficulties can often have accompanying difficulties with their literacy skills.

Pupils who experience speech, language and communication needs (SLCN) may also have additional difficulties as described in other sections (e.g. Cognition and Learning). The emphasis of this guidance is on whether the pupil meets expectations of progress in school.

### **School Action (SA) Process and provision**

All additional provision must be based on high quality Wave 1 inclusive teaching. Teachers need to have the appropriate CPD to enable them to meet a range of SLCN in their classrooms. The school should have evidence of the use of the Inclusion Development Programme SLCN module or equivalent training to ensure that additional provision is built upon the most effective foundation.

Teacher's planning should include evidence of differentiation for pupils with SLCN.

### **Assessment, planning and review**

- Form tutor will identify any concerns about a student's speech, language and/or communication skills through:
  - (i) Ongoing observation
  - (ii) Teacher assessment
- Information about the student's speech, language and communication skills will be considered in the context of the student's overall learning profile eg does the student appear to have specific difficulties with speech and language or are difficulties part of a more general delay?

- Students will typically be scoring at the 15<sup>th</sup> percentile or below in standardised language tests.
- In cases of students recently arrived in the UK, the student's home/strongest language should be used to make judgements about a student's competence in speech and language.
  - (i) If students present with a delay in English language but home language skills are commensurate with their chronological or developmental age, these students do not have a specific speech and language difficulty. They will benefit from **wave 2 interventions** being delivered to support the student's acquisition of English, with a focus on vocabulary development.
  - (ii) If a student presents with difficulties in both languages, a more specific difficulty with speech and language may be indicated.
- All assessment results should be shared with the SENCO.
- **Wave 2 interventions** should be administered – e.g. IDP, Elklan resources.
- The student should have access to a visually supported classroom – see Elklan or IDP for information on Total Communication Environments.
- All staff should have a general awareness of, and implement, strategies to support a student's speech, language and communication skills – information can be found from many resources, refer to IDP and/or Elklan which provide strategies that can be incorporated into the class routine.
- The SENCO should set specific IEP targets focused on developing the student's speech and language skills.
- Parents should be consulted in order to gather additional information and to agree targets. Advice and strategies should be shared with parents for follow up at home whenever possible.
- These targets should be written following the SMART format to allow for regular monitoring and review of progress and effectiveness of interventions.
- All episodes of intervention/teaching should be time limited. When progress is limited or negligible, interventions should be reviewed and altered accordingly.
- Where progress is not achieved, discussion should take place with the SENCO and consideration given to the appropriacy of the targets and the student's learning ability. When progress is limited or negligible, interventions should be reviewed and altered accordingly.
- Speech and Language Therapy can be contacted to discuss general concerns and advice can be given – talk to your named school therapist.

### Grouping for teaching purposes

- The student will be based in the classroom for the majority of the time.
- Small group or 1:1 working for a few minutes each week eg 3 x week for 10 minutes.

- Consider the physical environment and the range of visual resources that may help the student to function successfully in the classroom eg a visual timetable, task schedules, colour-coded activity areas, being seated at the front/next to a good role model, symbol prompt cards etc
- Utilise a range of learning opportunities eg afterschool clubs, breaktime, lunchtime etc to help support the development of new skills and for generalisation.
- Identify a 'buddy' who can help the target student.
- Use a range of resources to support the student's understanding eg objects, pictures, photos, symbols.
- Ensure all staff who come into contact with the student are aware of the strategies being used eg lunchtime supervisor, football coach.

### **Additional human and other resources**

- Peer support eg paired working, buddy systems.
- Additional support from adults within the student's environment eg LSA/LSP/class teacher to run a group, work 1:1, implement classroom strategies, set up visual supports.
- Access to Communicate In Print and other software to produce resources.
- Staff who have received training in/are knowledgeable on using Elklan strategies, Communicate In Print.

### **Curriculum and teaching methods**

- Continue to provide access to a broad and balanced curriculum.
- The speech and language abilities of the student should be considered and tasks differentiated to a level that the student is able to access and participate.
- Visual supports should be used routinely for all students and specific help given to the identified student to understand and use these.
- Specific supportive strategies should be used routinely within the classroom to support and develop the student's speech and language (see Elklan).
- All appropriate methods of communication should be accepted and encouraged eg signing, symbols.
- IEP targets will be SMART and written about what the student will be expected to achieve within a specified timeframe. Targets can also be written to reflect the implementation of strategies by adults and visual supports in the environment.
- Records will be kept to monitor progress and evaluate effectiveness of input.

### **Attainment**

A student at school action (SA) will:

Children and Families

- Continue to require specific teaching of speech, language and communication skills.
- Be making progress with wave 2 interventions.
- Continue to need access to additional visual and/or verbal supports to enable access to a differentiated curriculum.

### **School Action Plus (SA+)**

#### **Process and provision**

Good practice involves:

- Involvement of parents/carers and pupils will be sought to support the pupil in a proactive approach.
- The school will have in place effective Total Communication strategies where there is a need.

There will be an identified and trained member of staff (e.g by Elklan training or the IDP for SLCN) who can mentor a pupil with SLCN.

#### **Assessment, planning and review**

- Form Tutor will have already identified concerns about a student's speech and language development at school action (SA).
- Appropriate wave 2 interventions will have been carried out.
- SMART targets will have been set and reviewed within an agreed timeframe.
- The student is not making expected progress at school action (SA) even after consideration of learning ability and input of appropriate wave 2 interventions and strategies delivered by an appropriately trained person.
- Class teacher and LSP/LSA will agree new SMART IEP targets and implement **wave 3 interventions** (see IDP, Elklan).
- A timeframe will be agreed for review of targets.
- The student should continue to have access to a visually supported classroom – see Elklan for information on Total Communication Environments.
- Staff working with the student should have knowledge on how to develop speech, language and communication skills.
- Staff should refer to resources such as IDP for SLCN, Elklan resources.
- Staff should attend Elklan training: 'Supporting Speech and Language In The Secondary Classroom 11-16' (courses regularly run by the Children's Therapies Service) or the equivalent.

- Liaison should take place with parents to discuss referral to the Children's Therapies Service – Speech & Language Therapy via FASTA (Faster Access to Speech & Language Therapy Assessment).
- The student will be offered an initial assessment in school. The outcome of the assessment will be shared with school and any need for support will be discussed and negotiated.
- IEP targets will be agreed between Speech & Language Therapy, school and parents. Programmes will be demonstrated and resources provided as appropriate by Speech & Language Therapy.
- Targets will be included on the Children's Therapies OSCA sheets (Outcomes Sandwell Children Achieve) and incorporated into school IEPs.
- Targets will be supported through additional staff support in class, small group and/or 1:1 as appropriate.
- Targets will be reviewed within a specified timeframe, usually one term although this will depend on the student's needs.
- Reviewed OSCA target sheets (IEPs) will provide schools with information on whether targets have been achieved or not. This information can help schools in providing evidence for the regular monitoring of delegated budgets.
- Time should be allocated for planning, delivery of programmes, monitoring of programmes and recording of evidence.
- Parents should be routinely consulted in order to discuss progress agree targets. Advice and strategies should be shared with parents for follow up at home whenever possible.
- Students can be placed at School Action Plus (SA +) for specific speech and language difficulties, even if they are not known to Inclusion Support, as long as they meet the criteria described above. It is, however, unlikely that these students will not already be known to Inclusion Support.

### **Grouping for teaching purposes**

- The student will be based in the classroom for the majority of the time with time out to deliver additional programmes of work.
- Consider the physical environment and the range of visual resources that may help the student to function successfully in the classroom eg a visual timetable, task schedules, colour-coded activity areas, being seated at the front/next to a good role model, symbol prompt cards etc
- Utilise a range of learning opportunities eg afterschool clubs, breaktime, lunchtime etc to help support the development of new skills and for generalisation.
- Identify a 'buddy' who can help the target student.
- Use a range of resources to support the student's understanding eg objects, pictures, photos, symbols.

- Include the student in a specific speech and language group eg SULP, vocabulary group. See Elklan for information, advice and activities on running groups. Speech & Language Therapy can support schools to run groups via a 'cascade' model where staff are trained up to deliver groups. Demonstration of activities and help with planning can be provided for schools running SULP groups.
- Ensure all staff working with the student are aware of the strategies and approaches being used. IEP targets should be shared and support given to staff to ensure the student is supported appropriately at all times eg playtimes, lunchtimes.

### **Additional human and other resources**

- Peer support eg paired working, buddy systems.
- Additional and regular support from adults within the student's environment eg LSA/LSP/class teacher to run a group, work 1:1, implement classroom strategies, set up visual supports.
- Staff who have been trained in recognising and supporting students' speech, language and communication development eg Elklan or similar.
- Staff who have access to and are knowledgeable in using Communicate In Print and other software to produce resources.
- Methods to share information with parents and encourage involvement.

### **Curriculum and teaching methods**

- Continue to provide access to a broad and balanced curriculum with the incorporation of additional activities to the timetable as needed.
- The speech and language abilities of the student should be considered and all tasks differentiated to a level that the student is able to access and participate.
- Visual supports should be used routinely for all students and specific help given to the identified student to understand and use these.
- Specific supportive strategies should be used routinely within the classroom by all staff to support and develop the student's speech and language (see Elklan or IDP) and encourage access to the curriculum.
- All appropriate methods of communication should be accepted and encouraged eg signing, symbols.
- IEP targets will be SMART and written about what the student will be expected to achieve within a specified timeframe. Targets can also be written to reflect the implementation of strategies by adults and visual supports in the environment.
- IEP targets will be agreed in consultation with Speech & Language Therapy.
- Programmes of work should be delivered by a suitably qualified member of staff, LSA/LSP and/ or class teacher following advice, guidance and modelling from Speech & Language Therapy.

- Records will be kept to monitor progress and evaluate effectiveness of input.

### **Attainment**

A student at school action plus (SA +) will:

- Continue to require specific, regular and direct teaching of speech, language and communication skills via an agreed programme of work set by the Speech & Language Therapist.
- Be making progress with time specified episodes of input as demonstrated through the achievement of 'good' outcomes on the Speech & Language Therapists OSCA system.
- Continue to need access to additional visual and/or verbal supports to enable access to a differentiated curriculum.

### **SEN Plus Delegation (SEN +)**

**As for 'School Action Plus' with the additional points (one or more):**

- Individualised planned programmes and/or curriculum needed in order to make progress.
- Speech and language difficulties are significant and long term, impacting on the student's access to the curriculum, social development, behaviour and participation.
- The student's speech is unintelligible and is affecting access to peers and to the curriculum.
- The student's disordered language understanding is affecting curriculum access within the classroom and also reading comprehension (despite good decoding skills).
- The student requires support *in addition* to a daily programme carried out on a 1:1 basis for 10-15 minutes a day eg 1:1 support in the classroom to help the student take part in curriculum activities.
- A high level of additional supports such as signing systems, the use of symbols, objects and pictures are required to enable the student to participate.
- A specific programme is needed that requires a certain level of staffing and resources eg Sulp.
- A high level of generalisation opportunities are required to support learning which cannot be provided by whole class teaching.

## Guidance for SLCN quick reference

School action	School action plus	SEN delegation	PAP
Requires school based help with speech, language and communication.	Has had an assessment from a Speech and Language Therapist.	Staff access training as appropriate to meet the student's needs, eg, PECS, Makaton, Intensive Interaction.	Requires intensive and/or daily Speech and Language Therapy programme 1:1/small group/in class for 15+ hours per week.
Requires school based help with independence.	Needs to follow a specific speech, language and communication programme of work.	Adaptation of materials necessitating extra daily preparation and implementation time.	Unable to take part in all aspects of school life without intensive support.
Social skills training needed.			
On going assessment and intervention.	Requires support to take full part in the curriculum and school day.	Needs small group/1:1/in class input for between 2 and 3 hours per day.	Student requires specific training for social skills.
Wave 2 interventions, eg IDP, ELKLAN.	Special arrangements needed for tests, examinations and assessments.	The curriculum is differentiated to meet the student's needs.	Special arrangements and teaching methods needed to support difficulties with speech and language.
Access to a 'Total Communication Environment'.	Wave 3 interventions.		
Needs small group or 1:1 input for 10 minutes 3 times a week.	Staff trained in speech and language principles, eg, ELKLAN, IDP.	Student presents with a significant and severe speech and language disorder (with or without additional needs) and is responding to intervention.	Significant adaptation of materials/special equipment necessitating extra daily preparation and implementation time for use across the curriculum.
	Access to a 'Total Communication Environment'.		
	Needs small group or 1:1 input for 10 minutes 5 times a week.	Staff trained in speech and language principles, eg, ELKLAN, IDP.	The student needs a highly differentiated curriculum to meet their needs.
		Access to a 'Total Communication Environment'.	Student presents with a significant and severe speech and language disorder (with or without additional needs) and is

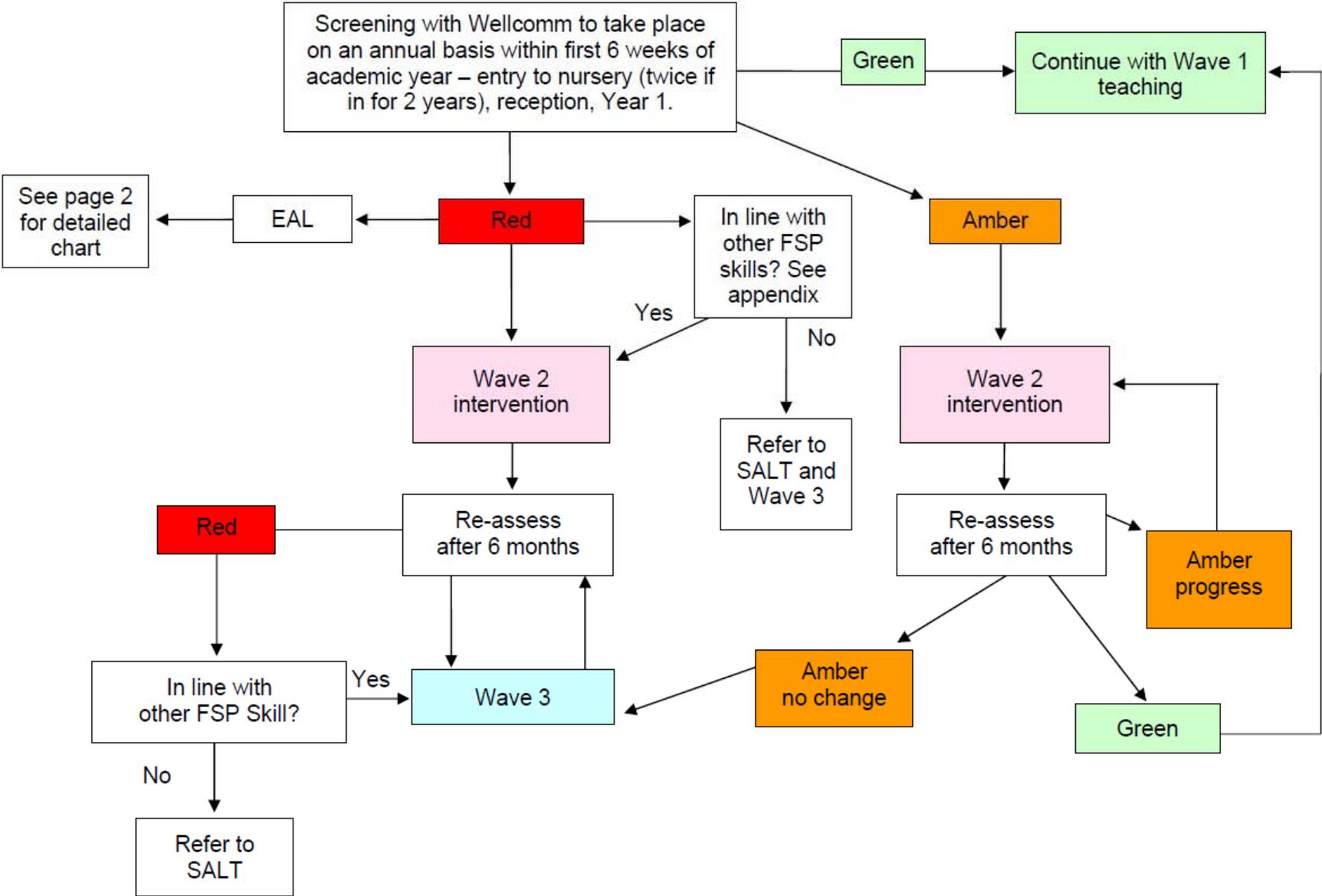
			<p>responding to intervention.</p> <p>Staff trained in speech and language principles, eg, ELKLAN. IDP.</p> <p>Access to a 'Total Communication Environment'.</p>
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**What to look out for in Identifying Students with Language Difficulties**

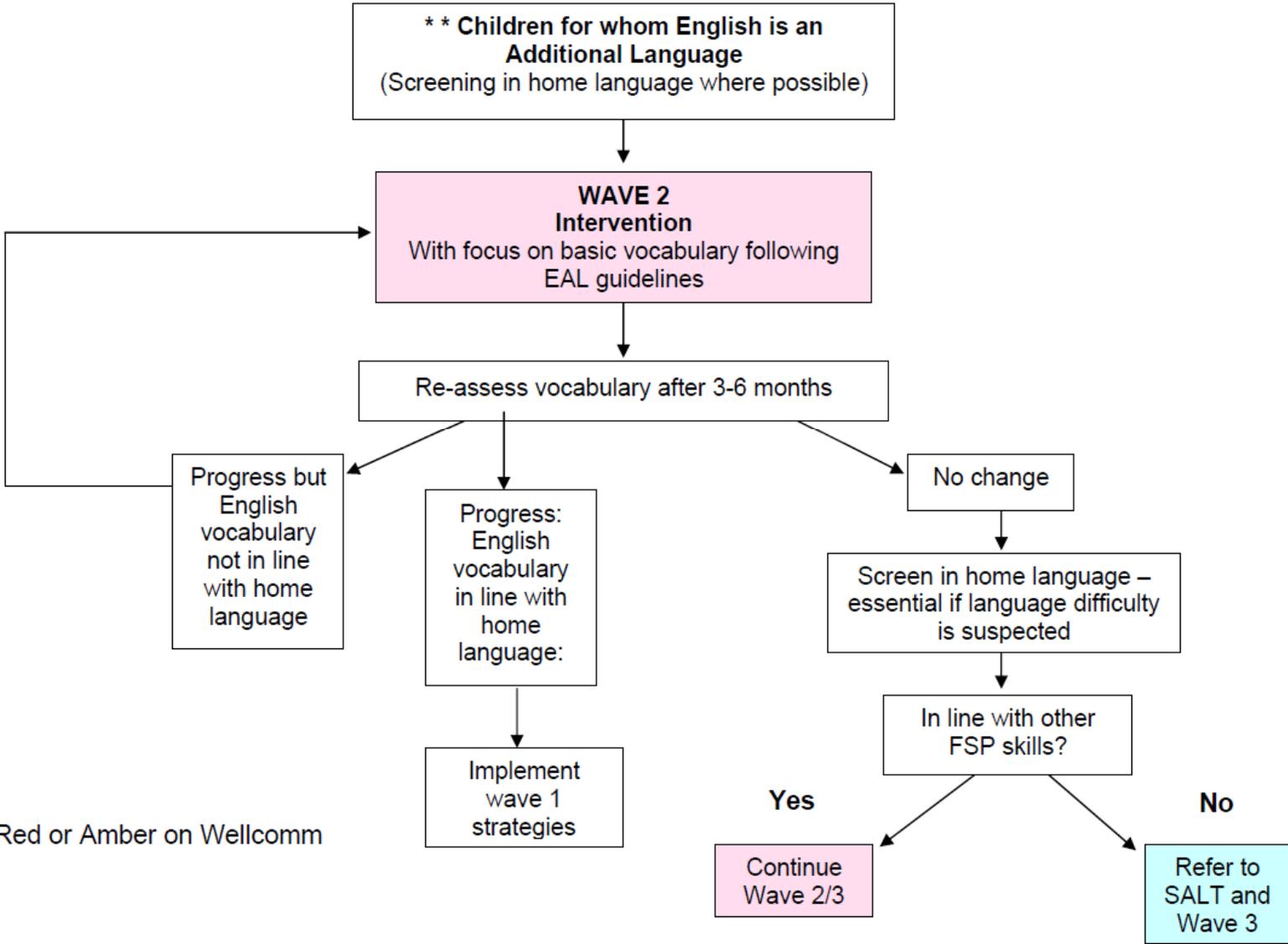
Does he/she:-

- Have difficulty giving specific answers or explanations.
- Have difficulty sequencing their ideas in the right order.
- Understand instructions aimed at him/her better than when given to the group.
- Find it difficult to understand language where the meaning isn't clearly stated.
- Find long and complicated instructions hard to understand.
- Have trouble learning new words.
- Take a long time to organise what they are going to say or write.
- Take things too literally. For example "I'll be back in a minute".
- Have difficulty taking turns in conversations.
- Talk to teachers and friends in the same way.

# Waved Approach to Supporting the Development of Language Skills



# Children for whom English is an Additional Language



\*\* Scoring Red or Amber on Wellcomm

PLASC Category: VI

Section 8:

# Visual Impairment

Young people with visual impairment range from those with mild visual difficulties to those who are born blind or lose sight through illness or trauma. Young people with severe visual impairment will normally be identified in the first year of life but there are some conditions that do not typically present until adolescence.

Early difficulties affect emotional development, social adjustment, communication, curiosity, motivation, exploratory learning, listening skills, language development, and movement. Figures from the Royal National Institute of the Blind (RNIB) suggest that up to 65% of visually impaired young people have significant additional difficulties, of which physical difficulties are the most common.

Where visual impairment is mild, but part of a complex picture of special educational needs, criteria for cognition and learning, physical, language or hearing difficulties should be applied, as appropriate. Where a young person has several areas of “mild” special educational need, the interaction of these difficulties and the effect on the young person's learning must be considered.

A wide range of difficulties is covered by the term ‘visual impairment’. It can be difficult for non-specialists to understand the diagnostic labels, the nature of the condition, and their relevance to the teaching situation. The definitions below are only for broad guidance.

Young people with a severe visual loss may be registered as sight impaired or severely sight impaired. A consultant ophthalmologist certifies the young person and Social Care enter the young person on the register. Registration is optional but generally has some wider benefits for the young person and family.

### **Sight Impaired**

This term is generally used to describe young persons who have vision useful for school tasks, but who require some adaptations to teaching approaches and some modifications to curriculum materials. Young people may have a moderate to severe loss of vision. The degree to which differentiation is needed will vary according to both the degree of vision loss and the interrelationship between vision loss and any additional learning difficulty.

## **Severely Sight Impaired**

This term relates to those young people with a severe loss of vision, some of whom will be blind. Only a few blind young people will have total vision loss. A significant number of teaching approaches and all curriculum materials will require modification.

## **Educationally Blind**

This is an educational term referring to young people who need to be educated primarily by non-sighted methods, using tactile and auditory means. A young person who is educationally blind will generally use a tactile code such as Braille. *All* teaching approaches and curriculum materials will require modification.

There are a small group of young people who may use both large print *and* Braille. A young person may for example be able to manage to read large print at an early stage but may have a poor visual prognosis necessitating that braille is taught as a back-up strategy. Similarly a few young people manage to access maths through very large print/numbers but are unable to cope with subjects such as English in print due to the volume of print needed.

## **Range of Visual Impairments**

There are wide ranges of conditions that can affect a young person's vision. Many young people with a visual impairment have more than one condition affecting their eyesight. Conditions can be stable, deteriorating, or occasionally, improving.

Visual loss can affect acuity (ability to see detail both near and far); field of vision (the amount seen in the left, right, upper, lower, central and peripheral fields); colour vision, contrast sensitivity and light sensitivity.

## **School Action (SA)**

### **Process and provision**

### **Assessment, planning and review**

If a member of the school staff or parent raises concerns about a young person's vision it is important that medical opinion is sought in the first instance.

Please use Appendix 1 VI Checklist to observe and record initial concerns about the young person's vision.

If visual difficulties are consistently observed please meet with the parents and encourage them to take their young person either to the GP for a referral to the hospital or to their local opticians.

In the meantime please call the Sensory Support Team for advice on appropriate interim teaching strategies and classroom management.

If the young person's difficulties appear acute or severe please contact the Sensory Support Team *immediately* for advice.

Once a referral has been made to, and accepted by, the Sensory Support Team the young person will be assessed within four working weeks. The assessment will be undertaken by a qualified teacher of the visually impaired (QTVI). Following the assessment if the young person is taken onto caseload they will move to the SA+ stage.

## **School Action Plus (SA+)**

### **Process and provision**

#### **Assessment, planning and review**

- A QTVI, will undertake specialist assessments, discuss progress and give advice.
- Information for Staff Awareness reports will be written and shared with all relevant school staff and parents.
- Further specialist assessments of ICT access needs and mobility and independence needs will be undertaken by a Qualified Teacher of the Visually Impaired QTVI.
- At least termly review of IEP targets and progress with the QTVI - either through discussion or more formal in-depth review.
- Time available for relevant staff (CT, TA, Senco etc.) to plan, record and evaluate progress and liaise with the Sensory Support Team
- Involvement of parents in setting, supporting and reviewing targets.

## Grouping for teaching purposes

- Critical that the young person is grouped according to ability, regardless of sensory loss.
- Regular targeted *individual* support as determined by the IEP and access needs.
- Delivery in class for the majority of day with support for access
- Some periods of 1:1 support or withdrawal with TA and/or QTVI.
- Option for support within a small group subject to access needs.

## Additional human and other resources

- Specialist resources including ICT equipment, visual aids, electronic magnifiers, large print books etc.
- Named person responsible for upkeep and safeguarding of specialist equipment.
- Support for young person's social and emotional needs eg. supporting young person's interactions with peers.
- Suitable desk, seating equipment and other work areas.
- Support for movement around the school environment, if advised by the mobility and independence officer.
- 1:1 support and guidance in accessing ICT and touch typing.
- 1:1 targeted and regular adult support from TA under SENCO & Sensory Support guidance, for example, to access board work, support specialist skill development.

## Curriculum and teaching methods

- Should take account of identified barriers to learning and preferred learning styles which relate to the young person's visual impairment.
- School to follow QTVI advice on correct positioning of the young person within the classroom.
- School ensure curriculum materials are modified for individual young person access, following QTVI guidance on accessible formats.
- School to facilitate a multi-sensory approach to learning.

- Specifically focussed IEP (eg identifying pre & post teaching, specialist skills & curriculum reinforcement needs) devised in conjunction with QTVI
- SENCO responsible for ensuring the delivery of individualised programme in school
- Evidence of clearly differentiated planning and curriculum delivery including annotated planning.
- Regular (at least weekly) records of work undertaken
- Sensory Support Team's Record of Support sheets incorporated into young person's file
- Special arrangements in place for tests, assessments and exams.

### **Attainment**

School in consultation with Sensory Support Team feel that despite the additional interventions and modified curriculum access that the young person's levels of attainment are continuing to be impaired by their sensory loss.

### **School Action Plus Delegation**

- Attainment levels below expectation despite significant intervention and good practice.
- Despite focussed support, modified materials and differentiated teaching strategies the pupil cannot fully access all areas of the curriculum without a significant level of additional 1:1 support.
- Young person suffers deterioration of sensory loss impacting on attainment/or safety.
- Young person suffers sudden and severe sensory loss. School and Sensory Support Team gather portfolio of evidence to request additional funding.

### **Pupil Allocation Panel/Statutory Assessment**

As above with the addition of a multi-disciplinary review following a period of joint work over at least 6 months which identifies statutory assessment as a key component of the overall future plan for the young person:

- Severe or profound impairment requiring intensive input from services
- Visual impairment with complex difficulties in the areas of learning/cognition/communication/physical/behavioural/emotional
- A highly individualised curriculum is required
- The routine use of specialist communication systems, eg braille across the curriculum

Provision outside that which is normally delivered in a mainstream school will be considered. This could be a school for visually impaired young people to take account of specialist expertise, a specially adapted environment, a modified curriculum, small teaching groups or a combination of all these.

## Visually Impaired Checklist

<b>Name:</b>	<b>DoB:</b>
<b>Date:</b>	<b>Year:</b>

### Appearance of Eyes:

Inflamed, weepy, cloudy or bloodshot: sore, crusted or drooping eyelid		
Untreated squints (eye turning in or out)		
Unusual eye movements such as rapid involuntary movement of both eyes in a horizontal or vertical direction		
Continual blinking, rubbing or screwing up of the eyes, or incessant frowning for no apparent reason		
Obvious discomfort in bright light, or problems in dim light		
Complaints of dusty or gritty eyes		
Young person's eye appearing misshapen or irregular		
Eyes that do not appear to be aligned and working together		

### Physical Indications:

The young person holds his head in an unusual position, or tilts the head when working		
The work is held at an unusual distance or angle		
The young person has a strange facial expression or peers when reading or whilst doing close work		
The young person often complains about feeling dizzy or having a headache for no apparent reason		
The young person persistently covers, closes or shades one or both eyes		
The young person shows discomfort in bright light or when moving between different lighting conditions; eg classroom to corridor, playground to classroom etc.		
The young person moves the head rather than just the eyes whilst reading		
The young person makes frequent nodding movements or has an unusual sideways gaze whilst concentrating		
The young person shows frequent clumsiness and bumps into objects, especially those to the side or at the feet		
The young person has an unusual or hesitant posture when moving about, especially in unfamiliar surroundings		

The young person has a fear of heights or unusually poor balance, and a reluctance to join in physical activities		
The young person frequently fails to respond appropriately to questions, commands or gestures unless actually addressed by name, or makes an inappropriate response to non-verbal communication or group dynamics		
The young person has difficulty in locating objects, particularly when against a poor contrast		
The young person has poor posture or a consistent failure to make and maintain eye-to-eye contact		

### Difficulties with School Tasks

Short attention span and poor listening skills, especially when observing demonstrations or activities across the classroom		
Obvious consistent errors in reading and writing: eg reversals or unusual spacing between letters or words. letters that are not fully formed, or confusion between similar letters such as cl and d, m and n, etc.		
Poor presentation or an inexplicable deterioration of work; tiny or over large handwriting and an inability to follow lines on a page		
An inability to read from the whiteboard, or from notices around the room or school		
Difficulty in copying or reading from text books or worksheets etc.		
Problems with fine motor skills, and poor hand-eye coordination		
Holding work very close to the eyes, or leaning over the book in order to see the text or produce written work		
A very slow reading rate, perhaps having to keep the place or follow the line of print with a finger or marker		
General prolonged restlessness, lack of interest and frustration		
Inability to search, scan and organise visual information		
The consistent inability to complete tasks due to lack of time		

### What Action Should I Take?

If you have observed any of the above **consistently**, please take the following action:

1. Notify the parents: have they noticed anything about the young person's visual functioning themselves?
2. Find out if the young person has recently had an eye test. Ask the parents to consider taking the young person for an eye test.
3. Find out if the young person has been prescribed spectacles and if so does he wear them when he should?
4. Find out if the School Nurse is aware of this young person.
5. Contact the VI team for advice at Crystal House: 0845 352 8570

## Section 9:

# Applying for Pupil Allocation Panel Funding

The following guidance applies to any requests by mainstream schools to the Pupil Allocation Panel (PAP) for LA funding additional to the 15 hours delegated through the formula to support a young person who has Special Educational Needs (SEN). This guidance is intended to ensure that funding requests can be dealt with efficiently, transparently and fairly on the basis of all the required information being provided to the panel. This revised set of paperwork for the PAP process has been developed and agreed in conjunction with a multi-professional steering group including Headteachers and SENCOs.

School Action Plus Delegation (SAPD) funding will ensure that schools can meet the vast majority of special educational needs. Before applying for any additional resource schools must be able to evidence how the delegated funding has been used to support the young person.

All PAP forms are available from the SEN virtual office website.

## **New requests**

### **The Evidence Portfolio**

It is expected that there will be a portfolio of evidence which accompanies any request for PAP funding. It is expected that it will include relevant data and information dating back at least 2 years. It should include:

#### **Individual Pupil Profile (SEN/IPP)**

This form is used to give an outline pen portrait of the young person under consideration. It is expected that the strengths of the young person are recognised; these should be recorded on the form and updated over time as necessary, along with the difficulties experienced. Please note that the form includes spaces for the name of the person writing the profile and the date of completion.

It is expected that the areas for development will link closely to the main areas of difficulty for a young person.

#### **Whole school training to meet SEN**

Please record and include any relevant whole staff training on differentiation; specific difficulties such as dyslexia; the use of the Inclusion Development Programme; whole school behaviour training etc

as is relevant to the needs of the young person who is the subject of this request etc;

### **The school's provision map**

A provision map which details all the interventions the school offers and the expected outcomes of those interventions. The young person in question should be highlighted on the provision map.

### **Intervention**

- The young person's attendance during periods of intervention
- The skills/CPD record of staff delivering intervention
- Baseline and progress data in respect of interventions
- Evidence that interventions are monitored by the SENCo and/or SMT

### **Consultations over time with parents**

There should be records of parental meetings which indicate that there have been at least termly opportunities for them to discuss the progress of their child. The meetings can be led by class/subject teacher or SENCo as is most relevant.

### **IEPs and focussed reviews over 2 years**

Individual Education Plan (SEN/IEP1, SEN/IEP2, SEN/IEP3)

Whilst three formats are included with this guidance the Local Authority does not wish to be prescriptive about exactly which Individual Education Plan (IEP) form is used. Many schools have developed their own formats or use software and these will be acceptable. However, there is an agreed **minimum level** of detail which is required. This includes:

- SMART (specific, measurable, achievable, relevant and time related) targets closely linked to the areas for development from the Pupil Profile. These targets should include actions which are additional to and different from the differentiated curriculum plan which is in place as part of provision for all young people.

- Provision and strategies to be put in place through the use of existing school funding
- Date the IEP commenced (ie this should be the current IEP).
- Evidence of the involvement of parents/carers and young people in the development of the IEP.
- Date for the review of the IEP.
- IEP reviews of progress taking place at least twice a year but ideally each term.
- The assumption that a review of an IEP will involve the young person, their parent/carer, support service staff, the SENCO and other relevant school staff. Comments of the young person's parents/carers and the young person should be recorded
- Clear **objective** evidence of progress against each of the targets specified in the IEP. It will not be sufficient to provide vague comments such as:  
 'Has almost reached target' or  
 'Slow progress made' or  
 'X continues to need support for this'.  
 Reviews could include comments like:  
 'Has learned 19 of the first 30 high frequency words' or  
 'Shows understanding of prepositions on, under, in, between and next to' or  
 'Will sit for the whole 5 minutes of registration without adult support' or  
 'Incidence of shouting out in lessons has reduced to an average of once a day'
- The next action(s) should also be agreed and documented at the IEP review

Some schools may choose to use the IEP formats (IEP2 and IEP3) that include the individual pupil profile and targets all on one form

## **Attendance**

An attendance record over 2 years should be included

## Data

Baseline and progress data in respect of all the interventions that the young person has experienced. This includes: behaviour, social and emotional interventions;

P level/National Curriculum level data; relevant standardised test information; and, sub skills of reading. Schools may present this via the use of a data summary sheet or equivalent and extracts from data systems with additional data relevant to the IEP targets? It is important that data submitted is clearly presented and shows progress information over at least 2 years

Evidence that classroom teaching and interventions are monitored by the SENCo and/or SMT.

## Consultation

Evidence of consultation with the Support Services which may include relevant reports/School Visit Records etc;

Additional Forms

### **Data Summary Sheet (SEN/DS1 or SEN/DS 2)**

**There may be sufficient information provided via intervention tracking information and National Curriculum/P levels and if so a Data Summary Sheet will not be necessary.**

In order to make informed judgements about the impact of support for individual young people, either through the use of school or Local Authority funding, it is important for the PAP to have information about attainments. The two Data Summary sheets provide a means for schools and the Local Authority to track progress over time. These formats are not intended to replace existing teacher assessment reporting which will be taking on a termly basis. However, many of the young people referred to PAP learn at a pace where progress may not be reflected by NC levels. The first record on a Data Summary sheet will provide clear baseline information against which to judge the effectiveness of interventions.

It is not expected that every element of the Data Summary Sheet is completed for each young person (eg it may be that s/he is yet to take SATs or is yet to achieve a score on a standardised test). However, for

young people working at the earlier stages of development it will be important to record smaller steps towards a bigger target (e.g. number of high frequency words read, phonic skills achieved etc.).

In addition many schools find it useful to record a young person's progress using standardised tests of reading, spelling etc. Tests are known to vary considerably in terms of the 'age' achieved by any one young person on different tests. In order to address this it is important that the name of the test used is recorded on the Data Summary Sheet along with quotient and/or centile information. This is the only meaningful method of measuring a young person's progress when different test instruments are used over time.

### **Pupil Request Form (SEN/PAP/PR)**

This form is used to detail the individual needs of the young person under consideration. It is important that all boxes on this form are completed. The guidance below explains the rationale for some of these questions:

- **Date of admission**

This information will support the panel in making decisions particularly if, for example, a young person is new to the school without previous records being made available etc.

- **Category of need**

The categories given are consistent with those used in PLASC. It is therefore assumed that schools will register the same primary category of need as they used for PLASC. This will help to ensure that Local Authority and school returns on SEN are consistent. Only one primary need category box should be ticked. There is no limit on the number of secondary needs that can be registered.

- **Attendance**

This information is needed, as attendance may be a factor in the lack of progress made by a young person. If a young person's attendance record is less than 85% it is expected that the Education Welfare Service will be involved and the nature of this should be recorded in the comments box.

- Current level of support using delegated funding which must be 15 hours

- Allocation requested

This should be completed for all young people giving an indication of the level of funding in addition to 15 hours being sought by the school.

- For how long

This information is required to support the panel in making a judgement about the duration of the funding allocation. For example, it may be that the young person has a relatively short-term medical need, which is expected to be resolved, or that funding is needed to include a transfer period. Funding is rarely allocated for more than 2 years.

- Date young person first received allocation

This ensures that panel members can view the progress of the young person in the light of the duration that existing funding has been provided.

- Support/External agencies

As stated above all requests to PAP must concern young people who are at School Action Plus of the Code of Practice. It is therefore essential that there is active involvement from a support service for a period prior to any requests for additional Local authority funding through the PAP process. Schools should indicate which service(s) are involved by ticking the relevant box.

### **Panel Preparation Form (SEN/PAP/PPF)**

Schools are required to intervene and support a young person at School Action Plus of the Code of Practice prior to seeking additional Local Authority funding through the PAP. As such it is expected that professionals from a support service (eg Inclusion Support, Speech and Language therapy, etc.) will have been involved in individual assessment, giving advice etc. over a period of time at School Action Plus and School Action Plus Delegation. All new requests for Local Authority funded support must, therefore, be accompanied by a Panel Preparation Form completed by the relevant member of a support

service. Schools are requested to discuss any possible PAP requests with support service staff well in advance of any panel deadlines for example at a School Agreement Planning meeting or the beginning of a term.

**Renewal of additional PAP funding.** The panel agreeing any increase in funding will make it clear to the school the time limit of the allocation and the evidence required for any continuation.

**Requests to increase Local Authority funding support**

Please note: It will not be possible for there to be any further increase in LA support without consideration being given to the need for a Statutory Assessment. If the school is already in receipt of SAPD funding and additional PAP and the young person's needs are still not being met then a Statutory Assessment must be requested.

## Section 10:

# Monitoring

## Monitoring the SEN delegated budget

The aim of delegating SEN funding to schools is to improve the outcomes for young people with learning difficulties and disabilities, through reducing bureaucracy and allowing earlier intervention; monitoring will, therefore, be targeted at reviewing the outcomes for those young people.

The delegated budget must be spent on improving outcomes for young people with SEN and disabilities.

- A full monitoring visit will normally take place on a three yearly cycle
- An earlier monitoring visit will take place if concerns about the progress of young people with SEN are raised by:
  - Ofsted report
  - Outside agencies eg SALT, Inclusion Support
  - Parents/young persons
  - Review of LA data

In the first half of the autumn term each year there will be a review of all school data relevant to young people with SEN by Senior LA officers and health service managers, which may include:

- End of key stage levels
- 3 levels KS2-4
- Inclusion Support MAP
- SALT outcomes data
- Feedback from parents/young persons
- Annual reviews
- Ofsted report
- SIP reports

If a school is due for review but all the above information indicates young people with SEN are making good progress then a review may be deferred for a further 2 years. No school would go for more than 5 years without a review.

## The monitoring visit

The monitoring visit will be conducted by LA officers and peer review via representatives from schools and will include:

- **A review of SEN spending** – this process is about outcomes and appropriate use of spending may include:
  - staff training relevant to the needs of the young people with SEN and disabilities considered to be at the SEN plus delegation level of intervention
  - additional staffing to deliver intervention
  - resources for the young person
  - intervention resources
  - staff release for joint planning, meeting with parents etc;

**Young people with SEN need high quality class/subject teaching and targeted, layered intervention, delivered by skilled staff, it is not appropriate to pay the salary of the SENCo from the SEN delegated budget or to use it to reduce overall class sizes.**

- **Scrutiny of records to include:**
  - the SEN record of young people in receipt of different levels of intervention
  - the school's provision map
  - intervention tracking (progress information baseline to end of intervention) for individual young persons to include attendance records
  - IEPs and reviews
  - National Curriculum/P level data over time
  - CPD records to include relevant whole staff training eg use of the IDP, intervention training
  - intervention monitoring
- **Parental/young person feedback**
  - Outcomes of any relevant surveys, records of review meetings

- meeting with parents-schools are asked to invite some parents of young people at the SEN plus delegation stage or who have a Statement to meet with the team
- meeting with young people
- **School feedback**
  - Schools will be invited to give the LA feedback on how the delegated budget is working at the monitoring visit and, at the end of each school year, via a form circulated on the bulletin board in June.
  - the LA will continue the annual round of budget consultations

### **Outcomes of monitoring**

If the monitoring process raises concern about the progress of young people with SEN in the school then this will result in an action plan being put in place.

The action plan will be monitored termly and will include working in partnership with a school with good/outstanding practice related to SEN

If there is no improvement after 12 months the delegated budget would be withdrawn and support for individual young people would be need to be applied for at the next PAP. Young people who have a statement of SEN would continue to receive their funding as normal.

## Professional Development Record -SEN Portfolio

Which learning difficulties and/or disabilities does this record relate to?

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Include all relevant professional development and support e.g. booklets of strategies relevant to the disability, whole school training, individual coaching, use of the Inclusion Development Programme etc,

What training/support has been delivered?	Date	Delivered by	Method of delivery 1:1,whole school, group of support staff etc;	Impact
Inclusion Development Programme				

What evidence do you have that the curriculum is being delivered in a way which is appropriate to young people with the above named disability?

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