

SEND: Mainstream Guidance

Supporting children and young people who have special educational needs and disabilities (SEND) in mainstream schools and settings

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1: Introduction

The following information has been designed in line with the Children & Families Act (C&FA), 2014, the Equality Act, 2010 and the SEND Code of Practice: 0-25, 2015.

It is anticipated that approximately one in five children will have a learning difficulty at some stage in their school career. Many of these difficulties are temporary and can be effectively dealt with in mainstream settings through the resources that are made available to them (funding elements 1 and 2).

Formal procedures, i.e. education, health and care needs assessment along with specialist services provided by the LA are increasingly targeted at those children and young people with the most significant and complex needs (see appendix).

Children, young people and their parents should be fully involved in the delivery and development of SEND policy and provision both at Local Authority (LA) and school level. Particularly, they should be involved in the review and development of schools/settings SEND policy.

To ensure that North Yorkshire schools are up-to-date in relation to their responsibilities to children and young people with SEND the information here gives an overview of the most relevant aspects.

More detailed information about the statutory responsibilities schools have in relation to children and young people with SEND are available on the [statutory guidance for schools](#) section of the gov.uk website.

1a: Key Duties

SEN Code of Practice, DfE, 2015	Equality Act, 2010
<p>A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ol style="list-style-type: none"> 1. have a significantly greater difficulty in learning than the majority of others of the same age; or 2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions <p>A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.</p>	<p>A disability under the Equality Act is defined as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. For schools and services this means:</p> <ol style="list-style-type: none"> a) They must not discriminate and they must make reasonable adjustments for disabled children and young people. b) Public bodies are also under wider duties to promote equality of opportunity. c) The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. d) Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.
<h3>Key Duties</h3>	
<ol style="list-style-type: none"> e) Part 3 of the Children and Families Act 2014 (C&FA) replaces Part 4 of the Education Act 1996. f) The Early Years Foundation Stage (EYFS) is given legal force through an order and regulations made under the Childcare Act 2006. g) Duties towards children and young people may be covered by both SEN and disability legislation (SEND), however, not all children and young people with disabilities will necessarily have special educational needs. h) Details of Equality Act duties that apply to schools is available in the Equality Act 2010: advice for schools, and Technical Guidance for Schools in England published by the equality and human rights commission (EHRC). i) Guidance on changes to legislation relating to children and young people with SEND is available on the GOV.UK website and in the SEND Code of Practice, 0-25, 2015. j) Section 66 of the C&FA, contains a key duty on the governing body, proprietors or management committee of a school to use their ‘best endeavours’ to secure special educational provision for all children or young people for whom they are responsible. This duty applies to all mainstream schools including; maintained and non-maintained, maintained nursery schools, 16–19 academies, alternative provision academies, further education institutions and pupil referral units. 	

2: A Graduated Response

The SEND Code of Practice (CoP) suggests that there is a continuum of SEND and that, where necessary, increasingly specialist expertise should be brought to bear on a child or young person's difficulties.

The SEND CoP describes this as a *graduated approach* to addressing SEND (see appendix). Where a child or young person does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

Most needs in relation to SEND can be met within mainstream settings out of schools own resources.

If little or no progress is made through the 'assess, plan, do, review' approach school staff should consider seeking external support.

At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement.

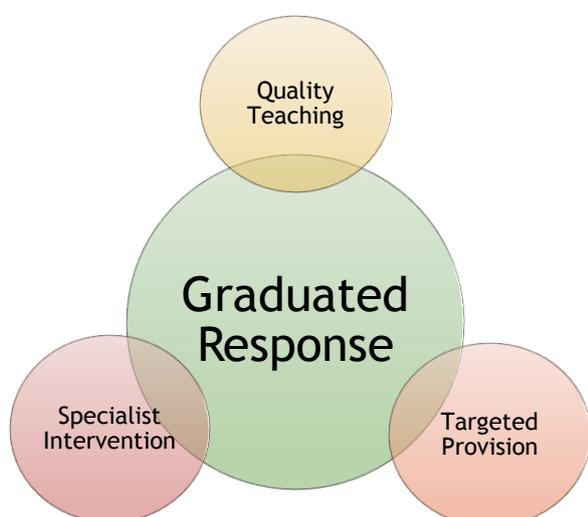
However, the SEND CoP is clear that the involvement of external specialists can also play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child with SEND continues to make little progress over time, even with the support of external specialists such as the inclusive education service, the school may consider asking the LA to undertake a statutory assessment of the child's SEND, through a request for an education, health and care needs assessment (EHCAR).

There is an expectation that interventions have been implemented for a significant period, e.g. two cycles of assess, plan, do, review (APDR), before a request for additional resources is made. Once this has been submitted, however, it does not necessarily lead to assessment and an education health care plan (EHCP).

This will be contingent on evidencing the support provided through the school's SEND provision over time, including external support and advice.

There should also be evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school (Elements 1&2).



3: Responsibilities

The LA is responsible for securing the provision of services which address the needs of all children and young people, including the most disadvantaged and vulnerable and their families and carers.

In discharging these responsibilities, the Director of Children's Services (DCS), through the Children & Young Peoples Service (CYPS), works closely with other local partners to improve the outcomes and well-being of children and young people (CYP).

The DCS, along with LA officers, is responsible for the performance of LA functions relating to the education and social care of children and young people.

A priority of the LA is to ensure that education is the greatest liberator for all children and young people and, as part of achieving this aim, all schools are expected to provide for children and young people with SEND within their own locality area, which is also in accordance with the Education Act.

Roles and responsibilities include:

1. Supporting the drive for high educational standards for all children and young people, paying particular attention to the most disadvantaged groups.
2. Working with partners to promote prevention and early intervention and offer early help so that emerging problems are dealt with before they become more serious.
3. Helping to improve educational attainment, narrowing the gaps for the most disadvantaged and promoting the wider well-being of children and young people, including at key transition points.
4. Ensuring that those with SEND can access high quality provision that meets their needs.

Statutory guidance on the roles and responsibilities of the Director of Children's Services, 2013

3a: The Local Authority

There are many statutory functions that the LA carries out but in relation to children and young people with SEND, priorities include:

1. Ensuring a sufficiency of provision for pupils with SEND and reviewing this annually (place planning)
2. Publishing information on SEND funding and provision
3. Monitoring the progress of children with SEND
4. Providing information, advice and support to parents of children with SEND and young people themselves, including the provision of a statutory information, advice and support service (SENDIASS) along with mediation and resolution services
5. Making arrangements for the statutory assessment of pupils, where agreed, and maintain and review education, health and care plans (EHCP)

In addition, a duty for local authorities is that of the local offer. This requires the LA to publish information about what goes on every day to support children and young people with SEND and how quality of provision is ensured.

The local offer must include details of provision (both locally and outside the local area) that the LA expects is likely to be used by children and young people with SEND for whom they are responsible.

The [local offer](#) has two key purposes:

1. To provide clear, comprehensive and accessible information about the support and opportunities that are available
2. To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review

To further promote the local offer, the C&FA also obliges schools to include information on where the local offer is published, on their own websites (see appendix).

Children & Families Act, 2014

3b: Governing Bodies

All boards have legal duties in relation to pupils with SEND and these are set out in the Children & Families Act 2014 and statutory guidance on the SEND code of practice, jointly published by the department for education and the department of health.

Boards are also under a duty 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service. Boards providing auxiliary aids and services is part of the 'reasonable adjustments' duty.

In practice, the functions these duties require of the board can be delegated to a committee, an individual or to the executive leader; although the responsibility is still with the board itself to ensure that the functions are carried out. It should decide, with the executive leader, the school's policy and approach to meeting children and young people's SEND requirements, including those with and without statements of SEN or Education, Health and Care (EHC) plans.

EHC plans have now replaced statements of SEN, but the review of existing statements will take up to April 2018 and existing statements will continue to have force during this time.

All boards have legal duties under the Children & Families Act 2014 and must have regard to the statutory guidance, 'the SEND Code of Practice: 0 to 25 years'. Academies must also meet these requirements by virtue of their funding agreement.

Boards providing extended services must also consider their duties under the Equality Act 2010; in particular, whether proposed extended services affect their functions and responsibilities towards their pupils, the users of these services or their employees.

When services are provided by a third party on schools' premises, either independently of the school or on behalf of the school, boards should establish who would be regarded as the service provider with the responsibility to make 'reasonable adjustments' and/or access improvements for disabled users, pupils or employees'.

Governors are also accountable for raising the questions about how their school is going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals and those who are more broadly disadvantaged, boys and girls, those of a particular ethnicity and any who are currently underachieving.

Boards must (SEND Code of Practice references provided):

1. Co-operate with the LA in reviewing the provision that is available locally (Chapter 3) and developing the local offer (Chapter 4);
2. Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s SEND (para 6.2);
3. Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND (para 6.2);
4. Inform parents when they are making special educational provision for a child (para 6.2);
5. Ensure that arrangements are in place in schools to support pupils at school with medical conditions. (para 6.11);
6. Provide access to a broad and balanced curriculum (para 6.12);
7. Ensure that pupils from Year 8 until Year 13 are provided with independent careers advice (para 6.13);
8. Have a clear approach to identifying and responding to SEND (paras 6.14 – 6.63);
9. Provide an annual report for parents on their child’s progress (paras 6.64 – 6.51);
10. Record accurately and keep up to date the provision made for pupils with SEND (paras 6.52 – 6.58);
11. Publish information on their websites about the implementation of the board’s policy for pupils with SEND, the School SEN Information Report 28; (paras 6.59 – 6.83);
12. Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
13. Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCo) for the school. (paras 6.84 – 6.94);
14. Determine their approach to using their resources to support the progress of pupils with SEND (paras 6.95 – 6.99).
15. In addition, there should be an individual on the board or a committee with specific oversight of the school’s arrangement for SEND.

Governors Handbook, 2017

3c: Schools

Schools have numerous responsibilities in relation to children and young people, the following being specifically in relation to those with SEND.

In short, schools must:

1. Appoint a SEND governor to have oversight of the arrangements for SEND in school
2. Identify how many pupils in the school have SEND and ensure provision is made in accordance with the SEND CoP
3. Know how much money the school receives in SEND funding and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
4. Review and approve the SEND policy and any other relevant policies
5. Monitor the progress of children and young people with SEND and ensure that the provision specified in statements of SEN and EHCPs are made
6. Ensure that SEND provision is integrated into the school improvement plan
7. Publish on their website the school SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND
8. Appoint a SENCo who is a qualified teacher (alternatively, the headteacher may take on this role)
9. Invest in whole school and targeted training for staff
10. Ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND
11. Provide information on school arrangements for SEND to parents and governors
12. Consider pre-emptive arrangements for pupils (present and future) with a disability

Children & Families Act, 2014

3d: Headteachers

The role of headteachers is to embed high standards across their school, within a self-improving school system. This is in order to raise aspirations and secure high academic standards for all children and young people, regardless of whether or not they have SEND.

School leaders should review regularly how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

In short, headteachers are expected to:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
4. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
5. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

*National Standards of Excellence for
Headteachers, 2014*

3e: Teachers

The teachers' role is to make the education of all of their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences, teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their pupils.

Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions. In relation to all pupils, teachers are expected to:

1. Be accountable for attainment, progress and outcomes
2. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
3. Adapt teaching to respond to the strengths and needs of all pupils
4. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
6. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
7. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
8. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Teachers Standards, 2011 (updates 2013)

3f: Special Educational Needs Coordinators

All schools are required to have a special educational needs coordinator (SENCo). The SENCo must be a **qualified teacher** working at the school.

A newly appointed SENCo, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The SENCo has an important role to play, along with the headteacher and governing body, in determining the strategic development of SEND policy and provision in school.

The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who do and do not have EHC plans.

Schools should ensure that the SENCo has sufficient time and resources to carry out these functions. This should include providing the SENCo with sufficient administrative support and time away from teaching, to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within a school.

SENCos will be most effective in their role if they are part of the school leadership team.

Key responsibilities of the SENCo include;

1. Overseeing the day-to-day operation of the school's SEND policy
2. Co-ordinating provision for children with SEND
3. Advising on the graduated approach to providing SEND support
4. Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
5. Being a key point of contact with external agencies, especially the LA and its support services
6. Working with the headteacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
7. Ensuring that the school keeps the records of all pupils with SEND up to date
8. Liaising with:
 - a. Designated teachers where a looked after pupil has SEND
 - b. Parents of pupils with SEND
 - c. Early years providers
 - d. Other schools
 - e. Health and social care professionals
 - f. Independent or voluntary bodies
 - g. Potential next providers of education to ensure smooth transition

3g: Teaching Assistants

The [Professional Standards for Teaching Assistants](#) were published in June 2016. They define high standards that can be applied to all teaching assistant roles in a self-improving school system.

The main purpose of these standards is to raise the status and professionalism of teaching assistants, and to position their role within a community of professionals including teachers and school leaders, all working together to improve outcomes for children and young people.

In addition, the Education Endowment Foundation (EEF) 2015 reports on the [best use of teaching assistants](#), usefully outlining these seven evidence-based recommendations:

Teaching Assistant: Seven Golden Rules
a. Teaching assistants should not be used as substitute teachers for low-attaining pupils
b. Use teaching assistants to add value to what teachers do, not replace them
c. Use teaching assistants to help pupils develop independent study skills and manage their own learning
d. Ensure teaching assistants are fully prepared for their role in the classroom through out of class liaison with teachers
e. Use teaching assistants to deliver high-quality one-to-one and small group support using structured interventions
f. Adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction
g. It is important that what students learn from teaching assistants complements what they are being taught in the classroom

4: SEND in Mainstream Schools: Core Responsibilities

	School & Governor Responsibilities	Local Authority SEND Support & Provision
Universal	<ul style="list-style-type: none"> ➤ Employ a trained SENCo with Qualified Teacher Status (QTS), who has a direct link to the Senior Management Team (SMT) (in some circumstances, the headteacher acts as the SENCo, e.g. in a small school) ➤ Ensure a SEND policy, provision, practice and information report is in place ➤ Have an 'accessibility plan' in line with the Equality Act 2010 ➤ Provide information on inclusion and SEND to all parents/carers ➤ Have a SEND governor ➤ Maintain a SEND improvement plan ➤ Ensure an inclusive ethos and curriculum ➤ Incorporate a range of teaching strategies and learning opportunities ➤ Provide a range of ICT equipment to enable inclusion and curriculum access ➤ Ensure target setting and tracking of progress and outcomes 	<ul style="list-style-type: none"> ➤ Develop a SEND strategy that ensures the right range of provision across the county ➤ Ensure equitable access to support and provision based on local needs ➤ Publish information on the local offer via the NYCC website ➤ Manage financial resources, delegated by the number of children and young people in relation to the funding formula (AWPU/E1) ➤ Provide strategy, guidance and policy ➤ Provide a SEND information, advice and support service (SENDIASS) ➤ Support school partnerships and the self-improving system ➤ Collaborate with schools to continually improve provision, e.g. through joint working, SENCo networks and sharing best practice

	School & Governor Responsibilities	Local Authority SEND Support & Provision
CYP with SEND	<p>As above plus:</p> <ul style="list-style-type: none"> ➤ Assessment of: <ul style="list-style-type: none"> ● Learning environment and curriculum materials ● Grouping of children/young people ● Teaching styles ● Individual children and young people's physical, sensory, cognitive barriers ● Children and young people's social emotional needs and other relevant contextual circumstances <p><i>Additional to and different from provision, e.g.</i></p> <ul style="list-style-type: none"> ➤ Individualised planning involving CYP, parents/carers, which is reviewed a minimum of three times per year (APDR) ➤ Increased use of ICT resources ➤ Staff collaboration with specialists within the school setting and outside agencies ➤ Individualised programmes in more than one curriculum area ➤ Increased classroom support and small group support ➤ Environmental adaptations ➤ Broker or commission alternative provision where in-school provision isn't meeting need ➤ All the requirements identified in the SEND Code of Practice 	<p>As above plus:</p> <ul style="list-style-type: none"> ➤ Additional resources delegated by formula (<i>element 2</i>) ➤ Range of commissioned services, accessible and proportionate in relation to eligibility criteria, including: <ul style="list-style-type: none"> ➤ School improvement ➤ Inclusive education service: <ul style="list-style-type: none"> ▪ Specialist outreach support (covering all areas of the CoP) ▪ SEND advisors ▪ Educational psychology ▪ Early years' service ▪ Portage home visitor service ▪ Social, emotional and mental health advisors ➤ Individualised assessment and consultation (through the above) ➤ Enhanced mainstream schools; specialist support through mainstream settings ➤ School based collaboratives <p><i>There are also a range of traded services available from the above specialist teams via North Yorkshire Education Services, which can be purchased for individual sessions or block packages of support, over and above what core services can provide</i></p>

	School & Governor Responsibilities	Local Authority SEND Support & Provision
Statement/EHCP	<p>As above plus</p> <ul style="list-style-type: none"> ➤ Very detailed planning and tracking ➤ Individualised programmes in several areas including the curriculum and non-curriculum areas, such as: <ul style="list-style-type: none"> ○ Readiness for learning ○ Engagement with school and learning ○ Communication ○ Participation and access ○ Personal wellbeing ➤ Additional small group and individual support including for non-curriculum activities ➤ Arranging the provision specified in a statement of SEN or an EHC Plan ➤ Arranging the annual review of a statement of SEN or EHC Plan and submitting recommendations to the LA ➤ Planning for independence and adulthood from the earliest stages ➤ All the requirements identified in the SEND Code of Practice 	<p>As above plus</p> <ul style="list-style-type: none"> ➤ Resource panels ➤ Funding for mainstream statements or EHC Plans (<i>element 3 – High Needs Block</i>) ➤ Delegation of funding to specialist provision (<i>special schools, alternative provision and enhanced mainstream schools</i>) ➤ Coordination of multi-agency statutory assessment ➤ Production of an EHC Plan setting out needs, provision and outcomes ➤ Support for the annual review of statements or EHC Plans ➤ Access to specialist support within mainstream settings ➤ Personalised Learning Plans ➤ Special school placement
<i>All other requirements identified in the SEND Code of Practice</i>		

5: Generic Expectations: All Schools

Whole School	Expected Outcomes of School Provision
<ul style="list-style-type: none"> ✓ Relentless focus on whole school inclusive ethos and high expectations for all ✓ Effective strategic leadership ✓ Appropriate curriculum/provision is in place to meet assessed need (reasonable adjustments) ✓ The physical environment is adapted to meet the needs of pupils ✓ All staff make a positive contribution to pupil progress and achieving outcomes ✓ There is a plan for on-going continuing professional development (CPD) in relation to the needs of the pupils for all staff ✓ The school recognises, and responds to, the need for pastoral support for pupils with additional needs ✓ Effective measures are in place to deal with safeguarding issues 	<ul style="list-style-type: none"> ✓ All pupils are included and can access the environment as independently as possible ✓ There is a strong team ethos that ensures proactive and collaborative working ✓ Parents demonstrate confidence with the school's provision for pupils ✓ Staff training demonstrates confidence and the workforce implements their knowledge in practice ✓ There is inclusiveness and equality of opportunity for all pupils ✓ Effective strategies for pupils well-being leads to good relationships and inclusion across the school

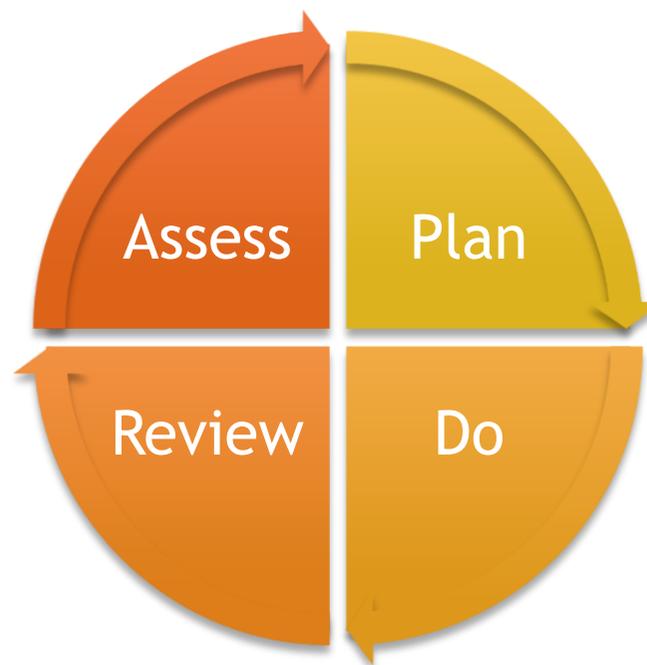
Teaching & Learning	Expected Outcomes of School Provision
<p>Staff working in school:</p> <ul style="list-style-type: none"> ✓ Are aware of the additional needs of their pupils, understand the nature and impact of these and how to respond to them ✓ Differentiate to provide suitable learning challenges ✓ Ensure that pupils have opportunities to work in different ways, e.g. independently, in a variety of small groups and in pairs ✓ Ensure that collaborative learning and peer support is a feature of lessons 	<ul style="list-style-type: none"> ✓ Pupils have their needs met ✓ Pupils make good progress ✓ Learning is generalised into different environments and contexts ✓ Pupils are confident to take risks in their learning further leading to better progress ✓ Pupils are supportive of each other, and the result is better relationships ✓ Pupils are self-aware and can identify areas of strength and challenge for themselves ✓ Pupils are skilled in working collaboratively and are supportive of others

Deployment of Resources	Expected Outcomes of School Provision
<ul style="list-style-type: none"> ✓ Resources are allocated appropriately to ensure additional needs are met ✓ Effective links exist with other relevant agencies, and teachers know when to refer for extra support ✓ Specific strategies, resources and provision are provided to overcome potential barriers to learning 	<ul style="list-style-type: none"> ✓ Pupils make good progress as a result of appropriate resource allocation and use ✓ Pupils are supported in all aspects of their development leading to greater inclusion and participation ✓ Pupils make good progress leading to better life outcomes

Assessment & Review	Expected Outcomes of School Provision
<ul style="list-style-type: none"> ✓ An effective partnership with pupils and parents as part of assessment and review is evident ✓ Pupils are involved in the; <i>assess, plan, do, review</i> process, setting and reviewing targets and identifying their own learning strategies (minimum three times per year) ✓ A positive marking and assessment policy is in place ✓ School makes good use of appropriate external agencies and this addresses wider needs of pupils enabling individual outcomes to be met 	<ul style="list-style-type: none"> ✓ Parents are confident in what school is undertaking and this supports generalisation of learning for pupils ✓ Pupils' confidence leads to good or better participation rates ✓ Learners are helped to understand their own challenges and value their achievements

Preparing for Adulthood	Expected Outcomes of School Provision
<ul style="list-style-type: none"> ✓ Pupils feel that they can approach staff and that their opinions and concerns are valued ✓ Expertise is in place to manage reasonable examination arrangements (access arrangements) for school tests and national tests and public examinations ✓ Procedures are in place for ensuring smooth progression through school, particularly during all transition phases, including on entry and exit 	<ul style="list-style-type: none"> ✓ Pupils feel safe, attend well and enjoy school, enabling them to reach their potential ✓ Pupils are prepared well for the future which results in them moving on to opportunities that lead to better life chances in: <ol style="list-style-type: none"> a. Work b. Living c. Health d. Friendships and Relationships

6: SEND 0-25: Provision in Practice



6a: SEND Categories

Communication & Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.

They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism are likely to have particular difficulties with social interaction.

They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory & Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Children and young people with MSI have a combination of vision and hearing difficulties.

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

Social, Emotional & Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Cognition & Learning

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

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

This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder.

6b: Overview

The following information is intended to give an overview of the categories of special educational needs identified in the SEND Code of Practice, along with the types of interventions that could be used to address these. Examples of interventions and resources are also provided as a start point; although these need to be planned in relation to individual and/or cohort needs and may require adapting accordingly.

Examples of outcomes that may be sought are provided as an overview and, again, these should be adapted or expanded to meet individual needs. None of the lists are exhaustive or exclusive to the category of SEND in which they appear in the tables below. Rather, they could be used in various areas of development and skills building, given the right differentiation and targeting. Definitions of the SEND categories from the CoP have been included to provide an overview of the correct terminology for what is meant by different aspects of SEND.

Items in the vertical columns ***do not match up*** with items in the horizontal rows and this is intended. The reason is that many of the items in the vertical columns can correspond with any of the items in the other columns (as indicated in the example below). The intention is not to be rigid but to provide ideas for development, which can be built upon, adapted and amended as required in order to develop more specific provision maps.

6c: Communication & Interaction

Social Communication		
Pupils needs (<i>assess</i>)	Intervention & targeted response (<i>plan/do</i>)	Expected outcomes (<i>review</i>)
<ol style="list-style-type: none"> 1. Difficulty knowing how to talk and listen to others in a conversation 2. Difficulty making and maintaining friendships 3. Anxiety in busy, unpredictable environments 4. Difficulty coping in new or unfamiliar situations 5. Inability to cope with unstructured social situations, including transitions 6. Inability to use knowledge and skills functionally to generalise to various situations 7. Difficulty predicting others and understanding their motives 8. Inability to read the facial expressions of others 9. Rigid thinking, including strong routines and rituals 10. Difficulty understanding the rules of social interaction 	<ol style="list-style-type: none"> a. Say what you mean (explain double meanings, avoid sarcasm etc.) b. Preparation for change of activity or lesson c. Visual prompting and cues – timetable, instructions, demarcating areas d. Systematic organisation of independent learning tasks and activities e. Emotional literacy lessons in class f. Clear rewards and sanctions – including motivators g. Overt expectations made explicit h. Calm learning environment i. Prompt cards for group roles and conversation skills j. Whole school awareness and training k. Regular mentor support, including adults or peers l. TEACCH approach m. Access to time out area or distraction free environment n. Regular, short sensory breaks o. Small social skills and/or friendship group with baseline assessment p. Lego therapy q. Paired or 1:1 curriculum tasks with differentiated support r. Individual work station and individual visual timetable 	<ol style="list-style-type: none"> i. Reduced anxiety ii. Improved capacity for independent learning iii. Increase in social interactions iv. Improved social relationships and friendships v. Independent access to the school day vi. Enhanced ability to work in groups vii. Clearer focus of attention viii. More appropriate behaviour ix. Pupil can calmly and independently move around the school at key changeover times x. Reduction in distressed behaviours xi. Skills learned in social group applied to school situations xii. Greater participation at playtime with less adult intervention xiii. Able to access the mainstream curriculum with support

<ul style="list-style-type: none"> 11. Difficulties in understanding rules of politeness and manners e.g. may speak to Headteacher like a friend 12. Attention and conversation focused on own needs and interests 13. Extreme reactions, rather than a measured response 14. Problems with unwritten rules e.g. you don't talk in assembly 15. Problems with subtle social rules e.g. those governing dating and sexual relationships 16. Unable to cope with close proximity to others 17. Physical outbursts if stressed, 18. Echolalia, rather than meaningful language 19. Lack of response inhibitions, e.g. can't wait, shouts out, runs off 20. Literal understanding of language- struggles to understand sarcasm/humour/idiom/metaphor 21. Physically challenging behaviour 22. Unusual reactions to sensory stimuli 23. Difficulties with independence skills, such as dressing, toileting, eating 24. May seem to have a phobia of speech with some adults. The SMIRA website gives resources for children and young people with selective mutism 	<ul style="list-style-type: none"> s. Individualised programme, including interventions supported by the SENCo/outside professionals t. Specific interest clubs u. Comic Strip Conversations and/or Social Stories 	<ul style="list-style-type: none"> xiv. Reduced frustration xv. Improved mental health
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Suggested Resources	Links
<ol style="list-style-type: none"> 1. Visual timetables, schedules & prompts 2. TEACCH work system 3. First / next board 4. Simple Social Stories 5. Role-play scenarios 6. Buddy system 7. Circle time activities 8. Structured lunchtime/break activities 9. Monitoring cards, e.g. traffic lights or rating scale 10. Time-out system/safe place to retreat to 11. Visual prompt cards, e.g. take turns, stay on topic 12. Emotions cards and activities 13. TA/Mentor time 14. Play scheme helper 15. Social Stories 16. Comic Strip Conversations 17. Personalised learning station 18. Exit strategy/card 19. Time to Talk programme 20. Socially Speaking 21. Talkabout 22. Developing Social Communication Skills 23. High level of TA support 24. Specialist team involvement 25. Alternative teaching space 26. Lego Therapy groups 27. Barrier games 28. Intensive interaction approaches 29. Training for staff in social communication difficulties 	<ol style="list-style-type: none"> 1. Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs 2. The Communication Trust primary and secondary school age progression tools may be used to assess language skills 3. The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives. It is available here, and twilight training in its use is available from IES 4. Schools who have accessed the AET training can access the Tools for Teachers resources here

Language		
Pupils needs (<i>assess</i>)	Intervention & targeted response (<i>plan/do</i>)	Expected outcomes (<i>review</i>)
1. Difficulty when <i>saying</i> words or sentences 2. Difficulty <i>understanding</i> words or sentences 3. Difficulty following/processing instructions 4. Short attention span 5. Comprehension and/or decoding affected in literacy 6. Considerable difficulties with receptive and/or expressive vocabulary 7. Short and inaccurate sentences – oral and written 8. Considerable difficulty understanding words, sentences and instructions 9. Severe difficulties with receptive and expressive vocabulary 10. May speak and understand at a single word or phrase level 11. Difficulty in formulating a spoken sentence 12. Severe difficulty understanding words, sentences and instructions	a. Ensure you have the CYP's attention before giving an instruction b. Clear and simple explanations c. Chunking instructions d. Extra time to process what has been said e. Check understanding of classwork and homework tasks f. Model correct sentence usage g. Visual support across the curriculum h. Broad range of sentence activities, e.g. description, news telling i. Talk partner opportunities j. Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way k. Guided reading for decoding and comprehension, especially inference l. Whole school awareness and training m. Language groups for vocabulary, verbs, negatives, questioning, reasoning n. Vocabulary teaching with phonological/semantic cues o. Use of information carrying words when giving instructions p. Targeted comprehension group q. Concept development programme r. Individualised Language Link or S< programme s. Use of Makaton signing by staff t. Individual vocabulary wordbook	i. More contributions to class and group discussions ii. Expanded oral and written sentences iii. Increased confidence iv. Improved listening and attention v. Increase in confidence and self esteem vi. Quicker processing of language vii. Better understanding of lesson content leading to better progress viii. Enhanced reading comprehension ix. Correct usage of grammar, e.g. plurals and tenses x. Shift from spoken phrases to sentences xi. Wider vocabulary, including core, extended & subject words xii. Improved factual understanding and/or inference xiii. Ability to follow longer instructions xiv. Improved words and sentences Improved communication xv. Improved comprehension of basic language, instructions and expectations xvi. Improved curriculum access

Suggested Resources (<i>training in these is available from IES</i>)	Links
<ol style="list-style-type: none"> 1. Colourful Semantics programme, including using cards for sentence extension 2. Communicate in print vocabulary cards 3. Good listening prompts 4. Making & breaking word activities 5. Communication Cookbook 6. Language for Thinking 7. Speaking and Listening Through Narrative Intensive interaction approaches 8. Non-literal language, idioms, jokes etc. 9. Concept signs and symbols 10. S&LT programme & advice 11. Makaton training for adult 12. Communicate in Print for curriculum differentiation 13. Individualised Language Link programme 14. Talk Boost for EY, KS1 or 2 is an evidence based programme for schools to deliver. Training can be purchased from IES, and resources viewed here 	<ol style="list-style-type: none"> 1. Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs 2. LanguageLink/SpeechLink is an online assessment system which can be used to screen speech and language skills in primary and secondary. For more information contact the IES or have a look here 3. The Communication Trust Primary and Secondary school age progression tools may be used to assess language skills 4. The AET progression tools can be used to assess and track progress, and set objectives. It is available here, and twilight training in its use is available from IES. 5. Milestones information is available to download here

Speech		
Pupils needs (<i>assess</i>)	Intervention & targeted response (<i>plan/do</i>)	Expected outcomes (<i>review</i>)
<ol style="list-style-type: none"> 1. Speech that is sometimes difficult to understand 2. Decoding often poor in literacy 3. Speech difficulties are impeding literacy development 4. Speech may be incomprehensible to an unknown adult or peer 5. Specific difficulties in hearing or perceiving speech, particularly in distracting environments 6. Speech difficulties have a significant impact on literacy 7. Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs 8. Languagelink/Speechlink is an online assessment system which can be used to screen speech and language skills in primary and secondary. For more information contact the IES or have a look here 	<ol style="list-style-type: none"> a. Provision of a quiet workstation b. Application of specific speech targets during the day in a quiet environment c. Attention and listening activities d. Oral blending and segmentation linked to reading and spelling e. Targeted speech group f. Specific phonemic awareness programme linked to letters g. Segmentation activities linked to topic and functional vocabulary h. Speech cueing system, if advised by S&LT, e.g. cued articulation i. Alternative or augmentative communication (AAC) system- low or high tech, designed by S&LT j. Total communication approach including Makaton signs, symbols and gestures to communicate needs k. Individual programme, provided by S&LT l. Consistent support from teacher and TA to reinforce speech sounds throughout the day m. Total communication training for staff n. Support to develop peer relationships and participate in group work when intelligibility is a problem 	<ol style="list-style-type: none"> I. Correct pronunciation of sounds in some situations II. Segmentation of spoken words III. Improved production of speech sounds (these still need to be applied throughout the day) IV. Some segmentation of vocabulary – syllables, rhyme, phonemes V. Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level

Suggested Resources

1. Letters & sounds phase one
2. Talk buttons or talking postcards – see [here](#)
3. Phonological awareness activities linked to speech production e.g. books [here](#)
4. Home/school book/objects of reference box to aid understanding of
5. Phonics programme with strong phonological awareness component
6. Advice from S<

6d: Cognition & Learning

Cognition & Learning		
Pupils needs (<i>assess</i>)	Intervention & targeted response (<i>plan/do</i>)	Expected outcomes (<i>review</i>)
Level 1		
<ol style="list-style-type: none"> 1. Low levels of attainment and progress 2. Difficulty acquiring new skills (particularly in literacy and numeracy) 3. Difficulty in dealing with abstract ideas 4. Some speech and language difficulties e.g. generalising information, understanding abstract language 5. Some difficulties with fine or gross motor skills 6. Some signs of frustration 7. Difficulties involving specific skills such as sequencing, ordering, word finding 8. Limited skills in verbal exchanges 9. Avoidance strategies 10. Self-confidence/esteem 11. Functional Skills 12. Activities for Daily Living 	<ol style="list-style-type: none"> a. Pupil's name and eye contact established before giving instructions (unless autism is present/suspected) b. Clear and simple instructions, breaking down longer instructions and giving one at a time c. Clarify, display and refer back to new/difficult vocabulary d. Pre-teach vocabulary e. Check for understanding f. Consistent use of positive language g. Jot down key points/instructions h. Give time before response is needed i. Visual cues and prompts j. Visual timetable k. Collaborative working opportunities l. Key vocabulary displayed/available m. Time given for processing n. Consistent use of terms o. Repetition and reinforcement of skills p. Tasks simplified or extended q. Whole school awareness and training r. Visually supportive learning environments e.g. working walls, word mats 	<ol style="list-style-type: none"> I. Increased/equal access to the curriculum II. Increased retention of key instructions and information III. Improved access to learning IV. Able to predict/recount content of lesson V. Improved social inclusion VI. Ability to work independently VII. Able to record information in a variety of ways VIII. Increase in confidence and self esteem IX. Reduction in anxiety X. Improved listening and attention XI. Increase self-confidence and self-worth XII. Positive response from pupil voice XIII. Increase physical activity/health XIV. Able to self-regulate sensory processing

	<ul style="list-style-type: none"> s. Supported social and emotional development t. Positive marking u. Opportunity to access and record information in a variety of ways including IT v. Use of coloured IWB (interactive whiteboard) backgrounds, gels etc. w. Paired reading x. Structured phonic programmes y. Consistent implementation of rewards and sanctions z. Multi-sensory approach to learning 	
Level 2		
<ul style="list-style-type: none"> 1. Increasing phonological and short term memory difficulties 2. Widening gap in attainment and progress 3. Increasingly low self-esteem 4. Episodes of frustration and/or aggressive behaviours 5. Episodes of dis-engagement 6. Difficulty in forming concepts, especially when information is more abstract 7. Requires first hand sensory experiences 	<ul style="list-style-type: none"> a. Targeted/guided sessions – literacy and numeracy b. Reinforcement and practice input c. Use of a range of reinforcement programmes d. Multi-sensory practice groups for reading and spelling e. Structured phonic programmes based on multi-sensory approach f. Pre-teaching key concepts g. Planned opportunities for group pre-teaching key elements (literacy and numeracy) h. Group literacy intervention programmes i. Developing touch typing j. Study skills k. Alternate methods of recording work e.g. mind mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT l. Additional time for key curriculum areas m. Develop a range of working memory strategies 	<ul style="list-style-type: none"> I. Increased capacity for independent learning II. Improved self-esteem III. Developing ‘I can’ attitude IV. Decrease in number of frustrated and or aggressive behaviours V. Improved engagement in learning VI. Increased desire to learn VII. Developing bank of secure concepts VIII. Clear approach/strategies of what to do when unsure or unclear about learning IX. Narrowing gap in attainment between peers X. Improved short term memory

Level 3		
<ol style="list-style-type: none"> 1. Significant difficulty in retaining learning, or significant difficulty in applying learning 2. Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties 3. Disengagement from learning, non-attendance and/or behavioural difficulties 	<ol style="list-style-type: none"> a. Planned 1:1 support for targeted lessons/activities b. Structured 1:1 teaching of specific numeracy skills identified through diagnostic assessment or similar c. Personalised learning programmes based on multi-sensory principles with frequent over-learning d. Precision teaching for literacy and numeracy e. Additional planning and arrangements for transition including baseline assessments f. Modified curriculum in KS4 g. Access arrangements for tests and exams h. Individual mentoring and/or counselling 	<ol style="list-style-type: none"> I. Able to access mainstream curriculum with clear differentiation and appropriate provision II. More able to retain information that has been regularly over-learned III. Able to apply learning in familiar context with some support IV. Less frequent episodes of frustration V. Improved feeling of self-worth VI. Increase in engagement levels and motivation VII. Increase in independency VIII. Increase in attendance in school

Suggested Resources		
Level 1:	Level 2:	Level 3:
<ol style="list-style-type: none"> 1. Flexible grouping 2. Dictaphones 3. ACE dictionary 4. Laptop/iPad 5. ICT resources e.g. Clicker 6, Textease, Texthelp, Wordbar 6. Vocabulary cards 7. Writing frames 8. Spellcheckers 9. Visual prompts 10. Modified resources 11. Alternatives to copy writing e.g. photocopies 12. Individual whiteboards for drafting 13. Cloze passage 14. Writing frames 15. Letters & Sounds 16. Circle time 17. Buddy systems/study buddies 18. Clear rewards and sanction systems 19. Coloured resources e.g. paper, overlays 20. Reading rulers and Number lines 21. Brain Gym 22. Brain Training 23. Music to aid concentration and focus 	<ol style="list-style-type: none"> 1. Increasing range of specialist IT equipment e.g. keyboarding skills, 2. Wave three maths resources 3. Use of specialist programmes to make resources e.g. Communicate in Print 4. Reading programmes e.g. Rapid Reading, Letters & Sounds, Wellington Square, Oxford Reading Tree, Every Child a Reader (ECAR), FFT (Fischer Family Trust) Programme 5. Range of specialised programmes e.g. Thrass, Sounds Write, Catch-Up Literacy 6. Phonographix workshops 7. Evidence-based interventions based on Brooks critique (2013) such as Read, Write Inc. Lexia/Lexion 8. Units of Sound 9. Voice recognition software 10. Boxes Font 11. Voice recognition software e.g. Dragon Dictate 12. ICT resources to support reading and writing e.g. Read Write Gold, mind mapping 13. Working memory resources/training 	<ol style="list-style-type: none"> 1. Specialist support and interventions - Education Psychologists (EPs), Advisory teachers, Occupational Therapists (OT), Dyslexia teachers 2. Reading Recovery, Every Child A Reader (ECAR) 3. Accelerere-read 4. Accelerere-Write 5. Alpha to Omega 6. Hickey 7. Arrow 8. Every Child Counts (ECC)

6e: Social, Emotional & Mental Health

Social, Emotional & Mental Health		
Pupils needs (<i>assess</i>)	Intervention & targeted response (<i>plan/do</i>)	Expected outcomes (<i>review</i>)
<ol style="list-style-type: none"> 1. Experiencing difficulty in remaining on task, inattentive 2. Inability to follow instructions and routines 3. Presenting as significantly unhappy anxious or stressed 4. Seeking frequent adult support/attention 5. Frequent low level disruptions 6. Failure to make the progress anticipated across many areas of the curriculum 7. Showing signs of frustration and early indications of disaffection or disillusion 8. Difficulty in making and maintaining healthy relationships with peers 9. Presenting as withdrawn or tearful 10. Poor or sporadic attendance 11. Vulnerable to bullying, manipulation or exploitation 12. Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks 13. Engage in bullying type behaviours 	<ol style="list-style-type: none"> a. Implementation of a whole school framework to support social emotional and mental health such as Thrive or Positive Behaviour Support. b. Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) c. SEMH leads within the school are well trained and regularly attend the SEMH network d. Middle leaders to provide staff coaching e. New or inexperienced staff have access to departmental/key stage colleagues support f. Well evidenced systems to track progress and monitor both learning and social emotional wellbeing and associated behaviour. g. Pupils and parents involvement h. SEAL (Social and Emotional Aspects of Learning) curriculum and activities i. Differentiated and additional learning activities to engage and motivate j. Flexible and creative use of rewards and consequences e.g. 'catch them being good' k. Identify and build on preferred learning styles l. Positive language to re-direct, reinforce expectations e.g. use of others as role models 	<ol style="list-style-type: none"> I. Whole school practice that is positive and restorative and aids resolution of conflict peacefully II. Improved staff confidence in managing behaviour that challenges III. A sense of belonging IV. CYP that feel safe in school V. Reduced risk taking behaviour VI. Confident and resilient learners VII. Emotionally aware individuals who can self-regulate VIII. CYP with a positive perception of self IX. Positive engagement and participation in learning X. Increased levels of independence within CYP XI. Improved concentration and attention XII. Positive social interaction and relationships with others resulting in improved friendships and relationships

<p>14. Uncooperative or defiant</p> <p>15. Demonstrations of behaviour that challenges</p> <p>16. Placing self or others at risk of harm</p> <p>17. Frequent exclusions</p> <p>18. Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self-harm)</p> <p>19. Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours)</p>	<p>m. Environmental adaptation e.g social seating and proximity to teacher</p> <p>n. Time out systems within the classroom</p> <p>o. Limited choices to engage and motivate</p> <p>p. Peer support systems</p> <p>q. Increased structure, routine and guidance</p> <p>r. Reward chart/system</p> <p>s. Use of metacognition to improve confidence and attitude to learning</p> <p>t. SENCo and others check specific and hidden learning needs e.g. anxiety, depression or ADHD</p> <p>u. Small, carefully thought-out group settings or one-to-one working e.g. talk, listen and reflect</p> <p>v. SEAL small group work</p> <p>w. ELSA (Emotional Literacy Support Assistant) groups</p> <p>x. Thrive individual assessments and action plans</p> <p>y. IEP (Individual Education Plan), PSP (Pastoral Support Plan), IBP (Individual Behaviour Plan) or similar plan is drafted with SMART targets</p> <p>z. Regular home/school planner</p> <p>aa. A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time</p> <p>bb. Reinforcement of expectations through verbal scripts & visual prompts</p> <p>cc. Class and school mediation strategies e.g. restorative practice</p> <p>dd. Calming scripts, including for example, use of 'thinking time'</p> <p>ee. Identify, highlight, understand and build on areas of progress. Progress is monitored and reviewed, with constructive feedback</p>	<p>XIII. Able to work collaboratively and independently</p> <p>XIV. Self-aware reflective learners</p> <p>XV. High aspirations of self and can-do attitude to achieving goals</p> <p>XVI. Reduction in feelings of anxiety, fear, anger</p> <p>XVII. Risk assessments and care plans that are co-produced with parents and the child.</p> <p>XVIII. Clear emergency procedures and care plans shared with staff, parents and child</p> <p>XIX. Able to identify emotions that are both comfortable and uncomfortable</p> <p>XX. Better able to manage uncomfortable feelings such as anger</p> <p>XXI. Good attendance</p> <p>XXII. Positive educational and social outcomes</p> <p>XXIII. Accelerated progress and good levels of attainment</p> <p>XXIV. Improved emotional and mental health</p> <p>XXV. Decrease in incidents of high level challenging behaviour leading to more participation</p> <p>XXVI. Increase in feeling of safety</p>
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	<ul style="list-style-type: none"> ff. 'Feedback' is used to collaborate and plan with parent /carer gg. Experienced learning coaches/mentors/key workers support the group/individual hh. Emphasis on social emotional engagement, safety and learning ii. Nurture Group or small group intervention such as Dino Years or Thrive jj. Pastoral Support Plan for children who are at risk of disaffection and exclusion kk. Enhanced personalised provision e.g. social and health education programmes ll. Use of self-management programmes to develop skills, confidence and engagement mm. Personalised programmes for managing and controlling emotions and the resulting behaviour nn. Use of interventions adopting CBT (Cognitive Behavioural Therapy) principles oo. Interventions such as art/play therapeutic approaches, SCERTS, academic resilience pp. Advice and guidance from health partners (Healthy Child Practitioners, Compass Reach, S&LT, CAMHS qq. Involvement of educational psychologist, prevention service, pupil referral service (PRS) or enhanced mainstream schools (EMS) rr. Highly personalised curriculum and or timetable e.g. co-delivered with partners such as EMS, PRS, college or work experience placements ss. Commission off-site alternative provision e.g. PRS, EMS, college placement other tt. Managed move to another school 	<ul style="list-style-type: none"> XXVII. Beginning to feel an increase in confidence and wellbeing XXVIII. Beginning to trust adults and have more positive experience XXIX. Signs of some pro social behaviour XXX. Increase in personal awareness and responsibility XXXI. Beginning to engage in and contribute to learning opportunities leading to better progress and achievement XXXII. Increase in self-regulation and monitoring
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Suggested Resources

1. Strengths and Difficulties Questionnaire
2. DAWBA (Development and Well-Being Assessment)
3. Boxall Profile
4. Measures of psychological and emotional wellbeing in children
5. SEAL assessments
6. Thrive Assessments
7. Vineland Adaptive Behaviour Scales

6f: Sensory & Physical

Sensory & Physical		
Pupils needs (<i>assess</i>)	Intervention & targeted response (<i>plan/do</i>)	Expected outcomes (<i>review</i>)
Level 1		
<ol style="list-style-type: none"> 1. Difficulty hearing 2. Missing spoken information 3. Difficulty retaining information 4. Poor phonological awareness 5. Processing of unknown language takes longer 6. Fluctuating hearing loss 7. Difficulty with new social situations 8. Reduced visual impairment 9. Difficulty with handwriting/fine motor control 10. Sensory processing needs 11. Gross motor skills and mobility 12. Auditory and visual perception 13. Functional skills 14. Difficulty moving around school 15. Managing own physical needs independently 	<ol style="list-style-type: none"> a. Reduce background noise to improve acoustic environment b. Preferential seating and position of teacher c. Uncluttered and well organised learning environment with good lighting d. Access to lip reading/subtitles on audio visual material e. Choice making opportunities f. Clearly organised learning environment g. Specialist vocabulary available at the beginning of each topic h. Spelling support i. Developing note taking skills j. Allow thinking time k. Summarise key points at start and end of lesson l. Disability awareness training m. Pre-writing activities/warm up n. Letter formation and fine motor skills activities o. Grip development p. Development of visual learning environments 	<ol style="list-style-type: none"> I. Increased/equal access to the curriculum II. Improved speech discrimination III. Increased subject vocabulary IV. Increase in understanding spoken language V. Increased retention of key instructions and information VI. Improved access to learning, can predict / recount content of lesson VII. Improved social inclusion VIII. Improved acoustics – reduced reverberations IX. Reduced visual fatigue X. Ability to work independently XI. Able to record information

Level 2		
<ol style="list-style-type: none"> 1. Difficulty listening at a distance of more than two metres from the speaker 2. Moderate visual impairment 	<ol style="list-style-type: none"> a. Mentor support b. TA to support revision of key skills and concepts c. Use of Radio Aid (FM) system d. Use of note taker (TA) – using IT, mind maps etc. e. Training – technical support f. Modified resources (e.g. large print) g. Training and intervention from staff h. ICT training to increase independent access i. Laptop/board connection via team viewer j. Social/life skills development k. Pupil support profile l. Variable TA/mentor time m. Curriculum reflects disability awareness n. Teacher of the Deaf support 	<ol style="list-style-type: none"> I. Uses FM to aid better speech discrimination II. Improved levels of achievement III. Able to access learning and school environment IV. Improved self-esteem and social / emotional development V. Increased confidence approaching new situations leading to better participation
Level 3		
<ol style="list-style-type: none"> 1. Severe/profound hearing loss 2. Unable to listen, process information efficiently and write at the same time 3. Poor semantic knowledge 4. Weak phonology 5. Profound visual impairment 6. Social integration 	<ol style="list-style-type: none"> a. Individual or small group sessions b. Variable TA support c. Review of semantics and syntax of curriculum texts d. Live speaker/translator e. Copies of scripts and subtitles f. Mentor supporting social inclusion g. Specialist training h. Specialist teaching sessions i. TA support to review language and notes j. Adaptation of all materials 	<ol style="list-style-type: none"> I. Able to access curriculum and make good or better progress II. Uses FM to aid better speech discrimination III. Able to access learning and school environment IV. Improved self-esteem and social / emotional development

Suggested Resources

1. High colour contrast materials, including on whiteboard
2. Good quality print and photocopying
3. Electronic copies of work
4. Visual aids and prompts
5. Subject vocabulary dictionary
6. Use of carpets and curtains to support acoustics
7. Vocabulary cards and cues
8. Clean whiteboards and good quality pens
9. Sloping boards
10. Environmental audit by rehabilitation team
11. Use of blinds/curtains to block sunlight
12. Programmes such as;
13. Wake up and Shake up
14. Write from the Start
15. Leap into Life
16. Range of pencils and grips
17. Brain Gym
18. Access to IT programmes and support tools
19. Processing and keyboard training

1. Personal/ revised timetable
2. Timetabled tutorial
3. Teacher of the Deaf time
4. Specialist advice and support
5. VI/HI team time
6. Access to NDCS (National Deaf Children's Society) events
7. Low vision aids
8. Radio Aid
9. Genie System
10. Large print books
11. Electronic books
12. Exam modifications
13. Personal laptop/ iPad

Appendix I: Complex & Significant

The terms 'complex' and 'significant' in the context of statutory assessment are intended to encompass children and young people whose needs cannot be met without additional resources, over and above elements 1 and 2 funding.

Children and young people who fall within this category are those for whom it is demonstrated that there is a detrimental impact of the child or young person's SEND on the efficient education of themselves, others and the efficient use of resources without an EHCP.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

As a *general guide*, complex and significant needs will be characterised by a combination of the following;

1. The child or young person's progress is delayed, for example, three or more years lower in comparison with the attainment of those of the same age. Pace of learning may also mean this gap is widening.
2. General participation is very limited and there is significantly delayed engagement to the extent that the child or young person is unable to access learning/social opportunities with their age related peer group.
3. The child or young person needs frequent and longer term support in order to stay safe, make progress and/or access any learning opportunities.
4. Children or young people might be achieving at an expected or even higher level but other factors contribute to their complex range of needs. These other factors might also trigger the need for a joint multi-agency approach to meeting their needs. This could, for example, include children and young people who are looked after by us or who are experiencing:
 - health issues, including terminal illness
 - high levels of anxiety
 - mental health issues
 - co-morbid conditions

In addition, there may be cases where the needs of the child or young person cannot be met within the resources available to the setting in which they are educated (inclusive of elements 1-3 funding) and:

1. The needs of the child or young person are significant to the extent that a special school or specialist placement will be appropriate.
2. The significant needs of the child or young person are long term and will require on-going specialist intervention and support over and above what can be provided through element 1 & 2 funding.

Appendix II: SEND Websites

SEND Websites	
4Children (early years)	http://www.4children.org.uk/
AEP (association of educational psychologists)	http://www.aep.org.uk/#
AFASIC (speech impaired children)	http://www.afasic.org.uk/
Autism Education Trust	http://www.autismeducationtrust.org.uk/
BAEA (British Association of Educational Audiologists)	http://www.educational-audiologists.org.uk/a_jstallard_1.php
BPS (British psychological society)	http://www.bps.org.uk/
British Stammering Association	http://www.stammering.org/
CDC (council for disabled children)	http://www.councilfordisabledchildren.org.uk/
Challenging Behaviour Foundation	http://www.challengingbehaviour.org.uk/
ChiMat (child and maternal health)	http://www.chimat.org.uk/
Dyslexia Action	http://www.dyslexiaaction.org.uk/
Dyslexia SpLD Trust	http://www.thedyslexia-spldtrust.org.uk/
Gov.uk DfE	https://www.gov.uk/government/organisations/department-for-education
Gov.UK Legislation	http://www.legislation.gov.uk/
Gov.uk Ofsted	https://www.gov.uk/government/organisations/ofsted
Gov.uk Ofsted Datadash	http://dashboard.ofsted.gov.uk/
Gov.uk Ofsted Dataview	https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime
Gov.uk School/College Performance	http://www.education.gov.uk/schools/performance/geo/la815_all.htm
Gov.UK Statistics	https://www.gov.uk/government/statistics?departments%5B%5D=department-for-education
iCAN	http://www.ican.org.uk/
NAPEP (National Association of Principal EP's)	http://www.napep.org/
NAPLIC (language impairment)	http://www.naplic.org.uk/
NASEN	http://www.nasen.org.uk/
NAS (National Autistic Society)	http://www.autism.org.uk/
NATSIP (National Sensory Impairment Partnership)	https://www.natsip.org.uk/

PATOSS (specific learning difficulties)	https://www.patoss-dyslexia.org/
PDNet (Physical Disabilities Network)	http://www.pdnet.org.uk/
RCSLT (speech and language therapists)	http://www.rcslt.org/
SEND Gateway	http://www.sendgateway.org.uk/
SENDIASS (national)	http://www.iassnetwork.org.uk/
SMIRA (selective mutism)	http://www.smira.org.uk/
TCT (The Communication Trust)	https://www.thecommunicationtrust.org.uk/
NDCS (National Deaf Children's Society)	http://www.ndcs.org.uk/
SENSE	https://www.sense.org.uk/
Blind Children UK	http://www.blindchildrenuk.org/
Education Endowment Foundation	https://educationendowmentfoundation.org.uk/
NGA (National Governors Association)	http://www.nga.org.uk/Home.aspx

Appendix III: Further Information & Links

For more information about the inclusive education service there is a range of supporting documents on the Local Offer website, including:

- SEND: Inclusive Education Service – outlining the core and traded offer from the inclusive education service, including enhanced mainstream schools
 - Request for Involvement form – for making a request for support

Any queries or requests for involvement should be sent to; inclusiveeducation@northyorks.gov.uk

For access to traded services go to; North Yorkshire Education Services.