North Yorkshire County Council

SEND Mainstream Guidance

Inclusive Education Service

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

September 2016

Contents

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. statutory assessment, and specialist services provided via the local authority 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.

Code of Practice, DfE, 2015	Equality Act, 2010
A child of compulsory school age or a young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than the majority of others of the same age; or b) 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 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.	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; • They must not discriminate and they must make reasonable adjustments for disabled children and young people. • Public bodies are also under wider duties to promote equality of opportunity. • The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. • 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.

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.

2: A Graduated Approach

The SEND 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 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 (APDR), 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 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 local authority to undertake a statutory assessment of the child's SEND, through a request for an education, health and care needs assessment.

There is an expectation that interventions have been implemented for a significant period, e.g. two cycles of APDR, before a request for additional resources is made and once it has been submitted, it does not necessarily lead to statutory assessment.

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

3a: The Local Authority

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 Service (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.

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

Roles and responsibilities include;

✓ Supporting the drive for high educational standards for all children and young people, paying particular attention to the most disadvantaged groups.

✓ 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.

✓ 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.

✓ Ensuring that those with SEND can access high quality provision that meets their needs.

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.

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

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

- Ensuring a sufficiency of provision for pupils with SEND and reviewing this annually (place planning)
- Publishing information on SEND funding and provision
- Monitoring the progress of children with SEND
- 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
- 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 local authority 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 both local provision and provision outside the local area that the local authority 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 on their own websites, information on where the local offer is published (see appendix).

Children & Families Act, 2014

3b: Governing Bodies

3c: Schools

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.

In short, if a registered child or young person at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to ensure that the special educational provision called for is made.

The legal duty is directly placed on the governing body rather than the headteacher of the school or principal of the college. This is partly because the governing body is in a position to effect change as it is responsible for the appointment and performance management of such leadership posts.

Duties apply to all children with SEND whether they have an EHC plan, a statement or neither. This means that the governing body or proprietor should be using their best endeavours to secure special educational provision, including;

- Ensuring that where the headteacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil
- Ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND
- Ensuring that a pupil with SEND joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
- Reporting to parents on the implementation of the school's policy for pupils with SEND
- Having due regard to the statutory guidance within the current SEND code of practice when carrying out duties toward all pupils with SEND
- Ensuring that school notifies parents of a decision by the school that SEND provision is being made for their child

Governors Handbook, 2015

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;

- Appoint a SEND governor to have oversight of the arrangements for SEND in school
- Identify how many pupils in the school have SEND and ensure provision is made in accordance with the SEND CoP
- Know how much money the school gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
- Review and approve the SEND policy and any other relevant policies
- Monitor the progress of children and young people with SEND and ensure that the provision specified in statements of SEN and EHCP's are made
- Ensure that SEND provision is integrated into the school improvement plan
- 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
- Appoint a SENCo who is a qualified teacher (alternatively, the headteacher may take on this role)
- Invest in whole school and targeted training for staff
- Ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND
- Provide information on school arrangements for SEND to parents and governors
- 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.

In short, headteachers are expected to;

- 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
- 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
- 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
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- 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;

- Be accountable for attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Adapt teaching to respond to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Teachers' standards, 2011 (updated 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;

✓ Overseeing the day-to-day operation of the school's SEND policy
✓ Co-ordinating provision for children with SEND
✓ Advising on the graduated approach to providing SEND support
✓ Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
✓ Being a key point of contact with external agencies, especially the LA and its support services
✓ 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)
✓ Ensuring that the school keeps the records of all pupils with SEND up to date
✓ Liaising with:

  ✓ Designated teachers where a looked after pupil has SEND
  ✓ Parents of pupils with SEND
  ✓ Early years providers
  ✓ Other schools
  ✓ Health and social care professionals
  ✓ Independent or voluntary bodies
  ✓ 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
1. Teaching assistants should not be used as substitute teachers for low-attaining pupils
2. Use teaching assistants to add value to what teachers do, not replace them
3. Use teaching assistants to help pupils develop independent study skills and manage their own learning
4. Ensure teaching assistants are fully prepared for their role in the classroom through out of class liaison with teachers
5. Use teaching assistants to deliver high-quality one-to-one and small group support using structured interventions
6. Adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction
7. 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	• Employ a trained SENCo with QTS, who has a direct link to the 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	• 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

CYP with SEND	As above plus:
	
	• Assessment of:
	  ➢ 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
	
	Additional to and *different from* provision, e.g.
	• 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
		As above plus:
		
		• Additional resources delegated by formula *(element 2)*
		• Range of commissioned services, accessible and proportionate in relation to eligibility criteria, including:
		  ➢ School improvement
		  ➢ Inclusive education service;
		    ▪ 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
		
		There are also a range of traded services available from the above specialist teams via SmartSolutions Online, which can be purchased for individual sessions or block packages of support, over and above what core services can provide

Statement/EHCP	As above plus
	
	 • Very detailed planning and tracking
	 • Individualised programmes in several areas including the curriculum and non-curriculum areas, such as;
	
	    ➢ 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 SEND or an EHC Plan
	 • Arranging the annual review of a statement of SEND 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
		As above plus
		
		 • Resource panels
		 • Funding for mainstream statements or EHC Plans *(element 3 – High Needs Block)*
		 • Delegation of funding to specialist provision *(special schools, alternative provision and enhanced mainstream schools)*
		 • 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

	All other requirements identified in the Code of Practice for SEND	

If a school requires support to implement their responsibilities in relation to SEND, support can be purchased from the Educational Psychology and Inclusive Education Service via SmartSolutions Online.

5: Generic Expectations: All Schools

Whole School	Expected Outcomes of School Provision
• 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	• 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
Staff working in school: • 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	• 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

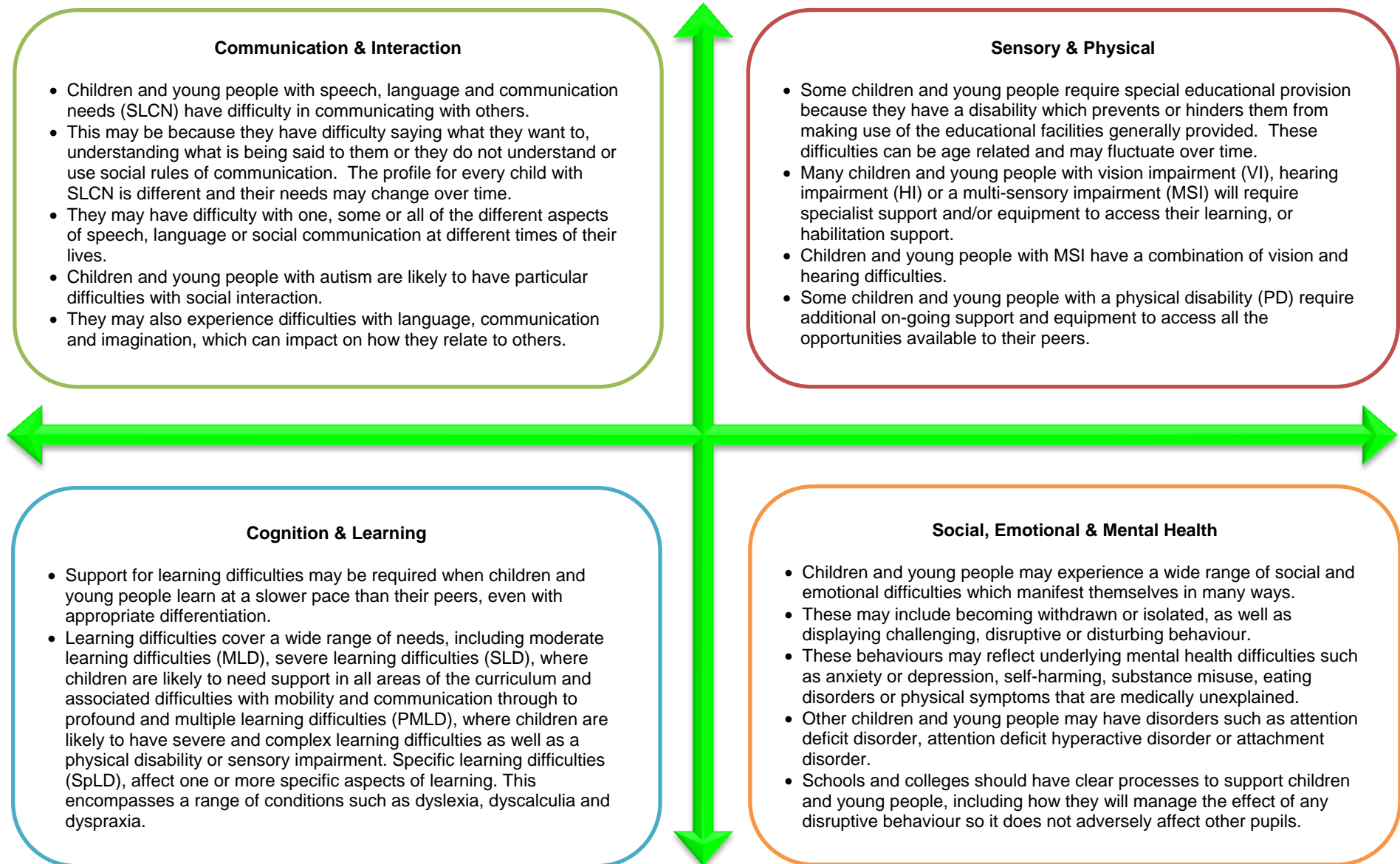| Deployment of Resources	Expected Outcomes of School Provision
• Resources are allocated appropriately to ensure additional needs are met • Effective links exist with other, relevant agencies and teachers know when to refer for extra support • Specific strategies, resources and provision are provided to overcome potential barriers to learning	• 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
• An effective partnership with pupils and parents as part of assessment and review is evident • Pupils are involved in the; *assess, plan, do, review* 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	• 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
• 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	• 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; ✓ Work ✓ Living ✓ Health ✓ Friendships and Relationships

6: SEND 0-25: Provision in Practice

Assess, Plan, Do, Review (APDR)

Quality Teaching

Graduated Response

SEND in Mainstream Schools and Educational Settings (0-25)

Universal Provision

Additional SEND Support

North Yorkshire
County Council

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.

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 dyspraxia.

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.

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

Pupils needs *(assess)*	Intervention & targeted response *(plan/do)*	Expected outcomes *(review)*
Social Communication		
• Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction	• Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class • Clear rewards and sanctions – including motivators • Overt expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills • Whole school awareness and training • Regular mentor support, including adults or peers • TEACCH approach • Access to time out area or distraction free environment • Regular, short sensory breaks • Small social skills and/or friendship group with baseline assessment • Lego therapy • Paired or 1:1 curriculum tasks with differentiated support • Individual work station and individual visual timetable • Individualised programme, including interventions supported by the SENCo/outside professionals • Specific interest clubs • Comic Strip Conversations and/or Social Stories	• Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour • Pupil can calmly and independently move around the school at key changeover times • Reduction in distressed behaviours • Skills learned in social group applied to school situations • Greater participation at playtime with less adult intervention • Able to access the mainstream curriculum with support • Reduced frustration • Improved mental health

• Difficulties in understanding rules of politeness and manners e.g. may speak to Headteacher like a friend • Attention and conversation focused on own needs and interests • Extreme reactions, rather than a measured responseProblems with unwritten rules eg you don't talk in assembly • Problems with subtle social rules eg those governing dating and sexual relationships • Unable to cope with close proximity to others • Physical outbursts if stressed, • Echolalia, rather than meaningful language • Lack of response inhibitions, e.g. can't wait, shouts out, runs off • Literal understanding of language- struggles to understand sarcasm/humour/idiom/metaphor • Physically challenging behaviour • Unusual reactions to sensory stimuli • Difficulties with independence skills, such as dressing, toileting, eating • (may also be associated with) Over/under sensitivity to touch, light, taste, sound, smell or colour • May seem to have a phobia of speech with some adults. The SMIRA website gives resources for children and young people with selective mutism .	*Suggested Resources* • Visual timetables, schedules & prompts • TEACCH work system • First / next board • Simple Social Stories • Role-play scenarios • Buddy system • Circle time activities • Structured lunchtime/break activities • Monitoring cards, e.g. traffic lights or rating scale • Time-out system/safe place to retreat to • Visual prompt cards, e.g. take turns, stay on topic • Emotions cards and activities • TA/Mentor time • Play scheme helper • Social Stories • Comic Strip Conversations • Personalised learning station • Exit strategy/card • Time to Talk programme • Socially Speaking • Talkabout • Developing Social Communication Skills • High level of TA support • Specialist team involvement • Alternative teaching space • Lego Therapy groups • Barrier games • Intensive interaction approaches • Training for staff in social communication difficulties	*Links* • Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs • The Communication Trust primary and secondary school age progression tools may be used to assess language skills • The Autism Education Trust 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 • Schools who have accessed the AET training can access the Tools for Teachers resources here

Language

• Difficulty when *saying* words or sentences • Difficulty *understanding* words or sentences • Difficulty following/processing instructions • Short attention span • Comprehension and/or decoding affected in literacy • Considerable difficulties with receptive and/or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty understanding words, sentences and instructions • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating a spoken sentence • Severe difficulty understanding words, sentences and instructions • Very early levels of literacy- or difficulties in sequencing narrative/using appropriate words	• Ensure you have the CYP's attention before giving an instruction • Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding of classwork and homework tasks • Model correct sentence usage • Visual support across the curriculum • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi sensory way • Guided reading for decoding and comprehension, especially inference • Whole school awareness and training • Language groups for vocabulary, verbs, negatives, questioning, reasoning • Vocabulary teaching with phonological and semantic cues • Use of information carrying words when giving instructions • Targeted comprehension group • Concept development programme • Individualised Language Link or SALT programme • Use of Makaton signing by staff • Individual vocabulary wordbook • Continued use of enhanced strategies • Training for staff in SLCN	• More contributions to class and group discussions • Expanded oral and written sentences • Increased confidence • Improved listening and attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of lesson content leading to better progress • Enhanced reading comprehension • Correct usage of grammar, e.g. plurals and tenses • Shift from spoken phrases to sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding and/or inference • Ability to follow longer instructions • Improved words and sentences in writing • Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access

Suggested Resources (training in these is available from IES)	*Links*
- Colourful Semantics programme, including using cards for sentence extension - Communicate in print vocabulary cards - Good listening prompts - Making & breaking word activities - Communication Cookbook - Language for Thinking - Speaking and Listening Through Narrative Intensive interaction approaches - Non-literal language, idioms, jokes etc. - Concept signs and symbols - SALT programme & advice - Makaton training for adult - Communicate in Print for curriculum differentiation - Individualised Language Link programme - 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	- Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs - 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 - The Communication Trust Primary and Secondary school age progression tools may be used to assess language skills - 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. - Milestones information is available to download here

Speech		
• Speech that is sometimes difficult to understand • Decoding often poor in literacy • Speech difficulties are impeding literacy development • Speech may be incomprehensible to an unknown adult or peer • Specific difficulties in hearing or perceiving speech, particularly in distracting environments • Speech difficulties have a significant impact on literacy • Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs • 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 • There is a handy progress checker here.	• Provision of a quiet workstation • Application of specific speech targets during the day in a quiet environment • Attention and listening activities • Oral blending and segmentation linked to reading and spelling • Targeted speech group • Specific phonemic awareness programme linked to letters • Segmentation activities linked to topic and functional vocabulary • Speech cueing system, if advised by SALT, e.g. cued articulation • Alternative or augmentative communication (AAC) system- low or high tech, designed by S&LT • Total communication approach including Makaton signs, symbols and gestures to communicate needs • Individual programme, provided by SALT • Consistent support from teacher and TA to reinforce speech sounds throughout the day • Total communication training for staff • Support to develop peer relationships and participate in group work when intelligibility is a problem *Suggested Resources* • Letters & sounds phase one • Talk buttons or talking postcards – see here • Phonological awareness activities linked to speech production eg books here • Home/school book/objects of reference box to aid understanding of • Phonics programme with strong phonological awareness component • Advice from S&LT	• Correct pronunciation of sounds in some situations • Segmentation of spoken words • Improved production of speech sounds (these still need to be applied throughout the day) • Some segmentation of vocabulary – syllables, rhyme, phonemes • Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level

6d: Cognition & Learning

Pupils needs *(assess)*	Intervention & targeted response *(plan/do)*	Expected outcomes *(review)*
• Low levels of attainment and progress • Difficulty acquiring new skills (particularly in literacy and numeracy) • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration • Difficulties involving specific skills such as sequencing, ordering, word finding • Limited skills in verbal exchanges • Avoidance strategies • Self-confidence/esteem • Functional Skills • Activities for Daily Living	• Pupil's name and eye contact established before giving instructions (unless autism is present/suspected) • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new and/or difficult vocabulary • Pre-teach vocabulary • Check for understanding • Consistent use of positive language • Jot down key points/instructions • Give time before response is needed • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments e.g. working walls, word mats • Supported social and emotional development • Positive marking • Opportunity to access and record information in a variety of ways including IT • Use of coloured IWB backgrounds, gels etc. • Paired reading • Structured phonic programmes • Consistent implementation of rewards and sanctions • Multi-sensory approach to learning	• Increased/equal access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Able to predict/recount content of lesson • Improved social inclusion • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self esteem • Reduction in anxiety • Improved listening & attention • Increase self-confidence and self-worth • Positive response from pupil voice • Increase physical activity/health • Able to self-regulate sensory processing

| | *Suggested Resources*

- Flexible grouping
- Dictaphones
- ACE dictionary
- Laptop/iPad
- ICT resources e.g. Clicker 6, Textease, Texthelp, Wordbar
- Vocabulary cards
- Writing frames
- Spellcheckers
- Visual prompts
- Modified resources
- Alternatives to copy writing e.g. photocopies
- Individual whiteboards for drafting
- Cloze passage
- Writing frames
- Letters & Sounds
- Circle time
- Buddy systems/study buddies
- Clear rewards and sanction systems
- Coloured resources e.g. paper, overlay, fonts
- Reading rulers
- Number lines
- Maths equipment
- Brain Gym
- Brain Training
- Music to aid concentration and focus
- Reward systems | |

North Yorkshire County Council

- Increasing phonological and short term memory difficulties - Widening gap in attainment and progress - Increasingly low self-esteem - Episodes of frustration and/or aggressive behaviours - Episodes of dis-engagement - Difficulty in forming concepts, especially when information is more abstract - Requires first hand sensory experiences	- Targeted/guided sessions – literacy and numeracy - Reinforcement and practice input - Use of a range of reinforcement programmes - Multi-sensory practice groups for reading and spelling - Structured phonic programmes based on multi-sensory approach - Pre-teaching key concepts - Planned opportunities for group pre-teaching key elements (literacy and numeracy) - Group literacy intervention programmes - Developing touch typing - Study skills - Alternate methods of recording work e.g. mind mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT - Additional time for key curriculum areas - Develop a range of working memory strategies *Suggested Resources* - Increasing range of specialist IT equipment e.g. keyboarding skills, - Wave three maths resources - Use of specialist programmes to make resources e.g. Communicate in Print - Reading programmes e.g. Rapid Reading, Letters & Sounds, Wellington Square, Oxford Reading Tree, ECAR, FFT - Range of specialised programmes e.g. Thrass, Sounds Write, Catch-Up Literacy - Phonographix workshops - Evidence-based interventions based on Brooks critique (2013) such as Read, Write Inc. Lexia/Lexion - Units of Sound - Voice recognition software - Boxes Font - Voice recognition software e.g. Dragon Dictate - ICT resources to support reading and writing e.g. Read Write Gold, mind mapping - Working memory resources/training	- Increased capacity for independent learning - Improved self-esteem - Developing 'I can' attitude - Decrease in number of frustrated and or aggressive behaviours - Improved engagement in learning - Increased desire to learn - Developing bank of secure concepts - Clear approach/strategies of what to do when unsure or unclear about learning - Narrowing gap in attainment between peers - Improved short term memory

• Significant difficulty in retaining learning, or significant difficulty in applying learning • Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties • Disengagement from learning, non-attendance and/or behavioural difficulties	• Planned 1:1 support for targeted lessons/activities • Structured 1:1 teaching of specific numeracy skills identified through diagnostic assessment or similar • Personalised learning programmes based on multi-sensory principles with frequent over-learning • Precision teaching for literacy and numeracy • Additional planning and arrangements for transition including baseline assessments • Modified curriculum in KS4 • Access arrangements for tests and exams • Individual mentoring and/or counselling *Suggested Resources* • Specialist support and interventions (EPs, Advisory teachers, OT, Dyslexia teachers) • Reading Recovery, Every Child A Reader (ECAR) • Accelere-read • Accelere-Write • Alpha to Omega • Hickey • Arrow • Every Child Counts (ECC)	• Able to access mainstream curriculum with clear differentiation and appropriate provision • More able to retain information that has been regularly over-learnt • Able to apply learning in familiar context with some support • Less frequent episodes of frustration • Improved feeling of self-worth • Increase in engagement levels and motivation • Increase in independency • Increase in attendance in school
Note: Evidence based interventions can be altered and updated according to the manual; What Works for Children by Greg Brooks		

6e: Social, Emotional & Mental Health

Pupils needs *(assess)*	Intervention & targeted response *(plan/do)*	Expected outcomes *(review)*
- Experiencing difficulty in remaining on task, inattentive - Inability to follow instructions and routines - Presenting as significantly unhappy anxious or stressed - Seeking frequent adult support/attention - Frequent low level disruptions - Failure to make the progress anticipated across many areas of the curriculum - Showing signs of frustration and early indications of disaffection or disillusion - Difficulty in making and maintaining healthy relationships with peers - Presenting as withdrawn or tearful - Poor or sporadic attendance - Vulnerable to bullying manipulation or exploitation - Engage in bullying type behaviours - Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks - Uncooperative or defiant - Demonstrations of behaviour that challenges - Placing self or others at risk of harm - Frequent exclusions	- Implementation of a whole school framework to support social emotional and mental health such as Thrive or Positive Behaviour Support. - Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) - SEMH leads within the school are well trained and regularly attend the SEMH network - Middle leaders to provide staff coaching - New or inexperienced staff have access to departmental/key stage colleagues support - Well evidenced systems to track progress and monitor both learning and social emotional wellbeing and associated behaviour. - Pupils and parents involvement - SEAL curriculum and activities - Differentiated and additional learning activities to engage and motivate - Flexible and creative use of rewards and consequences e.g. 'catch them being good' - Identify and build on preferred learning styles - Positive language to re-direct, reinforce expectations e.g. use of others as role models - Environmental adaptation e.g social seating and proximity to teacher - Time out systems within the classroom - Limited choices to engage and motivate - Peer support systems - Increased structure, routine and guidance - Reward chart/system - Use of metacognition to improve confidence and attitude to learning - SENCo and other check specific and hidden learning needs e.g. anxiety, depression or ADHD	- Whole school practice that is positive and restorative and aids resolution of conflict peacefully - Improved staff confidence in managing behaviour that challenges - A sense of belonging - CYP that feel safe in school - Reduced risk taking behaviour - Confident and resilient learners - Emotionally aware individuals who can self-regulate CYP with a positive perception of self - Positive engagement and participation in learning - Increased levels of independence within CYP - Improved concentration and attention - Positive social interaction and relationships with others resulting in improved friendships and relationships - Able to work collaboratively and independently - Self-aware reflective learners - High aspirations of self and can-do attitude to achieving goals - Reduction in feelings of anxiety, fear, anger

• Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self - harm) • Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours)	• Small, carefully thought-out group settings or one-to-one working e.g. talk, listen and reflect • SEAL small group work • ELSA groups • Thrive individual assessments and action plans • IEP, PSP IBP or similar plan is drafted with SMART targets • Regular home/school planner • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Reinforcement of expectations through verbal scripts & visual prompts • Class and school mediation strategies e.g. restorative practice • Calming scripts, including for example, use of 'thinking time' • 'Feedback' is used to collaborate and plan with parent /carer • Identify, highlight, understand and build on areas of progress. Progress is monitored and reviewed, with constructive feedback. • Experienced learning coaches/mentors/key workers support the group/individual • Emphasis on social emotional engagement, safety and learning • Nurture Group or small group intervention such as Dino Years or Thrive • Pastoral Support Plan for children who are at risk of disaffection and exclusion • Enhanced personalised provision e.g. social and health education programmes • Use of self-management programmes to develop skills, confidence and engagement • Personalised programmes for managing and controlling emotions and the resulting behaviour • Use of interventions adopting CBT principles	• Risk assessments and care plans that are co-produced with parents and the child. • Clear emergency procedures and care plans shared with staff, parents and child • Able to identify emotions that are both comfortable and uncomfortable • Better able to manage uncomfortable feelings such as anger • Good attendance • Positive educational and social outcomes • Accelerated progress and good levels of attainment • Improved emotional and mental health

Assessment tools • Strengths and Difficulties Questionnaire • DAWBA • Boxall • Measures of psychological and emotional • wellbeing in children • SEAL assessments • Thrive Assessments • Vineland	• Interventions such as art/play therapeutic approaches, SCERTS, academic resilience • Counselling • Advice and guidance from health partners (Healthy Child Practitioners, Compass Reach, SLT, CAHMS • Involvement of educational psychologist, prevention service, pupil referral service (PRS) or enhanced mainstream schools (EMS) • Risk assessment for children who may need physical intervention • Highly personalised curriculum and or timetable e.g. co-delivered with partners such as EMS, PRS, college or work experience placements • Commission off-site alternative provision e.g. PRS, EMS, college placement other • Managed move to another school	• Decrease in incidents of high level challenging behaviour leading to more participation • Increase in feeling of safety • Beginning to feel an increase in confidence and well being • Beginning to trust adults and have more positive experiences • Signs of some pro social behaviours • Increase in personal awareness and responsibility • Beginning to engage in and contribute to learning opportunities leading to better progress and achievement • Increase in self-regulation and monitoring

6f: Sensory & Physical

Pupils needs *(assess)*	Intervention & targeted response *(plan/do)*	Expected outcomes *(review)*
• Difficulty hearing • Missing spoken information • Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Reduced visual impairment • Difficulty with handwriting/fine motor control • Sensory processing needs • Gross motor skills and mobility • Auditory and visual perception • Functional skills • Difficulty moving around school • Managing own physical needs independently	• Reduce background noise to improve acoustic environment • Preferential seating and position of teacher • Uncluttered and well organised learning environment • Good lighting • Access to lip reading/subtitles on audio visual material • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available at the beginning of each topic • Spelling support • Developing note taking skills • Allow thinking time • Summarise key points at start and end of lesson • Disability awareness training • Pre-writing activities/warm up • Letter formation and fine motor skills activities • Grip development • Development of visual learning environments • Pre-prepared work with date and other details populated, etc. *Suggested Resources* • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Electronic copies of work • Visual aids and prompts • Subject vocabulary dictionary • Use of carpets and curtains to support acoustics • Vocabulary cards and cues • Clean whiteboards and good quality pens	• Increased/equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information

	• Sloping boards
	• Environmental audit by rehabilitation team
	• Use of blinds/curtains to block sunlight
	• Programmes such as;
	    ➢ Wake up and Shake up
	    ➢ Write from the Start
	    ➢ Leap into Life
	• Range of pencils and grips
	• Brain Gym
	• Access to IT programmes and support tools
	• Processing and keyboard training	

• Difficulty listening at a distance of more than two metres from the speaker • Moderate visual impairment	• Mentor support • TA to support revision of key skills and concepts • Use of Radio Aid (FM) system • Use of note taker (TA) – using IT, mind maps etc. • Training – technical support • Modified resources (e.g. large print) • Training and intervention from staff • ICT training to increase independent access • Laptop/board connection via team viewer • Social/life skills development • Pupil support profile • Variable TA/mentor time • Curriculum reflects disability awareness • Teacher of the Deaf support *Suggested Resources* • Radio Aid • Genie System • Large print books • Electronic books • Low vision aids • Exam modifications • Personal laptop/ iPad	• Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self-esteem and social / emotional development

	• Differentiated equipment across subjects • VI/HI team support • Fun Fit intervention • Equipment to aid skills	
• Severe/profound hearing loss • Unable to listen, process information efficiently and write at the same time • Poor semantic knowledge • Weak phonology • Profound visual impairment • Social integration	• Individual or small group sessions • Variable TA support • Review of semantics and syntax of curriculum texts • Live speaker/translator • Copies of scripts and subtitles • Mentor supporting social inclusion • Specialist training • Specialist teaching sessions • TA support to review language and notes • Disability awareness • Adaptation of all materials *Suggested Resources* • Personal/revised timetable • Timetabled tutorial • Teacher of the Deaf time • Specialist advice and support • VI/HI team time • Access to NDCS events	• Increased confidence approaching new situations leading to better participation • Able to access curriculum and make good or better progress • Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self-esteem and social / emotional development

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;

- 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.
- 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.
- The child or young person needs frequent and longer term support in order to stay safe, make progress and/or access any learning opportunities.
- 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

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/Viewregionalperformanceovertime
Gov.uk School/College Performance	http://www.education.gov.uk/schools/performance/geo/la815_all.html
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 Partnerhsip)	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;

a. Specialist Support & Provision – outlining the core and traded offer from the inclusive education service
b. Request for Involvement form – for making a request for support
c. Process Maps – to explain the single point of access

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

For access to traded services go to; Smart Solutions