



**IDENTIFICATION AND ASSESSMENT OF CHILDREN  
AND YOUNG PEOPLE WITH SPECIAL  
EDUCATIONAL NEEDS AND DISABILITIES AGED 5 -  
19 IN SCHOOLS**

**Update July 2014**

**FINAL VERSION**

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## Foreword

All local authorities (LA) are required to publish their arrangements for children and young people with special educational needs. This document describes the variety and range of needs experienced by children and young people with special educational needs and disabilities (SEND) and outlines the arrangements and responsibilities for special educational provision that will be made by schools and by the local authority within Warrington.

Parents and carers need to feel confident that schools have secure systems in place and that they offer a flexible range of provision available to meet the individual needs of each and every one of their children. Where children have additional needs and advice and support is needed from outside agencies, including the LA, parents want to be fully involved and confident that this will be timely and appropriate.

The aim of this document is to ensure that there is clarity and transparency around the identification and assessment of children and young people with special educational needs and disability and that appropriate provision is in place to meet their needs.

## Introduction

The special educational needs criteria threshold for requesting statutory assessment were published in 2006 to ensure fair, equitable and targeted distribution of resources for children and young people with SEND (*Identification and Assessment of Children and Young People with Special Educational Needs 2006*). The threshold criteria for each broad area of special educational need can be found in the appropriate sections of this document and in Appendix 1.

This document provides revised guidance for schools about adopting a graduated response to pupil need and it updates the previous guidance (*Graduated Response to Pupil Need in Warrington 2009*). It also makes reference to the national funding changes for children and young people with SEND which were introduced in April 2013 and to the SEND code of practice (*Special educational needs and disability code of practice: 0 to 25 years June 2014*).

This document recognises that some children have complex needs which aren't easily categorised into one of the four broad areas of need outlined in the SEND code of practice and it should help with the identification and assessment of their needs.

This guidance document is important to schools and parents because:

- It recognises that all Warrington children and young people attending a school have a entitlement to appropriate provision if they have special educational needs
- It will help schools, parents and LA staff to develop a shared understanding to support their dialogue about individual children and young people
- It supports the LA in its statutory duty to monitor and evaluate effectiveness of special educational needs provision.

## What is a special educational need?

All children and young people learn and develop at different rates and have areas of both strength and interest and areas of relative weakness. A child or young person may have a special educational need if, despite appropriate classroom activities, and differentiated planning and support, they continue to experience a greater difficulty than their peers in learning and developing skills. It is important to distinguish children and young people with

special educational needs from children and young people who are underachieving but who can and will catch up.

According to the *Special educational needs and disability code of practice: 0 to 25 years, June 2014*:

A pupil has SEN where their learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (para 6.15)

### **What should be in place in all schools?**

Provision for children and young people with special educational needs is a matter for the school as a whole. All teachers are teachers of children and young people with SEN. Schools should be able to offer a minimum provision guarantee for individual children and young people and their families through their school offer.

In this document, details are given of the process of meeting special educational needs and descriptors of appropriate provision for different forms of special educational need.

The document makes reference to a number of documents which will support effective action with, and on behalf of, children and young people with special educational needs.

- Special Educational Needs Policy (may be incorporated into a wider Inclusion Policy)
- Individual Education Plans (IEPs) as appropriate
- Whole School Behaviour Policy
- Attendance Policy
- Access Plan

There are also references throughout the document the importance of consulting with parents and keeping them informed of the action taken to help the child and of the outcome of this action.

The expectation is that schools adopt a graduated approach once a child or young person is identified as having SEN. The SEN support should take the form of a four-part cycle: Assess, Plan, Do, Review. This document should assist schools with this approach both for supporting children and young people from school's resources and for compiling evidence for a statutory assessment.

When a child or young person's special educational needs begin to present themselves as enduring and complex, a school may decide to request an EHC needs assessment possibly leading to high needs funding and an education, health and care plan (EHC plan). At this stage, the involvement of external agencies will be valuable and may include LA or external specialist services, for example: occupational therapists and speech and language specialists. A request for an EHC needs assessment must include a recent report from an educational psychologist. "Recent" will usually mean within the last 12 months.

## Organisation of the document

The main part of the document is organised into four sections which cover the four broad area of need:

- communication and interaction (divided into social interaction difficulties and speech language and communication difficulties)
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs (divided into physical needs, hearing impairment and visual impairment)

For each of the areas, the information is presented in terms of:

- Intervention and support
- Learning environment
- Partnership with parents, carers and other agencies
- Monitoring, assessment and review

It also provides guidance about levels of need and these are called elements 1, 2 and 3.

- **Element 1**

The core entitlement for all children and young people including those with a defined special educational need or disability but whose learning needs can be met through high quality teaching as part of good, differentiated mainstream classroom practice. For this group there should be no need to dedicate additional funding over and above the school's delegated budget which funds all pupils although schools may choose to use additional funding to support these children and young people, e.g., Pupil Premium.

- **Element 2**

Children and young people for whom the school needs to make additional provision from its delegated budget up to the value of £6,000 per child per year in order for them to make and maintain progress. There are likely to be strong indications that the child or young person requires support which is "additional to" or "different from" the (differentiated) educational provision made generally for children and young people of their age in schools.

- **Element 3**

Children and young people with a statement of special educational needs or an education, health and care plan. These are children and young people who have a level of need that can not be provided for using the school's own resources. These children and young people will either be educated in mainstream schools with additional funding or in specialist provision. Access to an EHCP and additional support from the LA (high needs funding block) is usually via an EHC needs assessment. In exceptional circumstances a child or young person will be able to access funding from the high needs block without going through the EHC needs assessment process.

The guidance in this document is intended to be indicative and not an exhaustive list. Children and young people need not be experiencing all the needs described for consideration within a category or level. Some of the needs described here might not individually warrant intervention but they may be significant with other needs. Schools may find that a child or young person has needs across a number of headings or a cluster of needs under one heading.

## **Children and young people with an EHC plan or statement of SEN and high needs funding**

It is expected that children and young people whose support requires funding from the high needs block will have learning needs as below:

Support/provision which is significantly “additional to” or “different from” the differentiated curriculum and educational provision made generally for children or young people of their age in schools.

**and**

There is clear evidence that the financial cost to the school for this support / provision is more than the £6,000 per annum from the school’s delegated budget.

**and**

When having been provided with that support, there is evidence from school progress data and a reasonable case that more accelerated progress could be made if additional resources were available, and the school has a specific, costed provision map which outlines how high needs block funding has been spent and the targeted gains and outcomes.

If a school considers that a child or young person has enduring and complex needs and would benefit from an EHC plan and additional funding (high needs funding), then a request can be made for an EHC needs assessment.

### **What is an EHC needs assessment?**

EHC needs assessments are undertaken for children and young people with enduring and complex special educational needs. An EHC needs assessment of a child or young person’s special educational needs can be undertaken when there is convincing evidence that, despite the school, with the help of external specialists, taking relevant and purposeful action to overcome the child or young person’s special educational needs, the difficulties remain or have not been remedied sufficiently. An EHC needs assessment is a multi-agency investigation that aims to define the long-term needs of a child/young person. It may or may not result in the writing of an EHC Plan.

This document outlines the criteria adopted by the local authority as guidelines to help make decisions about individual children and young people and ensure a fair, equitable and targeted distribution of resources for children and young people with SEND. The criteria for each area of special educational need can be found within each section and are together in appendix 1.

For the LA to decide that an EHC needs assessment is necessary, advice from the school/setting will be sought and this will include the following:

- A copy of the child/young person’s costed provision map provided for them under the School Support Stage of the Code of Practice 2014
- The educational establishment’s assessment of the child/young person’s difficulties
- The educational establishment’s outcomes sought for the child/young person
- The external professional advice that has been sought
- Details of the support and interventions that have been provided for the child/young person over time
- An assessment by the educational establishment of the progress made or lack of progress over time
- What additional support the educational establishment feels is required which cannot be provide through its ordinary resources

Although this is not a definitive list, evidence to suggest that a child or young person is unlikely to make accelerated and sustained educational progress without additional resources might include:

- Pupil progress data outlining progress over the previous 3 terms (this may be a shorter period in exceptional circumstances) in core areas of the curriculum and, possibly, in personal and social development.
- Provision map evidence cross-referencing additional support given with outcomes.
- Pupil witness statements outlining their perception of their own needs
- Summary of outcomes of formal assessments undertaken by school staff and external professional e.g. reading levels, EP report, Boxall profile etc.
- Observational assessments of engagement in lessons (corroborated, if possible, by an educational psychologist).
- Progress against targets on individual Educational Plans where these have been deemed necessary
- A CAF plan – which provides evidence of complicating social factors having a genuine, long term and sustained impact upon progress in school.

Also, schools will be required to provide an indication of how they would use the high needs funding if agreed in order to support the child or young person.

### **Who can request an EHC needs assessment?**

Requests for an EHC needs assessment can be made to the local authority by the child or young person's parent; by a young person between 16 and 25; by a person from the child's school or post-16 institution. In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority.

### **How should success be measured?**

The special educational needs and disability code of practice makes reference to children and young people making appropriate progress and measuring progress. Identifying progress is how individual children and young people, families, schools and the LA can measure the effectiveness of the provision made for children and young people.

Children and young people and their needs are individual. What is appropriate progress is therefore also individual and has to be defined by success in meeting appropriately challenging SMART targets over time. Children and young people who do not have a special educational need progress at different rates and the same is true for children and young people with an identified special educational need. Some children and young people will successfully meet highly appropriate challenging targets but the nature of their special educational need may mean that the gap between their attainments and those of their peers will widen over time.

## **COMMUNICATION AND INTERACTION**

This section has been divided into two parts: Social Interaction Difficulties and Speech, Language and Communication Needs.

### **Social Interaction Difficulties**

#### **Description of Need**

Children and young people with social interaction difficulties may experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. The difficulties vary in terms of severity and the way they manifest themselves.

Some of the characteristic difficulties children and young people experience include:

- Difficulties in understanding social situations and responding to environmental cues;
- Difficulty in intuitively sensing other people's feelings and intentions;
- Inappropriate or limited social initiative and problems with establishing and maintaining reciprocal relationships;
- Rigidity of thinking and a tendency to follow personal agendas which are not easily amenable to adult direction with an absence of awareness of the needs or emotions of others;
- Difficulty with open-ended or unstructured situations and with change;
- High susceptibility to anxiety and stress;
- Limitations in expressive or creative activities extending to obsessive interests or repetitive activities;
- Impaired use of language, either expressive or receptive, which may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for two-way communication. Good vocabulary may lead others to overestimate the true level of understanding.

#### **SEN area of need: Communication and Interaction (social interaction)**

##### **Element 1 : Entitlement of all children and young people**

Many child/young persons with social interaction difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective Quality First Teaching and waves of intervention.

#### **Possible description of children and young people**

- Child/young person working within the same key stage as peers. Able to work on same tasks as peers with some additional support. Able to learn in the whole class group.



- Expected expressive and receptive language skills. Mild social use of language difficulties. May need some additional explanation of concepts etc. May have poor conversation skills.
- Mild social difficulties. May be aware of difficulties. Interested in peers and wants to have friends but needs help with this.
- Occasional mild anxiety. Can be 'talked through' problems. Able to use 'within class' calming strategies. Behaviour does not affect learning. Not aggressive or disruptive.
- Child/young person is making some academic progress or may have progressed at nationally expected levels linked to prior attainment.
- Child/young person responds to planned strategies.
- Child/young person is able to work successfully in the classroom, particularly a small group.
- Child/young person may be developing understanding of their difficulty and how to manage their levels of anxiety and sensory needs. This will depend on the child/young person, their age, cognitive ability and their level of need.
- Child/young person is confident/has good self esteem, maintaining and developing new skills and has opportunities to be involved in extra school activities.
- Mainly working within the same level as peers. Occasional difficulty in learning in whole class teaching group. Needs regular support to work on same tasks as peers.
- Apparently good expressive language but often misinterprets instructions.
- May have special interests.
- Responsive to rules.
- Interested in peers. Attempts to interact but frequently 'gets it wrong'. Peers usually make allowances.
- Some distress when routines change, avoided if properly prepared. May exhibit other routines/rituals that may need managing/advice. Behaviour does not usually disrupt learning of self and/or others.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>Whole school awareness and understanding of children and young people with social interaction difficulties and its implications for the curriculum.</p> <p>The class or subject teacher is able to use strategies and resources available in the ordinary classroom e.g. time taken by teacher to explain change in routine, Circle of Friends, Buddy System.</p>	<p>Simple changes to the ordinary classroom setting to support individual differentiation.</p> <p>The school reviews its Accessibility plan regularly to update the details relating to building access, communication and training needs, and information.</p> <p>Staff consider appropriate child/young person groupings,</p>	<p>Parent/carer involvement through normal school policy arrangements.</p> <p>General whole school training.</p> <p>Notify parents of the Parent Partnership Services when possible SEN first identified.</p> <p>Parents are confident that their son/daughter is being included</p>	<p>Child/young person has opportunities to evaluate their performance in learning activities.</p>

<p>Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching may be helpful.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for child/young person. Appropriate training for class teacher, SENCo and TAs.</p>	<p>seating arrangements and surroundings.</p> <p>Accessible school environment for all users including after hours activities and school trips.</p> <p>There should be consistency within the classroom in terms of organisation, structure, routines, space and place.</p> <p>In the classroom written or drawn visual supports for tasks and/or personal organisation may be needed. Such support may also be used to manage change e.g. visual timetables.</p>	<p>successfully and responding to planned strategies.</p>	
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<p><b>SEN area of need: Communication and Interaction (social interaction)</b></p>
<p><b>Element 2: Additional support for child/young person provided from school resources</b></p>
<p><b>Possible description of child/young person</b></p> <ul style="list-style-type: none"> <li>• The child/young person has difficulty with communication and interaction which impede his or her access to learning and curriculum. These difficulties persist despite differentiated learning opportunities in standard activity.</li> <li>• The difficulties may include inability to interpret social cues, poor social timing, lack of social empathy, rejection of normal body contact or unawareness of other people's personal space, inappropriate eye contact, lack of social conversation skills, literal use and interpretation of speech, rigidity and inflexibility of thought processes, resistance to change, solitary play and unusually focussed special interest.</li> <li>• The child/young person displays characteristics which affect his/her social relationships, social communication and imaginative thought; impede his/her effective learning and results in his/her general level of functioning being significantly below that of his/her peers.</li> <li>• Differentiated classroom provision for the child/young person's education over time has not resulted in progress towards achieving learning and/or behavioural or social targets set.</li> <li>• Individually administered assessments over time by the class/subject teacher and/or the school's SENCo indicate that a more individualised and differentiated educational or social programme is necessary.</li> <li>• Child/young person has difficulties in following instructions, classroom routines and maintaining attention on task.</li> </ul>

- Child/young person is reluctant to engage in classroom activities as directed because of his/hers inflexibility of thinking and behaviour.
- Child/young person relies on teacher support and careful structuring of activities in order to engage successfully in group work and/or social interaction.
- Child/young person displays rigidity of thinking and behaviour, likely to result in disruption of classroom activities or the child/young person's functioning and/or access to the curriculum.
- Evidence of significant problems in social interaction and relationships.
- May have a diagnosed medical condition.
- Difficulties with social interaction and social communication and social understanding affect behaviour in all contexts. At home/and or at school, child/young person may be socially vulnerable or withdrawn or prone to aggressive outbursts.
- Child/young person can exhibit highly atypical behaviour, such as: obsessive, challenging and/or withdrawn behaviours, an inappropriate use of language, abnormal responses to sensory experiences and signs of distress requiring significant adjustments.
- May have issues relating to health and personal care issues.
- Multi-agency advice may be required.
- Significant communication difficulties inhibit regular participation, understanding and contribution to activities in classroom/setting.
- Evidence of rigid thought, making the child/young person inflexible and unlikely to cope with change, resulting in significant signs of stress and anxiety.
- The child/young person's impaired social development, rigidity of behaviour and thought and communication are significantly impeding his/her learning and leading to a level of function markedly below that of his/her peers.
- Modification of the differentiated classroom provision for the child/young person's education has not resulted in the expected progress towards achieving learning and/or behavioural or social targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENCo provide evidence that the child / young person's behavioural and social difficulties are becoming a more significant obstacle to his/her effective learning.
- Assessments over time by the class/subject teacher and/or SENCo, indicated that additional advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.
- Evidence of the child/young person's continuing difficulties in the development of his/her expressive and receptive communication skills.
- Child/young person has sensory needs (hyper and/or hypo) which may present as seeking out or avoiding behaviours.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>Child/young person may need access to:</p> <ul style="list-style-type: none"> <li>• Flexible teaching arrangements;</li> <li>• Help in acquiring, comprehending and using language;</li> <li>• Help in articulation;</li> <li>• Help in acquiring literacy skills;</li> <li>• Where necessary, help in using low level alternative means of communication;</li> <li>• Support in using different means of communication confidently for a range of purposes;</li> <li>• Support in organising and coordinating oral and written language.</li> </ul> <p>The structured promotion of social interaction, communication, imagination and independence should be integral within the content and delivery of the academic curriculum.</p> <p>Provision map targets will be addressed through small group and class work within the</p>	<p>Classroom supports may include the use of visual timetable, prompt and/or instruction sheets visually identified expectations and teaching outcomes, frequent visual supports for teaching and also signaling and signing.</p> <p>Teachers will be expected to use several or all of these strategies.</p> <p>Grouping arrangements or additional support in the classroom are used flexibility to promote social interaction, language use, understanding and use of imagination.</p> <p>SENCo/class teacher carry out curriculum based assessment which focuses on child/young person's immediate social and learning needs.</p> <p>Child/young person may need access to a workstation and equipment for Augmented and Alternative Communication (AAC).</p> <p>Environmental audit completed for example, using IDP materials</p>	<p>Parent/carer to be consulted on levels of concerns and to be asked for further advice along with permission to gain advice from outside agencies.</p> <p>Parent/carer to be involved in the formulation, monitoring and implementation of targets.</p> <p>Use of a home-school diary to aid communication.</p> <p>If required referral to Parent Partnership Services for support to parents.</p> <p>Staff are able to plan with external agencies.</p> <p>Information and advice has been/is being received from external agencies.</p> <p>Training has enabled staff to use appropriate strategies to support the inclusion of this child/young person.</p> <p>Child/young persons may require individual support following incidents. Regular opportunities</p>	<p>There should be a cycle of identification, assessment, planning implementation, monitoring and review.</p> <p>Regular reviews should be held at least twice per year.</p> <p>The child/young persons' strengths and weaknesses in social communication, interaction and flexible thinking are observed and recorded in a variety of situations during the school day.</p> <p>Individual SMART targets set that focus on social communication, interaction, flexible thinking and independence. Itemised on the school provision map. Specific targets are additional to whole class curriculum planning and reflect the child/young person's priority needs.</p> <p>Class and subject teachers will plan to implement aspects of the targets in their lessons. The provision map will specify teaching arrangements and</p>

<p>curriculum framework. TA time may be used for individual support, for example checking understanding, breaking down tasks into small steps assisting with organisation, modelling and support of tasks and use of equipment.</p> <p>Class or subject teachers are responsible for working with the child/young person on a daily basis to address the child / young person's needs. There may be some additional TA time provided under the guidance of the SENCo, Head of year or class tutor as appropriate to work within the child/young person's curriculum and individual needs framework.</p> <p>In the classroom written or drawn visual supports for tasks and/or personal organisation will be needed. Such support may also be used to manage change.</p> <p>Withdrawal facilities should be provided for times of stress.</p> <p>The child/young person's potential for learning is likely to be promoted by the use of objects, visual supports &amp; vocabulary lists.</p>	<p>or The Autism Friendly Schools Audit from the Autism Education Trust. Access Strategy/Survey shared with staff and reasonable adaptations agreed and made as necessary e.g. controlled lighting, good listening conditions, seating arrangements.</p> <p>There will be regular opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs.</p> <p>Peer support structures, with appropriate guidance for the supporting child/young person, may provide opportunities for the development of social interaction and communication skills. On the advice of specialist services, this could include circles of friends, mentoring or buddying.</p> <p>The school realises that child/young person with social and communication difficulties are very vulnerable to bullying and has support/monitoring in place.</p> <p>Some children and young people may benefit from access to a learning support base for parts of the day, if this is part of the</p>	<p>to meet with the SENCo or other identified key person may be helpful.</p> <p>There will be ongoing commitment to training for all appropriate staff in school information and training as appropriate</p>	<p>resources. It will include strategies that reflect the child/young person's preferred learning style e.g. the use of visual cues, routines and consistency of language use. Targets will be reviewed regularly and will include success criteria.</p> <p>The SENCo, Head of Year or class tutor will facilitate assessment, planning, implementation and monitoring. The SENCo will also advise subject teachers.</p> <p>Parents and child/young people will be involved in target setting and review and child/young people should have an understanding of the targets they are working to achieve. Success will be celebrated.</p> <p>The child/young person may need an individual risk assessment.</p> <p>Further analysis of the child/young person's strengths and weaknesses in social communication, interaction, flexible thinking, unusual behaviours, environmental</p>
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<p>There will be use of routines and structured tasks, immediate reward systems.</p> <p>Teacher explanation should be explicit and consistent. Curriculum delivery adapted to accommodate any reluctant to accept adult directed activities.</p> <p>Staff are able to monitor child/young persons during break times and lunchtimes and have strategies in place to reduce anxiety during unstructured times.</p> <p>Staff are able to monitor and assess for access to special exam arrangements.</p> <p>There may be other stress producing factors to be addressed such as sensory or social overload.</p> <p>Strategies such as Social Stories may be used to promote social success/appropriate behaviour. This will link in with teaching of life skills.</p> <p>Within the curriculum, and for social situations, vocabulary and inference, active listening and active response instruction may</p>	<p>school's internal organisation.</p> <p>Specially equipped areas available to enable individual and small group teaching</p>		<p>intolerance and basic skills levels.</p> <p>Ongoing assessment will inform planning which will incorporate advice from external professionals.</p> <p>There may be specific targets relevant to particular curriculum areas and these are agreed with the appropriate staff members.</p> <p>Assessments will focus on the reasons for lack of progress: how the child/young person is learning; more in-depth analysis of strengths/weaknesses; progress in relation to time, peers starting from similar level and to age expectations.</p> <p>The child/young person assesses, records and reports own progress using a structured format with ongoing adult monitoring.</p> <p>Ongoing assessment and review from external professionals may be required.</p> <p>Other factors in the child/young person's family or environment may also need to be considered</p>
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<p>need to be taught specifically. Curricular language will benefit from 'scaffolding' approaches. There will be continuing and developing differentiation of the delivery of the curriculum. The child/young person may require some individualised curriculum content, within the context of an inclusive curriculum to address some specific needs.</p> <p>Strategies used to facilitate transfer from one school/teacher to another, may include passports, a familiarisation book of photos of the new environment, a file of coping strategies/equipment and social stories.</p> <p>Additional access to I.T. may be necessary. Structured programmes of work may need to be clearly set out via a visual timetable.</p> <p>The child/young person may need considerable preparation for changes in routine.</p>			<p>as part of the assessment process</p>
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### **Criteria for an EHC needs assessment (Communication and Interaction)**

Some children and young people will not make appropriate progress despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs. The school or parent (or others) may wish to consider a request for an EHC needs assessment. The following criteria are guidelines which will help the local authority to decide when it is necessary to carry out an EHC needs assessment.

All children and young people considered for an EHC needs assessment should meet 1 below and at least one of the others.

1. There is clear recorded evidence that there has been little measurable progress despite targeted and appropriate intervention, planned strategies and co-ordinated involvement of agencies.
2. There is clear and recorded evidence that the child or young person has non-verbal cognitive skills significantly in advance of their language and communication skills (which may include alternative/augmented communication systems).
3. There is a significant discrepancy between expressive language and receptive language (understanding) or between language abilities and speech production.
4. There is clear and recorded evidence, based on specific examples, that the child / young person's communication/interaction difficulties significantly impede their access to the curriculum and /or their ability to take part in classroom activities or to participate in aspects of school life.
5. There is clear and recorded evidence that the child / young person's communication /interaction difficulties significantly impede their access to the curriculum and/or their ability to take part in classroom activities or to participate in aspects of school life.

It is likely that in many cases the pupil's difficulties are likely to be severe, persistent and long-term, and may be complex.

NB. 'Clear and recorded evidence' should include National Curriculum levels, 'P' levels, criterion referenced assessment information and standardised assessment information.

<b>SEN area of need: Communication and Interaction (social interaction)</b> <b>Element 3: The high needs block</b>
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The majority of children and young people with social interaction difficulties will have their special educational needs suitably addressed by arrangements in mainstream classroom supported, if necessary, as described above, by the School's SEN Funding. There will, however, be some children / young people who continue to experience a much higher level of difficulty than their peers in making progress in their education. These situations may occur when, despite carefully planned and executed interventions by the school, the child/young person continues to have difficulties with communication, interaction and imagination which impede his or her access to the curriculum. The difficulties are more clearly evident and severe: impaired language development, rigidity and inflexibility of thought and behaviour, difficulties with social interaction and communication and sensory issues.



### **Description of child/young person**

Despite carefully planned and executed interventions at previous levels the child/young person continues to have difficulties with communication, interaction and imagination which impede his or her access to the curriculum.

The child/young person's difficulties are consistently evident and severe: extreme communication difficulties preclude participation, understanding and contribution to activities in the majority of settings; evidence of rigid thought making the child/young person inflexible and unable to cope with change, resulting in extreme response; little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement; little evidence of progress across subject areas due to problems with all aspects of communication development which have an extreme impact on learning and extreme and frequent response to a wide range of sensory stimuli, requiring major adjustments.

General Indicator (which must be present)

- The child/young person's impaired social development, rigidity of behaviour and thought and communications are enduring, consistently impeding his/her learning and affecting his/her emotional well-being.

Specific Indicator (which must be present)

- Revision of the differentiated classroom provision for the child/young person's education has not resulted in the expected progress for the child/young person's towards achieving learning and/or behavioural targets.

And **at least one** of the following:

- In respect of expressive communication, evidence of the child/young person's need for a systematic programme of direct teaching, modelling and prompting in order to acquire spontaneous, functional communication.
- In respect of receptive communication, evidence of the child/young person's need for a systematic programme to develop his/her understanding of verbal and non-verbal communication.
- In respect of social interaction, evidence of the child/young person's need for specific programmes of highly structured activities designed to promote skills for interacting with adults or peers e.g. Social Communication, Emotional Regulation and Emotional Support.
- Evidence of significant difficulties persisting for the child/young person as a result of his/her inflexibility and/or intrusive obsessional

thoughts.

- Evidence of a high priority having to be given to the management of the child/young person's behaviour in the planning of most classroom activities and the organisation of his/her learning environment.
- High levels of anxiety are beginning to impact negatively on attendance at school

Professional Judgement

A consensus of those who teach the child/young person, in partnership with his/her parents and the child / young person in question, that the gap in levels of social understanding and functioning is continuing to widen between the child / young person and his/her peers.

### **Speech, Language and Communication Needs (SCLN)**

#### **Description of Need**

Children and young people may exhibit a range of difficulties with speech and language, some of which will resolve as the child or young person develops. Most children and young people with more significant and enduring speech and language difficulties, will have been identified through Health Services' programme prior to school entry.

For some children and young people, such difficulties may be confined to problems with their production of speech. For others, it may be hard to find the right words or join them together meaningfully in expressive language use and may find it hard to acquire language and may find it hard to acquire language and express thought and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

In some instances, a persistent failure to communicate effectively with others may give rise to feelings of frustration or anxiety. These feelings may in turn lead to some behavioural difficulties and/or deteriorating social relationships with peers and adults alike.

The fact that the child / young person may speak and understand English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structure/phonologies which can sometimes cause initial short term difficulties. If a child with English as an additional language has similar difficulties in their native language this may be an indicator of specific language impairment.

**SEN area of need: Communication and Interaction (Speech, Language and Communication Needs)**  
**Element 1: Entitlement for all Children and young people**

Many children/young people with speech, language and communication needs will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective Quality First Teaching and waves on intervention.

**Possible description of child/young person**

- There is an awareness of a speech and language difficulty i.e. the child/young person seems to have some difficulty with speaking or communication.
- Speech is understood by others but has some immaturities, which at times interfere with the acquisition of literacy and/or create mild social difficulties.
- The teacher has identified evidence that the child /young person’s language is delayed. Vocabulary and comprehension are poor. A differentiation and/or management strategy is/are likely to help access the curriculum.
- A speech and language specialist may have assessed the child/young person’s progress and the child may be attending the local health clinic to receive speech and language therapy. At this stage the speech and language therapist will be working mainly in conjunction with the parent/carer. There may be some low-level contact between speech and language therapist and the schools.
- Needs some encouragement to take responsibility for own learning and to collaborate with peers in curriculum activities.
- Needs some support to listen and respond to longer explanations, stories, sequences of information in whole class situation.
- Comments and questions often indicate an initial difficulty in understanding the main points of discussions, explanations, information given, in a whole class situation.

Sometimes develops and explains own ideas clearly, but sometimes needs support:

- To contribute successfully to discussion about imaginary and factual activities.
- To use vocabulary precisely and effectively.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnerships with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>The main action for most children and young people with speech and language difficulties will be that which the class teacher is able to take using resources and strategies available in the ordinary classroom.</p> <p>Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum.</p>	<p>Simple changes in the ordinary classroom setting to support individual differentiation.</p> <p>The school reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs information.</p>	<p>Parent/carer involved through normal school policy arrangements.</p> <p>General whole school training.</p> <p>If required referral to Parent Partnership Services for support to parents.</p>	<p>Children and young people have regular opportunities to evaluate their performance in learning activities.</p> <p>Child/young person’s self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments, statutory assessments and tasks.</p>

<p>Literacy tasks may require some modification.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for children/young people with individual needs.</p> <p>Staff skilled adjusting pace and order of activities in order to maintain attention.</p> <p>Staff are aware of the implications of mild sensory impairment, perceptual impairment, fine motor skill development and medical issues.</p>	<p>Staff consider appropriate grouping, seating arrangements and surroundings.</p>		
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<p><b>SEN area of need: Communication and Interaction (Speech, Language and Communication Needs)</b>  <b>Element 2: Additional support for child/young person provided from school resources</b></p>
<p><b>Possible description of child/young person</b></p> <p>The child/young person:</p> <ul style="list-style-type: none"> <li>• Demonstrates some delay/difficulties in verbal comprehension and/or spoken language and/or social use and understanding of language, when compared to age equivalent peers.</li> <li>• Has specific difficulties with language, which impede his/her access to learning and the curriculum.</li> <li>• Has poorly developed receptive and expressive language skills that do not follow a normal pattern.</li> <li>• Social interaction is limited and there may be some difficulty in making and maintaining friendships, despite good social intent.</li> <li>• May demonstrate the frustration or stress.</li> <li>• May possibly have motor difficulties and may be over physical with other children and young people.</li> <li>• May display signs of lack of engagement in class.</li> <li>• Shows a marked difference between the child/young person understands and use of language and his/her cognitive, social, and adaptive skills.</li> </ul>

- Needs regular encouragement to take responsibility for own learning and to collaborate with peers in curriculum activities.
- Needs regular additional explanation in a group to help understanding of whole class instructions and information across the curriculum.
- Needs regular support to include sufficient relevant detail to make a successful contribution to discussion about imaginary and factual activities.
- Comments and questions indicate difficulty in understanding the main points of discussions, explanation, information given – needs small group support.
- Speech is usually understood by others but has some immaturities and occasional difficulties with multisyllabic words that may interfere with acquisition of literacy and contribute to learning difficulties.
- Needs regular support use vocabulary precisely and effectively.
- May take cues from the actions of others and may not readily ask for help or clarification.
- May have a diagnosis of Specific Language Impairment and need consistent encouragement to take responsibility for own learning.
- A speech and language therapist may be involved.

### **General Indications**

- Impaired utterance of speech sounds, rendering some, or even most, of the child/young person's speech unintelligible when the context is not known. May have difficulty interpreting sound information and this may impact on phonic aspects of literacy development.
- Expressive language ability restricted in grammar, word order and/or vocabulary as to significantly reduce the child/young person's ability to communicate thoughts or information effectively at a level expected of his/her peer group.
- Comprehension of spoken language so restricted that the child/young person frequently fails to understand requests, instructions and explanations easily understood by the great majority of his/her peer group, although in other respects he/she appears to be of expected cognitive ability.
- Difficulties in using language for learning and/or social interaction, although other areas of expressive language appear to be age-appropriate. The child/young person's responses to verbal and non-verbal communication are often inappropriate.
- Differentiated classroom provision for the child/young person's education over time has not resulted in progress towards achieving learning targets set to improve his/her speech and language.
- Evidence that the child/young person's speech and/or language difficulties are not solely attributable to a hearing impairment.
- A marked discrepancy between the child/young person's attainments levels in English and/or other core subjects.
- Evidence of the child/young person's underachievement in a number of curriculum areas, not predicted by reference to his/her general ability.
- Recorded examples of the child/young person's difficult-to-manage behaviour in a variety of learning and/or social settings within the school.
- Evidence that the child/young person's speech and language difficulties have given rise to *significant* associated emotional, behavioural or social difficulties.

<ul style="list-style-type: none"> <li>• There is a significant speech and language difficulty that prevents access to a large part of the National Curriculum. Provision maps for both education and speech and language development are being used and programmes of work by outside agencies may be in place.</li> <li>• Transfer of information about the child/young person from previous provision.</li> </ul>			
<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment and Review</b>
<p>Teaching methods may include the use of visual aids, signaling and signing to support understanding in lessons.</p> <p>Provision map interventions will be addressed through small group and class work within the curriculum framework.</p> <p>There should be opportunities to facilitate peer awareness and support.</p> <p>There may be need to be specific teaching of vocabulary, comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills.</p> <p>Staff may need to prompt and 'scaffold' tasks to promote independent working.</p> <p>Possible fine motor activities will be addressed through differentiated resources, tasks and expected outcomes.</p>	<p>The physical environment should be methodically organized, well defined and labelled and conducive to good listening and attention.</p> <p>Groupings in class should provide opportunities for peer support, the development of social understanding and inference, together with structured opportunities for conversation.</p> <p>The grouping arrangements should be used flexibly to promote independent learning.</p> <p>Verbal instructions, explanations require simplification and visual or experimental support.</p> <p>Individual support for specific skill development/reinforcement.</p> <p>Mainstream class or set with access to individual and small group tuition within the classroom, and/or periods of withdrawal.</p>	<p>There will be regular advice and input from external agencies including the speech and language therapist.</p> <p>Parent/carer to be consulted on levels of concern and to be asked for further advice along with permission to gain advice from outside agencies.</p> <p>Parents and children/young people will be involved in target setting and review and children/young people should have an understanding of the targets they are working to achieve.</p> <p>Regular reviews with all professional will be held and parents/carers and children/young people will be involved. The school will ensure the timescale for child/young person feedback is appropriate and that appropriate mechanisms are in place for communication with parents.</p>	<p>The child/young person's strengths and weaknesses in expressive and receptive language are observed and recorded. This may include reference to the child/young person's understanding and use of vocabulary, grammatical structure, conversational skills and speed of language processing. Abstract reasoning may also be affected.</p> <p>Provision maps will be set using SMART targets that focus on developing understanding and use of language. Class and subject teachers will plan to address aspects of the Map in their lessons.</p> <p>The Provision Map should identify:</p> <ul style="list-style-type: none"> <li>• The nature of the child/young person's speech and language difficulties AND strengths.</li> <li>• The short term targets set.</li> </ul>

<p>Strategies used to facilitate transfer from one school/teacher to another may include a file of coping strategies including important questions and statements.</p> <p>Speech and Language Therapist referral considered</p> <p>May follow advice of Speech and Language Therapist.</p> <p>Teacher to plan and deliver differentiated classroom activities based on speaking and listening.</p> <p>TA support informed by differentiated work planned by the teacher.</p> <p>Classroom support and teaching methods will include a variety of visual materials to aid comprehension, support speaking and the use of language and facilitate personal/task organisation.</p> <p>If an IEP is in place, will be addressed through small class groups and class work within the curriculum, framework.</p>	<p>Careful choice of working and leisure partners and groups will facilitate social interaction. These will change according to the activity and also to give a variety of social experiences and learning.</p> <p>There will need to be recognition of the stress and unhappiness the SLCN can cause.</p> <p>Rewards and recognition are important as is the provision of a place/activity for difficult times</p>	<p>Speech and language therapy programme and/or specific advice about environmental adaptations. Specialist resources under the direction of an SLT.</p> <p>E.P advice if necessary.</p> <p>Staff have access to higher level training.</p> <p>If required, referral to Parent Partnership Service for support to parents</p>	<ul style="list-style-type: none"> <li>• The teaching strategies to be used.</li> <li>• The provision to be put in place.</li> <li>• The teaching arrangements and resources.</li> <li>• When the plan is to be reviewed.</li> <li>• Success and exit criteria.</li> <li>• Outcomes.</li> <li>• Environmental strategies that describe how the child/young person's physical, personal and instructional environments will be changed to support him/her.</li> <li>• The reward strategies that will support and encourage change.</li> <li>• The non-punitive reactive strategies that will be used to keep the situation safe for all concerned when problems occur.</li> </ul> <p>Some subject areas may have specific targets within the Provision Map.</p> <p>Parents and children/young people will be involved in target setting and review.</p>
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<p>The advice of the SLT will be followed and will inform teaching and learning tasks.</p> <p>Teacher explanation should be consistent, use repetition and be delivered with a mid-tone and manner. The child/young person will benefit from being told the main points of the lesson beforehand so that decoding language does not get in the way of learning – or learning does not get in the way of understanding language structures.</p> <p>The SENCo may consult with an external specialist psychologist for more detailed curriculum based assessment/advice.</p> <p>Children/young people will need to be taught organisational strategies and their understanding of events and change will need support.</p> <p>Schools should address the needs of children and young people with SLCN within their in-service training as appropriate.</p> <p>Strategies could include:</p> <ul style="list-style-type: none"> <li>• Increasing adult/child/young person ratio in class.</li> </ul>			<p>Children/young people will clearly understand the targets they are working to and success will be celebrated.</p> <p>There should be a cycle of identification, assessment, planning, implementation, monitoring and review.</p> <p>An individual risk assessment may be needed.</p> <p>There may need to be further analysis of the child/young person's strengths and weaknesses in receptive and expressive language. A speech and language therapist will be the key professional involved in this.</p> <p>Individual Education Plans <b>may</b> be set in consultation with a speech and language therapist, support services, educational psychologists as appropriate.</p> <p>Ongoing assessment will inform planning which will incorporate advice from external professionals.</p> <p>The IEPs will have SMART targets which reflect the</p>
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<ul style="list-style-type: none"> <li>• Using supported group work within the classroom.</li> <li>• Using strategic withdrawal for specific skills work or therapeutic input.</li> <li>• Strategic use of equipment to sustain learning e.g. I.T. and audio-visual equipment.</li> </ul> <p>Peer awareness and sensitivity, and peer support in and out of the classroom will be necessary.</p> <p>Class of subject teachers are responsible for working with the child/young person on a daily basis to address the child/young person's needs.</p> <p>There may be some additional teaching assistant time, provided under the guidance of the SENCo, the year head or class teacher as appropriate, to work within the child/young person's curriculum and individual needs framework.</p> <p>The SENCo or Head of Year or class teacher facilitates assessment, planning and monitoring. All interventions should be reported in order to promote future planning. The SENCo will support and advice</p>			<p>child/young person's priority needs.</p> <p>Class subject teachers will plan to implement aspects of the IEP in their lessons.</p> <p>The IEP will specify teaching arrangements and resources. I.T. will include strategies that reflect the child/young person's preferred learning styles.</p> <p>Clear assessment processes will enable the child/young person's progress in speech and language development to be measured within a given time span and the specific measures of progress to be used should be identified.</p> <p>Assessment will focus on the reason for slow progress; how the child/young person is learning; more in depth analysis of strengths/weaknesses; progress in relation to time; peers starting from the same level; and to age expectations.</p> <p>The child/young person should assess, record and report own progress using a structured format with ongoing adult</p>
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<p>teachers.</p> <p>Parent/carer involvement programmes is particularly desirable. All agencies should work together to ensure that parental involvement is achieved wherever possible.</p> <p>There should be staff training regarding the characteristics of children/young people with SLCN and the impact on curriculum access</p>			<p>monitoring.</p> <p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p>
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**Criteria for an EHC needs assessment (Communication and Interaction)**

Some children and young people will not make appropriate progress despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs. The school or parent (or others) may wish to consider a request for an EHC needs assessment. The following criteria are guidelines which will help the local authority to decide when it is necessary to carry out an EHC needs assessment.

All children and young people considered for an EHC needs assessment should meet 1 below and at least one of the others.

1. There is clear recorded evidence that there has been little measurable progress despite targeted and appropriate intervention, planned strategies and co-ordinated involvement of agencies.
2. There is clear and recorded evidence that the child or young person has non-verbal cognitive skills significantly in advance of their language and communication skills (which may include alternative/augmented communication systems).
3. There is a significant discrepancy between expressive language and receptive language (understanding) or between language abilities and speech production.
4. There is clear and recorded evidence, based on specific examples, that the child / young person's communication/interaction difficulties significantly impede their access to the curriculum and /or their ability to take part in classroom activities or to participate in aspects of school life.
5. There is clear and recorded evidence that the child / young person's communication /interaction difficulties significantly impede their access to the curriculum and/or their ability to take part in classroom activities or to participate in aspects of school life.

It is likely that in many cases the pupil's difficulties are likely to be severe, persistent and long-term, and may be complex.  
NB. 'Clear and recorded evidence' should include National Curriculum levels, 'P' levels, criterion referenced assessment information and standardised assessment information.

**SEN area of Need: Communication and Interaction (Speech, language and communication Needs)**

**Element 3: The High Needs Block**

**Description of child/young person**

The child/young person has a range of significant and complex difficulties including SLCN.  
Wide multidisciplinary team involvement required.  
SLT may be directly involved.

Standardised assessments and/or diagnostic tests from other external professionals including medical are required.

**Specific Indicators**

- The child/young person progress in many areas of the curriculum, notably literacy and numeracy, is significantly and specifically impeded by his/her speech and language difficulties.
- These difficulties arise from a significant and enduring speech and/or language impairment.
- There is significant discrepancy between the child/young person's expressive language and verbal comprehension skills, or between his/her language and cognitive skills.
- The child/young person has previously been subject to relevant teaching programmes but evidence from reviews shows that they have not enabled him/her to make expected progress.
- Arrangements previously made for the child/young person are insufficient to meet the long term special educational needs and much more highly individualised and differentiated provision is required to be made directly by external professionals who are specialists in this field.

## **COGNITION AND LEARNING**

This section has been divided into two parts for Element 1: Cognition and Learning Needs and Specific Learning Difficulties.

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

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

Children and young people with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

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

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

**SEN area of need: Cognitive and Learning (C&L)**

**Element 1: Entitlement for all children and young people**

Many children/young people with C&L needs will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective Quality First Teaching and waves of intervention.

**Possible description of child/young person**

- Levels of attainment that are generally lower than expected compared to age equivalent peers.
- Difficulty in acquiring and retaining skills, notably in language, literacy, numeracy skills (or early developmental skills).
- May have more difficulty in using, retaining and applying everyday concepts than age equivalent peers.
- May have mild levels of sensory impairment or fine motor skills, may need time allowed for mobility issues, may have difficulties related to behaviour, social or emotional issues and need some help with these.

<b>Intervention &amp; Support (QTF &amp; Waves 1&amp;2)</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>All teachers are teachers of children/young people with special educational needs.</p> <p>Differentiation to ensure the development of literacy, numeracy, receptive and expressive language, communication skills, minimise behavioural difficulties and promote social, mental and emotional health, and promote appropriate interpersonal skills with other children/young people.</p> <p>Staff are skilled at selecting appropriate methods and materials and building these into their lessons plans to ensure access across the curriculum for children/young people</p>	<p>Simple changes to the ordinary classroom setting to support individual differentiation, e.g. sloping writing surfaces, easy-grip pencils, left-handed scissors, etc.</p> <p>The school reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate groupings, seating arrangements and surroundings, including displays for learning</p>	<p>Parent/carer involvement through normal school policy arrangements.</p> <p>General whole school training on meeting the needs of children/young peoples with C&amp;L needs</p> <p>If required referral to Parent Partnership Services for support to parents.</p>	<p>Children/young people have regular opportunities to evaluate their performance in learning activities with formative and summative assessment feedback from contact staff focused on outcomes.</p> <p>Teacher assessment and children/young peoples' self-assessment is routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments, statutory assessments and tasks.</p>

<p>with individual needs.</p> <p>Staff are skilled at adjusting the pace and order of activities in order to maintain attention.</p> <p>Staff are aware of implications of mild sensory impairment, fine motor skill development and medical issues.</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>			
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**SEN area of need: Specific Learning Difficulties (SpLD)  
Element 1: Entitlement for all children and young people**

Many children/young people with specific learning difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective Quality First Teaching and waves of intervention. Specific learning difficulties include dyslexia, dyspraxia, dyscalculia and dysgraphia, which may be experienced singly, or in combination by the child/young person.

- Description of child/young person**
- Evidence of differences between attainments in different core subjects or within one core subject of the NC, irrespective of underlying levels of general ability
  - May have organisational difficulties, poor handwriting skills, weak number skills, low spelling scores and weak reading at the word level
  - May have mild levels of sensory impairment or fine motor skills, may need time allowed for mobility issues, may have difficulties related to behaviour, social or emotional issues and need some help with these

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>The central form of action for most children/young people experiencing specific learning difficulties will be that which the class or subject teacher is able to take using resources and strategies available in the ordinary classroom.</p> <p>Tasks will need to be differentiated by level/outcome/pitch/pace and grouping, particularly in areas where literacy and/or numeracy and recording skills are required.</p> <p>Staff are skilled at adjusting the pace and order of activities in order to maintain attention and motivation.</p> <p>Staff are aware of implications of mild sensory impairment, perceptual impairment and fine motor skill development.</p>	<p>Simple changes to the ordinary classroom setting to support individual differentiation.</p> <p>The school reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involvement through normal school policy arrangements.</p> <p>General whole school training related to SpLDs.</p> <p>If required referral to Parent Partnership Services for support to parents.</p>	<p>Teacher assessment and children/young peoples' self-assessment is routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments, statutory assessment and tasks.</p>

**SEN area of need: Cognition and learning needs (C&L and SpLD)**

**Element 2: Additional support for child/young person provided from the school's resources**

**Description of child/young person**

**Moderate Learning Difficulties**

Children and young people in this category are likely to:

- Have low attainments compared to the majority of children/young peoples in the same age-cohort
- Be socially and emotionally immature and have limited interpersonal skills
- Have difficulties with written and oral communication
- Have poor learning behaviours and concentration difficulties

**Specific Learning Difficulties**

Children and young people in this category are likely to have:

- Emerging evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term/working memory abilities
- Low level difficulties in the acquisition and/or use of language
- Very specific difficulties (dyslexia, dyscalculia, dyspraxia, dysgraphia) affecting literacy skills, numeracy skills, spatial and perceptual skills and fine and/or gross motor skills
- Significant and persistent difficulties in the acquisition of reading, writing, spelling or number skills, which do not fit his/her general pattern of learning and performance

**Children and young people with C&L and SpLD**

- May have moderate and persistent difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress in other areas of the curriculum.
- May also have difficulties with other areas e.g. motor skills, organisation skills, behaviour, social or emotional issues, and external advice may be required
- May also have significant difficulties with concentration and retention requiring adult intervention and curriculum modification; little evidence of skill and knowledge generalisation and application in other contexts
- May also have difficulties with sequencing, visual and/or auditory perception, co-ordination, concentration or short-term/working memory
- May also have diminished self-esteem and/or behaviour linked to avoidance of or frustration with tasks requiring his/her weaker skills



Intervention & Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment & Review
<p>Group teaching and learning which is multi-sensory and well structured, with opportunities for repetition and consolidation of key skills, including those for literacy and numeracy.</p> <p>Concrete practical-based learning activities.</p> <p>Strategies to extend concentration and attention to task.</p> <p>Strategies to support weak spatial and perceptual skills.</p> <p>Strategies to support problem solving, and ability to sequence learning steps to task completion.</p> <p>Sensitive and learning oriented marking policies</p> <p>Alternative forms of recording which enables the child/young person to demonstrate knowledge without the requirement for extended written work.</p> <p>Support for study skills and work planning, mind mapping</p>	<p>All staff should be aware of the needs of the individual child/young persons through systems which promote effective information sharing.</p> <p>School strategies will include:</p> <ul style="list-style-type: none"> <li>• Reduced numbers in teaching groups for child/young persons with low ability</li> <li>• Group and/or individual work on targets for basic skills and other identified areas of need</li> <li>• Flexible grouping to provide opportunities to work with peers of similar ability and also allow opportunities to work with peers who provide good role models for communication skills and engagement with learning;</li> <li>• Provision of appropriate materials for children/young people with SpLD;</li> <li>• Access to peer supported learning through Buddy</li> </ul>	<p>Staff are able to support child/young person in their understanding of their difficulties alongside a multi-agency approach.</p> <p>Learning materials and resources to help remove barriers to learning are available in school.</p> <p>Regular liaison between external professionals and school staff in relation to specific programmes and targets.</p> <p>Regular liaison with parents and signposting parents to the parent partnership service when necessary</p>	<p>Identification:</p> <ul style="list-style-type: none"> <li>• End of Key Stage levels;</li> <li>• Cognitive Ability tests;</li> <li>• Standardised tests;</li> <li>• Teacher observation;</li> <li>• Advice from other professionals;</li> <li>• Views of child, young person and parents/carers</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Schools will have access to a range of:</li> <li>• Diagnostic tests;</li> <li>• Observational checklists;</li> </ul> <p>Dynamic forms of assessment which involve:</p> <ul style="list-style-type: none"> <li>• Observing and recording responses in different environments</li> <li>• Identifying strengths and weaknesses</li> <li>• Identifying learning rates and learning styles.</li> </ul> <p>Assessment forms part of provision map planning with SMART targets which are effectively implemented in the</p>

<p>techniques etc.</p> <p>A system of negotiated rewards or strategies to improve motivation.</p> <p>Support to develop personal organisation in response to timetabling and managing possessions/equipment.</p> <p>Small group or individual teaching using structured materials to develop basic skills with opportunities for over learning and revision.</p> <p>Planned differentiation in most subjects to ensure effective inclusion.</p> <p>Simplified language reinforced by visual materials and modelling approaches to compensate for mild/moderate language delay.</p> <p>Intervention strategies for the delivery of social skills programmes in small group settings e.g. Social Stories, role play.</p> <p>Strategies and support materials to help compensate for weak memory skills.</p>	<p>schemes;</p> <p>Staff able to incorporate programmes relating to sensory impairment, fine motor skills and mobility and medical procedures.</p> <p>Use of multi-sensory teaching strategies.</p> <p>Access to TA support for curriculum in some subjects.</p> <p>Mainstream class with possible creation of additional sets for core subjects.</p> <p>Regular and frequent (say 3) additional, weekly literacy and/or numeracy teaching sessions delivered by a combination of additional teaching and TA support until children/young people attain age appropriate skills</p> <p>In-class support in targeted subject areas.</p> <p>Support arrangements which involves withdrawal teaching delivered in settings that are motivational to staff and children/young people.</p>		<p>classroom, specify teaching arrangements and resources and are regularly monitored and reviewed.</p> <p>Review:</p> <ul style="list-style-type: none"> <li>• Targets reviewed regularly – at least twice a year;</li> <li>• Systematic records maintained;</li> <li>• Success is acknowledged and celebrated;</li> <li>• New targets set as a result of the review;</li> <li>• Children/young people are actively involved in the process of target setting and review;</li> <li>• Further detailed analysis of strengths &amp; weaknesses; Assessment by outside agencies, e.g. Educational Psychologist, Speech &amp; Language Therapist, Specialist teachers, Occupational Therapist and Physiotherapist</li> <li>• IEPs or detailed and costed provision maps will reflect level of need and support will have SMART targets. They will specify teaching</li> </ul>
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<p>Provision of materials which reduce or support note-taking, copying and the production of diagrams/charts where children/young peoples have specific difficulty with these types of tasks.</p> <p>A system of reward strategies to improve motivation and engagement</p> <p>Support for homework and arrangements to ensure that tasks are clearly recorded and that arrangements are in place to ensure lesson based materials are available to children/young peoples who have difficulty with recording.</p> <p>Successful learning outcomes to support confidence and self esteem.</p> <p>Arrangements to extend child/young person participation within the curriculum, to prevent disaffection and promote engagement with school work, independent learning and self monitoring.</p> <p>Teaching assistants experienced in meeting the needs of</p>	<p>At Key Stage 4:</p> <ul style="list-style-type: none"> <li>• Flexible teaching arrangements which include alternative/vocational courses.</li> <li>• Timetabling that allows for reduced options in order to facilitate supported study options in other subjects.</li> <li>• In-class study support for up to 12 12 hours each week.</li> <li>• Links with FE colleges.</li> <li>• Support arrangements which include appropriate on/off site arrangements for Awards and alternative/vocational courses.</li> <li>• Detailed provision mapping</li> <li>• Practical work with concrete/visual materials to establish concepts and skills</li> </ul> <p>Flexible grouping arrangements will provide opportunities for:</p> <ul style="list-style-type: none"> <li>• Access to curriculum and support groups where children/young people are working with peers at similar levels</li> <li>• Access to grouping that enables children/young people to work with peers who will provide good role models for engagement in learning.</li> </ul>		<p>arrangements and resources incorporating specialist advice from external agencies.</p> <p>Children/young people and parents will be involved in target setting and review, and children/young people will clearly understand the targets they are working to achieve.</p> <p>IEPs will be reviewed regularly – at least twice a year.</p> <p>Systematic records maintained. Success is acknowledged and celebrated.</p> <p>New targets set as a result of the review.</p> <p>Children/young people are increasingly involved in the process of target setting and review.</p> <p>Other factors in the child/young persons family or environment may also need to be considered as part of the process.</p>
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<p>children/young peoples with C&amp;L and/or SpLD and the use of multi-sensory teaching approaches. I.T. equipment and appropriately structured software to develop and support basic skills, including commercial programmes which are specifically designed to deliver multisensory teaching and learning opportunities to increase basic skills.</p> <p><b>In addition to the above, older children/young peoples in high schools may benefit from:</b></p> <p>Teaching arrangement for alternative curriculum through entry level course, alternative accreditation, work-related learning and college opportunities.</p> <p>Programmes to deliver life skills.</p> <p>Access to work experience.</p> <p>Support for organising and completing extended coursework and revision, including access to alternative methods of recording and note taking.</p>	<p>Staff make appropriate individual modifications to child/young person groupings, seating arrangements and surroundings to meet needs.</p> <p>TAs are additionally trained in working with children/young people with SpLD. Some children/young people may benefit from access to a learning support base for considerable parts of the day, if this is part of the school's internal organisation for some SEN children/young people.</p>		
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<p>Access to advice from SENCo, Heads of department etc to support development of teaching methods, curriculum and resources.</p> <p>Access to named key worker who will act as a stable reference point.</p> <p>Access to Learning Support department containing appropriate specialised programmes and materials to develop learning and social skills.</p> <p>Access to learning/pastoral base during unstructured times of the day. Access to Homework Club.</p> <p><b>In addition to the above, children/young peoples with SpLD are likely to benefit from:</b> All teachers being aware of the implications and impact of a range of learning difficulties including dyslexia, dyscalculia, dyspraxia and dysgraphia on the way a child/young person learns and should adapt planning and delivery of teaching to accommodate preferred learning styles accordingly.</p>			
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<p>Access to specialist teaching programmes for SpLD.</p> <p>Access to word processing packages including predicative spelling and text generation facilities.</p> <p>Effective spelling strategies which include syllabic spelling approaches. Regular provision of subject specific spelling lists and specialist dictionaries.</p> <p>Focused work to develop study skills, mind mapping, organisation of ideas and ability to sequence learning steps to achieve successful outcomes</p>			
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**Criteria for an EHC needs assessment (cognition and learning)**

Some children and young people will not make appropriate progress despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs. The school or parent (or others) may wish to consider a request for an EHC needs assessment. The following criteria are guidelines which will help the local authority to decide when it is necessary to carry out an EHC needs assessment.

Moderate learning difficulties criteria

Evidence of intervention through assessment for learning and evaluated outcomes.

Evidence of the provision of appropriate curricula access and learning opportunities.

Evidence of appropriate intervention and evaluated outcomes through assessment for learning using:

- National curriculum levels and P levels
- Assessment of cognitive skills
- Evidence of appropriate intervention and rate of progress with key skills (e.g. speech and language, literacy and numeracy)

Evidence of minimum progress over time. Rate of progress on key and associated skill should be tracked and recorded.

Criteria threshold

- Performance using P- Scales and National Curriculum levels (see Appendix 2)
- Performance on measures of cognitive skills in the bottom 1% of pupils of their age.

Specific learning difficulties criteria

Evidence of intervention through assessment for learning and evaluated outcomes.

Evidence of appropriate intervention and evaluated outcomes through assessment for learning using:

- Evidence of difficulties with reading and spelling at the word level
- Evidence of the provision of appropriate learning opportunities (e.g. Structured multi-sensory teaching)
- Evidence of rate of progress over time (for example, via precision teaching and other methods of tracking progress).

Rate of progress on key and associated skill should be tracked and recorded.

Criteria threshold

- Evidence of significant difficulties in key skills of reading, spelling, number skills and associated difficulties as shown through National Curriculum levels and P levels (see appendix 2)

Performance on measures of attainment in the bottom 1% of pupils of their age.

Profound and multiple learning difficulties and severe learning difficulties criteria

Evidence of appropriate intervention through assessment for learning and evaluated outcomes.

Evidence that the pupil is working at a considerably lower level than similar age peers using:

- Foundation Stage profile
- P levels
- Evidence of rate of progress over time.

Criteria threshold

National Curriculum attainment P levels (see Appendix 2).

**SEN area of need: Cognition and Learning Needs (C&L/SpLD)**

**Element 3: The high needs block**

**Description of child/young person**

As indicated above, the majority of children and young people with cognition and learning needs, including those with specific learning difficulties will have their special educational needs suitably addressed by arrangements in school. There will, however, be some who continue to learn at a slower pace and require more support to make adequate progress in their education. Some of these children/young people may also have sensory, physical or medical needs and a robust co-ordinated approach between the child/young person, parents/carers and a range of professional agencies may be required.

*General Indicators*

**C&L:** The gap between the child/young person's performance and that of his/her peers nationally is significantly wider than would normally be expected for children and young people of his/her age;

**SpLD:** The child/young person's difficulties in acquiring expected literacy and/or numeracy and motor skills are significantly greater and more persistent than would normally be expected for children and young people of his/her age;

The child/young person's ability/attainment is amongst the lowest attaining 1% of his/her age group;

The child/young person has previously been subject to relevant teaching programmes as arranged through schools block funding but detailed evidence from reviews, including detailed provision map costings specifically relevant to the child/young person (demonstrating an additional spend equivalent to £6,000 p.a.), show that they have not enabled him/her to make expected progress over time, compared to age-related peers;

Arrangements previously made for the child/young person are insufficient to meet their long-term special educational needs and more highly individualised and differentiated provision is required.

Despite carefully planned, executed and evaluated interventions previously, the child/young person continues to have difficulties accessing most areas of the curriculum effectively. The difficulties are consistently evident and severe and require major adjustments to be made. Progress is minimal or regressive even with high levels of intervention.



## **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

### **Description of Need**

Children and young people may experience a wide range of emotional and social difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

A significant minority of children and young people will be subject to social, emotional and mental health difficulties at some point during their school career. Some will have emotional needs and/or behavioural and social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children and young people.

Social difficulties, in this context, occur when children and young people have problems managing interaction with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on a child and young person's ability to learn.

In some cases, the difficulties experienced by children and young people may be closely associated with the wider disadvantages experienced by those from socially deprived or disordered home backgrounds. They may be compounded by the child or young person's previous inability to form a satisfactory attachment to a primary care-giver in their early years. In others they may be a reflection of a child or young person's exposure to rapid, unassimilated change or trauma, for example, children from refugee or asylum seeking families.

Use of the phrase social, emotional and mental health is therefore meant to have a specific connotation to help determine the extent and nature of the child or young person's special educational needs. It should not be applied as a blanket term to include in the SEND framework all those:

- Whose behaviour may more loosely be described as anti-social or disaffected
- Who are in the care of the LA

Children and young people presenting social, mental health or emotional difficulties may act unpredictably, unusually or in an extreme fashion in a variety of social, personal or physical settings. Severely withdrawn or passive behaviour may be as significant an indicator as aggressive or age inappropriate behaviour. It is important to realise that even the most difficult to understand behaviour serves legitimate functions for children and young people.

These functions may include any or all of the following:

- The initiation of social interaction

- Gaining things or events
- Avoiding things or events
- Expressing emotion
- Sensory seeking behaviour

Understanding the purpose or function of the child or young person's behaviour is the first step in helping them finding more productive ways of coping with their world. This understanding in turn makes it less likely that such children and young people will be stigmatised for what are often normal ways of reacting to abnormal circumstances.

Those children and young people experiencing such difficulties, well outside the normal range for their age or gender, may be described by health professionals as having mental health problems or disorders. Arrangements to meet their needs are likely to be determined as the outcome of a multi-agency assessment and planning, of which the staged SEN processes outlined below will be one important aspect.

For a variety of children and young people, inappropriate placement in teaching groups not matching their abilities can inadvertently give rise to behaviour difficulties arising from frustration and loss of self-esteem or self-efficacy.

The schools' pastoral care arrangements should ensure that children and young people are able to discuss any health related and other problems with a relevant health professional, educational psychologist, education welfare officer, counsellor or other professional. A Pastoral Support Plan is a school based intervention to help an individual child or young person manage and modify their behaviour and should be drawn up for:

- Any child or young person who needs extra support in managing their behaviour
- Any child or young person who has had a number of fixed term exclusions
- Any child or young person whose behaviour is deteriorating rapidly

**SEN area of need: Social, emotional and mental health difficulties**  
**Entitlement 1: Entitlement for all children and young people**

Many children and young people with social, emotional and mental health difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QUALITY FIRST TEACHING and waves of intervention.

Possible description of the child/young person

- Disruptive behaviour may occur due to undiagnosed learning difficulties. Prolonged failure will have a negative impact and it is therefore important to put appropriate measures in place to address these learning difficulties.

- Occasionally withdrawn and isolated and on the fringes of activities.
- Unpredictable, destructive, involved in low level distractions which hinder own concentration and that of others
- Children and young people may have some difficulties with interpersonal skills, concentration (low level) and show signs of frustration at times
- Children and young people who present as being anxious or depressed.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers &amp; other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>At this level there is an awareness of some difficulties, noted and monitored by the class/form teacher</p> <p>All schools are expected to support children and young people as part of the routine of the classroom and it is incumbent on the school to ensure that all staff are skilled and trained to do so</p> <p>There are clear boundaries in place which are understood by children and young people</p> <p>System of meaningful rules, incentives and sanctions with consistent and fair application, through consultation with children and young people and their parents or carers</p> <p>Tasks may need to be differentiated by level/outcome/ pitch and grouping to match learning needs, concentration level, interest and motivation.</p> <p>Dissemination and development of nurturing principles throughout all key</p>	<p>Simple changes to the ordinary classroom setting to support individual differentiation.</p> <p>The school reviews its Accessibility plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate child/young person groupings, seating arrangements and surroundings</p>	<p>Parent/carer involvement through normal school policy arrangements.</p> <p>General whole school training.</p>	<p>Children and young people have regular opportunities to evaluate their performance in learning activities with formative and summative assessment feedback from contact staff, focussed on outcomes. Full inclusion in all school assessments and tasks.</p>

<p>stages.</p> <p>The school will have a clear Behaviour Policy that is underpinned by clear ethos and values. It should be relevant to the school's specific context, practical to implement and subject to regular review.</p> <p>Linked to the Behaviour Policy self-evaluation and external evaluation, it is expected that there will be a support plan identifying ways in which support for working with children and young people, to promote positive behaviour and emotional wellbeing, can be improved. Such plans will have achievable, realistic targets and be regularly reviewed and updated</p> <p>The school will provide more focused opportunities to build self-esteem, develop friendships and social skills.</p>			
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**SEN area of need: Social, emotional and mental health difficulties**  
**Element 2: Additional support expected for child/young people from school resources**

**Possible description of child/young person**

- Presents persistent emotional or behavioural difficulties that have not been ameliorated by differentiated learning opportunities or by the behaviour management techniques usually employed by the school
- Presents poor concentration despite structured and time limited tasks – poor personal organisation skills
- May be withdrawn and isolated, generally seeking too little adult attention with limited or selective communication
- May not communicate feelings may be unpredictable/disruptive, attention seeking, frequently ignoring instructions and following few routines
- Has difficulties with interpersonal problems, reluctant to share, reluctant to participate in social groups, distracts other children and young people, careless with learning materials

- May be bullied
- May be careless with own/others work and equipment
- May have failed to make progress anticipated across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood swings, non co-operation and non attendance
- May have problems with peer group relationships that affect classroom dynamics and require teacher intervention
- May have difficulty participating effectively in a large group or concentrating for up to 10 minutes or remaining on task without frequent adult prompting
- May pre-empt failure in tasks
- May be reluctant to attend school; have difficulty in observing rules; be destructive or aggressive; bullying, as a victim or perpetrator; have inappropriate responses to perceived provocation; over-dependence on adult proximity
- The child or young person's emotional difficulties and/or social relationships and/or mental health are impeding his/her effective learning
- Differentiated classroom provision for the child or young person education over time has not resulted in progress towards achieving learning and/or behavioural targets set
- Assessments by the class/subject teacher and/or the SENCO indicate that a more individualised and differentiated educational programme is necessary
- Evidence of the child or young person's underachievement in a number of curriculum areas, not predicted by reference to his/her general ability
- Recorded examples of the child or young person's 'difficult to manage' behaviour in a variety of learning and/or social settings within the school
- Evidence of the child or young person's unwillingness to acknowledge or accept responsibility for his/her own actions
- Individually administered formative assessments over time by school staff provide evidence that the children and young person's social, emotional or mental health difficulties are becoming a more significant obstacle to his/her effective learning
- The child or young person's difficulties are general – in that his/her social, emotional or mental health difficulties cause management problems in a wide range of situations – and are usually common to the majority of staff in regular contact with him/her.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers &amp; other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
Following further assessment by school staff of the child or young person's strengths and weaknesses, additional interventions for should be provided that are additional	Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress.  School-based individual or group	Staff training regarding the characteristics of children and young people with SEMHD and the impact on curriculum access could be provided by external agencies e.g. behaviour support	The child or young person strengths and weaknesses in emotional and behavioural development may be analysed using appropriate instruments.

<p>to/different from the behaviour management techniques used throughout the school</p> <p>All school staff are responsible for ensuring that the individualised or group behavioural programme is delivered.</p> <p>All school staff facilitate assessment, planning and monitoring. All interventions should be evaluated in order to promote future planning.</p> <p>Appropriate behaviour and expectations are taught alongside the academic curriculum. Children and young people and parent/carer involvement in the behavioural programmes will be clearly defined.</p> <p>Access to National Curriculum with suitable differentiation of the methods of delivery to accord with the presenting difficulties. Teachers should be encouraged to assess the teaching and learning strategies used and the delivery style in order to ensure maximum engagement</p> <p>Clearly identified outcomes will be agreed with all parties for both</p>	<p>counselling or pastoral support sessions may be a benefit. Opportunities for individual discussion and support should be available.</p> <p>Pastoral support given to a child/young person because they have SEMHD should supplement usual pastoral care arrangements. This should be available daily from an identified member of staff.</p> <p>Schools should consider the use of peer resources in the support of children and young people experiencing social, emotional and mental health difficulties. Key personnel for each child/young person should be clearly identified to the child or young person.</p> <p>The teaching of appropriate behaviour and expectations should be organised in group sizes where numbers are managed to allow the development of social interaction skills.</p> <p>Occasional access to alternative settings for specific aspects of curriculum delivery.</p>	<p>specialists, educational psychologists. IPEs and/or PSPs <b>may</b> be set following consultation with external professionals such as staff from specialist settings, behaviour support staff, educational psychologists and professionals from the CAMHS.</p> <p>Connexions Service involvement if concerns re NEET.</p> <p>Parent/carer involvement in programmes is particularly desirable.</p> <p>All agencies should work together to ensure that parental involvement is achieved wherever possible.</p> <p>If required, referral to Parent Partnership to support parents.</p> <p>Identified Key worker or external counsellor.</p> <p>Advice and support from external professionals should be sought, e.g. the E.P.</p>	<p>Baseline recording of particularly difficult or significant behaviours should be made in order to carry out an 'ABC analysis' to inform interventions and evaluations (Antecedents, Behaviour and Consequences).</p> <p>SMART behavioural targets will be set (some may be shared with other children and young people where there are similar presenting problems in a class).</p> <p>There will be systematic monitoring of progress in terms of the effectiveness of the interventions used.</p> <p>The SENCO, Head of Year or class tutor will facilitate assessment, planning, implementation and monitoring. The SENCO will also advise subject teachers.</p> <p>Success will be celebrated.</p> <p>The child/young person may need an individual risk assessment.</p> <p>There should be clear assessment processes enabling the child or young person</p>
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<p>appropriate and inappropriate behaviours. Children and young people will be encouraged to develop appropriate role models within schools.</p> <p>There should be strategies to focus on emotional needs. These may include strategies such as Circle Time.</p> <p>Provision map targets will be addressed through small group and class work within the curriculum framework.</p> <p>Staff are able to monitor children and young people during break times and lunchtimes and have strategies in place during unstructured times.</p> <p>Staff are able to monitor and assess for access to special exam arrangements</p> <p>Consideration should be given to the use of IT, audio visual support, 'time out' to support a differentiated curriculum for a child/young person who has difficulties in engaging in traditional methods of curriculum delivery.</p>	<p>In school support facility e.g. Nurture Group or Learning Support Unit (LSU).</p> <p>Teachers should be encouraged to assess the appropriateness of the environment.</p> <p>Children and young people will require a structured behavioural management programme in conjunction with other agencies. All agencies involved should understand the fundamental principle behind the programme and be committed to it.</p> <p>Child or young person and parent/carer involvement in the behaviour programme will be defined.</p> <p>Continuing and developing differentiation of the curriculum will be required</p> <p>The teaching and learning strategies used and the delivery style should be assessed to ensure maximum engagement</p> <p>Teachers may require training in strategies that are more likely to engage a child/young person with behavioural difficulties.</p>		<p>behaviour and responses to intervention to be measured within a given time-span and the specific measures of progress to be used should be identified</p>
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<p>There should be staff training regarding the characteristics of children and young people with SEMHD and the impact on curriculum access.</p> <p>Class or subject teachers are responsible for working with the child/young person on a daily basis to address the child or young person needs. There may be some additional TA time provided under the guidance of the SENCo, as appropriate to work within the child or young person curriculum and individual needs framework including break times.</p> <p>Mainstream class or set with access to individual and small group tuition within the classroom and/or periods of withdrawal.</p> <p>Opportunities for periods of 'respite' via withdrawal to smaller, safer groups.</p> <p>Small group and within class support will support learning and the understanding of boundaries, rules, incentives and sanctions.</p> <p>In some cases the facility to attend in-school behaviour or</p>	<p>There may need to be a restructured individual timetable within the context of an inclusive curriculum.</p> <p>Key staff trained to carry out functional analysis of behaviour.</p> <p>Key staff to attend therapeutic training.</p> <p>Key staff trained to use assessment tools that take account of developmental issues (e.g. age and stage) for example BOXALL profile.</p> <p>Throughout the continuum of school, support children and young people should be supported through a variety of strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>- Increasing adult/child/young person ratio in class</li> <li>- Using supported group work within the classroom</li> <li>- Using strategic withdrawal for specific skills work or therapeutic input</li> </ul> <p>Strategic use of equipment to sustain learning e.g. IT and audiovisual equipment</p>		
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<p>nurture centres may be appropriate.</p> <p>Individual support from external agencies may be appropriate.</p> <p>Consideration should be given to the use of support strategies for children and young people whose needs are emotional rather than behavioural. These may include:</p> <ul style="list-style-type: none"> <li>- Circle of friends</li> <li>- Discussion groups</li> <li>- Mentoring/buddying</li> </ul> <p>Additional levels of pastoral support are likely to include:</p> <ul style="list-style-type: none"> <li>- Social support groups</li> <li>- Individual support through mentoring by a skilled adult</li> </ul> <p>Peer support strategies at key times</p>	<p>Peer awareness and sensitivity and peer support in and out of the classroom will be necessary</p>		
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**Criteria for an EHC needs assessment (Social, Emotional, Mental Health Difficulties)**

Some children and young people will not make appropriate progress despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs. The school or parent (or others) may wish to consider a request for an EHC needs assessment. The following criteria are guidelines which will help the local authority to decide when it is necessary to carry out an EHC needs assessment.

There is clear and recorded evidence that:

1. There has been little measurable progress despite targeted and appropriate interventions, planned strategies and co-ordinated involvement of agencies. Adequate progress would be defined as progress that closes the gap or prevents the gap widening when compared to school age peers.

2. The curriculum has been differentiated to match to pupil's level of ability and the appropriate learning and behaviour support has been provided.
3. The pupil's difficulties have been evident for a considerable duration despite collaboration and intervention from school and other agencies.
4. The pupil's behaviours are very frequent in occurrence.
5. The pupil's behaviours are evident in a variety of school situations and are common to the majority of staff who have contact with the pupil.
6. The pupil's behaviours appear severe, long term and complex.
7. The pupil's behaviour, emotional and social development needs and difficulties prevent them from meeting the emotional, behavioural and social expectations of the school environment.

NB. The fact that a pupil's behaviour may have a detrimental effect on the education or welfare of other pupils may not itself define a special educational need, although it should be taken into account when decisions are made concerning appropriate provision within school. Exclusion from school does not constitute evidence of intervention, and does not itself indicate that a child requires a statutory assessment. The reasons for exclusion will usually be of more significance than the fact of exclusion.

**SEN area of need: Social, emotional and mental health difficulties**  
**Element 3: The high needs block**

**Possible description of child/young person**

The majority of children and young people with SEMHD will have their special educational needs suitable addressed by arrangements in mainstream classroom supported, if necessary, as described above, by school resources. There will, however, be some children and young people who continue to experience a much higher level of difficulty than their peers in making progress in their education. These situations may occur when, despite carefully planning and executed interventions by the school, the child or young person continues to have difficulties with social interactions or emotional difficulties and/or mental health difficulties which impede his or her access to the curriculum and affect their behaviour.

Despite carefully planned and executed interventions at previous levels, including the implementation of any recommendations made by the Educational Psychologist, the child or young person continues to have difficulties associated with their social, emotional or mental health.

- SEMHD is a barrier to learning and inhibits any participation, understanding and contribution to activities in the classroom. May not have progressed at nationally expected levels linked to prior attainment.
- Shows lack of trust in adults.
- Severe emotional difficulties
- Behaviours result in significant risk of harm to self and others, even with close adult support, leading to extreme social isolation, vulnerability and disengagement

- Takes physical risks and situations that have the potential to harm
- Physical intervention, by appropriately trained members of staff is necessary to safeguard the child and others
- Has difficulty working in a group situation or engaging with individual support
- Extreme responses leading to an inability to engage with any formal learning situations
- Little evidence of positive social relationships leading to extreme social isolation, vulnerability and disengagement
- Complete disruption to social and emotional state, leading to extreme disengagement and isolation
- A highly individualised programme is required
- Evidence of actual self harm or ideation.

General Indicator (which must be present)

The child or young person's special educational needs arising from his/her social, emotional or mental health difficulties are enduring, consistently impeding his/her learning and leading to severe difficulties in functioning at school.

Specific Indicator (which must be present)

The child or young person's performance across the curriculum is well below that expected according to his/her age, despite the provision of the differentiated classroom.

And **at least** one of the following:

- The child or young person's social, emotional or mental health difficulties are clearly shown to be the major contributory factor to this gap between expectation and achievement.
- The child or young person's social, emotional or mental health difficulties are not only a significant obstacle to his/her own learning but are preventing his/her peers from learning.
- The child or young person's social, emotional or mental health difficulties are severely impairing his/her social interaction, communication and overall personal development.
- The child or young person's difficulties are escalating or show no signs of becoming more manageable.
- The child or young person has previously been subject to relevant behavioural and/or teaching programmes at but evidence from reviews shows that they have not enabled him/her to make expected progress.
- Arrangements previously made for the child or young person are insufficient to meet their long-term special educational needs and much more highly individualised and differentiated provision is required.

## SENSORY AND/OR PHYSICAL

This section has been divided into three parts: Physical Needs, Hearing Impairment and Visual Impairment.

There is a wide range of sensory and physical needs that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as being a SEN.

Children and young people with a Visual Impairment (VI) or a Hearing Impairment (HI) may require specialist support and equipment to access their learning. Children and young people with Multi-Sensory Impairment (MSI) have a combination of visual and hearing which makes it much more difficult for them to access the curriculum or study programme than those with a Single Sensory Impairment. Some children and young people with a Physical Disability (PD) require additional ongoing support and equipment to access opportunities available to their peers

### Physical Needs

**SEN Description: Physical Needs**  
**Element 1: Entitlement for all children and young people**

Many children and young people with a physical disability will be able to participate in most aspects of the classroom and make progress within the curriculum but may need minor adaptations to the curriculum, their study programme or the physical environment.

<b>Description of child/young person</b>			
<ul style="list-style-type: none"> <li>• Progress within the curriculum may be unaffected or mildly affected.</li> <li>• Able to participate in most or all classroom activities.</li> <li>• Has physical needs but the child/young person can be independent with some minor adaptations to the environment.</li> <li>• The teacher has concerns base on observation of some minor physical difficulties e.g. motor control problems, hand eye co-ordination, problems causing difficulties in throwing, catching in P.E.</li> </ul>			
<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
The central form of action for most children and young people with physical difficulties will be that which the school is able to make with	The school will provide easily made changes in the learning environment, and provide some differentiation within the	Parent/carer involvement through normal school policy arrangements.	Children and young people have regular opportunities to evaluate their performance in learning activities.

<p>minimum modification to the classroom/school environment.</p> <p>Tasks may need to be differentiated by level, outcome, pitch, pace and/or grouping.</p> <p>Where child/young person's progress is not adequate, it will always be important to review the arrangements that are being used.</p> <p>Differentiation of schemes of work, task, materials and recording as part of whole class planning.</p> <p>Well structured curriculum plan in relevant subjects e.g. P.E., Design Technology and Food Technology.</p> <p>Modification of teaching/learning styles to allow for individual pace of task completion.</p>	<p>classroom.</p> <p>Careful consideration given to the position of the child/young person in the classroom to allow for maximum independence of movement/access to resources/equipment.</p>	<p>General whole school training.</p> <p>If required referral to Parent Partnership Services for support to parents.</p>	<p>Child/young person's self assessment routinely used to set individual targets.</p> <p>Full inclusion in all statutory assessments, school assessments and tasks.</p>
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<p><b>SEN Description: Physical Needs</b></p>
<p><b>Element 2: Additional support for child/young person provided from school resources</b></p>
<p><b>Possible description of child/young person</b></p> <p>The child/young person ;</p> <ul style="list-style-type: none"> <li>• Will have a defined physical or medical condition that may be subject to regular medical/intervention;</li> <li>• Will have needs that may impact on their self-esteem and social relationships;</li> <li>• Will have moderate difficulties in aspects of curriculum access (e.g. wheelchair user)</li> <li>• Will have some gross and fine motor difficulties. Minor difficulties with spatial orientation;</li> </ul>

- Will make progress within the curriculum, but at lower levels than may be expected from performance on tasks where physical difficulty has less impact;
- Will be independent in most activities
- Will be working at slower pace than peers or signs of increasing fatigue during the school day.

The child/young person may:

- Use specialist aids relating to their disability e.g. wrist splint;
- Utilise limited, low tech specialist equipment to enhance their curriculum access;
- Require limited adult/or peer assistance with practical aspects of the curriculum or self help skills or personal care.
- Utilise specialist equipment to ameliorate difficulties with either curriculum or daily living tasks;
- Require a medical plan
- Require a level of adult/or peer assistance to access the curriculum, manage their condition, or move with safety around the environment;
- Exhibit fatigue, lack of concentration or motivation due to their condition that has having a marked effect on classroom performance.

#### General Indicators

The child/young person's physical difficulties are increasingly impairing his/her access to the curriculum, ability to take part in specific activities or participation in school life.

- Adaptations to the environment are necessary to ensure the child/young person's physical access to school.
- Access to a specific item of equipment is needed to ensure the child/young person's full curriculum entitlement.
- The child/young person is often dependent upon adult support to deal with matters involving self-help skills and/or medical treatments, to maintain necessary aids or equipment or to assist with collating work from lessons missed due to absence.
- Regularly needs support in practical lessons, manipulation basic equipment and moving around school
- The child/young person requires the regular daily implementation of a programme designed in consultation with external agencies.
- Evidence that the child/young person shows signs of increasing fatigue during the school day.
- The child/young person's progress is sometimes at significantly lower levels than might be expected from his/her performance of tasks when his/her difficulty has less impact and/or from measures of his/her cognitive ability.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers, and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
The focus should be school based, with the aim of helping the child/young person to be a fully integrated member of the school community.	Flexibility is used in grouping arrangements and the use of additional support to promote independent learning.  Individual support and/or grouping	Parents/carers and professionals should be involved in the writing of a medical care plan detailing the medical care of the child / young person while in school.	Assessments already made as part of standard educational practice will be drawn upon.  The child/young person's strengths and weaknesses will

<p>Withdrawals for the class group should be kept to a minimum, should only occur when commensurate with the child / young person's interests and be planned above all else as an aid to his/her learning and/or health needs.</p> <p>Access to the National Curriculum (including P Scales)/Foundation stage will be provided with suitable differentiation and support, particularly in P.E. and practical activities within all areas.</p> <p>Specific skill development or ameliorative activities in support of targets may be required.</p> <p>Flexible support in school to include dressing/undressing and toileting.</p> <p>Extra time provided to address opportunities and comprehensive resources for motor skill development. Offered within the school curriculum.</p> <p>There will be focus on the educational implications of the physical difficulty but there may also be therapy targeted at these difficulties.</p>	<p>should be considered. This could be in the form of strategic peer support or from a TA.</p> <p>Classroom setting/management takes account of social relationships.</p> <p>The school will provide some modification/changes in the learning environment and classroom organisation.</p> <p>There will be access to individual/small group/in class TA/teacher support, as appropriate.</p> <p>A range of differentiation techniques is widely used to promote full access to practical activities</p> <p>Children and young people may require access to a base for therapy or developmental programmes and/or special arrangements for personal and hygiene needs.</p> <p>Strategies incorporating specific activities to overcome physical difficulties e.g. reducing written work.</p>	<p>Class or subject teachers or teaching assistants are responsible for working with the child/young person on a daily basis, delivering any individual programmes recommended by health professionals.</p> <p>Some additional support may be required at periods throughout the day and social situations such as breaks may need particular attention.</p> <p>Parents/carers to be consulted on levels of concern and to be asked for further advice along with permission to gain advice from other agencies.</p> <p>Advice from external support agencies should be sought to inform and/or guide curriculum adaptation, as appropriate.</p> <p>Multi agency collaboration will usually be essential.</p> <p>School will seek Manual Handling Training from an appropriate external provider.</p> <p>If required referral to Parent Partnership Service for support to parents/carers.</p>	<p>be identified through the range of activities – observation, checklists, dialogue with staff curriculum-related assessment, criterion-referenced assessment, non-standardised tests and may be supplemented by standardised tests.</p> <p>Provision Map will have SMART targets taking into account the child/young person's full needs. The drafting of this may require consultation and advice from outside agencies.</p> <p>There will be thorough monitoring of child/young person progress.</p> <p>Regular review meeting (at least annually) held to which parents/carers and the child/young person is invited.</p>
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<p>Additional access to IT, specialist aids and adaptations may be necessary to facilitate access to the curriculum.</p> <p>Consideration should be given to exam arrangements.</p>	<p>Pace of teaching takes account of possible fatigues and frustration experiences by the child / young person.</p> <p>Considerations will need to be given to timetabling and location of rooms.</p> <p>Delivery of physiotherapy programmes, support with physical aids and support needed in safely moving around the school as appropriate and advised by external specialists.</p> <p>Annual Audit of environment for basic access issues.</p> <p>Appropriate toilet with hoist available if needed.</p> <p>Change bed and shower as appropriate.</p> <p>The school will need to consider the implications of the Equality Duty for school visits and extra curricular activities.</p> <p>Consideration should be given to the identification of a named contact.</p>		
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### **Criteria for an EHC needs assessment (child or young person with physical needs)**

Some children and young people will not make appropriate progress despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs. The school or parent (or others) may wish to consider a request for an EHC needs assessment. The following criteria are guidelines which will help the local authority to decide when it is necessary to carry out an EHC needs assessment.

A child's physical difficulties significantly affect access to and attainment within or progress within the curriculum. Factors might include a discrepancy between the child's cognitive abilities and performance; when the pupil has significant self-help and mobility difficulties; and/or the pupil's condition gives rise to serious safety issues. Qualitative and/or quantitative measures of restriction should be used e.g. the extent to which the child's needs necessitate additional resources beyond those currently available in a school.

(i) Pupils may also require intensive, frequent and specialized nursing or other medical/physical care to facilitate the access to educational opportunities. This would be evidenced by an individual healthcare plan being in place or evidence that the child is receiving therapy.

(ii) Pupils have significant social, emotional, behavioural and learning difficulties associated with their physical need

<b>SEN area of need: Physical Needs</b>
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<b>Element 3: The High Needs Block</b>
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<b>Description of children and young people</b>
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<u>Common levels for all</u> -
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The child/young person :
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|---|
| <ul style="list-style-type: none"><li>• Has severe impairment with the ability to function independently in the school environment and in their everyday life.</li><li>• May require daily therapy and medical intervention to crucially avoid pressure damage and maintain joint integrity.</li><li>• May have chronic condition, potential degenerative condition, newly acquired condition or has learning difficulties in addition to physical difficulties.</li><li>• Needs supervision and support to navigate an appropriately adapted school building/campus and access to the curriculum.</li><li>• Requires an IEP which includes focused activities to develop physical skills.</li><li>• Needs differentiation of opportunity and extra time to access the curriculum.</li><li>• Needs 1:1 adult support than 50% of the school day.</li><li>• May need help to record work.</li><li>• May need help eating and drinking.</li><li>• Needs adaptations for P.E. curriculum and all practical subjects.</li></ul> |
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- Needs support for social intervention/breaks, lunchtimes, between lessons, as well as arriving and departing from school.

If a wheelchair dependent user, the child/young person :

- Will be a dependent wheelchair (electric or manual) and/or walking aid user with a severe physical difficulty
- Will have very restricted movement and hoisting/position changes required regularly during the day.
- Will require intimate self care/self help skills to be met by others
- Will have minimal fine motor skills.
- May be at the early stages of developing mobility.

If not wheelchair dependent, the child/young person :

- Will have a severe physical difficulty.
- May need the use of physical aids for example a standing frame or moulded seating.
- May have restricted purposeful hand movement.
- May require intimate care/self help skills to be met by others.

### **Hearing Impairment (Sensory Needs)**

#### **SEN area of need: Hearing Impairment (Sensory Needs)**

#### **Element 1: Entitlement for all children and young people**

#### **Description of children and young people**

- **Mild fluctuating loss:** The child/young person has a loss which comes and goes and is usually related to having catarrh linked to a cold. Fluctuating hearing loss is very common amongst Key Stage One child/young persons.
- **Monaural hearing loss:** The child/young person has a hearing loss in one ear only. The loss can be of various degrees, from mild to profound. A child/young person with this loss will have difficulties with sound location and communicating in background noise.
- **Mild permanent hearing loss:** The child/young person has a hearing loss that is permanent. The child/young person sometimes has a hearing aid. Children and young people with a mild hearing loss should function well in a school environment as long as staff are aware of their needs.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
Referral to the Sensory Support Service (HI) should be made up of hearing loss is suspected.	Minor modifications in classroom practice and materials in the learning environment may be required.	Parent/carers involvement through normal school policy arrangements with regard to individual special needs.	Clinical diagnosis of mild monaural or fluctuating hearing impairment may have been made is monitored at local

<p>The class or subject teacher is able to take basic steps using resources and strategies available in the ordinary classroom to enhance access to the curriculum for hearing impaired children and young people at this stage.</p> <p>Tasks may need to be differentiated by level/outcome/pace and grouping.</p> <p>An annual training day on the implications of a hearing loss is offered by the Sensory Support Service (HI)</p>	<p>The teacher will provide some differentiation and opportunities to practice/reinforce listening and other skills as necessary.</p> <p>A favourable seating position will be provided where the child/young person can see the teacher and hear the contribution of others.</p>	<p>Advice and support from the Sensory Support Service (HI)</p> <p>If required, referral to other specialist services.</p>	<p>Audiology clinic.</p> <p>Any school concerns re hearing should be checked with parents and discussed with the Sensory Support Service (HI). This discussion should be noted in school records.</p> <p>Where child/young person's progress is not adequate, it will be necessary for the school to review the strategies being used.</p> <p>Monitoring by class/subject teachers/SENCo</p>
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## **Hearing Impairment (Sensory Needs)**

### **Description of Need**

Hearing Impairment can have a significant impact on a child's educational development in some cases resulting in learning delay and reduced curricular access. This will require careful monitoring by schools and the Hearing Impairment Team.

Hearing Impairment spans a range from mild/moderate to severe/profound. It can be temporary or permanent. Most children and young people with hearing impairment will have been diagnosed at the pre-school stage and will have accessed some level of support from the Hearing Impairment Team and the Health colleagues.

It is possible for some children and young people to acquire hearing loss later in life though accident or illness or a genetic condition. A significant proportion of children and young people have some degree of hearing difficulty at some time. Temporary hearing loss in the early years is usually caused by the condition known as 'glue ear'. Such hearing loss fluctuate and may be mild to moderate in degree. They can compound other learning difficulties. Occasionally a significant hearing loss may be caused by a long-term conductive loss in both ears. Significant permanent hearing losses are usually bilateral and sensori-neural in origin. They will usually be sever or profound and may give rise

to severe and complex communication difficulties. A permanent loss in one ear and a temporary loss in the other may also cause significant hearing impairment.

Listening to language through hearing aids and cochlear implants and the visual concentration require to follow lip reading and sign language is very tiring. Studies have shown that deaf children and young people are at high risk of developing social and emotional difficulties compared to hearing peers.

Many of the children and young people with a hearing impairment may require some of the following:

- Flexible teaching arrangements;
- Appropriate seating, acoustic conditioning and lighting;
- Adaptations to the physical environment of the school;
- Adaptations to school policies and procedures;
- Access to alternative or augmented forms of communication;
- Access to different amplification systems;
- Access in all areas of the curriculum through specialist aids, equipment or furniture;
- Regular and frequent access to specialist support.

**SEN area of need: Hearing Impairment (Sensory Needs)**

**Element 2: Additional support for child/young person provided from school resources**

Possible description of children and young people

- Moderate Hearing Loss. The loss is permanent or long term and can be conductive but is likely to also have a sensori-neural element. The child/young person usually wears two hearing aids all the time.
- Children and young people with a moderate hearing loss may vary in the effects this has upon their communication and language development. Most children and young people will be able to participate in all aspects of school life with minimal additional support and with only periodic advice from a teacher of the deaf to school staff.
- Where the effects of the loss are more marked and severe, and where their functioning in school is at a lower level than would be expected, there may be a greater need for supported provision, and greater involvement of teacher of the deaf.
- The hearing loss may affect the child/young person's social interaction; he/she may have difficulty with new vocabulary and concepts and specific listening activities may give problems e.g. DVD/audio work, spelling tests.

A child/young person with hearing impairment share of one or more of the following:

- A hearing impairment significant enough to impact on learning.

- Hearing impairment confirmed as either permanent sensori-neural or long term fluctuating conductive.
- Requirement for hearing aids and possibly an FM system.
- Despite receiving individualised help the child will have sensory needs which may require additional specialist equipment and /or regular advice and visits.
- An appropriate professional has advised the school that the child/young person's hearing loss is impeding his/her learning and is educationally significant.
- Assessments over time by the class/subject teacher and/or SENCo, together with discussion with specialist teachers may indicate that a more highly individualised and differentiated educational programme is required.

A requirement for:

- Hearing aid management.
- Language/literacy development for hearing impaired child/young person.
- Parental support on issues related to hearing loss.
- Advising teachers on educational issues and classroom management concerning children and young people with significant hearing loss;
- Undertaking regular monitoring and evaluation of hearing equipment and speech discrimination skills.
- Evidence that the child / young person shows signs of increasing fatigue e.g. towards the end of the school day.
- Evidence that the children and young people is slower of finds it difficult to process and understand verbal instructions.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>Teacher of the deaf will give advice and guidance on the implications of this and how you can aid language development in the school environment.</p> <p>The teacher of the deaf will visit on referral and then following that on request if there are further concerns, or as agreed by school, family and service.</p> <p>The teacher of the deaf may provide support information,</p>	<p>All staff should be aware of the child/young person's hearing loss and its implications in school.</p> <p>Adults need to remain aware of child/young person's better ear and recognise that for a small number of children and young people it can seem to have an impact on development of language and social interaction.</p> <p>Where the child/young person wears a hearing aid they should</p>	<p>The school can make a referral to the HI Team.</p> <p>Advice and guidance will be given from the Hearing Impairment team. A TOD will visit school if requested and talk to staff about the implications of this type of hearing loss and the best ways to help the child/young person.</p> <p>Medical intervention and monitoring is carried out by the Audiology clinic.</p>	<p>The child/young person's progress, strengths and weaknesses will have been monitored using a range of activities – baseline assessments, observations, checklists, dialogue with staff and external agencies, non-standardised tests and/or diagnostic tests and standardised tests.</p> <p>SMART targets may be set, taking into account the</p>

<p>advice and guidance.</p> <p>Staff to check before task the; understanding of content and instructions, including homework. Pre-tutoring of subject specific vocabulary and/or concepts, may be needed.</p> <p>Possibly 1:1/small group support for differentiated curriculum access as necessary for key subjects.</p> <p>Materials and resources may need to be differentiated, possible use of home/school diary.</p> <p>The teacher of the deaf and/or Educational Audiologist will:</p> <ul style="list-style-type: none"> <li>• Provide advice and guidance to school staff about the use and maintenance of hearing and radio aids where appropriate.</li> <li>• Be responsible for on-going</li> <li>• Provision and maintenance of radio aids, and sound field systems and they will liaise with the health authority with regard to the hearing aids.</li> <li>• Talk to staff about deaf awareness and how they can best help their hearing</li> </ul>	<p>be encouraged to wear it as instructed by the audiologist or ENT consultant. Any concerns or observations about the use of the prescribed aid should followed up with the parent and advice from the HI support service sought if difficulties cannot be resolved.</p> <p>If the child/young person has a hearing loss they should be encouraged to position themselves closer to the teacher.</p> <p>The person who is speaking should identify themselves in some way so that the child / young person can locate them before they begin to talk. This is particularly important in group discussion.</p> <p>The speaker should clearly but without exaggeration lip movements or shouting.</p> <p>The child/young person should be made aware of the safety measures in technology rooms, science labs etc and staff should ensure they have heard and understood all instructions.</p> <p>Some children and young people may need the following additional</p>	<p>Parents/carers views must be sought with their permission to gain advice from other agencies. Parents should be involved in planning and carrying out interventions.</p> <p>School based support may be needed to work on child/young person's language development and perhaps social skills, behaviour and preparation of resources.</p> <p>The teacher of the deaf will liaise closely with the SENCo and class/subject teacher any additional classroom support to ensure that they are aware of the needs of the child/young person and how best to create a classroom environment that will enable optimum listening and learning conditions for the child/young person.</p> <p>Staff demonstrates awareness of the impact of hearing impairment to fully include the child / young person in all aspects of the curriculum and implement agreed strategies.</p> <p>Staff able to implement and</p>	<p>child/young person's full needs. The drafting of this may require advice from external agencies e.g. specialist teacher. Class and subject teachers will plan to implement aspects of the targets in their lessons. It will include strategies that reflect the child/young person's preferred learning style e.g. the use of visual cues, routines and consistency of language use. Targets will be reviewed regularly and will include success criteria.</p> <p>Reviews should be held to which parents/carers and the child/young person are invited. The review should focus on child / young person progress, effectiveness of strategies, new information or factors and the setting of new targets.</p> <p>Recommendations highlighted by the Sensory Support Service (HI) should be implemented by the setting.</p>
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<p>impaired classmate.</p> <ul style="list-style-type: none"> <li>• Report to staff about the child's needs in connection to their hearing impairment and its implications on school</li> <li>• Advise staff about how best to communicate with the child / young person and support their language development in school.</li> <li>• Advise on presentation of learning materials and modification and differentiation according to their needs.</li> <li>• Advise on exam concessions where appropriate and provide written information to aid application.</li> </ul> <p>Where other professionals are working with the child/young person the Hearing Impairment Team will liaise and plan jointly with them, the school and family.</p>	<p>support:</p> <ul style="list-style-type: none"> <li>• Check understanding of instructions as they may say they have understood when they have not.</li> <li>• Give as much visual representation to what you say as possible. The use of pictures, key vocabulary lists, diagrams etc are useful.</li> <li>• Cue the child / young person in to when someone else is speaking in a group discussion and where possible repeat what the other child/young person has said.</li> <li>• Ensure the lighting in the classroom is good and that the child/young person can see clearly at all times.</li> <li>• Tell the child/young person what the session will be about so that they are cued into the topic before you start.</li> </ul> <p>Discuss with the child/young person where they find it easiest to hear and when it is difficult for them, make changes accordingly.</p> <p>The classroom environment should provide good acoustics and good lighting. There should</p>	<p>manage changed and adaptations to the learning environment for a child / young person with a hearing impairment.</p> <p>Staff are able to a monitor a child/young person with mild hearing impairment, conductive, sensori-neural, moderate or high frequency hearing impairment and liaise through termly reviews with parents and informally if necessary.</p> <p>Staff are skilled and knowledgeable to develop peer awareness of hearing impairment. Materials available to develop peer awareness e.g. NDCS, website, posters and books. Staff are trained to complete appropriate daily functional tests of radio aids, personal hearing aids and Sound Field Systems and to support a programme of developing the child/young person's audiological independence skills.</p> <p>If required referral to other for support agencies.</p>	
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	<p>be an awareness of how hearing aids perform in a mainstream environment.</p> <p>Teachers should try to stay in one place whilst talking to allow the child/young person to be able to have a good view of the face at all times.</p> <p>Interventions could include the use of more specialist strategies, teaching materials or equipment.</p> <p>Where a radio aid is used the teacher of the deaf will give advice and support in its best use.</p> <p>All staff should be aware of how to use the radio aid and in which situations it is most beneficial to the child/young person.</p> <p>Use of classroom display, pictures, word banks, visual dictionaries and specific software (e.g. Clicker) to introduce and reinforce new language and verbal concepts</p>		
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**Criteria for an EHC needs assessment (child or young person with a hearing impairment)**

Some children and young people will not make appropriate progress despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs. The school or parent (or others) may wish to consider a request for an EHC needs



assessment. The following criteria are guidelines which will help the local authority to decide when it is necessary to carry out an EHC needs assessment.

1. There is clear and recorded evidence that that the child's hearing impairment is creating a marked discrepancy between the pupil's attainments in core subjects of the National Curriculum and the attainments of the majority of pupils the same age.
2. There is a significant discrepancy between the pupil's attainments in core subjects of the National Curriculum and the expectations of the pupil as assessed by his/her teachers, parents and external specialists who have closely observed the pupil.
3. There is evidence of a pupil's inability to access a broad and balanced curriculum and/or range of play and learning experiences.
4. There is a significant discrepancy in age level or scaled/standard scores between language skills (particularly expressive language skills) and other cognitive skills.
5. There is clear substantiated evidence based on specific examples that the pupil's hearing impairment places the pupil under stress with associated withdrawn or frustrated behaviour.
6. There is evidence of a pupil's inability to discriminate speech sounds appropriately despite audiological intervention.

**SEN area of needs: Hearing Impairment (Sensory Needs)**

**Element 3: The high needs block**

**Description of children and young people**

The child/young person ;

- Will have a severe to profound hearing loss/Auditory Neuropathy Spectrum Disorder and use personal hearing aids, and/or cochlear implants, radio aids and possibly a sound field system.
- Will require the language demands of the curriculum to be targeted and differentiated with advice and support from external specialists.
- Will require a Total Communication approach, British Sign Language or Auditory Oral approaches.
- May or may not have progressed at nationally expected levels linked to prior attainment and
- The curriculum will need extensive modification or they will require intensive support in order to access it.
- Regular audiological reviews and monitoring will be undertaken by the Health Authority.

Additional support provided from the Sensory Service (HI)

- The teacher of the deaf could provide intervention in the form of direct teaching and advice on and possible delivery of a differentiated curriculum.
- Provision of whole school INSET and training of key support staff.
- Annual Reports highlighting implications of hearing loss and advice on how the child's listening needs should be met. The application of this advice to be reviewed with professionals and parents.

## Visual Impairment (Sensory Needs)

### **Description of Need**

Visual impairment can have a significant impact on a child/young person's educational development in some cases resulting in learning delay and reduced curricular access. This will require careful monitoring by schools and the Visual Impairment Team.

It is possible for some children and young people to acquire visual loss later in life through accident or illness.

The code of practice is clear that schools can consult outside agencies for advice in preventing the development of more significant needs. Schools should feel free to contact the VI Team for advice at any time.

Visual difficulties take many forms, with widely differing implications for a child/young person's education. They range from relatively minor and remediable conditions to total blindness. Some children and young people are born blind: others lose their sight, partially or completely, as a result of accident or illness. In some cases visual impairment is one aspect of a multiple disability.

Whatever the nature and cause of the child / young person's visual impairment, the major issue in identifying and assessing his/her special needs will relate to the degree and nature of the functional vision and the child / young person's ability to adapt socially and psychologically, as well as to progress in an educational context.

A defect of a child/young person's colour vision alone may not necessarily result in any special educational needs.

### **Definitions for Children and young people & Young People with Visual Impairment**

**Cerebral Visual Impairment (CVI):** A condition where some of the special 'vision' parts of the brain and its connections are damaged and the child or young person with this are unable to make sense of what they see. However, it can improve as they get older.

**Perceptual Difficulties:** Inability to perceive, integrate and recall visual stimuli.

**Mild Sensory Loss:** Visual acuity better than 6/18 with visual field loss.

**Moderate:** Visual acuity between 6/18 and 6/36.

**Severe:** Visual acuity between 6/36 and 6/60.

**Profound:** Visual acuity 6/60 or less.

**SEN Descriptors: Visual Impairment (Sensory Needs)**  
**Element 1: Entitlement for all children and young people**

Many children and young people with visual impairment will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective Quality First Teaching and waves of intervention.

**Description of children and young people**

- Some deterioration in certain areas of academic performance eg deteriorating handwriting, slowness in copying from the board, increasingly asking for written instructions to be given verbally.
- A recognisable ophthalmic condition which has the potential to affect the learning process including children who are patched.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>The central form of action for most children and young people experiencing visual difficulties will be that which the class or subject teacher is able to take using resources and strategies available in the ordinary classroom.</p> <p>Tasks may need to be differentiated by some variation of teaching material and time given to complete tasks.</p> <p>Teachers must have regard to advice submitted by QTVI as well as parents, health professionals etc eg</p> <ul style="list-style-type: none"> <li>• use of whiteboard</li> <li>• accessibility of printed materials and how they should be adapted</li> <li>• modification of teaching methods used</li> </ul>	<p>The school will provide easily made changes in the learning environment; provide some differentiation to meet the needs of the range of children and young people within the ordinary classroom.</p> <p>Normal class grouping with child/young person's physical space in classroom to take account of visual difficulties.</p>	<p>Parent/carer involvement through normal school policy arrangements.</p> <p>General whole school training, advice and support from external specialists eg QTVI.</p>	<p>Where child/young person's progress is not adequate, it will be necessary to review the strategies being used.</p> <p>Occasional consultation and advice QTVI.</p> <p>Monitoring by class/subject teachers/SENCo and annual monitoring by QTVI.</p> <p>School to liaise with QTVI if concerns re vision or exams.</p>

**SEN Descriptors: Visual Impairment (Sensory Needs)****Element 2: Additional support provided from school's resources****Possible description of child/young person**

- The child/young person has a level of visual impairment which requires some modifications to be made to the presentation of the curriculum, the school or classroom environment, or the classroom management of the child/young person e.g. positioning in class, use of equipment etc. Impaired functional vision in the educational setting is the key criterion.
- While it is difficult to categorise these children and young people they may also include those with: poor visual acuities, ocular motor difficulties; visual field loss; difficulties where patching is significantly reducing vision; progressive conditions where the present impairment is very slight.
- If the child/young person has visual perception difficulties or additional needs eg CP this will compound the problems associated with all of the above.

The child/young person :

- has a significant level of visual impairment which requires modifications to be made to the presentation of the curriculum, school or classroom environment and the classroom management of the child/young person eg positioning in class, use of equipment etc
- may require some printed materials to be modified;
- will likely require the provision of some specialist equipment eg sloping desks. Significantly impaired functional vision in the educational setting is the key criterion.
- the child/young person will usually have poor visual acuity (sharpness of vision). This may be compounded by other problems such as visual fields loss, monocular vision, ocular motor impairment, visual perception difficulties or the presence of degenerative conditions or additional needs.

Children and young people with visual impairment will share one or more of the following:

- A visual impairment significant enough to impact on learning;
- Visual impairment confirmed as either permanent or long-term degenerative or short term visual reduction eg atropine penalisation;
- May require spectacles or LVAs but whose vision may not be fully corrected;
- Despite receiving individualised help, have sensory needs which require advice re specialist equipment and/or regular advice, visits and possibly direct teaching by specialists.
- An appropriate professional has advised the school that the child/young person's visual impairment is impeding his/her learning and is educationally significant.

<b>Intervention &amp; Support</b>	<b>Learning Environment</b>	<b>Partnership with parents, carers and other agencies</b>	<b>Monitoring, Assessment &amp; Review</b>
<p>All areas of the curriculum should be accessible with appropriate adaptation or modification as necessary.</p> <p>Interventions could include alternative teaching materials, group or individual support, staff training regarding the implications of visual impairments and the impact on curricular access.</p> <p>Some additional adult support to support difficulties in making and maintaining friendships and relationships.</p> <p>All areas of the curriculum should be accessible with appropriate adaptation or modification as necessary.</p> <p>Additional in class support may be necessary in certain subjects or with certain topics.</p> <p>Auditory or tactile approaches to learning and teaching may supplement the visual stimuli used.</p> <p>As visual impairment is about the ability to access the visual world, and not a cognitive difficulty, care must be</p>	<p>School will provide some changes in the learning environment as advised by a QTVI.</p> <p>The child/young person should remain part of the mainstream class for most activities.</p> <p>The child/young person's position in class will need to be considered for access to visual stimuli.</p> <p>Social interaction with other children and young people may need to be encouraged through sensitive grouping arrangements.</p> <p>If grouping by ability, care should be taken that cognitive ability is the criteria used rather than the impaired ability to access materials.</p> <p>Withdrawal sessions for individual or small group work may be necessary to:</p> <ul style="list-style-type: none"> <li>• Complete tasks made slower by the visual impairment;</li> <li>• Prepare child/young person</li> </ul>	<p>School should receive advice from QTVI following a full assessment of the child/young person's functional vision in the educational setting. School will facilitate the assessment, providing space, liaison time and details of their own observations.</p> <p>Parents/carers to be consulted on levels of concern and to be asked for further advice along with permission to gain advice from other agencies.</p> <p>Appropriate steps to be taken to ensure his/her physical access to the curriculum and/or existing school facilities eg some adaptations to the school environment might be necessary with advice from the QTVI.</p> <p>Staff demonstrates awareness of impact of VI and have opportunities for training.</p>	<p>Targets will be written with cognisance of QTVI advice and reviewed regularly.</p> <p>School will facilitate monitoring by QTVI including liaison time with class teacher/SENCo.</p> <p>The monitoring and review cycle will vary depending on the needs of the child/young person. The class teacher will monitor progress and their visual access to the curriculum on an ongoing basis. Any concerns will prompt a request for additional advice or intervention from QTVI.</p> <p>SENCo to liaise with QTVI to ensure that appropriate SATS/GCSE/other examination concessions are applied for in relation to the visually impaired child/young person.</p> <p>Management plan or IEPs will be set with SMART targets with cognisance of QTCI</p>

<p>taken to maintain appropriately high expectations in curriculum achievement.</p> <p>Independence and mobility training may be required.</p>	<p>for a class activity/learning experience;</p> <ul style="list-style-type: none"> <li>• Reinforce mainstream work;</li> <li>• Provide additional hands-on experience of materials or presentations;</li> <li>• Provide additional experiences of the environment to remedy; a lack of adventitious learning</li> <li>• Learn particular skills to improve curriculum access eg touch typing or use of magnifiers (and other specialist equipment);</li> <li>• Increase social interaction with peers;</li> <li>• Learn mobility skills.</li> </ul> <p>Child/young person may benefit from using specialist equipment eg</p> <ul style="list-style-type: none"> <li>• Sloping reading/writing boards</li> <li>• Low power magnifiers</li> <li>• Dark pens/pencils</li> <li>• Dark lined books/paper</li> <li>• Large print materials (eg reference books)</li> <li>• Bright PE equipment</li> </ul> <p>Printed material may need to be enlarged. School to adapt “immediate” curriculum materials following guidelines on QTVI report.</p>		<p>advice. There will be regular, detailed monitoring of the child/young person’s progress in terms of the effectiveness of the interventions.</p> <p>Specialist programmes to be incorporated into the IEP as necessary eg keyboarding.</p> <p>Regular reviews should be held to which parents/carers and the child/young person are invited. The QTVI should be invited to reviews.</p> <p>Multi-agency support may be required.</p>
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### **Criteria for an EHC needs assessment (child or young person with a visual impairment)**

Some children and young people will not make appropriate progress despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs. The school or parent (or others) may wish to consider a request for an EHC needs assessment. The following criteria are guidelines which will help the local authority to decide when it is necessary to carry out an EHC needs assessment.

1. There is clear recorded evidence of the extent of the child's visual impairment and its impact on the child's progress and attainment.
2. There is a significant discrepancy between the pupil's attainments in core subjects of the National Curriculum and the attainments of the majority of pupils the same age.
3. There is a significant discrepancy between the pupil's attainments in core subjects of the National Curriculum and the expectations of the pupil as assessed by his/her teachers, parents and external specialists who have closely observed the pupil.
4. There is evidence of a pupil's inability to access a broad and balanced curriculum and/or a range of play and learning experiences.
5. The pupil has significant self-help difficulties and/or the pupil's condition gives rise to significant safety issues.
6. There is clear recorded evidence that the child's visual difficulty significantly impairs his or her mobility, emotional or social development, access to the curriculum, ability to take part in particular classroom activities or participation in aspects of school life.

#### **SEN Descriptors: Visual Impairment (Sensory Needs)**

##### **Element 3: The high needs block**

##### **Description of child/young person**

The child/young person ;

- will have a severe level of visual impairment which may include cerebral visual impairment and/or perceptual or processing difficulties;
- will use LVAs and will need planned 1:1 support;
- visual impairment has a severe impact on their ability to function independently in the school environment and in their everyday life;
- will require mobility and independence programmes weekly;
- will always need practical tasks, activities and experiments modifying. The significant modification of materials and presentation will allow access to the majority of the curriculum;
- will require significant 1:1 planned intervention, support to manage personal access equipment and specialist teaching of life skills to access age appropriate activities independently;
- may have difficulties in making and maintaining relationships, resulting in some social isolation and vulnerability.

## CRITERIA FOR AN EHC NEEDS ASSESSMENT

Some children and young people will not make appropriate progress despite the school having taken relevant and purposeful action to identify, assess and meet their special educational needs. The school or parent (or others) may wish to consider a request for an EHC needs assessment. The following criteria are guidelines which will help the local authority to decide when it is necessary to carry out an EHC needs assessment.

### **Criteria for an EHC needs assessment (Communication and Interaction)**

All children and young people considered for an EHC needs assessment should meet 1 below and at least one of the others.

1. There is clear recorded evidence that there has been little measurable progress despite targeted and appropriate intervention, planned strategies and co-ordinated involvement of agencies.
2. There is clear and recorded evidence that the child or young person has non-verbal cognitive skills significantly in advance of their language and communication skills (which may include alternative/augmented communication systems).
3. There is a significant discrepancy between expressive language and receptive language (understanding) or between language abilities and speech production.
4. There is clear and recorded evidence, based on specific examples, that the child / young person's communication/interaction difficulties significantly impede their access to the curriculum and /or their ability to take part in classroom activities or to participate in aspects of school life.
5. There is clear and recorded evidence that the child / young person's communication /interaction difficulties significantly impede their access to the curriculum and/or their ability to take part in classroom activities or to participate in aspects of school life.

It is likely that in many cases the pupil's difficulties are likely to be severe, persistent and long-term, and may be complex.

NB. 'Clear and recorded evidence' should include National Curriculum levels, 'P' levels, criterion referenced assessment information and standardised assessment information.

### **Criteria for an EHC needs assessment (cognition and learning)**

#### Moderate learning difficulties criteria

Evidence of intervention through assessment for learning and evaluated outcomes.

Evidence of the provision of appropriate curricula access and learning opportunities.

Evidence of appropriate intervention and evaluated outcomes through assessment for learning using:



- National curriculum levels and P levels
  - Assessment of cognitive skills
  - Evidence of appropriate intervention and rate of progress with key skills (e.g. speech and language, literacy and numeracy)
- Evidence of minimum progress over time. Rate of progress on key and associated skill should be tracked and recorded.

#### Criteria threshold

- Performance using P- Scales and National Curriculum levels (see Appendix 2)
- Performance on measures of cognitive skills in the bottom 1% of pupils of their age.

#### Specific learning difficulties criteria

Evidence of intervention through assessment for learning and evaluated outcomes.

Evidence of appropriate intervention and evaluated outcomes through assessment for learning using:

- Evidence of difficulties with reading and spelling at the word level
- Evidence of the provision of appropriate learning opportunities (e.g. Structured multi-sensory teaching)
- Evidence of rate of progress over time (for example, via precision teaching and other methods of tracking progress).

Rate of progress on key and associated skill should be tracked and recorded.

#### Criteria threshold

- Evidence of significant difficulties in key skills of reading, spelling, number skills and associated difficulties as shown through National Curriculum levels and P levels (see appendix 2)

Performance on measures of attainment in the bottom 1% of pupils of their age.

#### Profound and multiple learning difficulties and severe learning difficulties criteria

Evidence of appropriate intervention through assessment for learning and evaluated outcomes.

Evidence that the pupil is working at a considerably lower level than similar age peers using:

- Foundation Stage profile
- P levels
- Evidence of rate of progress over time.

#### Criteria threshold

National Curriculum attainment P levels (see Appendix 2)

### **Criteria for an EHC needs assessment (Social, Emotional, Mental Health Difficulties)**

There is clear and recorded evidence that:

1. There has been little measurable progress despite targeted and appropriate interventions, planned strategies and co-ordinated involvement of agencies. Adequate progress would be defined as progress that closes the gap or prevents the gap widening when compared to school age peers.
2. The curriculum has been differentiated to match to pupil's level of ability and the appropriate learning and behaviour support has been provided.
3. The pupil's difficulties have been evident for a considerable duration despite collaboration and intervention from school and other agencies.
4. The pupil's behaviours are very frequent in occurrence.
5. The pupil's behaviours are evident in a variety of school situations and are common to the majority of staff who have contact with the pupil.
6. The pupil's behaviours appear severe, long term and complex.
7. The pupil's behaviour, emotional and social development needs and difficulties prevent them from meeting the emotional, behavioural and social expectations of the school environment.

NB. The fact that a pupil's behaviour may have a detrimental effect on the education or welfare of other pupils may not itself define a special educational need, although it should be taken into account when decisions are made concerning appropriate provision within school. Exclusion from school does not constitute evidence of intervention, and does not itself indicate that a child requires a statutory assessment. The reasons for exclusion will usually be of more significance than the fact of exclusion.

### **Criteria for an EHC needs assessment (child or young person with physical needs)**

A child's physical difficulties significantly affect access to and attainment within or progress within the curriculum. Factors might include a discrepancy between the child's cognitive abilities and performance; when the pupil has significant self- help and mobility difficulties; and /or the pupil's condition gives rise to serious safety issues. Qualitative and /or quantitative measures of restriction should be used e.g. the extent to which the child's needs necessitate additional resources beyond those currently available in a school.

1. Pupils may also require intensive, frequent and specialized nursing or other medical/physical care to facilitate the access to educational opportunities. This would be evidenced by an individual healthcare plan being in place or evidence that the child is receiving therapy.
2. Pupils have significant social, emotional, behavioural and learning difficulties associated with their physical need

### **Criteria for an EHC needs assessment (child or young person with a hearing impairment)**

1. There is clear and recorded evidence that the child's hearing impairment is creating a marked discrepancy between the pupil's attainments in core subjects of the National Curriculum and the attainments of the majority of pupils the same age.
2. There is a significant discrepancy between the pupil's attainments in core subjects of the National Curriculum and the expectations of the pupil as assessed by his/her teachers, parents and external specialists who have closely observed the pupil.
3. There is evidence of a pupil's inability to access a broad and balanced curriculum and/or range of play and learning experiences.
4. There is a significant discrepancy in age level or scaled/standard scores between language skills (particularly expressive language skills) and other cognitive skills.
5. There is clear substantiated evidence based on specific examples that the pupil's hearing impairment places the pupil under stress with associated withdrawn or frustrated behaviour.
6. There is evidence of a pupil's inability to discriminate speech sounds appropriately despite audiological intervention.

### **Criteria for an EHC needs assessment (child or young person with a visual impairment)**

1. There is clear recorded evidence of the extent of the child's visual impairment and its impact on the child's progress and attainment.
2. There is a significant discrepancy between the pupil's attainments in core subjects of the National Curriculum and the attainments of the majority of pupils the same age.
3. There is a significant discrepancy between the pupil's attainments in core subjects of the National Curriculum and the expectations of the pupil as assessed by his/her teachers, parents and external specialists who have closely observed the pupil.
4. There is evidence of a pupil's inability to access a broad and balanced curriculum and/or a range of play and learning experiences.
5. The pupil has significant self-help difficulties and/or the pupil's condition gives rise to significant safety issues.
6. There is clear recorded evidence that the child's visual difficulty significantly impairs his or her mobility, emotional or social development, access to the curriculum, ability to take part in particular classroom activities or participation in aspects of school life.

**COGNITION AND LEARNING**  
**Indicators of General Learning Difficulties**

**Curriculum Thresholds (in communication, language, literacy and mathematics)**

<b>End of Year</b>	<b>Indicative Performance Levels</b>	<b>Illustrative examples of typical achievements</b>
30 to 50 months	Early Years Foundation Stage Early Years Outcomes	<ul style="list-style-type: none"> <li>• Begins to respond consistently to familiar people, events and objects</li> <li>• Smiles at familiar people</li> <li>• Accepts and engages in co-active exploration</li> <li>• Performs actions, by trial and improvement/remembers learned responses</li> <li>• Seeks attention through eye contact, gesture or action</li> <li>• Understands words like “no” and “bye-bye” in familiar contexts</li> <li>• Picks up objects using a pincer grip</li> <li>• Explores materials in increasingly complex way, e.g. banging/rubbing/turning</li> <li>• Uses trial and error to solve simple problems</li> </ul>
40 to 60 months	Early Years Foundation Stage Early Years Outcomes	<ul style="list-style-type: none"> <li>• Responds to simple requests</li> <li>• Repeats 10-20 single words, signs or phrases</li> <li>• Makes linear and circular marks on paper</li> <li>• Shows an awareness of cause and effect</li> </ul>
1	P5 or below	<ul style="list-style-type: none"> <li>• Follows instructions containing 2 key words</li> <li>• Combines 2 words/signs to communicate meaning</li> <li>• Matches objects to pictures/symbols</li> <li>• Sorts big and small objects</li> </ul>
2	P6 or below	<ul style="list-style-type: none"> <li>• Asks simple questions to obtain information</li> <li>• Matches letters and short words</li> <li>• Forms some recognizable letters related to name</li> <li>• Uses numbers 1-5 in activities or games</li> </ul>
3	P7 or below	<ul style="list-style-type: none"> <li>• Communicates ideas about past, present and future events</li> <li>• Understands the conventions of reading and book language</li> <li>• Writes own name from memory and a few other words</li> <li>• Counts 5 objects and rote counts to 10</li> </ul>

4	P8 or below	<ul style="list-style-type: none"> <li>• Follows instructions containing 4 key words</li> <li>• Recognises the letters of the alphabet by shape, name and sound</li> <li>• Displays consonants but few vowels in emergent writing</li> <li>• Adds 1 or takes away 1 in practical situations</li> </ul>
5	NC Level 1c or below	<ul style="list-style-type: none"> <li>• Elaborates answers with additional details</li> <li>• Recognises familiar words, signs or symbols in simple texts</li> <li>• Produces some recognizable letters, words or symbols to convey meaning</li> <li>• Responds to the vocabulary in addition and subtraction</li> </ul>
6	NC Level 1b or below	<ul style="list-style-type: none"> <li>• Takes turn in conversation within a small group</li> <li>• Uses the knowledge of letters, sounds and words when reading aloud</li> <li>• Writing can generally be understood without medication</li> <li>• Solves simple practical problems involving addition and subtraction</li> </ul>
7	NC Level 2c or below	<ul style="list-style-type: none"> <li>• Expresses ideas using appropriate vocabulary</li> <li>• Reads simple, unfamiliar text accurately</li> <li>• Composes sentences and uses some punctuation appropriately</li> <li>• Developing an understanding of place value</li> </ul>
8	NC Level 2b or below	<ul style="list-style-type: none"> <li>• Listens to speaker and comments appropriately</li> <li>• Uses a range of strategies to establish meaning when reading</li> <li>• Uses narrative and non-narrative forms of writing</li> <li>• Counts, reads, writes and orders numbers to 50</li> <li>• Organises and classifies lists and tables</li> </ul>
9	NC Level 2a or below	<ul style="list-style-type: none"> <li>• Communicates on a range of topics with unfamiliar people</li> <li>• Comments the way text is written and presented</li> <li>• Uses descriptive phrases when writing to add detail or emphasis</li> <li>• Counts, reads, writes and orders numbers to 100</li> <li>• Understands the operation of multiplication as repeated addition</li> </ul>