**Special Educational Needs Code of Practice 0-25 (2014) – School duties**

To help SENCO’s understanding of their duties, the SEND code of practice, chapter 6 is copied below with key sections highlighted that identify where there is a duty to identify a child’s needs and where there is a duty to put in place provision to meet those needs. The whole chapter should be considered, but the highlighted sections should help schools in addressing a graduated approach to meeting needs.

**The highlighted sections are detailed as follows:**

Text highlighted in yellow relates to duties to identify special education needs

Text highlighted in blue relates to duties to put in place special educational provision

At the end of the document is a list of examples of special educational needs and special educational provision that may be helpful. It should be noted that this is not an exhaustive list and should be used alongside the Sheffield Support Grid and Assessment toolkit.

**Chapter 6: Duties of Schools**

**What this chapter covers**

This chapter applies mostly to mainstream schools. The Equality Act duties described under ‘Equality and inclusion’ and the duty to publish an SEN information report under ‘Publishing information: SEN information report’ apply to special schools, as do schools’ duties in respect of EHC needs assessments and plans (Chapter 9 – Education, Health and Care needs assessments and plans). The chapter explains the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

**Relevant legislation**

**Primary**

The following sections of the Children and Families Act 2014:

• Co-operating generally: governing body functions: Section 29

• Children and young people with special educational needs but no EHC plan: Section 29

• Children with SEN in maintained nurseries and mainstream schools: Section 35

• Using best endeavours to secure special educational provision: Section 66

• SEN co-ordinators: Section 67

• Informing parents and young people: Section 68

• SEN information report: Section 69

• Duty to support pupils with medical conditions: Section 100

• The Equality Act 2010

**Regulations**

The Special Educational Needs and Disability Regulations 2014

**Improving outcomes: high aspirations and expectations for children and young people with SEN**

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

• achieve their best

• become confident individuals living fulfilling lives, and

• make a successful transition into adulthood, whether into employment, further or higher education or training

6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to19 academies, alternative provision academies and Pupil Referral Units (PRUs), must:

• use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN

• ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

• designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO (this does not apply to 16 to 19 academies)

• inform parents when they are making special educational provision for a child

• prepare an SEN information report (see ‘Publishing information: SEN information report’, paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school’s arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

6.4 The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of this whole school approach have been piloted by Achievement for All – for further details and links to other sources of training and support materials, see Annex 2: Improving practice and staff training in education settings.

6.5 The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

6.6 A mainstream school’s arrangements for assessing and identifying pupils as having SEN should be agreed and set out as part of the Local Offer. A school should publish its arrangements as part of the information it makes available on SEN (see the Special Educational Needs and Disability Regulations 2014).

6.7 In fulfilling these duties schools should have regard to the principles set out in Chapter 1. In particular, they should ensure that children, parents and young people are actively involved in decision-making throughout the approaches set out in this chapter.

**Equality and inclusion**

6.8 Schools support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools must co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4). Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

6.10 Further duties are referred to in the Introduction. The guidance in this chapter should be read in the light of the principle in Chapter 1 which focuses on inclusive practice and removing barriers to learning.

**Medical conditions**

6.11 The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance ‘Supporting pupils at school with medical conditions’ (see the References section under Introduction for a link).

**Curriculum**

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

**Careers guidance for children and young people**

6.13 Maintained schools and PRUs must ensure that pupils from Year 8 until Year 13 are provided with independent careers guidance. Academies are subject to this duty through their funding agreements. Chapter 8 provides more information about careers guidance for children and young people.

**Identifying SEN in schools**

6.14 All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

6.16 Schools should assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

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

• is significantly slower than that of their peers starting from the same baseline

• fails to match or better the child’s previous rate of progress

• fails to close the attainment gap between the child and their peers

• widens the attainment gap

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil’s response to such support can help identify their particular needs.

6.20 For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children and young people themselves.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

6.22 Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child’s short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN. Further guidance on dealing with bullying issues can be found on the GOV.UK website – a link is given in the References section under Chapter 6.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

6.24 Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

Difficulties related solely to limitations in English as an additional language are not SEN.

6.25 When reviewing and managing special educational provision the broad areas of need and support outlined from 6.28 below may be helpful, and schools should review how well equipped they are to provide support across these areas. Information on these areas of need and support is also collected through the School Census and forms part of the statutory publication ‘Children and Young People with SEN: an analysis’ which is issued by DfE each year.

6.26 There is a wide range of information available on appropriate interventions for pupils with different types of need, and associated training which schools can use to ensure they have the necessary knowledge and expertise to use them. See the References section under Chapter 6 for links to organisations that provide this information.

6.27 These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual’s needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

**Broad areas of need**

**Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning**

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

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

**Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

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

**Special educational provision in schools**

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

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

6.39 This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil’s areas of strength and difficulty, the parents’ concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil’s record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority’s Information, Advice and Support Service.

6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school’s core offer or whether something different or additional is required.

6.41 More detailed information on what constitutes good outcome setting is given in Chapter 9, Education, Health and Care needs assessments and plans (paragraphs 9.64 to 9.69). These principles should be applied to planning for all children and young people with SEN. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.

6.42 The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. Schools should engage with secondary schools or FE providers as necessary to help plan for these transitions (see Chapter 8, Preparing for adulthood from the earliest years). The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.

6.43 However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil’s parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school’s approach to SEN support.

**SEN support in schools**

6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

**Assess**

6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers’ assessments where relevant, the individual’s development in comparison to their peers and national data, the views and experience of parents, the pupil’s own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting’s own assessment and information on how the pupil is developing.

6.46 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

6.47 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

**Plan**

6.48 Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school’s information system.

6.50 The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil’s parents.

**Do**

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review**

6.53 The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date.

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil’s needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.56 Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

**Transition**

6.57 SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8, Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high quality study programme, as set out in paragraph 8.32.

**Involving specialists**

6.58 Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

6.59 Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil’s parents should always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

6.60 Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer should set out clearly what support is available from different services and how it may be accessed.

6.61 Schools should work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

• educational psychologists

• Child and Adolescent Mental Health Services (CAMHS)

• specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment must hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)

• therapists (including speech and language therapists, occupational therapists and physiotherapists)

6.62 The SENCO and class teacher, together with the specialists, and involving the pupil’s parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

**Requesting an Education, Health and Care needs assessment**

6.63 SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment (see Chapter 9). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

**Involving parents and pupils in planning and reviewing progress**

6.64 Schools must provide an annual report for parents on their child’s progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.

6.65 Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

6.66 These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil’s needs.

6.67 These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

6.68 Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, schools should ensure that teaching staff are supported to manage these conversations as part of professional development.

6.69 These discussions will need to allow sufficient time to explore the parents’ views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

6.70 The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

6.71 A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil’s parents. The school’s management information system should be updated as appropriate.

**Use of data and record keeping**

6.72 It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines.

6.73 Schools should particularly record details of additional or different provision made under SEN support. This should form part of regular discussions with parents about the child’s progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEN support that has been provided over the pupil’s time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the pupil’s needs will wish to review such information (see Chapter 9). For children and young people detained in custody, a Youth Offending Team will seek information from the school to support their initial assessments. The school should respond to such requests as soon as possible (see Chapter 10).

6.74 Schools use information systems to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach.

6.75 As outlined in ‘Involving parents and pupils in planning and reviewing progress’ from paragraph 6.63 above, the school should readily share this information with parents. It should be provided in a

format that is accessible (for example, a note setting out the areas of discussion following a regular SEN support meeting or tracking data showing the pupil’s progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).

6.76 Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school’s curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

6.77 Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.

6.78 The Department for Education publishes a helpful range of further information and resources about provision mapping (see the References section under Chapter 6 for a link).

**Publishing information: SEN information report**

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

• the kinds of SEN that are provided for

• policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)

• arrangements for consulting parents of children with SEN and involving them in their child’s education

• arrangements for consulting young people with SEN and involving them in their education

• arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

• arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

• the approach to teaching children and young people with SEN

• how adaptations are made to the curriculum and the learning environment of children and young people with SEN

the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

• evaluating the effectiveness of the provision made for children and young people with SEN

• how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

• support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

• how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families

• arrangements for handling complaints from parents of children with SEN about the provision made at the school

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school’s SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school’s contribution to the Local Offer and must include information on where the local authority’s Local Offer is published.

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

6.83 Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

**The role of the SENCO in schools**

6.84 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

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

6.86 A National Award must be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

6.87 The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 **The key responsibilities of the SENCO may include:**

• overseeing the day-to-day operation of the school’s SEN policy

• co-ordinating provision for children with SEN

• liaising with the relevant Designated Teacher where a looked after pupil has SEN

• advising on the graduated approach to providing SEN support

advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively

• liaising with parents of pupils with SEN

• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

• being a key point of contact with external agencies, especially the local authority and its support services

• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

• working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• ensuring that the school keeps the records of all pupils with SEN up to date

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

6.92 It may be appropriate for a number of smaller primary schools to share a SENCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENCO to fulfil the role effectively for the total registered pupil population across all of the schools involved.

6.93 Where such a shared approach is taken the SENCO should not normally have a significant class teaching commitment. Such a shared SENCO role should not be carried out by a headteacher at one of the schools.

6.94 Schools should review the effectiveness of such a shared SENCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of pupils with SEN.

**Funding for SEN support**

6.95 All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

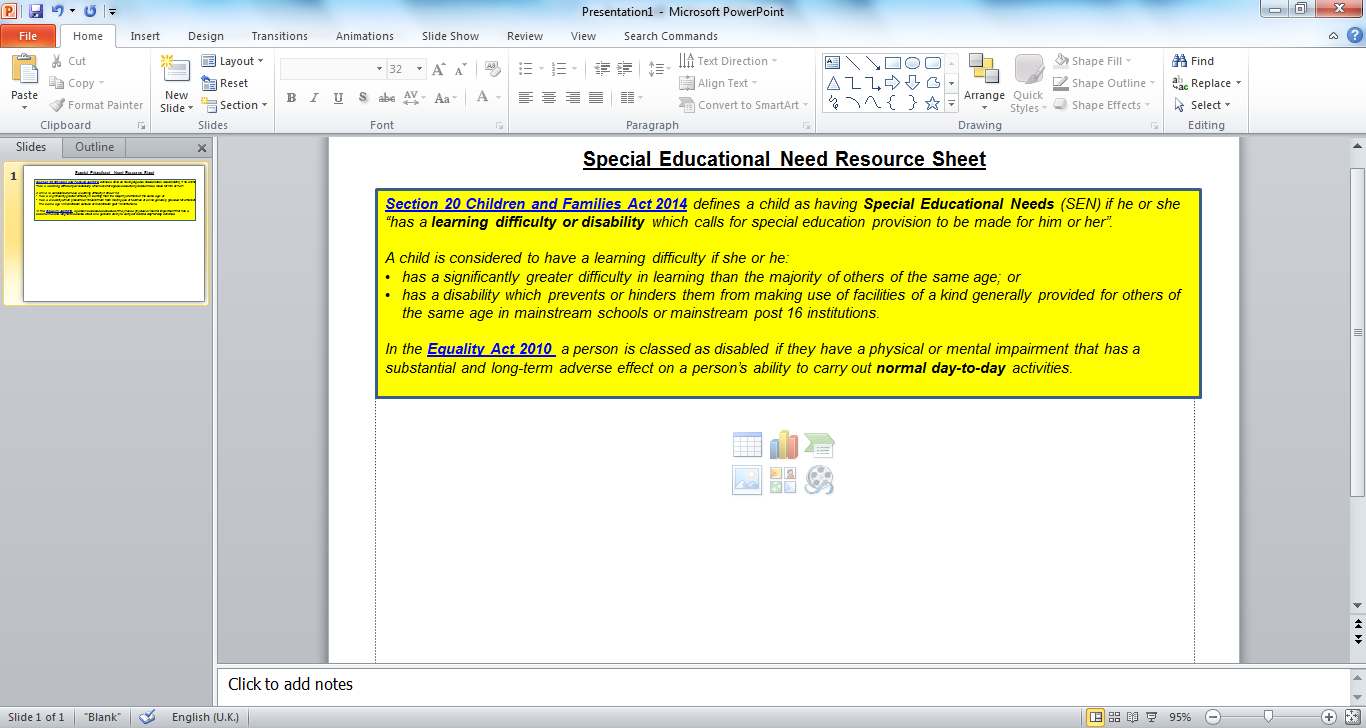
6.96 Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

6.97 It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

6.98 This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.

6.99 Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

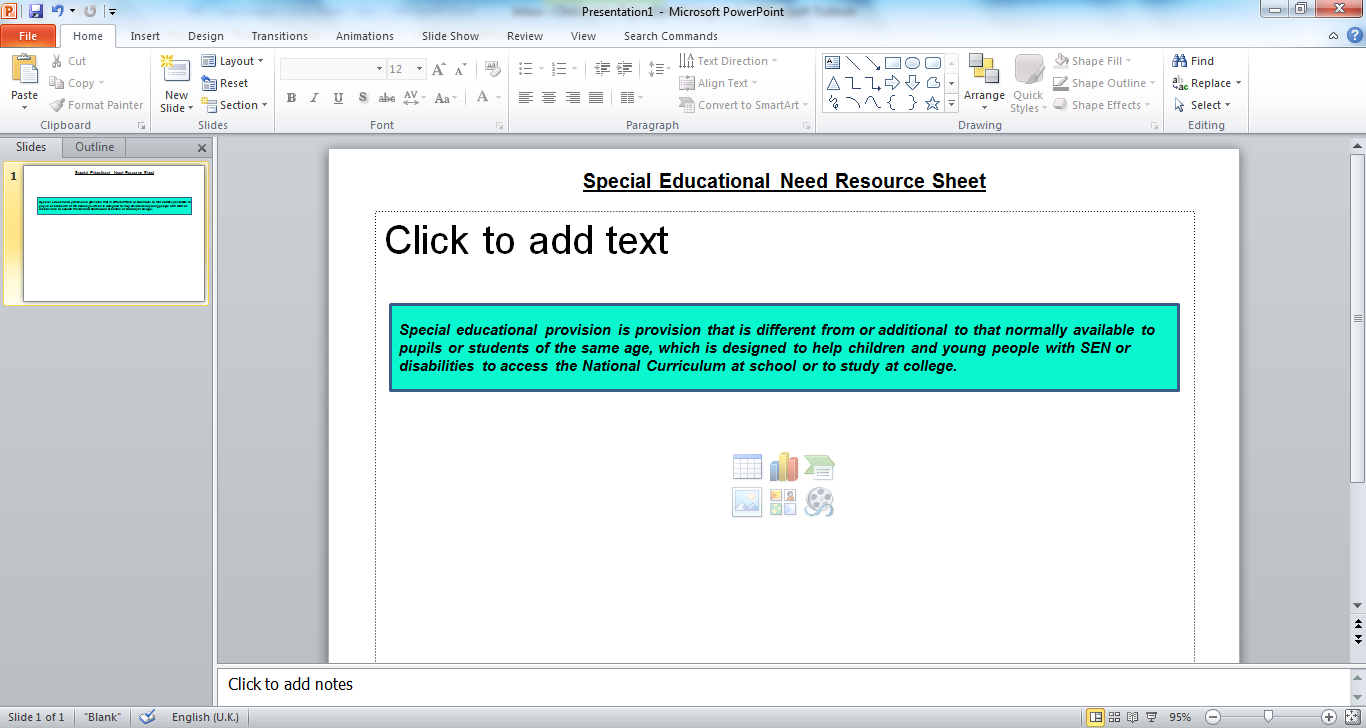
**Identifying special educational needs - examples**



***Please be mindful that the examples of Special Educational Needs below are not exhaustive but is designed to give ideas of the types of needs that may exist. It should be considered alongside the Sheffield Support Grid and the Assessment toolkit***

|  |  |
| --- | --- |
| **Area of Need** | **Example of Special Educational Need** |
| ***Communication and Interaction*** | * Moderate to Severe language delay / moderate language disorder * Severe/moderate problems in either, or both, understanding and expression * Has difficulty communicating basic needs * Has difficulty communicating beyond their basic needs * Relies on a trained listener or family members for expressing themselves out of context * Has difficulties participating in social activities in unfamiliar contexts or with unfamiliar people. * Difficulties participating independently in unfamiliar educational activities. * Pupil’s language difficulties affect curriculum access, indicated by attainments below expected level, and poor social relationships e.g. appears highly verbal but requires visual support to understand language * The pupil’s ability to communicate effectively may fluctuate depending on their level of emotional regulation * Doesn’t have the skills to be part of a group or form meaningful friendships * Struggles to appreciate the needs of the listener and is egocentric * Struggle to make / maintain relationships with adults/peers * Unable to instigate positive peer interactions * May have intense or obsessional friendships / relationships * Consistent difficulty with understanding language and communicating * May need additional time to process language compared to peers * Inconsistent or poor eye contact * Unable to interpret facial expressions / body language / social cues * Communicates on their terms and often does not respond to direct questions * Only discusses topic of interest on their terms * May not understand many everyday idioms and tends to take a literal meaning from language * May not understand the social expectations and how they are expected to communicate in different social situations * May shows hyposensitivity and hypersensitivity * They are easily overwhelmed by sensory stimuli eg. environmental noise * May need resource to satisfy sensory needs eg. wobble cushion, large bean bag, weighted blanket |
| ***Cognition and Learning*** | * Preference for concrete and repetitive activities * Very slow response to verbal stimuli, low retention of abstract concepts * Takes longer to process information * Difficulty remembering spelling patterns * Letter and number reversals * Problems with phonological awareness * Slow rate of reading * Auditory working memory and processing difficulties * Lack of comprehension * Poor retention of words * Letters within words recorded in the wrong order * Written work may not match verbal ability * Struggles to copy off Interactive board / board or from work next to them * Lack of comprehension when reading due to poor decoding skills / memory barriers * Inability to understand or retain basic number concepts or symbols * Learning assessments indicate specific learning difficulties * Working at least 2 years below age related expected attainment levels * May demonstrate behaviour difficulties e.g. work avoidance, class clown, attention seeking, use of chat, lack of engagement * Poor handwriting * Poor organisation on the page of written work (lots of crossing out / words missed out) * Small amounts of work produced * Difficulty with sitting for learning / low attention span * Tasks avoidance / control of their learning experiences / low demand approaches work best * Lack of progress made in reading and writing * Disordered writing * Needs a highly bespoke package to enable the pupil to cope with daily demands |
| ***Social, Emotional and Mental Health*** | * Anxious behaviours or symptoms of anxiety * Sexualised / inappropriate behaviour towards peers * Attachment based behaviours * Difficultly managing emotional responses which may lead to challenging, demanding or concerning behaviour * Rapid onset of crisis behaviours due to identified or unidentified fluctuating triggers * Persistent leading and instigating of disruptive behaviours * Behavioural incidents / fixed term exclusions leading * Numerous fixed term exclusions leading to risk of permanent exclusion * Extreme anxiety has led to school refusal despite a highly personalised and appropriate offer of provision * Needs a flexible and responsive package of high adult support to enable the pupil to cope with daily demands * Socially isolated or regular conflict with peers / staff * Pupil may communicate non-verbally using behaviour and body language, an adult may need to interpret the child’s behaviour to understand their needs * Severe and persistent SEMH issues which lead to difficulty managing emotional responses * Challenging, demanding or concerning behaviour that affects their own safety or that of other * Displays symptoms of mental health difficulty that prevent regular attendance at school * Eating disorders * Increasing difficulties in forming positive relationships, interacting appropriately with adults and/or peers * Crisis behaviours escalate rapidly due to fluctuating triggers * The pupil may see school as a threatening environment on a daily basis which leads to them being dysregulated prior to arrival |
| ***Physical and Sensory*** | * Vision loss classified as moderate/severe * Hearing loss is classified as moderate to severe * Mobility may be independently mobile / have an abnormal walking pattern / slower than peers at walking / need an aid to support walking / may need a wheelchair for longer distances due to fatigue * Seating May need an adapted school chair e.g. Fox Denton, Movin’ Sit cushion * Splints May wear splints on leg(s) or arm / hand or both * Can only climb stairs with assistance * Has difficulty with uneven surfaces inclines or in crowds * Handles objects with difficulty; needs help to prepare and/or modify activities * The performance is slow and achieved with limited success regarding quality and quantity * Seeks regular movement / requires opportunities to move * Under-developed fine and / or gross motor skills * Struggle to eat a range of food due to texture |
| ***Independent Skills*** | * Has not developed an age-appropriate sense of danger * Self-help and independence skills are significantly behind her age-related peers * Doesn’t indicate toileting needs * Little interest in food and / or needs encouragement to eat * Reported to be very particular about what they will eat * May show an unusual response to pain / does not react when hurt / over-reacts to minor touches * Does not tend to put out their hands when he falls so will hurt themselves * Motivation levels affect the ability to demonstrate their self-care skills at times * Although they may have the ability to complete some tasks independently, they prefers adults to do things for them * Need help to get dressed and manage their personal hygiene that is not relative to age group * May abscond from educational setting |

**Meeting special educational needs - examples**



***Please be mindful that the examples of Special Educational Provision below is not exhaustive but is designed to give ideas of the types of provision that may exist. It should be considered alongside the Sheffield Support Grid and the Assessment toolkit***

|  |  |
| --- | --- |
| **Area of Need** | **Example of Special Educational Provision** |
| ***Communication and Interaction*** | * A language programme to be developed by a speech and language therapist or with direct input from a speech and language therapist * Adapted and bespoke curriculum * Focus on functional communication skills and early communication skills where appropriate i.e. attention and listening, turn taking, etc. * Emphasis on communication, language and interaction being the focus of an adapted curriculum and integrated into all learning and social opportunities * Extensive use of multisensory support to access learning e.g. objects of reference, tactile cues, auditory cues, olfactory (smell) cues and visual cues * All verbal communication used by staff, to be supported visually using gesture, sign, modelling, objects, photos and/or symbols * Teaching delivered at a simple level and slower pace, with frequent repetition and over learning * Curriculum delivered through structured practical experiential learning opportunities * Pre teaching and over learning of vocabulary * Availability of alternative methods of recording written learning e.g. symbols, videos, photos * Requires a Total Communication approach which values any effective means of communication e.g. facial expression, body language, eye pointing, sign, pointing, objects, gesture, photos, etc. * Alternative communication systems to support expressive communication (low or high tech). This may include object based systems, photos or symbols. This may include alternative methods to participate in education or social tasks i.e. switches, eye gaze, etc * Provision to meet additional sensory and / or motor needs as appropriate * Emphasis on social communication and social skills development (with specialist advice) * Support in unstructured learning environments and break / lunchtimes * Daily access to staff who are skilled in supporting emotional regulation through the use of visuals * An alternative curriculum is appropriate (due to difficulties with either language and/ or communication, social skills, and sensory needs) delivered in an adapted educational setting as recommended by appropriate specialist services * The pupil accesses small group and individualised support, with Speech and Language targets integrated into their daily routine * Access to regular support to develop social skills and support emotional regulation * Planned time for small group and individual working with some light touch adult support, to support independent learning * Planned time for small group and individual working with intensive adult support, to work on communication and interaction e.g. Intensive Interaction, PECS, Attention Autism, use of Alternative and Augmentative Communication (AAC), guided by external professionals e.g. Speech and Language Therapists * Opportunities for successful peer to peer interaction * Tasks will be short in duration and may be reward led * Personalised access arrangements are used ( e.g. 5 point scale or emotion cards) to indicate feelings, avoidance of known trigger points, amendments to toileting support etc. * Support is required during social times to make links with peers * Effective use of individual visual timetable per session or activity e.g. start/finish, now/then which does require support to implement * Alternative Communication systems e.g. PECS, Makaton may be considered |
| ***Cognition and Learning*** | * Frequent, supervised small group activities / times of 1:1 * Additional supervision or assistance to help the pupil stay 'on task' (for example a learning support assistant, sometimes known as a teaching assistant) * Clear, unambiguous instructions at all times * Multi-sensory activities and teaching * A teacher and/or learning support assistant with a specific qualification and/or experience in teaching and supporting children on the autism spectrum or other vulnerable criteria * A learning support assistant to help in delivering a modified curriculum * A distraction free learning environment * Structured tasks and routines * Visual prompts and a visual timetable * Curriculum focusing on the acquisition of functional skills * Teaching approaches that place a high emphasis on direct training, are very finely graded and offer practical tasks which provide opportunities to make progress towards planned outcomes * Opportunities are frequent, repeated and reviewed * Memory strategies and organisation skills to be taught to the pupil * Additional highly structured reading, spelling, writing, maths intervention with an adult trained in supporting pupils with dyslexic / dyscalculia difficulties * Highly structured multisensory techniques for phonics / spelling * Daily over learning * Use of visual prompts * Multisensory approaches * Access to coloured paper and overlays (where required) * Tasks routinely broken down * Simplified instructions which are repeated as required   Additional adults support the pupil individually, under the direction of the teacher and other key staff to:   * Work on highly modified curriculum tasks when working with the whole class * Access significant amount of individual support sessions across each day * Encourage independence * Tasks will be short in duration and may be reward led * The curriculum places an emphasis on identified holistic outcomes e.g. life skills, opportunity for the pupil to engage in community activity and to encourage independence * Develop independent living skills   **Grouping:**   * Working on an individual, bespoke curriculum and so has a highly personalised timetable that includes time spent away from the mainstream class * The pupil is able to access the classroom curriculum for limited periods where they are able to experience success supported by a member of staff * At secondary this may also include 1:2, possibly 1:1 withdrawal / specialist withdrawal, a significantly modified GCSE offer, specialist teacher training and/or increased adult:pupil ratio * Planned opportunities are provided for the pupil to be included with peers where the pupil is able to experience success * Resources: * Effective use of personalised resources based on the pupil’s interests * Effective use of individual visual timetable per session or activity, e.g. start / finish, now / then which does require support to implement * A constant high level of support needed to organise resources and/or new activities * Constant adult support for learning needed |
| ***Social, Emotional and Mental Health*** | * A programme for personal and social development * A behaviour management programme * Access to additional special needs support to cover unstructured times of the school day, such as lunch and break times * Sensory diet and / or sensory breaks * Key workers / check-ins through the day * Provision / scaffolding of positive role models * Alternative provision programs for a variety of purposes including risk of exclusion, raising self-esteem and therapeutic interventions * Access to sensory room * Access to a safe space * Blocks of work via outside agency e.g. Outreach support, councilor, EP, Rowan Outreach, Becton Outreach * Sensory breaks will be a part of the pupil’s day as identified * Accommodation where possible is made to meet the pupil’s individual sensory profile * Possibly requires access to alternative provision / or is accessing AP * The pupil is supported in those mainstream activities that they do attend * 1:1 / group work addresses targets as outlined on pupil’s My Plan/EHCP * Daily implementation of approaches towards meeting the individual’s SEMH targets which have been identified through the use of appropriate assessment data, e.g. SCERTS, Boxall, SDQ, B2 or Locke & Beech * Off-site activities, meet and greet, delayed start time, adjustment to access arrangements * At secondary, this may look like home learning tutoring or e-learning platform usage outside of the physical school environment * Access to a bespoke timetable, designed to reduce possible triggers which leads to increased success with regard to engagement, access and resilience * Pupil taught for a significant amount of the time in small groups or individually outside of the mainstream curriculum and away from the mainstream class – where they are able to experience success supported by a member of staff * Planned opportunities are provided for the pupil to be included with peers where the pupil is able to experience success * The pupil has access to staff with experience and training in meeting the needs of students with SEMH, working on modified holistic curriculum tasks and key skills – including structured interventions as advised by external agencies * School led nurture environments used (if available) * Access to specialised SEMH provision – alternative provision, therapeutic support services, counselling, vocational provision etc may be considered alongside advice from other agencies/professionals * identified daily support to teach social skills / dealing with emotions to support the behaviour learning targets * Outreach advice is used in the provision offered to the pupil * The pupil has a identified safe place that they can use when required * Daily access to staff in school with experience of SEMH, e.g. behaviour support worker, lead behaviour professional, SENCo. The additional adult, working with the teacher, supports the pupil to develop strategies and skills * Trusted adults offer support at vulnerable times using pre-agreed strategies – adults are confident in planned de-escalation techniques * Flexible, pre-agreed approaches are used by all staff and the pupil, e.g. the use of a time-out card as a means of self-regulation * Personalised reward systems and timetables are known by all staff in school and are implemented consistently across the curriculum * Increased access to a combination of individual, small group and whole class activities to promote and develop social skills, emotional regulation and self-esteem in order to address SEMH targets * Tasks and presentation are personalised to address pupil’s needs * The pupil is actively involved in monitoring their own targets * Personalise the day, consider alternatives to the structure of the day and the lessons currently offered. The structure, routine and expectations of the classroom / timetable are managed carefully between school and the family to support the pupil in being able to access it * Adjustment to provision at lunchtimes and other ‘trigger’ points are used to support the pupil * Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, using vehicles such as IT, play, creative activities, drama * Modifications to timetable may include, e.g. off-site activities, meet and greet, delayed start time, adjustment to access arrangements, sensory breaks * Transitions for the pupil are planned and supported, e.g. entry and exit to/from school, between sessions / classes, following unstructured times * 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • Small steps targets within interventions and/or 1:1 work tasks, e.g. solution focused / restorative practice /motivational approaches / therapeutic approaches * Group work that allows the pupil to experience positive interactions with peers and adults that builds on ‘taught’ skills based interventions * Opportunities for key / safe staff to be ‘curious’ when supporting pupils regarding their perspective, perceived difficulties * A placement/environment that ensures the safety of the individual and others |
| ***Physical and Sensory*** | 1. **Visual Impairment**  * may also need assistive technology to access everyday learning tasks and or large print learning resources to enable full access to curriculum * Differentiation may be necessary taking into account pace of learning and visual presentation of learning materials * Will require assessment and advice from Habilitation Specialist, and may need programme of mobility training * Environmental audit necessary to assess accessibility of school environment * Teaching approaches place an emphasis on independent learning * Consideration of seating position * ICT equipment may enhance access to learning e.g. IPad linked to interactive whiteboard or enlarged print electronic resources on iPad or kindle. * Environmental factors such as glare, lighting and blinds are considered * Pupil always has own copy of all learning resources which are clear and produced in specified font * Advice from specialist teacher is implemented in the classroom * Consistent and appropriate use of any audiological equipment provided (may include a radio aid) * Use of visual aids to support new learning * Use of subtitles for any video content of lessons   ***Support from the VI team:***   * Resources provision in local mainstream school or integrated resource provision at Tapton Secondary School. Weekly teaching from specialist teacher to teach specialist curriculum that enables access and progress within mainstream curriculum. Daily specialist support to enable full inclusion and access to learning, social and extra-curricular activities * Provision and training of assistive technology and modified, adapted braille and tactile curriculum resources. Peer awareness sessions offered to ensure peer group support * Mobility assessment and long term programme of habilitation training where necessary to ensure age related levels of independence are maintained in independent living skills and independent mobility/travel * CPD training offer taken up by school to raise awareness of different types of vision impairment and strategies to reduce barriers to learning. Bespoke training offered around creating Vision Friendly Classroom, using assistive technology and exam access * CPD training offered to SENCOs to ensure collaboration and understanding of how Service and school can support pupil to progress and develop efficient ways of working  1. **Hearing Impairment**  * Communication may include the use of sign supported English (SSE) and finger spelling * Attention will need to be paid to use of audiological equipment * Differentiation will be required across the curriculum * Wave 1 and 2 plus Wave 3 interventions, with a specific consideration for pupils with hearing impairment needs * Teaching approaches place emphasis on independent learning * Regular consultation with Teacher of the Deaf about delivery of curriculum to ensure the pupil can fully access all curriculum areas * Teaching that takes into account language delay: a targeted approach to teaching new vocabulary; breaking down information into smaller chunks; repeating and rephrasing information; checking understanding through careful questioning * Literacy teaching to take into account the pupils ability to hear specific speech sounds and he need for a holistic approach to teaching reading * May require a radio aid to access learning in mainstream classes * Consistent and appropriate use of any audiological equipment provided (may include a radio aid), including a programme of regular equipment checks * Use of visual and practical aids to support new learning * Use of subtitles for any video content of lessons * Advice from specialist teacher is implemented in the classroom * Exam access arrangements – additional time, ‘live’ speaker for any speaking and listening elements   **Support provided by the HI team:**   * A programme of direct teaching planned by specialist teacher, delivered fortnightly or weekly by specialist teacher or teaching assistant, to promote and support language development * May include use of sign language to support the learning of new vocabulary * Provision and maintenance of a radio aid system * CPD training offer taken up by school to raise awareness of different types of hearing impairment, language development implications, and strategies to reduce barriers to learning * CPD training in day to day checking and trouble-shooting of problems with audiological equipment * CPD to encourage a sign language friendly school environment (as appropriate)  1. **Physical**  * A programme of support planned by Physiotherapist or Occupational Therapist, may include access to activities / equipment which have been advised by child’s therapist for: * Fine motor development * Gross motor development * Life skills   **Grouping:**   * Daily individual support to work on modified curriculum * Therapy programmes as advised by PT/OT   **Physical Environment:**   * Adaptations to physical environment as advised by OT   **Resources:**   * Specialist seating * Aids and Equipment e.g. laptop/tablet/alternative recording device, specialist cutlery, changing plinth, manual handling aids   **Mobility**   * Uses a wheelchair some/all of the time to move around school. * Adult help to change position, and/or from one piece of equipment to another. E.g. when toileting, transitioning from specialist seating to wheelchair   **PE**   * Needs adult support to access PE and a differentiated programme  |  | | --- | | **Seating**   * May need a specialist school chair (in addition to wheelchair)   **Splints**   * May wear splints on leg(s) or arm/hand or both   **Functional Skills**   * Needs adult help with tasks such as dressing, feeding, toileting due to motor impairment   **Recording**   * May need to use assistive technology | |
| ***Independent Skills*** | * Support to practise life skills independently; close liaison between post-16 setting and home so that skills can be consolidated at home * Prompts and encouragement to know and communicate when help is needed, and life skills and vocational pathways designed to maximise personal and social development * A small group learning around ‘keeping safe’ (dangers out in the community/using the internet) * Access to an integrated, holistic educational programme into which independent living skills are fully embedded * A trial of a cooking group within the enrichment part of an educational programme to support them to develop the skills to prepare a simple snack for themselves * Functional skills teaching which will include elements such as telling the time, using money and reading for functional purposes such as understanding correspondence, booking medical appointments etc * Help to recognise what the young person needs for each day and encouraging them to take responsibility for their belongings * Liaison with Social Care for consistency and preparation for adulthood * Programme to improve road safety awareness, learn how to plan journeys and contingency planning for when the travel plan goes awry [services cancelled or joining the wrong service, for example. This may be expanded to include their independent living skills across a range of different contexts and scenarios. * Visual aids to support the young person’s understanding of the sequences and order of certain tasks so she is able to take steps towards undertaking these tasks safely, independently * Consistent prompts and reminders from familiar staff when out in the wider community. Staff will check the student’s understanding of what action to take in a given scenario e.g. when at a pedestrian crossing asking what we need to do first, what do we need to look for etc * Scaffolding of actions in the wider community by taking the first steps and letting young person follow on in the sequence, e.g. to safely complete the process of asking a safe stranger for some help, a member of staff may start the process by identifying a safe stranger for young person to then communicate with * Staff and adults who will engineer situations where the young person is required to take a responsible role and make some decisions around what is the safe option in any given scenario. * Staff and adults may choose to use role-play before progressing to real-life situations * Curriculum-based learning that is focussed around personal safety * Structured rewards systems and strategies to develop skills of independence such as study skills * Personalised teaching around staying safe in relationships using the characteristics of healthy relationships and help them identify signs of risk. This type of work could be reinforced by group teaching around relationships |