

The Local Offer or Summary of Provision for children and young people with Special Educational Needs or Disabilities (SEND)



Dixons Manningham is a fully inclusive school. We aim to ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum; regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

Children may have special educational needs that require additional support, this could be identified in three ways;

- Concerns from parents
- Concerns from teachers
- Concerns by the child's previous setting

We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEND. This is based on an Assess-Plan-Do-Review 4 step structure. When assessing the full range of SEND is considered in order to identify the most appropriate methods of supporting the child (see range descriptors below). If a child has a Statement of Special Educational Needs and/or an Education, Health and Care Plan, then we provide the support which is outlined in the plan. If you think that your child requires extra support in order to access school or the curriculum, we will discuss this with you and investigate. During the whole process we will keep you informed and share and explain the next steps, including how you can support your child.

Assessing pupils with SEND

If an assessment is required then we will observe; checking their understanding and skill set, we may use tests to help identify certain difficulties. Where applicable, we work with other stakeholders (eg specialist teams/ previous setting / health) to identify what their needs will be in our school setting. If we consider that an external agency is required, then we will ask you to give consent. Information provided by external agencies is vital in order to help us have a greater understanding of the support that your child may need both at home and in school. We will discuss and share findings with you as soon as possible.

Extra provision

All pupils with SEND are fully included in school life, where needed we personalise the provision in order to support learning opportunities. We use a variety of strategies to support children; from additional lessons to alternative provision depending on what best meets the needs of each individual.

Class teachers have a good understanding of how to support children with additional needs and where necessary will use an Individual Education Plan, which will outline short term targets, these will be shared with parent. Staff are given the relevant training to support pupils with SEND which is updated regularly.

Working together

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. Parents/carers are invited to formal reviews and regular liaison with teaching staff to discuss these needs.

Our offer at Ranges 1 to 4 for each area of SEN is described below:

	Range 1	Range 2	Range 3	Range 4i	Range 4ii
Cognition and Learning Descriptor Overview	<p>Below expected rate of attainment; up to 2 years behind national expectations. Difficulty with the acquisition / use of language, literacy, numeracy skill Difficulty with the pace of curriculum delivery. Some problems with concept development.</p> <p>Take note of descriptors for other SEN needs, may not be primary need</p>	<p>Mild but persistent difficulties in the acquisition/use of language/literacy/numeracy skills. Attainment is more than 2 years behind national expectations despite targeted differentiation Processing difficulties limit independence and may need adult support in some areas.</p> <p>Take note of descriptors for other SEN needs, may not be primary need</p>	<p>Moderate and persistent difficulties in the acquisition/use of language/literacy/numeracy skills. Needs persist and appear resistant to previous interventions Attainment is more than 3 years behind expected level despite differentiated learning opportunities and concentrated support with wave 1/2 interventions. Moderate difficulties with independent working and needs the support of an adult and a modified curriculum. Cognitive assessment by a specialist teacher or Educational Psychologist likely to be significantly below average range of cognitive ability (SS<72 at the 3rd percentile or below). Moderate LD A diagnosis may be in place</p>	<p>Significant cognitive impairment severely restricts access to the curriculum Cognitive assessment by a specialist teacher or Educational Psychologist Likely to be significantly below average range of cognitive ability (SS< 68 at the 1st percentile or below). Severe LD Significant difficulties with independent working and needs the support of an adult and a personalised curriculum. Significant difficulties in the acquisition/use of language/literacy numeracy skills, with the curriculum and out of school activities Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence An EHCP is in place.</p>	<p>Severe LD Significant cognitive impairment severely restrict access to the curriculum. Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching. Severe LD</p>
Assessment & Planning	<p>School Part of normal school and class assessments. Normal curriculum plans include QFT strategies Parents and children involved in monitoring and supporting their targets. Local Authority Baseline assessment toolbox SENCo induction training</p>	<p>School SENCo involved in more specific assessment and observations. e.g. B Squared /PIVATS ,specific screening tools, Aston Index, LD baseline. Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. There is evidence of systematic monitoring and recording of progress in terms of the effectiveness of interventions. Local Authority Baseline assessment toolbox SENCo induction training</p>	<p>School SENCo should take advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. Reviews should take note of evidence based need to move towards an EHC plan Curriculum plans and progress are closely monitored by CASPA or school tracker. Targets are individualised, short term and specific. Continued regular engagement of parents/carer Local Authority Upon completion of baseline assessment by school and evidence of consistent, structured and monitored provision a discussion will take place as to whether the Specialist Teacher is to be involved. If so; Specialist Teacher will meet parent/carers, assess child, report back and monitor progress and provision.</p>	<p>School SENCo takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. Curriculum plans and progress are closely monitored by CASPA. Targets are individualised, short term and specific use B squared /pivats / CASPA to set targets Continued regular engagement of parents Local Authority Where a child is identified as not making expected progress a Specialist Teacher is available up to ten hours per year, to meet parents, assess child, report back and monitor progress and provision. Parents/ carers are naturally involved.</p>	<p>School SENCo takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. Curriculum plans and progress are closely monitored by CASPA. Targets are individualised, short term and specific use B squared /pivats / CASPA to set targets Continued regular engagement of parents Continue to use B squared to set targets and progress is closely monitored and tracked by CASPA. Rely on education and outside professionals for assessment and advice. Local Authority Specialist Teacher available for up to ten hours to meet parents, assess child, report back and monitor progress and provision as required. Parents/carers are naturally involved. See DSP provision offer if child is not in mainstream school.</p>
Groupings for Teaching	<p>Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/thinking.</p>	<p>Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. Advice from LD is reflected in targets.</p>	<p>Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. Grouping needs to be flexible and include positive peer models with input from class teacher as well as additional adults</p>	<p>Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets.</p>	<p>Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. See DSP for offer</p>

Human Resources & Staffing	<p>Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings and differentiation Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. Advice from LD is reflected in targets.</p>	<p>Parents are fully informed of school provision for child and involved in decisions about interventions to meet the child's needs. Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated.</p>	<p>Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate. A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target. Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support</p>	<p>Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate. A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target. Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support</p>	<p>Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate. A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target. Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support Specific training/ teaching from LA specialist teacher, as appropriate. Input for all the above LA services equals 10 hours per year total.</p>
Curriculum & Teaching Methods	<p>Quality First teaching + Differentiation by presentation, activity and/or outcome. Simplify level/pace/amount of teacher talk. Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. Opportunities for skill reinforcement/ revision/transfer and generalisation. Formal teaching of vocabulary and concepts</p>	<p>Quality First teaching+ Programme includes differentiated and modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need. Programmes to consist of small achievable steps. Pre teach concepts and vocabulary Multi sensory learning opportunities Emphasis on using and applying and generalisation of skills. Individual targets within group programmes and/or 1:1carefully monitored and reviewed.</p>	<p>Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum, Visual cues to support auditory information at all stages of delivery. Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new. Small steps targets within group programmes and/or 1:1 Alternative ways of recording as appropriate</p>	<p>Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum Visual cues to support auditory information at all stages of delivery. Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new. Small steps targets within group programmes and/or 1:1 Tasks and presentation are personalised to the child's needs and monitored regularly to ensure remain appropriate Emphasis on literacy, numeracy PSHCE and ICT</p>	<p>Modified class curriculum Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum Visual cues to support auditory information at all stages of delivery. Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new. Small steps targets within group programmes and/or 1:1 Tasks and presentation are personalised to the child's needs and monitored regularly to ensure remain appropriate Emphasis on literacy, numeracy PSHCE and ICT Tasks and presentation are personalised to the child's needs and as R4(1) monitored regularly to ensure remain appropriate</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources & Intervention Strategies</p>	<p>Full inclusion within the curriculum through use of differentiation and group support. Activities planned through QFT with emphasis on concrete, experiential and visual supports. Multi sensory learning opportunities. Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g. Thinking Skills and problem solving. Links established between new and prior learning with support from review and over learning techniques.</p>	<p>Adults use the developmental level of language appropriate to the child in questioning and explanation. Elklan and Blank Scheme Levels and Activities Simple Thinking Skills activities Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising. Use real objects where ever possible.. Individual reading individual maths Alphabet arc activities Precision teaching Motor co-ordination programme Busy box 5 minute box lit/num visual timetables, timeline QFT is supplemented by appropriate small group work with close monitoring in place. Individualised programmes are incorporated into provision. Clear entry and exit criteria. The child experiences success through carefully planned interventions and expectations</p>	<p>Use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/classifying and categorising. The child experiences success through carefully planned interventions and expectations Use real objects where ever possible. Elklan activities, Motor coordination programme Blank Activities, Busy box, 20/20 reading 5 minute box lit/numeracy, 20/20 maths, Visual timetables, Alphabet Arc, Precision teaching QFT is supplemented by appropriate small group work with close monitoring in place. Individualised programmes are incorporated into provision. Clear entry and exit criteria. Adults use the developmental level of language appropriate to the child in questioning and explanation.</p>	<p>Modified class curriculum Pupil still included in activities wherever appropriate Use real objects for thinking skill activities. Explore the context for the objects. Appropriate thinking skills strategies R3 provision plus Visual cues Task plans Simplified language level with instructions chunked. Elklan Strategies Numicon Addacus SALT Daily individualised prog for Lit/Numeracy</p>	<p>Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising. The child experiences success through carefully planned interventions and expectations Use real objects where ever possible. Pupil still included in group activities wherever appropriate Elklan activities, Alphabet arc activities, Blank Activities Precision teaching, Motor co-ordination programme Busy box , 20/20 reading, 20/20 maths visual timetables, timeline, cues, task plans 5 minute box lit/num, Numicon, Addacus QFT is supplemented by appropriate small group work with close monitoring in place. Individualised lit/numeracy incorporated into provision. Clear entry and exit criteria. Adults use the developmental level of language appropriate to the child in questioning and explanation. Simple language level with instructions chunked. 1-1 SALT may be appropriate</p>
---	---	---	--	---	--

	Range 1	Range 2	Range 3	Range 4i	Range 4ii
<p>The Autistic Spectrum including Communication & Interaction</p> <p>Descriptor Overview</p>	<p>C&YP at range 1 will have communication and interaction needs that may affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p><i>C&YP may or may not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team.</i></p>	<p>C/YP at range 2 will have communication and interaction needs that affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life.</p> <p><i>C/YP may or may not have a diagnosis of an Autism Spectrum Disorder by an appropriate multi-agency team.</i></p>	<p>C/YP at range 3 will have communication and interaction that will significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.</p> <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore, on the result of any assessment.</p> <p><i>C/YP may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team.</i></p>	<p>C/YP at range 4i will have communication and interaction that severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</p> <p>The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p><i>C/YP will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum.</i></p> <p><i>Children may or may not have a diagnosis of Autism Spectrum</i></p>	<p>C/YP at range 4ii will have communication and interaction needs that severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available. The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.</p> <p>Mainstream</p> <p><i>C/YP will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. C/YP will require significantly more support than is normally provided in a mainstream setting.</i></p>

Assessment & Planning	<p>Assessment:</p> <p>Will be part of school/setting and class teaching and assessments</p> <p>SENCo may be involved in more specific assessments and observations</p> <p>Planning:</p> <p>Curriculum plans should include individual/group targets</p> <p>Family may be involved regularly and support targets at home provided</p> <p>Pupil will be involved in setting and monitoring his targets, where appropriate</p> <p>Information around specific C&YP will shared with staff in setting at pupil progress meetings</p>	<p>Assessment:</p> <p>As range 1 plus:</p> <p>Use of more detailed NC assessment tools e.g. B Squared/PIVATS</p> <p>Could also include other assessments relating to need, e.g. sensory profile, advice from SALT or OT advice (where applicable)</p> <p>Planning:</p> <p>Curriculum plans will reflect levels of achievement and include individually focused targets, especially in the area of Speech and Language and PSHCE</p>	<p>Assessment:</p> <p>As range 1 and 2 plus:</p> <p>More specialised assessment tools in relation to specific descriptors to include: PSE p-level assessments; TALC; Motivational Assessment; Elklan Attention checklist; STAR behavioural analysis.</p> <p>Accurate and up to date assessment of independent levels (NC/P-Levels) must be kept as a working document to aid planning and to share with family</p> <p>Assessment may include a sensory profile.</p> <p>The SCERTS framework supports the identification of key areas of need in relation to C/YP with communication and interaction needs/Autism.</p> <p>Planning:</p> <p>Curriculum plans will reflect levels of achievement and must include individually focused IEP targets</p> <p>Planning may need to incorporate adaptations such as rest breaks, time allocated to sensory difficulties and processing needs</p>	<p>As range 1 – 3 plus:</p> <p>Assessment:</p> <p>Should include assessment advice from other agencies, e.g. SALT/OT</p> <p>Assessment should include a sensory profile.</p> <p>The SCERTS framework should be used to aid assessment and planning</p> <p>Planning:</p> <p>Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of pupil's needs. To include all setting staff that may come into contact with C/YP on a daily basis</p> <p>Planning must adhere to the targets set within the statutory assessment document (EHC plan) to include adaptations to curriculum to ensure the development of independent learning and life skills</p>	<p>Assessment:</p> <p>As ranges 1 – 4(i) plus:</p> <p>Must include detailed assessment for PSHCE, life skills and sensory needs</p> <p>Risk assessments must be carried out and shared with all staff and family should be used to aid assessment and planning</p> <p>Planning:</p> <p>Where needed positive behaviour plans must be completed and shared with family</p> <p>Must include planning for whole day, including unstructured times</p> <p>Planning must take into account C/YP's learning styles, identified strengths and learning needs</p>
Groupings for Teaching		<p>Will be mainstream class-based and will have opportunity for small group and individual work to target specific needs relating to communication and interaction needs</p> <p>May need adaptations to the working environment such as a quiet area within the classroom for individual work</p>	<p>As range 1 and 2 plus:</p> <p>Inclusion within the mainstream classroom. However, there will be a need for an enhanced level of individual support. This may be up to 16.5 hours per week</p> <p>Targeted support will be needed which may include unstructured parts of the day, e.g. start and end of school day, breaks, lunchtimes and trips out of school</p> <p>Support for areas of sensory needs which may include 'time out' space and other environmental adaptations to reduce stress and anxiety</p>	<p>As range 1 -3 plus:</p> <p>Robust planning to meet objectives defined in statement/EHC plans</p>	<p>As ranges 1 – 4(i) plus:</p> <p>Robust planning to meet objectives defined in statement/EHCP</p> <p>Access to a quiet area within the classroom must be available when needed to offer opportunities for distraction free learning</p> <p>A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment</p>

	<p>Setting:</p> <p>Flexible use of resources and staffing available in the classroom</p> <p>Support from colleagues within setting, including SENCo.</p> <p>LA:</p> <p>AS Outreach Team provides specialist drop in's through professional hub meetings (primary and Pre5) and <i>keyworker</i> meetings (secondary) for staff to obtain support and advice. Information on Bradford Schools Online; https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=1891</p> <p>SEN Teaching Support Services provide courses to support the teaching of children with communication and interaction difficulties, including ELKLAN. Details on Bradford Schools Online: https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3187</p>	<p>As range 1, plus:</p> <p>Setting:</p> <p>Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications</p> <p>Will need additional professional support from skilled colleagues to develop strategies to address social interaction, social communication and social understanding</p> <p>Will need use of additional school support to implement specific materials, approaches and resources as appropriate</p> <p>LA:</p> <p>As range 1</p>	<p>As range 1 and 2 plus:</p> <p>Setting:</p> <p>Attendance at professional drop-in sessions at primary hub schools or via the <i>keyworker</i> system in secondary will be used as a source of specific advice and support. Observation of good practice may be available at the hub schools</p> <p>Advice/ training information from the Autism Spectrum Outreach Team will be sought via the re-referral process</p> <p>Teaching approaches must take account of difficulties identified within the range descriptors.</p> <p>Key member of staff should be available to work with a member of the AS Team where re-referrals are made</p> <p>Staff working directly with pupils must have knowledge and training in good practice when working with C/YP with communication and interaction needs/Autism</p> <p>Schools should consider using the Autism Education Trust staff competencies to support development of specialist skills</p> <p>Schools should consider ELKLAN Communication Friendly Schools training to enhance skills levels in working with C/YP with these needs. Details on Bradford Schools Online</p> <p>LA:</p> <p>Specialist staff from the AS Outreach Team will offer</p> <p>Support and advice at professional drop-ins hosted at hub schools</p> <p>Advice and support through the <i>keyworker</i> system in secondary schools</p> <p>Re-referrals made by schools will be allocated to specialist staff in the AS Team</p>	<p>As range 1 – 3 plus:</p> <p>Setting:</p> <p>All staff aware of de-escalation strategies. Key staff trained in Team Teach approaches</p> <p>Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding</p> <p>LA:</p> <p>Where the C/YP has a diagnosis of AS and is in a state funded mainstream setting, up to 20 hours per year from a specialist Autism practitioner/ teacher will be available</p>	<p>As ranges 1 – 4(i) plus:</p> <p>Setting:</p> <p>Flexibility of staffing available to accommodate need, especially during unstructured times such as start and end of day, breaks and lunch and trips out of setting</p> <p>Key staff must have accredited training in Autism/C&I needs such as Elklan</p> <p>Additional training of mainstream staff to support specific curriculum modifications in relation to needs identified in the range descriptors</p> <p>LA:</p> <p>Where the C/YP has a diagnosis of AS and is in a state funded mainstream setting up to 40 hours per year from a specialist Autism practitioner/ teacher will be available.</p>
--	--	--	---	--	--

Curriculum & Teaching Methods	<p>Resources/Provision:</p> <p>The use of Quality First teaching approaches, as detailed on Bradford Schools Online, to support the development of social communication and interaction skills</p> <p>Must have full inclusion to the National Curriculum</p> <p>Flexibility may be required to enable the C&YP to follow instructions and/or record work</p> <p>Instructions may need to be supported by use of visual and written cues</p> <p>Preparation for change and the need for clear routines will be required</p> <p>Reduction of complex language, especially when giving instructions and asking questions, may be required</p>	<p>As range 1 plus:</p> <p>Curriculum access will be facilitated by using a structured approach to provision which should involve: using visual systems or timetables; reducing language for instructions/ information giving. Further details on curriculum methods are available on Bradford Schools Online; https://bso.bradford.gov.uk/Schools/CMSP/age.aspx?mid=1891</p> <p>Teaching approaches should take account of difficulties identified within the range descriptors</p>	<p>As range 1 and 2 plus:</p> <p>May need to make noticeable adaptations to the curriculum to aid access and reduce anxiety.</p> <p>Will need differentiation by presentation and/or outcome</p> <p>May need enhanced PSHCE teaching to ensure skills embedded</p>	<p>As range 1- 3 plus:</p> <p>Must implement recommendations of AS Specialist Outreach Team</p>	<p>As ranges 1 -4(i) plus:</p> <p>Curriculum modifications must be selected to engage C/YP with C&I needs/Autism in relation to curriculum content, peer group</p> <p>Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the C/YP</p> <p>Planning for unstructured times must be provided</p>
Resources & Intervention Strategies	<p>Resources/Provision:</p> <p>The use of Quality First teaching approaches, as detailed on Bradford Schools Online, to support the development of social communication and interaction skills</p> <p>Must have full inclusion to the National Curriculum</p> <p>Flexibility may be required to enable the C&YP to follow instructions and/or record work</p> <p>Instructions may need to be supported by use of visual and written cues</p> <p>Preparation for change and the need for clear routines will be required</p> <p>Reduction of complex language, especially when giving instructions and asking questions, may be required</p>	<p>As range 1 plus</p> <p>The use of Quality First teaching approaches, as detailed on Bradford Schools Online, to support the development of social communication and interaction skills</p> <p>Flexibility will be required to enable the C/YP to follow instructions and/or record work</p> <p>Clear use of visual and written cues will be useful to support instructions</p> <p>Preparation for change and the need for clear routines will be required</p> <p>Reduction of complex language, especially when giving instructions and asking questions, will be required</p>	<p>As range 1 and 2 plus</p> <p>The use of Quality First teaching approaches, as detailed on Bradford Schools Online, to support the development of social communication and interaction skills Flexibility will be required to enable the C&YP to follow instructions and/or record work</p> <p>Clear use of visual and written cues will be useful to support instruction</p> <p>Preparation for change and the need for clear routines will be required</p> <p>Reduction of complex language, especially when giving instructions and asking questions, will be required</p> <p>Staff will need to implement recommendations made by the AS Team</p>	<p>As range 1 -3 plus</p> <p>To reflect the statement/EHCP</p> <p>Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include: conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods</p> <p>Where appropriate an alternative curriculum must be offered to develop independence and life skills</p> <p>Will need enhanced PSHCE and SRE programmes to ensure skills embedded, these are likely to need some element of individual work</p>	<p>As range 1 -4(i) plus:</p> <p>To reflect the statement/EHCP</p> <p>Specialist staff within designated special provision to devise strategies which will be shared with mainstream staff and implemented into planning</p>

	Range 1	Range 2	Range 3	Range 4i	Range 4ii
Physical & Medical Descriptor Overview	<p>Some mild problems with fine motor skills and recording.</p> <p>Mild problems with self help and independence.</p> <p>Some problems with gross motor skills and co ordination often seen in PE.</p> <p>Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</p> <p>May have continence/ toileting issues</p> <p>Possible low levels of self esteem.</p> <p>May have medical condition that impacts on time in school and may require a medical care plan.</p>	<p>Continuing mild to moderate problems with hand / eye coordination, fine / gross motor skills and recording, impacting on access to curriculum.</p> <p>Making slow or little progress despite provision of targeted teaching approaches.</p> <p>May have continuing difficulties with continence/ toileting</p> <p>May have continuing problems with self esteem and peer relationships.</p> <p>Continuing problems with self help and independence.</p> <p>Continuing problems with gross motor skills and co ordination often seen in PE.</p> <p>Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</p> <p>May have medical condition that impacts on time in school and may require a medical care plan.</p>	<p>Moderate or persistent gross and / or fine motor difficulties</p> <p>Recording and / or mobility now impacting more on access to the curriculum.</p> <p>May need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times.</p> <p>Increased dependence on mobility aids ie wheelchair or walking aid.</p> <p>Increased use of alternative methods for extended recording e.g. scribe, ICT</p>	<p>Significant physical /medical difficulties with or without associated learning difficulties.</p> <p>Physical and / or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties.</p> <p>Significant and persistent difficulties in mobility around the building and in the classroom</p> <p>May have significant personal care needs which require adult support and access to a hygiene suite.</p> <p>May have developmental delay and/or learning difficulties which impacts upon access to curriculum.</p> <p>Will require a Statutory assessment or will have an Education, Health and Care Plan</p> <p>Primary need is identified as physical / medical</p>	<p>Some or all of the following:</p> <p>Severe physical difficulties and/or a medical condition with or without associated learning difficulties;</p> <p>Impaired progress and attainment;</p> <p>Persistent difficulties in mobility around the building and in the classroom</p> <p>Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning;</p> <p>The need for high level support for all personal care, mobility, daily routines and learning needs;</p> <p>Will need an Education, Health and Care Plan</p> <p>Primary need is identified as physical / medical</p> <p>Physical conditions that require medical/therapy/respite intervention and support;</p> <p>The need for an environment to support self-esteem and positive self image;</p> <p>A developing neuro-muscular degenerative condition or traumatic incident resulting in brain or physical injury.</p>

Assessment & Planning

Assessment
Part of continual school and class assessment.
Monitoring of developmental goals in line with National Curriculum
SENCO awareness if no progress apparent after targeted teaching approach.
Risk assessment carried out if necessary by school, with referral to Risk assessment guidance on BSO (<https://bso.bradford.gov.uk/Schools/CMS/Page.aspx?mid=1894>) .
Referral to school nurse to check hearing, sight or for possible medical condition.

Planning
Range 1 universal provision.
Normal curriculum planning including group or individual targets.
Care plan in place, if appropriate, written with specialist nurse/ school nurse.
Involve parents regularly to support targets at home.
Pupils involved in monitoring and setting targets.

Assessment
As for range one but SENCO may be involved in more specific assessments and observations.
SENCO may seek advice from health professionals.
SENCO involvement if no progress apparent after targeted teaching approach.

Planning
Range 1 universal provision.
Normal curriculum planning including group or individual targets.
Care plan in place, if appropriate, written with specialist nurse/ school nurse.
Alternative ways of recording to minimize handwriting.
Involve parents regularly to support targets at home.
Pupils involved in monitoring and setting targets.

Assessment
SENCO seeks advice from Physical & Medical Team and health care professionals in order to discuss next steps.
May need handwriting/ fine motor assessment from Physical & Medical Team
Personal care and manual handling assessment in conjunction with Physical & Medical Team and Health Professionals.

Planning
Range 1 universal provision.
Normal curriculum planning including group or individual targets.
Care plan in place, if appropriate, written with specialist nurse/ school nurse.
Alternative ways of recording to minimize handwriting.
Individual targets on IEP following advice from Physical & Medical Team and health professionals.
Modified planning for PE/outdoor play curriculum is likely to be needed.
Involve parents regularly to support targets at home.
Pupils involved in monitoring and setting targets.
Local Authority to provide advice from P&M Team

Assessment
SENCO and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy as appropriate.
Personal care assessment.
Manual handling assessment.

Planning
Range 1 universal provision.
Modified curriculum in some or all areas.
Care plan in place, if appropriate, written with specialist nurse/ school nurse.
Involve parents regularly to support targets at home.
Pupils involved in monitoring and setting targets.
Alternative ways of recording to minimize handwriting.
Individual targets on IEP following advice from Physical & Medical Team and health professionals.
Modified planning for PE/outdoor play curriculum is likely to be needed.
Interventions should be incorporated across all activities throughout the school day.
ICT assessment from Physical & Medical Team (6+ hours)
Direct and ongoing intervention and assessment from involved specialist services, e.g. Physical & Medical, LD, HI and VI Services.
Advice from the Physical & Medical Team on time management and organisational skills.
Advice from Physical & Medical Team on risk assessments, swimming, educational visits day/ residential, Personal Evacuation and Egress Plan (P.E.E.P.)
Individual targets following advice from Physical & Medical Team.
Advice from the Physical & Medical Team on specific medical conditions and the management of these in the classroom.

Assessment
SENCO and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy.
Personal care assessment.
Manual handling assessment.

Planning
Range 1 universal provision.
Modified curriculum in some or all areas.
Care plan in place, if appropriate, written with specialist nurse/ school nurse.
Involve parents regularly to support targets at home.
Pupils involved in monitoring and setting targets.
Alternative ways of recording to minimize handwriting.
Modified planning for PE/outdoor play curriculum is likely to be needed.
Interventions should be incorporated across all activities throughout the school day.
Some pupils are likely to require specialist support in communication and recording with an emphasis on developing pupils independent use of ICT, recording skills and communication through AAC as appropriate;
The range of resources should be reviewed at the annual planning meeting to ensure consistency and transparency as well as ensuring that schools have the appropriate specialist resources to meet the needs of pupils;
Direct and ongoing intervention and assessment from involved specialist services, e.g. Physical & Medical, LD, HI and VI Services. .
ICT assessment from Physical & Medical Team (6+ hours)
Individual targets on IEP following advice from Physical & Medical Team and health professionals.
Advice from the Physical & Medical Team on time management and organisational skills.
Advice from Physical & Medical Team on risk assessments
Individual targets following advice from Physical & Medical Team.
Advice from the Physical & Medical Team on specific medical conditions and the management of these in the classroom.
Physical & Medical Team will support mainstream staff in planning and delivering appropriate inclusive structured interventions.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Groupings for Teaching</p>	<p>Mainstream class with occasional additional individual or small group support Attention to positioning in classroom.</p>	<p>As above but may be working on modified curriculum tasks. Small group or one to one adult input to practice skills Buddy system. Attention to position in classroom.</p>	<p>Mainstream classroom setting Small group or one to one adult input to practice skills. Individual skills based work may need to take place. Nurture group input may be necessary to help with low self esteem. Buddy system. Attention to position in classroom.</p>	<p>Mainstream classroom setting. Small group or one to one adult input to practice skills as advised by Physical & Medical Team. Individual skills based work may need to take place. Nurture group input may be necessary to help with low self esteem. May have Physiotherapy/ Occupational Therapy exercise programme to be done in school. May have specialist physiotherapist led swimming sessions. (via health professionals) May have specialist speech and language sessions. (via health professionals) Attention to position in classroom. Buddy system.</p>	<p>Will be attending a suitably equipped mainstream school, Designated Special Provision or special school.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human Resources & Staffing</p>	<p>Flexible use of resources and staffing available in the classroom; recording work, accessing text, pre-teaching vocabulary, modifying teacher talk, modelling responses, focussing listening and attention. Main provision by class subject teacher with some age appropriate programmes delivered one to one or in small groups. Input may be needed from health professionals via SENCO e.g. specialist nurse/ school nurse.</p>	<p>Main provision from class teacher or subject specialist with support from SENCO. Occasional input from additional adult to provide targeted support under the direction of teacher. Minimal support/ supervision may be needed to meet hygiene needs and / or outside play and at lunch time Advice may be sought from Health Professionals e.g. Physiotherapist, Occupational Therapist. Staff awareness training of relevant medical conditions on a 'needs to know' basis. Specialist teacher will complete a single piece of work on referral and will either send written advice to school and family. Additional support if needs change on request from school</p>	<p>Main provision from class teacher or subject specialist with support from SENCO and/or Physical & Medical Team Flexible use of classroom support to access curriculum and develop skills in recording up to 16.5h/ week May need further specialist input from Health professionals e.g. Physiotherapist, Occupational Therapist.</p>	<p>Will need 1:1 support to access aspects of the curriculum and to develop skills in recording of between 16.5 h/ week to 27h/ week. May need individual adult support for mobility and personal care needs as advised by Physical & Medical Team and Healthcare Professionals. Training and advice from Physical & Medical Team for teaching and support staff. (Up to 16 hours per year)</p>	<p>Will need 1:1 support to access aspects of the curriculum and to develop skills in recording of between 27.5h/ week to 35+h/ week. May need individual adult support for mobility and personal care needs as advised by Physical & Medical Team and Healthcare Professionals. Individual and small group teaching as appropriate, carefully organised to ensure full access to the curriculum, which includes life and communication skills. Training and advice from Physical & Medical Team for teaching and support staff for children in mainstream schools. (up to 20 hours per year).</p>

Curriculum & Teaching Methods

Quality First Teaching
 Follow school handwriting scheme with slight modifications
 Refer to Physical & Medical Team page on BSO for information on adapted equipment/ aids if necessary
 Some differentiation to PE curriculum if appropriate.
 Access to appropriate ICT provision i.e. accessibility options on Windows
 Staff awareness training of relevant medical conditions on a 'needs to know' basis.

Quality First Teaching
 Follow school handwriting scheme with further modifications and extra time for reinforcement
 Some differentiation to PE curriculum.
 Opportunities to practice dressing and undressing skills
 Access to appropriate ICT provision.

May need the following:
 Programme to support the development of handwriting skills as advised by Physical & Medical Team.
 Differentiated writing materials and equipment:
 A programme to develop fine motor skills.
 Further differentiation to PE curriculum in conjunction with Physical & Medical Team and/ or Physiotherapy.
 Dressing and undressing skills programme in conjunction with Physical & Medical Team.
 More dependence on appropriate ICT for recording.
 Advice from a Specialist Teacher on access to curriculum and teaching methods
 Advice on access to appropriate physical environment and adapted equipment
 Support to develop a fine motor skills/ handwriting programme
 Support to develop ICT skills for recording
 Further differentiation to PE curriculum in conjunction with Physical & Medical Team and/ or Physiotherapy.
 Dressing and undressing skills programme in conjunction with Physical & Medical Team.

Will need one or more of the following:
 Programme to support the development of handwriting/ fine motor skills.
 Access to appropriate ICT for recording purposes
 Differentiated writing materials and equipment.
 Differentiation to PE curriculum.
 Dressing and undressing skills programme.

Will need some or all of the following:
 Programme to support the development of physical (fine and gross motor) skills.
 Differentiated writing materials and equipment.
 Differentiation to PE curriculum.
 Independent life skills programmes.

Resources & Intervention Strategies

Differentiated writing materials and equipment.
 Ten Top Tips on BSO
<https://bso.bradford.gov.uk/Schools/CMS/Page.aspx?mid=1894>
 Non slip mat (Dycem), adapted pencils, pens, scissors, foot stool, writing slope.

Differentiated writing materials and equipment.
 Non slip mat (Dycem), adapted pencils, pens, scissors, foot stool, writing slope.

ICT equipment to aid recording.
 Furniture and equipment assessed jointly by Physical & Medical Team and Occupational Therapy
 Adapted site may be necessary to physically access the building.
 Hygiene / medical room may be necessary
 May need specialist low tech seating and/ or furniture and equipment .e.g. Foxdenton chair.
 Monitoring of the use of specialist equipment

ICT equipment to aid recording.
 Specialist seating, furniture and equipment under £1000.
 Adapted site may be necessary to physically access the building.
 Hygiene room/facilities.
 Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil.
 Site adaptations to be considered in consultation with the Local Authority
 Possible use of AAC aids for communication (part funded by health and assessed by SLT)
 Adapted site may be necessary to physically access the building.
 Hygiene room/facilities.

Access to specialist resources including specific teaching programmes and systems. These might include appropriate technological aids, ICT programmes, AAC or an amanuensis to aid independent learning and assist communication, recording skills etc
 Specialist seating, furniture and equipment up to £1000.
 Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil.
 Access to specialist resources to meet the personal care and mobility needs of each pupil.
 Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.
 Site adaptations to be considered in consultation with the Local Authority
 A suitably equipped room(s) in which therapies can be carried out.
 A time out area for rest periods where pupils can spend time out of their wheelchairs, for example, away from other activities whilst having regard for their dignity.
 An equipment room where specialist resources such as walkers, physiotherapy equipment can be stored.
 The facility to recharge powered wheelchairs when necessary;

	Range 1	Range 2	Range 3	Range 4i	Range 4ii
Social, Emotional & Mental Health Descriptor Overview	<p>Children will have been identified as presenting with some low level features of behaviour, emotional, social difficulties</p> <p>They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration</p> <p>They may follow some but not all school rules/routines around behaviour in the school environment</p> <p>They may experience some difficulties with social skills</p> <p>They may show signs of stress and anxiety and/or difficulties managing emotions on occasions</p>	<p>Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place.</p> <p>BESD continues to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently</p> <p>Pupils beginning to be at risk of exclusion and have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions</p> <p>Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning</p> <p>Pupil may show patterns of stress/anxiety related to specific times of the day</p> <p>Pupils may have a preference for own agenda and be reluctant to follow instructions</p> <p>Pupils may have begun to experience short term behavioural crisis</p>	<p>Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place.</p> <p>BESD interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support</p> <p>Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions</p> <p>Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning</p> <p>Pupil patterns of stress/anxiety related to specific times of the day have become more common</p> <p>Pupils have a preference for own agenda and are reluctant to follow instructions</p> <p>Short-term behavioural crisis have become more frequent and are more intense</p>	<p>Pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which are now more complex and which necessitate a multi-agency response.</p> <p>Pupil is more likely to have experienced fixed term exclusion from school</p> <p>Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day</p> <p>Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance</p> <p>Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers</p> <p>Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning</p>	<p>Pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term and which necessitate a continued multi-agency response.</p> <p>Pupil is at increased risk of exclusion</p> <p>Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day</p> <p>Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance</p> <p>Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers</p> <p>Careful social and emotional differentiation of the curriculum essential to ensure progress with learning</p>

Assessment & Planning	<p>Assessment will continue as part of normal school and class assessments, while the SENCO may initiate more specific assessment and observations: Records kept should include observations and assessments of context, structured and unstructured times, frequency, triggers, ABCs</p> <p>Behaviour plans/risk assessments may be in place for more difficult times of the school day</p> <p>Individual Provision map in place demonstrating that an increasing range of individual support is in place that is additional to and different from mainstream</p> <p>Progress should be measured by changes in behaviour and learning following each review cycle and should be regularly shared with parents</p> <p>Learning styles should be re-visited with adjustments made to accommodate them</p> <p>A planned programme of support in place related to assessments, with pupils involved in setting and monitoring their own targets</p> <p>Parents involved on a regular basis and encouraged to support targets at home</p>	<p>Assessment as range 1 plus: More detailed and targeted observation ie interval sampling, use and analysis of assessment tools (Boxall, SDQ) and assessment related to interventions</p> <p>Behaviour plans/risk assessments in place for more difficult times of the school day</p> <p>Positive handling plans in place where appropriate, providing careful details about safety, the trained staff who will be involved with the plan, the circumstances in which positive handling might be used, and how it will be recorded and communicated to parents or carers</p> <p>Assessment of progress in response to interventions</p> <p>Pupil self assessment, and wider assessments for learning/other SEN</p> <p>More detailed recording, monitoring of frequency, intensity, ABC over a range of contexts</p> <p>Other agency involvement identified eg CAMHS, paediatric assessments, Family Support, Social Care</p> <p>Individual Provision map continues to be in place demonstrating that an increased range of individual support that is additional to and different from mainstream is necessary to ensure full inclusion and progress with learning</p> <p>Planning includes individually focused plans/provision maps with clear targets and with appropriate steps taken to engage pupil and parents</p> <p>Advice sought from BESD specialist teaching team as appropriate (advice rather than referral at this stage)</p>	<p>Assessment as Range 2 plus more systematic application of assessment tools to gain detailed evidence over time with reviews</p> <p>Involvement of BESD specialist teacher to support (by referral)</p> <p>Planning</p> <p>Behaviour and curriculum plans closely track levels of achievement, and all IEP/IBP targets are individualised and SMART</p> <p>Individual provision map continues to be in place demonstrating provision at range 1-3 to support a pupil with long term needs that are likely to require further specialist assessment. Provision Map clearly evidences that up to 16.5 hours of individual support is in place</p> <p>Consideration given to referral to Behaviour Panel/BAC for further advice</p> <p>Effective multi-agency working in place</p>	<p>Assessment: as range 3 with increased involvement of a range of specialist professionals</p> <p>Assessment in a short term specialist environment where appropriate</p> <p>Multi-agency work continues</p> <p>Statutory assessment process (EHCP) has begun/is complete</p> <p>Planning</p> <p>IEP, PSP, or provision map detailing strategies and appropriate short term targets</p> <p>Planning meetings include parents, any offsite providers and are multi-agency</p> <p>Continued access to assessment advice and support, via referral process, from BESD specialist teacher; plus support 6 - 12 hours each year, as indicated by statutory assessment</p> <p>Possibility of referral to Behaviour Panel/BAC for additional advice regarding next steps</p>	<p>Assessment: as range 4i with significant involvement from a range of specialist professionals</p> <p>Assessment in a short term specialist environment may continue to be appropriate</p> <p>Multi-agency work continues</p> <p>Statutory assessment process (EHCP) has begun/is complete</p> <p>Planning</p> <p>IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets</p> <p>Planning meetings include parents, any offsite providers and are multi-agency</p> <p>Continued access to assessment advice and support, via referral process, from BESD specialist teacher; plus support 12 - 18 hours each year, as indicated by statutory assessment</p> <p>Possibility of referral to Behaviour Panel/BAC for additional advice regarding next steps</p>
Groupings for Teaching	<p>Pupils will continue to be in a mainstream class with attention paid to organisation and pupil groupings as follows:</p> <p>Opportunities for small group work based on identified need eg listening/thinking/social skills</p> <p>Time limited mainstream classroom programme of support, which relates to assessments</p> <p>Small group work to teach appropriate behaviours and emotional regulation</p> <p>Individual programme based on specific need identified through assessments</p> <p>A quiet area in the classroom available for individual work or to support pupils to calm/refocus</p> <p>A nurturing classroom environment in which attention is paid to nurturing principles</p>	<p>In addition to the provision at range 1, identified regular support to teach social skills/emotional literacy in order to support the behaviour learning targets</p> <p>Mainstream class with regular, time limited programmes of small group work based on identified need</p> <p>On-going opportunities for 1:1 support focused on specific individual targets</p>	<p>Mainstream class but predominantly working on modified curriculum tasks with regular and consistent 1:1 support focused on specific BESD/learning targets</p> <p>Frequent opportunities for small group work based on identified need - SEAL</p> <p>small group work or nurture group provision (if in place and assessments indicate appropriateness)</p>	<p>Pupil offered one to one support from an adult in the mainstream environment – with reference to statutory funding</p> <p>Opportunities for pupil to engage in specialist provision within the mainstream environment for part of the week</p> <p>Where appropriate managed move of school considered alongside SEN and other agencies</p>	<p>Mainstream provision in place but pupil may be taught for more significant amounts of time in a specialist environment outside of the mainstream classroom</p> <p>Pupil offered one to one support from an adult for the majority of the school day - with reference to statutory funding</p> <p>Managed move of school considered</p>

Human Resources & Staffing	<p>Support/advice from SENCo with assessment, observation and planning Appropriately skilled additional adults routinely used to support flexible groupings, observe pupils, differentiation and some 1:1 Close monitoring to identify “hotspots” through observation with results used in planning Support for times identified by risk assessments and strategies implemented to manage these Close liaison and common approach with parents/carers</p>	<p>Additional adult, under the direction of teacher/SENCo, provides sustained targeted support on an individual/group basis Increased parental/carer involvement, multi-agency support to plan and regularly review individual plans Encouragement and inclusion in extra curricular activities Develop a multi agency approach Main provision by class/subject teacher with support from SENCo with additional advice from BESD specialist teachers as outlined above</p>	<p>Daily access to staff in school with experience of BESD, eg behaviour support worker, lead behaviour professional, SENCo, behaviour/learning mentor, inclusion manager, Nurture Group Staff Additional adult, under the direction of the teacher, supports pupil working on modified behaviour targets and curriculum tasks Increased access to a combination of targeted individual, small group and whole class activities Main provision by class/subject teacher with support from SENCo and advice and support, via referral process, from BESD specialist teacher and other agencies as appropriate</p>	<p>Daily access to staff with experience and training in meeting the needs of pupils with BESD Continued access to BESD specialist teacher advice and support as indicated above; plus support 6 - 12 hours each year, as indicated by statutory assessment</p>	<p>Continued daily access to staff with experience and training in meeting the needs of pupils with BESD Continued access to BESD specialist teacher advice and support as indicated above; plus support 12 - 18 hours each year, as indicated by statutory assessment</p>
Curriculum & Teaching Methods	<p>In class more targeted differentiation of the curriculum and supporting materials to enable full access Strategies developed are formally shared with school staff, parent/carer and are documented Increased differentiation of social, emotional and behavioural learning as well as academic curriculum Level and pace of instructions simplified with attention paid to appropriate amount of teacher talk – chunked instructions, simple sentences Increased emphasis on identifying and teaching to preferred learning style Planned opportunities for pupils to reinforce social and emotional skills Some use of specific group or 1:1 programmes around BESD Preparation for any change and the need for clear routines so that children feel safe</p>	<p>Modify level/pace/amount of teacher talk to pupil's identified need Individual targets within group programmes and/or 1:1 A nurturing approach within the classroom which takes account of difficulties in the understanding of social rules and expectations Emphasis on increasing differentiation of activities and materials and account taken of individual learning styles Short term individual support focusing on listening, concentration, social skills Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional need rather than chronological age Provision of opportunities for play, creative activities, drama/role play</p>	<p>Teaching focuses on both BESD and curriculum outcomes throughout the school day Tasks and presentation differentiated and personalised to pupil's needs Modified and individualised level/pace/amount of teacher talk 1:1 teaching for the introduction of new concepts and the specific teaching and reinforcement of classroom routines and expectations Small steps targets within group programmes 1:1 work task completion with adult support Targets monitored with pupil daily</p>	<p>Pupils curriculum is personalised and pupils may be disapplied from some aspects of the national curriculum Activities focus on key skills and BESD outcomes throughout the school day More lessons outside mainstream timetabling with increasing access to alternative specialist provisions</p>	<p>Pupil's curriculum is highly personalised and pupils may be disapplied from some aspects of the national curriculum Activities focus on key skills and BESD outcomes throughout the school day More lessons take place outside mainstream timetabling with increasing access to specialist provisions</p>
Resources & Intervention Strategies	<p>Further use of positive targeted strategies that include; Further baseline assessments and support, PSD targets HI, VI, other health checks Incident logs, ABC charts, observations in a range of settings with analyses and adjustments made according to findings, consideration given to the use of positive diaries, visual time tables Consideration given to the provision of parenting support/ family centre involvement/Family SEAL/CAF</p>	<p>Continue with range 1 strategies + use of behaviour targets within classroom or playground Increase visual systems; prompt cards, behaviour plans, risk assessments, portable plans, diaries Regular small group work on conflict resolution, social/emotional skills Short term individual support, using solution focused motivational approaches Additional circle time activities/small circles of support Involvement from a wider range of services</p>	<p>Use the strategies in ranges 1 – 2 with an individualised focus Continue to review any resources and develop them to match the pupil's needs Involvement from wider services such as Children's Social Care, CAMHS, CDC, PALZ, Families</p>	<p>Continue to review resources and develop them to match the pupil's needs: Targeted intervention carefully employing a range of specialist strategies Individual BESD programme incorporating 1:1 and small group teaching Specialist provision within mainstream may be appropriate to meet need for part of the week All additional resources and exceptional arrangements are referenced in a personalised provision map</p>	<p>Continue to review resources and develop them to match the pupil's needs: Targeted intervention carefully employing a range of specialist strategies Individual BESD programme incorporating 1:1 and small group teaching Specialist provision appropriate to need in place for much of the week All additional resources and exceptional arrangements are referenced in a personalised provision map</p>

	Range 1	Range 2	Range 3	Range 4i	Range 4ii
Hearing Impairment Descriptor Overview	Aided/unaided conductive temporary or Chronic conductive aiding not appropriate or Unilateral/bilateral minimal average <20dBHL or mild – aiding not appropriate	Hearing loss: aidable chronic conductive, bilateral aidable minimal or mild moderate permanent unilateral May have hearing aids Moderate difficulty with listening, attention, concentration, speech, language and class participation Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder	Aided chronic conductive, or bilateral moderate permanent Will have hearing aids and could have radio aid Will have moderate difficulty accessing spoken language, likely language delay May have difficulty with listening, attention, concentration and class participation May have Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder	Bilateral moderate or severe permanent hearing loss with no additional learning difficulties Severe difficulty accessing spoken language and therefore the curriculum May have additional language delay associated with hearing loss Will have Hearing aids and may have radio aid Speech clarity likely to be significantly affected Difficulties with attention, concentration, confidence and class participation Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder	Bilateral moderate/severe or severe/profound permanent hearing loss May have additional language/learning difficulties associated with hearing loss Will have hearing aids and radio aid or cochlear implant Profound difficulty accessing spoken language and therefore the curriculum Speech clarity will be profoundly affected Severe difficulties with attention, concentration, confidence and class participation Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder
Assessment & Planning	Part of school and class assessments Normal curriculum plans include individual/group targets	Part of school and class assessments Planning Normal curriculum plans will include individual/group targets. Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC Target setting informed as appropriate by advice from the teacher of the deaf	Should be part of school and class assessments May require modification to the presentation of assessments Planning Curriculum plan must reflect levels of achievement and include individually focused IEP Ongoing assessment, advice, support and monitoring All the above incorporating advice from a teacher of the deaf Advice from TOD on the modification to the presentation of assessments Targets informed as appropriate by advice from a teacher of the deaf	Part of school and class assessments Must have modifications to the presentation of assessments Planning Curriculum plan reflects levels of achievement and must include individually focused IEP Must have speech audiometry and other specialist tools to assess access to spoken language in class Targets to incorporate advice from the teacher of the deaf	Must be part of school and class assessments Must have modification to the presentation of assessments Planning: Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific incorporating advice from the TOD Must have use of speech audiometry and other specialist tools to assess access to spoken language in class Must have systematic application of assessment tools for deaf children Must have involvement of education and non-education professionals as appropriate – SALT (up to 6 hours per annum 0 to 5 years)
Groupings for Teaching	Mainstream class Must have attention to seating, lighting and acoustics	Mainstream class Must have attention to seating, lighting and acoustics	Mainstream class Must have attention to seating, lighting and acoustics Opportunities for 1:1 and small group work	Mainstream class Must have regular opportunities for 1:1 and small group work based on identified need Must have attention to seating, lighting and acoustics Advice from a TOD on curriculum and teaching methods	Mainstream class with flexible grouping arrangements Must have ongoing opportunities for 1:1 support focused on specific IEP targets Must have frequent opportunities for small group work based on identified need Must have particular attention to seating, lighting and acoustics Advice from a TOD on curriculum and teaching methods

<p style="text-align: center;">Human Resources & Staffing</p>	<p>Main provision by class/subject teacher Agreed joint written Advice from the hospital Audiology Department and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist</p>	<p>Main provision by class/subject teacher Teacher of the deaf (TOD) will complete a single piece of work on referral and will either send written advice or initiate the following: Contact family Visit school Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Annual electroacoustic assessment of hearing aids Additional support if needs change on request from school</p>	<p>Main provision by class/subject teacher For a child identified with a hearing loss when they are in a school or setting teacher of the deaf will complete a piece of work on referral: Contact family Visit school: Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Annual electroacoustic assessment of hearing aids Monitoring visit to speak to pupil/SENCO Assess and issue radio aid by educational audiologist Monitor radio aid use by specialist audiology practitioner Could have input from non-education professionals e.g. SALT</p>	<p>Main provision by class/subject teacher with advice from ToD Clear direction of TA with appropriate training, under the direction of the teacher to reinforce lesson content deliver modified curriculum tasks support language development For a child identified with a hearing loss when they are in a school or setting teacher of the deaf completes a piece of work on referral as detailed in Range 3 above Termly electro-acoustic hearing aid checks Monitoring visits to speak to pupil/SENCO Assess, issue and monitor radio aid 6 hours from educational audiologist/specialist practitioner INSET to whole staff re hearing loss, use of radio aid etc Up to 76 hours per year for support to school and associated casework from TOD/Specialist Practitioner Advice from other non-educational professionals inc. SALT as appropriate</p>	<p>Must have main provision by class/subject teacher with support from ToD Must have additional adults with appropriate training under the direction of the teacher and ToD to: reinforce lesson content deliver modified curriculum tasks support language development Should have specialist support staff with appropriate communication skills Should have specialist support staff with appropriate communication skills For a child identified with a hearing loss when they are in a school or setting teacher of the deaf completes a piece of work on referral as detailed in Range 3 above Monitoring visits to speak to pupil/SENCO Must assess for, issue and monitor radio aid – up to 6 hours educational audiologist/specialist audiology practitioner support INSET to whole staff re hearing loss, use of radio aid etc Must have ToD input into curriculum planning Must have up to 114 hours per year for support to school and associated casework from a TOD and/or Specialist Practitioner for school and family Advice from education and non-educational professionals inc. SALT as appropriate Should have access to deaf adults and peers – up to 3 hours deaf instructor per annum if appropriate</p>
<p style="text-align: center;">Curriculum & Teaching Methods</p>	<p>Full inclusion within National Curriculum</p>	<p>Full inclusion within National Curriculum Teaching methods which facilitate access to the curriculum, social/emotional development and class participation Written advice to school on an annual basis</p>	<p>Full inclusion within National Curriculum Differentiation by presentation and/or outcome Opportunities for explanation, clarification and reinforcement of lesson content and language Specific interventions for speaking, listening and teaching of phonics Advice from a TOD on curriculum and teaching methods Written advice to school on an annual basis</p>	<p>Full inclusion within National Curriculum Differentiation by presentation and/or outcome Regular opportunities for explanation, clarification and reinforcement of lesson content and language Specific interventions for speaking, listening and teaching of phonics Advice from a TOD on curriculum and teaching methods</p>	<p>Must have differentiation by presentation and/or outcome personalised to pupils identified needs Must have opportunities for explanation, clarification and reinforcement of lesson content and language Advice from a TOD on curriculum and teaching methods</p>
<p style="text-align: center;">Resources & Intervention Strategies</p>	<p></p>	<p>Specific deaf related training opportunities for staff on request to STDC</p>	<p>Electro-acoustic assessment of auditory equipment by educational audiologist Specific deaf related training for staff</p>	<p>Access to a quiet room for small group and 1:1 sessions Electro-acoustic assessment of auditory equipment by educational audiologist Provision of personal FM systems and soundfield systems Specific deaf-related training for staff</p>	<p>Access to a quiet room for small group and 1:1 sessions Must have: Electro-acoustic assessment of auditory equipment Provision of personal FM systems and soundfield systems Specific deaf-related training for staff</p>

	Range 1	Range 2	Range 3	Range 4 Band B	Range 4 Band D Primary Need in Range 4, will be funded at Band 4D, unless there are additional needs or circumstances requiring greater support. A few pupils at Range 4 may be eligible to be referred for an ARC place, particularly at Secondary level, depending on a number of factors, including late onset visual impairment, or a deteriorating visual condition.
Visual Impairment Descriptor Overview	<p>Mild visual impairment Pupil may find concentration difficult Pupil may peer or screw up eyes</p> <p>Distance vision approximately 6/18. This means that the pupil needs to be about 2 metres away to see what fully sighted pupils can see from 6 metres. Can probably see details on a whiteboard from the front of a classroom, as well as others can see from the back of the room.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures.</p> <p>This is 12 point</p>	<p>Moderate visual impairment. Pupil may find concentration difficult Pupil may peer or screw up eyes Pupil may move closer when looking at books or notice boards. Pupil may make frequent "copying" mistakes. Distance vision: approximately 6/24. This means that the pupil needs to be about 1.5 metres away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board from the front of classroom as well as others can see from the back. Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.</p> <p>This is 14 point.</p>	<p>Moderate to significant visual impairment. Pupil may find concentration difficult Pupil may peer or screw up eyes Pupil may move closer when looking at books or notice boards. Pupil may make frequent "copying" mistakes. Pupil may have poor hand-eye coordination. Pupil may have slow work rate</p> <p>Distance vision: approximately 6/36. This means that the pupil needs to be about 1 metre away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board without approaching to within 1 metre from it. Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures.</p> <p>This is 18 point</p> <p>Pupils may also have Cerebral Visual Impairment (CVI) – these pupils may have normal or near normal visual acuities but will display moderate to significant visual processing difficulties.</p>	<p>Cerebral Visual Impairment (CVI). Range 4 will be those pupils in mainstream with CVI who are experiencing mild, moderate or severe difficulties.</p> <p>CVI must be diagnosed by an Ophthalmologist. The pupil will typically have good acuities when tested in familiar situations but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil's well-being.</p> <p>All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil may have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both. Dorsal stream difficulties include: •Difficulties seeing moving objects •Difficulties reading •Difficulties doing more than one thing at a time (eg looking and listening)</p> <p>Ventral Stream Difficulties include: •Inability to recognise familiar faces •Difficulties route finding •Difficulties with visual clutter •Lower visual field loss</p> <p>This is not an extensive list, and difficulties may be mild, moderate or severe.</p>	<p>Severe visual impairment. Pupils likely to be registered partially sighted or blind but still learning by sighted means.</p> <p>Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m, what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects.</p> <p>This pupil would be unable to work from a white board in the classroom without human/technical support.</p> <p>Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes may be a in a range from 24 – 36, and will require significant differentiation and modification.</p> <p>This is 24 point 36 point</p>

Assessment & Planning	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately</p> <p>The school must monitor pupil progress in this respect.</p> <p>Initial visual assessment, including visit and report</p> <p>The report written by a QTVI and Habilitation Officer, will be shared with all stakeholders, and will include information as outlined in the Universal offer.</p>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately</p> <p>The school must monitor pupil progress in this respect.</p> <p>Initial visual assessment, including visit and report</p> <p>The report written by a QTVI and Habilitation Officer, will be shared with all stakeholders, and will include information as outlined in the Universal offer.</p>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately</p> <p>Planning must be based on current visual performance and prognosis of possible changes</p> <p>The school must monitor pupil progress in this respect.</p> <p>Initial visual assessment, including visit and report</p> <p>The report written by a QTVI and Habilitation Officer, will be shared with all stakeholders, and will include information as outlined in the Universal offer, including strategies and training to support CVI, where appropriate.</p> <p>On-going assessment, advice, support, monitoring and training from a QTVI, up to 6 hours annually</p>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Planning based on previous visual performance and / or prognosis of possible changes.</p> <p>The school will make a referral for Assessment of SEN; and monitor via Annual Reviews</p> <p>Initial visual assessment, including</p> <ul style="list-style-type: none"> •observations, discussions with parents and teachers and the pupil. •Asking parents and pupil to complete the CVI Inventory •Analysis of the inventory after completion <p>This assessment can take a considerable amount of time as observations need to be made in a number of situations at different times of the day due to variability and inconsistency of vision.</p> <p>30 hours (20 annual sessions) from a QTVI to provide all the teaching and support outlined below.</p> <p>The report written by a QTVI will be shared with all stakeholders, and will include information as outlined in the Universal offer.</p> <p>On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the pupil, their family and with school staff.</p>	<p>The school must make the report available to all appropriate staff.</p> <p>The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Planning based on previous visual performance and / or prognosis of possible changes.</p> <p>The school will make a referral for Assessment of SEN; and monitor via Annual Reviews</p> <p>Initial visual assessment, including visits, report writing and admin time – up to 8 hours.</p> <p>30 hours (20 annual sessions) from a QTVI to provide all the teaching and support outlined below.</p> <p>The report written by a QTVI and Habilitation Officer, will be shared with all stakeholders, and will include information as outlined in the Universal offer.</p> <p>On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the pupil, their family and with school staff.</p>
	Groupings for Teaching	<p>Full inclusion within the Mainstream class.</p> <p>Attention to seating position in classroom.</p>	<p>Full inclusion within the Mainstream class.</p> <p>Attention to seating position in classroom.</p>	<p>Full inclusion within the Mainstream class.</p> <p>Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p> <p>Attention to seating position in classroom.</p>	<p>Mainstream class.</p> <p>Individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.</p> <p>Individual 1-1 for habilitation and mobility teaching, as appropriate</p>

Human Resources & Staffing

Additional adults are deployed appropriately to increase pupil success and independence.

Initial contact with family at point of referral / assessment

Additional adults are deployed appropriately to increase pupil success and independence.

Initial contact with family at point of referral / assessment

Additional adults are deployed appropriately to increase pupil success and independence.

Initial contact with family at point of referral / assessment

Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.

This will depend on the outcome of the assessment. May include:

- Advice from Habilitation Officer regarding mobility
- Suitable technology such as laptop, audio books, speech software
- Advice for teachers regarding ways to include the pupil in mainstream lessons
- Report writing
- Training for staff on CVI and implications for learning
- Specific skill teaching eg touch typing, working with speech software, working with amanuensis

Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.

Input from a QTVI to work with the pupil and with school staff, as above

Input from VI Service Technical Officer, for training and support, as appropriate

Programme of work with Habilitation officer; frequency based on assessed need, blocks of work equivalent to 7 hours annually

Curriculum & Teaching Methods

<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>ICT is used to increase access to the curriculum, where appropriate</p>	<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials.</p> <p>ICT is used to increase access to the curriculum, where appropriate</p>	<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff make adaptations to curriculum delivery to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials.</p> <p>School staff provide some modification / differentiation of learning materials to facilitate access. eg. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate</p>	<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI</p> <p>School staff provide modification / differentiation of learning materials to facilitate access. eg. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate Significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.</p> <p>Mobility and independence skills training</p> <p>ICT and low vision aid skills training</p> <p>Training and written advice for staff, including external assessment and exams.</p> <p>Specific training on the nature of CVI and implications for learning</p> <p>Any combination of difficulties will have a major impact on the pupil's ability to access the curriculum. Without input from a QTVI they will be unable to reach their full potential and will need some level of support from the VI Team</p>	<p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil.</p> <p>School staff provide modification / differentiation of learning materials to facilitate access. eg. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate Significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.</p> <p>Mobility and independence skills training</p> <p>ICT and low vision aid skills training</p> <p>Training and written advice for staff, including external assessment and exams.</p>
--	--	--	--	---

Resources & Intervention Strategies	<p>Resources made available from within school.</p> <p>Learning materials must be selected for their clarity.</p> <p>Information relating to a range of resources and agencies</p>	<p>Resources made available from within school.</p> <p>Learning materials must be selected for their clarity.</p> <p>Equipment, including low vision aids, write angle, copyholder to meet needs, may be appropriate. Large print materials provided by school, as appropriate.</p> <p>Information relating to a range of resources and agencies</p>	<p>Resources made available from within school.</p> <p>Learning materials must be selected for their clarity.</p> <p>Equipment, including low vision aids, write angle, copyholder , , electronic magnification, laptop as appropriate to meet assessed needs.</p> <p>Large print materials provided by school, as appropriate.</p> <p>QTVI to make referral to LVA clinic</p> <p>Information relating to a range of resources and agencies</p>	<p>Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs.</p> <p>Large print and differentiated materials to meet assessed needs.</p>	<p>Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs.</p> <p>Large print and differentiated materials to meet assessed needs.</p> <p>As outlined in the initial report</p>
--	--	--	---	---	--

**Speech, Language & Communication
Descriptor Overview**

	Range 1	Range 2	Range 3	Range 4i	Range 4ii
	<p>SLCN may be an emerging but not yet clearly identified primary area of need; the pupil has some difficulty with speaking or communication. Will present with some/all of the difficulties below and these will mildly affect curriculum access and social development.</p> <p>Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress reading and spelling.</p> <p>Speech is understood by others but has some immaturities, which may impact on social interaction and the acquisition of literacy.</p> <p>Difficulties with listening and attention that affect task engagement and independent learning.</p> <p>Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.</p> <p>Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position)</p> <p>Limited vocabulary, both expressive and receptive.</p> <p>May rely heavily on Non Verbal Communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses.</p> <p>Social interaction could be limited and there may be some difficulty in making and maintaining friendships.</p> <p>Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.</p>	<p>SLCN is identified as the primary area of need; the pupil has some difficulty with speaking or communication. Will present with some/all of the difficulties below and these will mildly-moderately affect curriculum access and social development.</p> <p>Phonological awareness difficulties (awareness of the sounds in spoken words such as rhyme, alliteration, and syllabification) which impact on progress reading and spelling.</p> <p>Speech is understood by others but has some immaturities, which may impact on social interaction and the acquisition of literacy.</p> <p>Difficulties with listening and attention that affect task engagement and independent learning.</p> <p>Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.</p> <p>Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position)</p> <p>Limited vocabulary, both expressive and receptive.</p> <p>May rely heavily on Non Verbal Communication to complete tasks (adults gestures, copying peers) and this may mask comprehension weaknesses.</p> <p>Social interaction could be limited and there may be some difficulty in making and maintaining friendships.</p> <p>Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.</p>	<p>SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>Will present with some/all of the difficulties below and these will moderately affect curriculum access and social development:</p> <p>Persistent delay against age related language norms</p> <p>Persistent difficulties that do not follow a normal developmental patterns (disordered)</p> <p>Speech is usually understood by others but has immaturities. Persistent delay/ difficulties against age related speech norms</p> <p>Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility.</p> <p>Speech sound difficulties impact on literacy development.</p> <p>Speech sound difficulty may lead to limited opportunities to interact with peers. May be socially vulnerable as a result, may become isolated or frustrated.</p> <p>Difficulties in word storage and retrieval that affect fluency, sentence structure and the quality of vocabulary. This will also be evident in written work and reading.</p> <p>Difficulties in formulating sentences. May be associated with vocabulary or grammar, such as using immature or unusual verb forms.</p> <p>Difficulties in accessing the curriculum; following instructions, answering questions, processing verbal information, following everyday conversations. Needs regular and planned additional support and resources.</p> <p>Difficulties with listening and attention that affect task engagement and independent learning. May not be able to focus attention for sustained periods. May appear passive or distracted.</p> <p>Difficulties with sequencing, predicting, and inference within both social and academic contexts. May result in associated behavioural difficulties due to anxiety or lack of understanding (withdrawal or externalising frustrations). May result in difficulties with completing daily living tasks or participating in daily living situations</p> <p>Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability.</p> <p>Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures.</p> <p>Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others.</p> <p>Anxiety related to lack of understanding of time and inference. Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences</p>	<p>SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>Will present with some/all of the difficulties as described at Range 3 and these will severely affect curriculum access and social development.</p> <p>Could communicate or benefit from communicating using AAC</p> <p>Some or all aspects of language acquisition are significantly below age expected levels</p> <p>Significant speech sound difficulties making speech difficult to understand out of context</p> <p>Must have a diagnosis of Language Impairment/ Disorder or Speech Impairment/Disorder</p> <p>The main categories are:</p> <ul style="list-style-type: none"> •Mixed receptive/expressive language impairment/disorder •Expressive only language impairment/disorder •Higher order processing impairment/disorder •Specific Speech Impairment <p>Identification</p> <ul style="list-style-type: none"> •Diagnosed by a Speech and Language Therapist in conjunction with a specialist teacher or Educational Psychologist. •C&YP with a diagnosis of Language Impairment may be of average or above average cognitive ability. •C&YP with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours. •C&YP with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling. •C&YP with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening and attention and understanding 	<p>SLCN is identified as the primary area of need with the nature of the difficulty established and clarified from observations and assessments by school, specialist education professionals and health professionals.</p> <p>Will present with some/all of the difficulties as described at Range 3 and these will severely affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream setting and a DSP placement is appropriate.</p> <p>Could communicate or benefit from communicating using AAC</p> <p>Some or all aspects of language acquisition are significantly below age expected levels</p> <p>Significant speech sound difficulties making speech difficult to understand out of context</p> <p>Must have a diagnosis of Language Impairment/Disorder or Speech Impairment/Disorder</p> <p>The main categories are:</p> <ul style="list-style-type: none"> •Mixed receptive/expressive language impairment/disorder •Expressive only language impairment/disorder •Higher order processing impairment/disorder •Specific Speech Impairment <p>Identification</p> <ul style="list-style-type: none"> •Diagnosed by a Speech and Language Therapist in conjunction with a specialist teacher or Educational Psychologist. •C&YP with a diagnosis of Language Impairment may be of average or above average cognitive ability. •C&YP with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours. •C&YP with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling. •C&YP with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening and attention and understanding.

Assessment & Planning	<p>School must: Identify evidence that the pupil's language is delayed. Use EYFS profile, C&L baseline assessment and checklists as a system of identification and monitoring. Ensure the pupil is part of normal school and class assessments. Senco and class teacher could be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty. Other assessment tools schools may use: Welcomm, Speech/Language Link, Communication Trust Progression Tools, TALC, BPVS, Living Language, PORIC. Refer to School nurse for sight/hearing tests LA must: Checklists for schools on BSO SLCN checklists C&L baseline assessment</p>	<p>Identify evidence that the pupil's language is delayed. Use EYFS profile, C&L baseline assessment and checklists as a system of identification and monitoring. Ensure the pupil is part of normal school and class assessments Actively monitor behaviour as an indicator of SLCN: Senco and class teacher should be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty. Other assessment tools schools may use: Welcomm, Speech/Language Link, Communication Trust Progression Tools, TALC, BPVS, Living Language, PORIC. Refer to school nurse for sight/hearing tests</p>	<p>School must as for ranges 1 & 2 plus: Provide evidence of monitoring and identification of pupil's needs before making a referral for assessment and advice from a specialist teacher. Refer to Speech and Language Therapy Services (SALT) for further assessment and therapy This must be agreed with the family. Reviews should consider the evidence based need to move towards EHC plan LA should: Provide advice and assessment from specialist teacher with reference to the pupil's understanding, use of vocabulary, grammatical structure, social interaction and language processing. Assessment and advice regarding technology to support curriculum access and communication</p>	<p>School must as for ranges 1 & 3 plus: Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily. Where there is a diagnosis of Language Impairment or Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access. Recognise that language impairment is a persistent, severe and lifelong disability Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language. LA must: Provide advice and assessment from specialist teacher including technology to support curriculum access and communication. Understand that severe speech and language difficulties affect access to most parts of a language based curriculum but performance on non-language based standardised assessments may be age appropriate. Recognise that language impairment is a persistent, severe and lifelong disability SALT Service: SLT will identify a programme of work to develop language and communication within the setting. The programme will be reviewed at least half termly.</p>	<p>School must as range 4i plus: •Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily. •Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible. •Where there is a diagnosis of Specific Language Impairment or Specific Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access. It must be recognised that language impairment is a persistent, severe and lifelong disability Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language. LA must: Provide advice and assessment from specialist teacher including technology to support curriculum access and communication. Understand that severe speech and language difficulties affect access to most parts of a language based curriculum but performance on non-language based standardised assessments may be age appropriate. Recognise that language impairment is a persistent, severe and lifelong disability SALT Service: SLT will identify a programme of work to develop language and communication within the setting. The programme will be reviewed at least half termly.</p>
Groupings for Teaching	<p>Mainstream classroom with attention paid to position in the classroom and acoustics Flexible pupil groupings; positive peer speech and language models Groupings reflect ability with modifications made to ensure curriculum access</p>	<p>Mainstream classroom with attention paid to position in the classroom and acoustics Flexible pupil groupings; positive peer speech and language models Groupings reflect ability with modifications made to ensure curriculum access Small group/individual work to target specific needs</p>	<p>Mainstream classroom with attention paid to position in the classroom and acoustics Flexible pupil groupings; positive peer speech and language models Groupings reflect ability with modifications made to ensure curriculum access Regular, focussed, time limited small group/individual interventions.</p>	<p>Mainstream classroom with attention paid to position in the classroom and acoustics Flexible pupil groupings; positive peer speech and language models Groupings reflect ability with modifications made to ensure curriculum access</p>	<p>Flexible pupil groupings; positive peer speech and language models Groupings reflect ability with modifications made to ensure curriculum access</p>

Human Resources & Staffing

<p>Main provision by class/subject teacher with advice from Senco Additional adults routinely used to support flexible groupings and differentiation under the guidance of the teacher. Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses Adults provide support to listen and respond to longer sequences of information in whole class situation. Adults provide encouragement and support to collaborate with peers in curriculum activities.</p>	<p>Main provision by class/subject teacher with advice from Senco Adults routinely used to support flexible groupings and differentiation under the guidance of the teacher. Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses Regular, planned support to listen and respond to longer sequences of information in whole class situation. Regular, planned encouragement and support to collaborate with peers in curriculum activities. Staff working directly with the pupil should have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN</p>	<p>Main provision by class/subject teacher with advice from Senco Additional adult support informed by differentiated provision planned by the teacher. Could include advice from Speech and Language Therapist to inform planning. Additional adult 1:1 support focussed on specific individual targets and any SALT programmes as appropriate Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN Specialist teacher to complete assessments, meet family, advise on provision and monitor and review progress. Training packages including Elklan</p>	<p>Main provision by class/subject teacher with advice from Senco and must include advice from specialist teacher and/or Speech and Language Therapist. Additional adult 1:1 support focussed on specific individual targets and any SALT programmes as appropriate Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN Additional training of mainstream staff to support curriculum modifications Band B SALT; as above plus specific advice and work with school staff to develop communication targets LA: Where the annual review indicates that the pupil is not making expected progress, up to 10 hours per year from a specialist teacher available to complete assessments, meet family, advise on provision, deliver teaching programmes and training and monitor and review progress. Band A - SLT to provide training and advice on management of the communication difficulty in the classroom •Band B; as above plus specific advice and work with school staff to develop communication targets</p>	<p>School Should have a DSP placement with access to specialist teaching and non-teaching support within the classroom and wider setting to facilitate access to the curriculum and social communication. These staff will support mainstream staff in planning and delivering appropriate, inclusive and structured interventions and a differentiated curriculum. Ensure additional training is available for mainstream staff to support curriculum modifications LA: Provide timely advice and recommendations regarding DSP placements Provide additional training for mainstream staff to support curriculum modifications Up to 10 hours per year from a specialist teacher available to complete assessments, meet family, advise on provision, deliver teaching programmes and training and monitor and review progress. Where the pupil is in a DSP, see their provision offer. SALT Service •Band C SALT; 15-30 mins daily 1:1 delivered in school and monitored monthly by a SLT</p>
---	---	---	--	---

Curriculum & Teaching Methods

Literacy tasks may require some modification.
 Instructions supported by visual and written cues
 Reduction/modification of complex language when giving instructions/information to support attention and understanding.
 Flexibility in expectations to follow instructions /record work
 Opportunities for developing the understanding and use of language across the curriculum
 Opportunities for time limited small group work based on identified need
 Planning show opportunities for language based activities
 Family supports targets at home
 Pupil involved in setting and monitoring their own targets

Literacy tasks require regular modification
 Instructions supported by visual and written cues
 Reduction/modification of complex language when giving instructions/information
 Flexibility in expectations to follow instructions /record work
 Opportunities for developing the understanding and use of language across the curriculum
 Opportunities for time limited small group/individual work based on identified need
 Planning show opportunities for language based activities
 Family supports targets at home
 Pupil involved in setting and monitoring their own targets

School must as for ranges 1 & 2 plus:
 Planning identifies inclusion of and provision for individual targets
 Additional steps are taken to engage families and the pupil in achieving their targets.
 Mainstream class predominantly working on modified curriculum tasks.
 Frequent opportunities for time limited small group and individual work based on identified need
 Attention to position in the classroom and acoustics
 Tasks and presentation personalised to pupil needs
 Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information.
 Consideration to the transference and generalisation of skills
 Advice on inclusion and individual targets

School must as for ranges 1 & 3 plus:
 Mainstream class predominantly working on modified curriculum tasks
 Individual targets following advice from SLT/specialist teacher must be incorporated in all activities throughout the school day
 Whole school understanding of the pupil's individual needs through training such as Ekklan Communication Friendly Schools and/or training from SALT service
 Additional training of mainstream staff to support curriculum modifications
 Use of staff to implement specific materials, approaches and resources under the direction of the SLT
 Daily opportunities for individual / small group work based on identified need
 Provide 1:1 support focussed on specific individual targets and any SALT programmes as appropriate
 Pay attention to position in the classroom and acoustics
 Provide systematic and intensive mediation to facilitate curriculum access
 Ensure specific structured teaching of vocabulary and concepts, in context.
 Provide intervention for social communication and functional language use
 Provide specialist support with recording and communication
 Provide specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate.
 LA must:
 Provide training to develop and support whole school understanding of the pupil's individual needs through training such as Ekklan Communication Friendly Schools, Ekklan AAC.
 Offer additional training of mainstream staff to support curriculum modifications
 Advice and assessment regarding specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate.
 Advice, assessment and monitoring of individual targets and strategies for curriculum access.
 SALT Service:
 Training of mainstream staff to support curriculum modifications
 Advice and support on using AAC systems

As range 4i plus:
 • See DSP for their offer

Resources & Intervention Strategies

<p>Refer to The Communication Trust What Works for pupils with SLCN database</p> <p>QFT strategies</p> <p>Interventions:</p> <ul style="list-style-type: none"> •Talk across the Curriculum •Talking Partners@primary •Talking Partners@secondary •Nurturing Talk •TalkBoost (Communication Trust) •Talking Maths •Colourful Semantics •Colourful Stories •Chatterbox •Makaton •ICT support: Clicker 6, voice recorder, talk to text, communication apps •SpingoResources/ interventions provided by LA: •Cognition and Learning Service to provide training on specific language programmes/ interventions. •SEN support services to provide Elklan training to support the teaching of C&YP with SLCN SEN support services offer Elklan Communication Friendly Schools Accreditation •Speech and Language Forums (SALF) for professionals: sharing good practice, resources, advice and strategies. Details on BSO. 	<p>Refer to The Communication Trust What Works for pupils with SLCN database</p> <p>QFT strategies</p> <p>Interventions:</p> <ul style="list-style-type: none"> •Talk across the Curriculum •Talking Partners@primary •Talking Partners@secondary •TalkBoost (Communication Trust) •Talking Maths •Talk across the Curriculum •Talking Partners@primary •Talking Partners@secondary •Nurturing Talk •TalkBoost (Communication Trust) •Talking Maths •Colourful Semantics •Colourful Stories •Chatterbox •Makaton •ICT support: Clicker 6, voice recorder, talk to text, communication apps •Spingo •PECS <p>Resources/interventions provided by LA:</p> <ul style="list-style-type: none"> •Cognition and Learning Service to provide training on specific language programmes/ interventions. •SEN support services to provide Elklan training to support the teaching of C&YP with SLCN •SEN support services offer Elklan Communication Friendly Schools Accreditation •Speech and Language Forums (SALF) for professionals: sharing good practice, resources, advice and strategies. Details on BSO. 	<p>Other resources: Refer to The Communication Trust What Works for pupils with SLCN database Advice sheets</p> <p>Interventions: As range 1&2</p> <p>Resources/interventions provided by LA: Cognition and Learning Service to provide training on specific language programmes/ interventions. SEN support services to provide Elklan training to support the teaching of C&YP with SLCN SEN support services offer Elklan Communication Friendly Schools Accreditation Speech and Language Forums for professionals: sharing good practice, resources, advice and strategies. Details on BSO.</p>	<p>Resources/interventions provided by LA: SEN support services to provide Elklan training and additional specific/bespoke training to support the teaching of C&YP with SLCN Provide training to develop and support whole school understanding of the pupil's individual needs through training such as Elklan Communication Friendly Schools, Elklan AAC. Speech and Language Forums for professionals: sharing good practice, resources, advice and strategies. Details on BSO. Other resources: Refer to The Communication Trust What Works for pupils with SLCN database •Advice sheets •As for Range 1&2</p>	<p>Resources and interventions provided by the LA: SEN support services to provide Elklan and additional specific/bespoke training to support the teaching of C&YP with SLCN Provide training to develop and support whole school understanding of the pupil's individual needs through training such as Elklan Communication Friendly Schools, Elklan AAC. Speech and Language Forums for professionals: sharing good practice, resources, advice and strategies. Details on BSO. Other resources: Refer to The Communication Trust What Works for pupils with SLCN database •Advice sheets •As for range 1& 2</p>
--	--	--	---	---

	Range 1	Range 2	Range 3	Range 4 Band 1	Range 4 Band 2
Specific Learning Difficulty Descriptor Overview	<p>Evidence of some difficulties in aspects of literacy, numeracy or motor coordination. Literacy and/or numeracy skills may not be in line with general ability. Attainment levels are likely to be a year or more delayed.</p>	<p>The pupil will have mild but persistent difficulties in aspects of literacy, numeracy or motor coordination despite regular attendance, appropriate intervention and quality teaching. Evidence of a discrepancy between cognitive levels and performance or an unusual pattern of strengths and weaknesses is likely to be present. If literacy or numeracy is the area of difficulty, attainment will be at least 2 years delayed OR there will be a noticeable disparity between skills and cognitive ability. Difficulties impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom. Self esteem and motivation maybe an issue. There may be a diagnosis of mild SpLD or the pupil may be referred to as having characteristics or traits of a SpLD.</p>	<p>The pupil will have moderate and persistent difficulties with literacy, numeracy or motor co-ordination despite regular attendance, significant levels of focused intervention and quality teaching. Where there is a discrepancy between cognition and attainment this is significant. It should be noted that this may include a pupil who is attaining within an age appropriate range but significantly below their cognitive ability. Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, difficulties with auditory and visual processing. The difficulty will affect access to curriculum and specialist support and arrangements will be required. This is likely to include assistive technology. There may be issues regarding self esteem, motivation and behaviour A diagnosis of moderate SpLD may be in place or should be sought.</p>	<p>The pupil will have severe and persistent difficulties with literacy, numeracy or motor coordination despite regular attendance and high quality specialist intervention and teaching. Where there is a discrepancy between cognitive ability and performance, it is highly significant. Key literacy and/or numeracy skills are well below functional levels for their year group – the pupil cannot access text or record independently. The pupil has significant levels of difficulty in cognitive processing requiring significant alteration to the pace and delivery of the curriculum. The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress. High levels of support are required which include assistive technology. Social skills and behaviour may be affected and issues of self esteem and motivation are likely to be present. Diagnosis of severe Dyslexia, Dyscalculia, Dysgraphia or Developmental Coordination Disorder (DCD) has been made. Difficulties are likely to overlap more than one area e.g. Dyslexia with aspects of DCD</p>	<p>As Range 4(1) plus: Difficulties are so severe that specialist daily teaching is required to address literacy and numeracy skills. The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting</p>

Assessment & Planning	<p><u>Assessment</u> In addition to normal classroom assessments the teacher will also carry out the LD baseline and discuss next steps with the SENCO. As appropriate, screen for Irlen's (coloured overlays), Dyslexia, Dyscalculia, Motor skills Difficulties. Tools you might use: GL Assessment online screeners, Lucid, Dyslexia Screening Test. For concerns regarding motor skills use the motor skills check list on BSO and/or speak to the school nurse.</p> <p><u>Planning</u> Normal curriculum plans to include QFT strategies and adjustments to activities to remove any barriers difficulties may present (see ten top tips for pupils with SpLD on BSO). Time-table any one-to-one intervention into weekly routine as appropriate (the number of sessions would be dependent on the intervention). Monitor effectiveness interventions ensuring clear entry and exit points. Parents and children involved in monitoring and supporting their targets.</p>	<p>SCHOOL As Range 1 + <u>Assessment</u> SENCO will use screening tools to establish a profile of the pupils strengths and weakness. This will inform areas for intervention and adjustments/arrangements required for access to the curriculum and exams. <u>Planning</u> Teaching plans clearly show adjustments made for individual pupil to access the curriculum. This should include planning for additional adults supporting the pupil within the classroom. SENCO to oversee planning of a personalised multi-sensory intervention. This should be time-tabled and a private area made available. Regular monitoring and reviewing of interventions so they can be adapted accordingly – this should take place termly. <u>LA</u> Training available for LAPS on a rolling programme to support schools in identifying and planning for children with SEN: -Dyslexia Awareness and Identification. -SENCO induction course -HTLA course: Delivering an intervention for pupils with Dyslexia</p>	<p>SCHOOL As Range 2 provision plus <u>Assessment</u> Progress is closely monitored by school tracker/IEP/provision mapping/CASPA. As part of the graduated approach reviews should provide evidence of need and progress to inform possible EHC plan. Appropriate assessment for exam access arrangements. <u>Planning</u> SENCO/class teacher to take advice from specialist teacher other professionals as appropriate Targets are multi-sensory, individualised, short term and specific. Regular communication with parents. <u>LA</u> <u>Assessment</u> If, after the school has demonstrated the use of support and assessment as outlined previously, with clearly documented provision, progress is not at the expected level, a discussion will be had with the SENCO and parents to decide next steps which may include ; Full diagnostic assessment and report by specialist Teacher who is a qualified assessor and teacher of pupils with SpLD (Dyslexia) or Educational Psychologist (EP) SEN ICT assessment if deemed appropriate. <u>Planning</u> Support to develop individual personalised programme (programme part of report). Advice for class teacher to support class planning (in report). Meeting with parents and class teacher to discuss the report and advice.</p>	<p>SCHOOL As Range 3 provision plus Assessment EHCP plan is in place <u>Planning</u> Curriculum plans, classroom support and interventions are planned in accordance with the EHCP. <u>LA</u> Up to 10 hours per year of specialist teacher advice and support is available. This may include: -Monitoring and reviewing of progress -Advice on provision -Support to deliver specialist teaching programmes</p>	<p>SCHOOL As Range 3 provision plus <u>Assessment</u> EHCP plan is in place <u>Planning</u> Curriculum plans, classroom support and interventions are planned in accordance with the EHCP. <u>LA</u> Where the pupil is in mainstream up to 10 hours per year of support is available. This may include: -Monitoring and reviewing of progress -Advice on provision -Support to deliver specialist teaching programmes</p>
Groupings for Teaching	<p>Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. reading, maths, motor skills Opportunities for generic type one-to-one programmes aimed at addressing gaps – CatchUp Maths, CatchUp Literacy, 20-20 Maths, 20-20 Literacy, Dynamo Maths, 1st Class Maths. Any intervention should have clear entry and exit criteria</p>	<p>As Range 1 provision plus 1:1 specific multisensory, cumulative, structured programmes to support the acquisition of literacy, cursive handwriting, numeracy and motor skills (at least 3 times 30 minutes sessions per week). Ensure opportunities for mixed groupings as pupil's cognitive ability is likely to be higher than their literacy skills might indicate.</p>	<p>As Range 2 provision plus Daily 1:1 intervention following specialist advice at least 30 minutes per day. 1:1 mentor support</p>	<p>Daily 1:1 cumulative multi-sensory intervention to address core difficulties will be in place. Small group and 1:1 support available in the classroom as appropriate.</p>	<p>Small group provision lead by specialist teacher and specialist support staff One-to-one support as appropriate.</p>

Human Resources & Staffing	<p>Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings, differentiation and where appropriate provide 1:1 intervention.</p>	<p>As Range 1 provision plus Trained staff to deliver 1:1 programme for at least 30 minutes, 3 times weekly. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis.</p>	<p>As Range 2 provision plus Staff to create modified resources. Trained specialist to deliver specialist programme as advised by specialist teacher or EP Specialist teacher or EP to carry out assessment, write report</p>	<p>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional trained adult, under the direction of the class teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. Specialist trained member of staff to deliver intervention programme Up to 10 hours per year from a specialist teacher available if required</p>	<p>Main provision by class/subject teacher with some training in teaching pupils with SpLD. Additional support from SENCO and advice from education and non-education professional as appropriate. Additional trained adult, under the direction of the class teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. If in mainstream: Up to 10 hours per year from a specialist teacher available. Specialist courses available for teachers and TA's providing training on teaching and supporting pupils with Dyslexia and SpLD</p>
Curriculum & Teaching Methods	<p>Full inclusion within the curriculum through use of differentiation and small group support. Delivery will incorporate highly multi-sensory strategies and be broken down into accessible steps. Activities planned through QFT with emphasis on concrete/experiential learning and using visual supports. Activities and materials differentiated to address area(s) of weakness. For example, reading materials should be content and reading age appropriate and supported by visual aids; support to address writing difficulties; tools to aid organisation and completion of tasks/daily activities. Dyslexia friendly school strategies and IDP strategies. Cursive handwriting should be introduced as part of a multi-sensory approach.</p>	<p>As Range 1 provision plus Differentiated curriculum with modifications that include alternative methods to record and access text. This will include ICT as appropriate e.g. word prediction, text-to-speech.</p>	<p>As Range 2 provision plus Tasks and presentation of curriculum are increasingly individualised and modified No copying from the board</p>	<p>Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard. Teaching and activities are adapted to reduce the impact of processing difficulties, e.g. working memory, processing speed. Access arrangements and adjustments are part of everyday learning and practice. Specialist teacher to advise and train key staff on teaching methods as appropriate. Specialist courses available for teachers and TA's providing training on teaching and supporting pupils with Dyslexia.</p>	<p>Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard. Teaching and activities are adapted to reduce the impact of processing difficulties, e.g. working memory, processing speed. Access arrangements and adjustments are part of everyday learning and practice. Specialist teacher to advise and train key staff on teaching methods as appropriate.</p>

Resources & Intervention Strategies

School CPD for Teaching Staff using Nasen ToolKits/IDP/LA Programmes
 Materials to support reading, writing, organisational and attentional difficulties: e.g. task plans; visual timetables; key points on desk cards, vocab; visual aids, guides to support instructions and maths rules; adapted writing frames with word and sentence support; Clicker 6
 Possible motor skills interventions: LD Motor Skills Programme; Write from the Start, Speed-Up, Clever Fingers, Madeleine Portwood Programmes
 Possible literacy Interventions: Alphabet Arc, 20-20 Reading, Lexia, CatchUp Literacy, FFT, Lifeboats, Beat Dyslexia, Reading Recovery, Read/Write Inc – Fresh Start, Spelling Programme etc.
 Possible Maths interventions: 20-20 Maths, CatchUp Maths, Dynamo Maths, 1st Class Maths, Numicon Closing the Gap, Addacus.
 LA
 Rolling programme of training to LAPS or groups of schools will be available, for details refer to BSO
 Dyslexia Friendly Schools Advice on BSO
 LD Baseline and Toolbox of Ideas on BSO
 QTF Ten Top Tips on BSO
 Motor coordination programme on BSO

As Range 1 provision plus
 Follow any programmes recommended by OT's or Physiotherapists.
 Assistive Technology to support reading and writing difficulties: Text-Help Read/Write Gold, Write Online, Clicker 6, PenFriend, mind-mapping software, iPads.

As Range 2 provision plus
 Resources as recommended by specialist teacher

As range 3 provision plus
 Access to assistive technology must be made available as appropriate to the pupil's needs. e.g. Clicker 6, TextHelp Read/Write, Penfriend, audio recording devices
 Training available on the use of assistive technology

As range 3 provision plus
 Access to assistive technology must be made available as appropriate to the pupil's needs. e.g. Clicker 6, TextHelp Read/Write, Penfriend, audio recording devices
 Training available on the use of assistive technology