

Post 16 Graduated Response within Worcestershire

Understanding the support for young people with
Special Educational Needs and Disability (SEND)
in Post 16 and further education settings



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Part 1 – Introduction

Introduction

Post 16 education covers both formal education and formal training through study programmes and apprenticeships. The Raising of Participation legislation requires young people aged 16 - 18 years to continue their education/training after completing year 11 in school. Statutory guidance on the participation of young people in education, employment or training can be found on the GOV.UK website. The continuation of education/training is required until a young person's 18th birthday.

For young people with an Education Healthcare Plan (EHCP) remaining in education and training can continue up to the age of 25 where there is evidence that programmes of study provide academic stretch and progression and enable young people to achieve the best outcomes in adult life.

The post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector.

The range of available study programs is broad and includes AS/A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning. Providers should be ambitious for young people with SEN and must use their best endeavours so that young people with SEN have access to a wide range of study programs (including short programs) and support at all levels to enable them to achieve good life outcomes.

A greater emphasis in Post 16 education is placed on Preparing for Adulthood. The focus should be on supporting young people so that they can progress and reach positive destination in adult life.



Graduated Response

All young people, regardless of their disability or special educational needs (SEND), are entitled to achieve their best in education. They should all make progress and be supported to do the best they can.

This document tells you about this support, and what anyone can expect to receive if a young person needs more help to reach their full potential. In this document we have used the term parent, but the information also applies if you are a carer or guardian.

It explains how post 16 settings should plan, using the Graduated Response, to support young people with SEND. This approach is detailed in the **SEND Code of Practice 2015** and can be found on page 100.

The Graduated Response is the term used to describe a process of assessing, planning, doing and reviewing that progress is being made.

Purpose of this document

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This document is intended to be used as a tool for post 16 settings and those partner agencies working with them. It is also intended to be an information source for young people, their parents and carers to inform and guide in relation to the education of Young people with Special Educational Needs and Disabilities.

The document provides information on the Assess/Plan/Do and Review steps of the graduated response under the following categories: -

- Person centred approaches to Identify SEND as young people transition from school.
- Guidance to settings about evidencing the operation of the graduated response
- SEND support in College and post 16 settings. A guide of interventions that settings can use to support young people
- Assessing what support is needed at universal targeted and at specialist level.
- Planning the right support
- Putting the provision in place
- Keeping the support under review
- Funding for SEND support -Guidance about financial resources available to support the operation of the Graduated Response.
- Preparing for adulthood?

General principle

It is anticipated that the majority of learners needs will have been identified prior to Post 16 study and the education provider will be able to build on successful interventions already used 0-16 through careful transition planning. However, there may be some learners who:

- Have special educational needs that have not been identified prior to Post 16-study or who self-declare a learning difficulty/disability.
- Experience trauma Post -16 resulting in special educational needs.
- Have chosen Post 16 Study options which need further identification, assessment and intervention in relation to the students' needs in a different learning environment.

- A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people of the same age in colleges and post 16 settings.
- Colleges and post 16 settings should offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN.

What do we mean by Special Educational Needs and Disability

Special Educational Needs or SEN is a term used when a young person finds it more difficult to learn than most young people of the same age.

If a young person has a disability which stops or makes it difficult for them to use the same facilities as others of the same age they also have Special Educational Needs.

The **SEND Code of Practice 2015** gives a legal definition of Special Educational Needs, and the definition can be found at the bottom of page 15.

There is also a **parent carer guide** available and there is an explanation on page 7. An easy read guide for children and young people is also available: <https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people>

Disability – The Equality Act 2010 gives a definition of disability:

A young person has a disability if they have a medical or physical impairment that is substantial and has a long-term effect on their ability to carry out normal day-to-day activities.

A young people with a disability does not necessarily have Special Educational Needs, for example if a he/she uses a wheelchair to help their mobility, it will not necessarily affect their ability to learn.

Areas of Special Educational Need

The support and help a young person requires depends on their needs.

There are four broad areas of need that he/she may have needs across some or all of these areas.

Their needs can change over time.

1. **Communication and Interaction:** Difficulty with speech and language development which means the young person has difficulty saying what they want and understanding others.
2. **Cognition and Learning:** young people have difficulty learning or remembering basic skills. They learn differently from others and may have difficulty with literacy or numeracy or learn at a slower pace.
3. **Social, Emotional and Mental Health:** Difficulty with managing their emotions and/or social interaction and may be experiencing mental health problems. They may have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult.
4. **Sensory and Physical:** young people with visual or hearing impairments or who have physical difficulties which affect their learning.

If a young person needs more support, who should be involved?

In College and post 16 settings this would be the parents and, where appropriate, the young person themselves. If a young person or their parent carer thinks more support is needed the first person they should talk to is the learning mentor or the SEND Inclusion Lead.

The SEND Inclusion Lead is the person responsible in college and post 16 settings for helping to make sure that the needs of young people with SEND are met. They aren't responsible for teaching them, but for giving advice and support. They will be able to say what support is already in place and talk through what should happen next.

All Colleges and post 16 settings must publish a SEND Information Report on their website, and this will explain what they do to support children and young people with Special Educational Needs.

If you still have concerns and would like to talk to someone who is independent you can contact Worcestershire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) who are there to help and support families.

Telephone: **01905 768153**

Email: sendiass@worcestershire.gov.uk



Equality Act 2010

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FE colleges, sixth form colleges, 16-19 academies and independent special educational settings approved under Section 41 of the Children and Families Act 2014 have duties under the Equality Act 2010. In particular, they must not discriminate against, harass or victimise disabled young people and they must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage.

Part 2 - What are Person Centred Approaches?

Person Centred Approaches are about discovering and acting on what is important to the person, what is important for them and finding the balance between them. It is a process of continual listening and learning, focusing on what is important to someone now and in their future, and acting on this. The listening is used to understand the person’s capacities and choices. Person Centred Approaches from a basis for problem solving and negotiation to mobilise the necessary resources to pursue a person’s aspirations. These resources may be obtained from someone’s own network, service providers offer non-specialist, non-service sources (Department of Health 2001).

The principles of Person Centred Practice are fundamental to the use of person centred tools. These principles are about listening, sharing power, responsive action and connecting with citizenship. In writing about these principles¹ suggest they are written with an implicit hierarchy and that each principle underpins and interconnects with the others. As an example, they suggest it is not possible to share professional power effectively without listening to what is important to a person first.



Each of these four principles is described below:

Listening

Listening in Person Centred Planning and approaches involves earnest attention and intention. Attention to body language, words, meaning, inspirations and aspirations. There is an intention to understand, to know, to connect with, to make possible, to be alongside and to support a person. Listening with intention and attention is important to create conditions that give voice to those who are at risk of or have been silenced or ignored.

Listening in Person Centred Practice involves listening both to what is important to someone and what is important for them.

1 Thompson et al 2008 - Planning and implementing a systems-based patient safety curriculum in medical education

Sharing power

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Person centred planning supports self-determination by offering ways to listen to what is important and to act upon these things. Person Centred Approaches challenges power balances between people with learning disabilities and professionals. In the past the power to know what a person needs was located with professionals who then figured out how to meet this professionally identified need using service structures. Person Centred Approaches focus on working with people and not doing things to them.

Responsive action

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Listening alone is insufficient if there is not a sense of a clear intention of acting on what is heard. Responsive action involves being clear about what we are responsible for in our professional roles with people and what is outside our sphere of influence or none of our business. In the exchange model there is a core assumption that the person is the expert on their own life problems, and a professional expertise lies in helping to create a shared understanding of the person in the situation, to go shaking, problem-solving and co-designing solutions.

Connected with citizenship

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Person centred planning, thinking and practice should make a significant contribution to the journey towards citizenship for individuals. Person centred planning is granted in beliefs and actions which serve to shift political location of people with learning disabilities from needy recipients to equal citizens.

Duffy² proposed six keys that collectively enable the achievement of full citizenship

1. self-determination - the authority to control our own lives
2. money - to live in control our own life
3. direction - plan or an idea of what we want to achieve
4. home - a place that is our own base and a base for life
5. support- help to do things that we need help to achieve
6. community life and active engagement in the life of the community and the development of our own network of relationships.

The 2015 SEND Code of Practice sees these principles underpinning the new approach to SEND and highlights how the assessment and planning process should:-

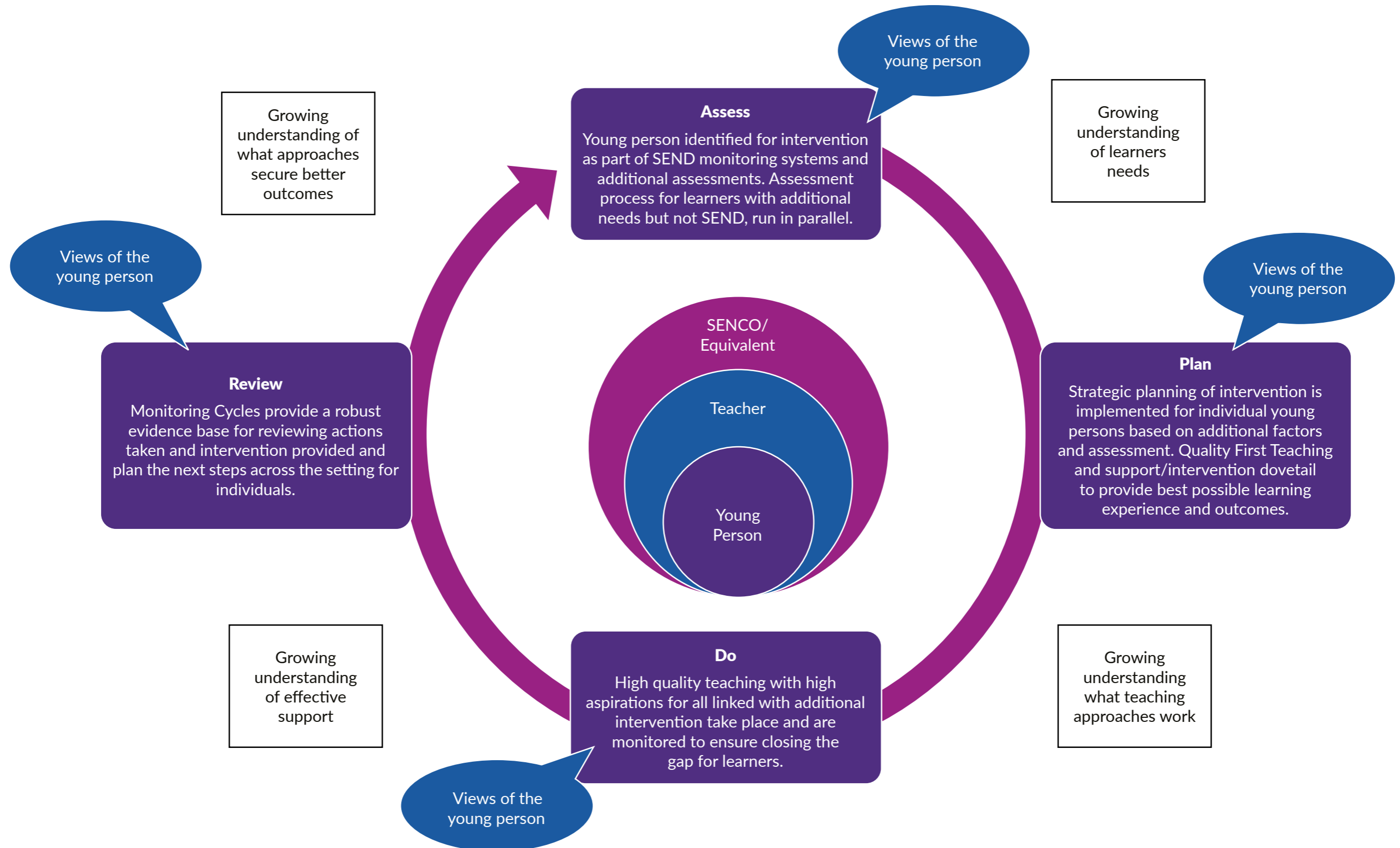
- focus on the young person as an individual
- enable young people and their parents to express their views, wishes and feelings
- enable young people and their parents to be part of the decision-making process
- the ease of young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the young person's strengths and capabilities
- enable the young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor to support the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes focused and coordinated plan to the young person and their parents

Part 3 - A graduated approach to 'assess, plan, do, review' for individual learner level

The Graduated Approach for Post-16

Where a student has a learning difficulty or disability that calls for special educational provision, the post 16 setting must discuss with students the type of appropriate support to put in place for them.

Colleges/Post 16 Settings should take the "Assess, Plan, Do Review" cyclical approach to assessing need, planning and providing support. They should adopt a person-centered approach.



Assess

Individual young person identified for additional intervention, as part of SEND whole educational setting/ college and setting monitoring systems and additional assessments. Systems for learners with additional needs, but not SEND run parallel.

Actions:

- Gather learners ideas, successes, areas and ways to help;
- Collation of information from other agencies including health, social care might be contributory factors;
- Carry out relevant additional diagnostic assessments
- Consider feedback from assessment for learning;
- Use Early Help assessments if social, emotional, family aspects are a factor;
- Support/Learning Plan / Individual Plan formulated building on all information gathered;

Plan

Strategic planning of intervention is implemented for young person based on additional factors and assessment. Quality First Teaching, targeted support/ individualised intervention dovetail to provide the best possible learning experiences and outcomes.

Actions:

- Support plan written reflecting all learner needs, setting outcomes against interventions. The support plan may gather together other plans such as a pastoral support plan, personalisation of learning;
- A consistent approach is developed for the young person by all teachers and support staff;
- Outcomes for intervention are set with the young person;
- Professional development may be planned for individual staff to update skills and knowledge e.g.: how to set up a 'circle of friends';
- SENCO/Inclusion Leader should have input to programmes and schemes of work / One Page Profile for groups and individual support activities;
- Staff meet with the young person and parent carers and
- Resource costs calculated: including financial costs, time commitment, of staff, external services.

Do

High quality teaching with high aspirations for all is linked with additional interventions for individual learners to 'close the gap'.

Actions:

- Quality First Teaching (QFT) links with booster lessons and in addition to/different from targeted support and individualised intervention;
- Teachers and staff use strategies and approaches as part of Quality First Teaching;
- Additional targeted support and individualised intervention dovetails with QFT;
- timeframes set for targeted support/ interventions;
- Teacher planning activities links to support/ intervention with learning in class to ensure continuity and overlearning, and applying of skills;
- Support staff understand their part in supporting learning and in completion of tasks;
- Links with other agencies are maintained if appropriate;
- SENCO/Inclusion Leader seeks advice from agencies as and when necessary.

Review

Monitoring cycles provide a robust evidence base for reviewing actions and interventions to plan the next steps across the college for the young person.

Actions:

- Gather monitoring evidence from setting systems;
- Learner has personalised progress meetings e.g. 2 weekly, 4 weekly, half-termly, termly depending on setting policy and practice;
- Structured conversations with parent carers incorporate their reflections, wishes and ideas;
- Learners reflections, wishes and ideas reviewed alongside other information;
- All evidence helps to revisit, refine, refresh, revise what has worked well, what needs to continue and what needs to change.

Part 4 - SEND Support

All mainstream colleges and post 16 settings are provided with resources to support students with additional needs, including young people with SEN and disabilities. Educational setting and academy sixth forms, sixth form colleges, further education colleges and 16-19 academies receive an allocation based on a national funding formula for their core provision.

This funding is not ring-fenced and is included in their main allocation in a 'single line' budget. Colleges and post 16 settings are expected to provide appropriate, high quality SEND support using all available resources. All settings have to find the first £6000 of additional support costs before applying to the local authority for possible extra funding. Additional funding is limited to a specific number of learners e.g 100 learners.

Colleges and other post-16 providers have their own arrangements in place for meeting the needs of young people with SEND, but a range of provision should be available at an appropriate level to meet the young person's needs.

This includes:

- a setting must do its best to put appropriate support in place (SEND Code of Practice: 0 to 25 years, 2014)
- young people should be supported to participate in discussions about their aspirations, their needs and the support that they think will help them best
- support should be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community
- support should be evidence based
- colleges and post 16 settings should be aware of effective practice in the sector and elsewhere, and personalise it for the individual
- they should keep the needs of the students with SEND under regular review
- for many learners, their needs will be met out of the institution's own SEND Support, as part of its approach to meeting those needs. Details should be published on college websites. For those with more complex needs, provision will be set out in
- an Educational and Health Care Plan

It is only when this has taken place and it is apparent that the student needs a level of support in excess of that which is Ordinarily Available that the Post 16 provider can either request from the Local Authority an EHC Needs Assessment submitting evidence showing evidence through the Assess, Plan, Do Review" cycle.

PART 5 IDENTIFICATION OF NEED, INTERVENTION AND REVIEW

Quick Reference Table Area of Need

- Post-16 Education Providers
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and or Physical Needs
 - » Physical and Medical
 - » Hearing Impairment
 - » Visual Impairment

In determining individual learner support the following tables set out guidance about the provision reasonably be made by Post 16 providers to meet the spectrum of learners needs.

Post-16 Education Providers

	Universal	Targeted	Specialist
Employment and/or higher education	<p>All students access suitable study programmes. They should not be repeating learning that they have already completed successfully.</p> <p>Educational settings and Colleges are expected to design and deliver study programmes which enable students to progress to a higher level of study than their prior attainment, take rigorous, substantial qualifications, study English and Maths, and where appropriate work towards a qualification in these subjects. Students should also participate in meaningful work related activities and non accredited activities.</p> <p>All students access information, advice and guidance from a range of providers to support and enable them to go on to achieve successful long term outcomes in: employment and/or higher education: independent living: good health and participating in the community.</p> <p>All students are supported to make the transition to life beyond education and or training.</p>	<p>Some students access courses which are designed to provide pathways to employment and have a clear focus on preparing students with SEND for work.</p> <p>In addition to universal assessment and planning approaches, some students will require the Post-16 setting to gather the student views about their difficulty and the support approaches to be put in place.</p> <p>Students may access entry level or level 1 or 2 courses in response to a student's changing needs.</p> <p>A student might access support from a job coach or engage in a supported internship opportunity.</p> <p>These students will require a graduated approach which draws on increasingly detailed interventions and support approaches, and appropriate specialist expertise, in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs.</p>	<p>A few students' access individual learning pathways via personalised approaches and specific interventions.</p> <p>In addition to universal and targeted assessment these students may require an Education Health Care Plan (EHC Plan).</p>

	Universal	Targeted	Specialist
Independent living	All students have access to support and information enabling them to have choice and to make informed decisions about their lives.	Some students access courses which are designed to provide opportunities and pathways to facilitate independent living. They have a clear focus on preparing students with SEND for independent living. It is likely courses offered at entry level. These students will require: individually differentiated approaches, interventions and support.	A few students' access individual learning pathways via personalised approaches and specific interventions. These students may require an EHC Plan.
Good health	All students have access to sports/ leisure and recreational activities and information enabling them have choice and to make informed decisions about being as healthy as possible in adult life. This is also likely to support wider independence, community inclusion and participation. All students are supported by appropriate Health and Safety/ risk assessments policies. All students supported by effective internal communication between staff and departments. All students supported by effective internal communication between staff and departments. All students up to the age of 19 will be able to access the School Nursing Service.	Some students have access to appropriately differentiated and supported sports/ leisure activities and information enabling them have choice and to make informed decisions about being as healthy as possible in adult life. Some students have advice from health professionals. Some students have risk assessments enabling them to participate safely in sports/ leisure activities. Some of these activities might be targeted to a specific user group, for example an Autism social group.	A few students' access individual learning pathways via personalised approaches and specific interventions. These students may require an EHC Plan.
Participating in the community	All students can access information and opportunities to contribute to and participate in community activities. These opportunities support communities and promote greater inclusion and participation for individuals accessing those activities. Such participation may also support greater independence and good health.	Some students have access to appropriately differentiated information and opportunities to contribute to and participate in community activities. Some students have advice from health professionals. Some students have risk assessments enabling them to participate safely in community activities. Some students may access targeted activities to support greater community participation and inclusion.	A few students access individual learning pathways via personalised approaches and specific interventions. These students may require an EHC Plan.

Communication and Interaction Needs

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students need to be able to understand and use language effectively to access the curriculum and communicate with others. Student's linguistic competence supports their learning as well as their communication skills.</p> <p>Many students have difficulty in understanding others and in expressing themselves. They may have difficulty with fluency of speech in forming sounds and words and in expressing their thoughts and ideas clearly.</p> <p>Students may have difficulty with social interaction. They may have difficulties with attention and listening, social understanding and lack flexibility in thought and behaviour.</p> <p>Difficulties with communication and interaction may mean that students need some short term support but it should not be assumed that they have special educational needs.</p>	<p>Some student's communication and interaction difficulties cannot be met by universal approaches over a sustained period of time.</p> <p>Their difficulties may interfere with their ability to access the curriculum. They may also impact on their emotional and mental health.</p> <p>Students with these difficulties may have a medical diagnosis such as Autism or Asperger's Syndrome.</p> <p>These students will require a graduated approach which draws on increasingly detailed interventions and support approaches, and appropriate specialist expertise, in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs.</p>	<p>A few students' difficulties are severe and longstanding and have not responded to focussed and well founded interventions over a period of time.</p> <p>The severity of their difficulties may have a considerable impact on their ability to access the curriculum.</p> <p>The range of difficulties these students are experiencing may be impacting on their emotional and mental health.</p> <p>These students will require a graduated approach which draws on very detailed interventions and support approaches and specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. These students may require an EHC Plan.</p>

Assessment and Planning

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students require:</p> <ul style="list-style-type: none"> ■ Systems to be in place for staff to routinely seek student's views about their strengths and difficulties and any concerns. ■ Systems to be in place for staff to regularly seek the views of students about student's communication and interaction skills. ■ Appropriate arrangements to be in place for assessment of the learning environment and the impact on student's communication and interaction which are reviewed at least annually. ■ Routine assessment of their progress with speaking and listening skills. ■ Subject and pastoral teachers who take account of access strategies and teaching styles when planning. 	<p>In addition to universal assessment and planning approaches, some students will require:</p> <ul style="list-style-type: none"> ■ The setting to gather the student's views about their difficulty and the support approaches to be put in place (e.g. through the use of My Profile). ■ The setting to raise and discuss concerns with the students and involve them ■ in planning support approaches (e.g. through the use of My Profile). ■ Liaison and consultation with external professionals and support services where appropriate. ■ Non-educational professionals may also be involved in assessment and planning. ■ The SEND Lead contacts other professionals working with student outside the learning environment (with student permission) as part of the assessment. ■ Where appropriate external services contribute via consultation or specialist assessment, leading to more specifically focussed plan. ■ Both qualitative and quantitative measures may be used as a baseline from which progress can be judged. ■ Measures should also be made of the impact of the student's difficulties on their ability to access the curriculum. ■ Student in consultation with the SEND lead establish a clear analysis of their needs. ■ Consideration of their response to previous interventions. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets (e.g. IEPs). <p>For some students a coordinated, holistic multi-agency plan will be required (e.g. My Plan+) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other support groups.</p> <p>Assessment suggests that difficulties in student's communication and interaction mean they require additional and different provision.</p>	<p>In addition to universal and targeted assessment and planning approaches a few students will also require:</p> <ul style="list-style-type: none"> ■ The setting to gather the individual student's views about the difficulty and support approaches to be put in place. ■ The setting to raise and discuss concerns with the students and involve them ■ in planning support approaches (e.g. through the use of My Profile). This may include talking with the student's parent or carers where the student does not have capacity. ■ External services to contribute, via consultation or specialist assessment, to a more specifically focussed plan. ■ Where a student does not have capacity, very close liaison with the home may be needed, so that the learning environment is aware of changes in home circumstances that may impact on student. ■ The appropriate non-educational professionals are also involved in assessment and planning. ■ Rigorous qualitative and quantitative measures should be used as a baseline from which progress can be judged. ■ Measures to be made of the impact of the student's difficulties on their ability to access the curriculum. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets <p>For some students a co-ordinated multi agency plan will be essential(e.g. My Plan+) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other community and voluntary groups.</p> <p>These students may require a statutory assessment of their special educational needs which may lead to an EHC plan.</p>

Intervention and Support

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students will require access to the following Intervention and Support approaches:</p> <ul style="list-style-type: none"> ■ Guidance to ensure that students are enrolled on the appropriate course suited to their needs and aspirations ■ Curriculum differentiated appropriately to take account of individual needs. ■ Staff set personalised learning targets for all students. ■ An environment that takes account of their communication and interaction needs. ■ Curriculum access facilitated by modification of task presentation. Transition between tasks and specific use of visual communication systems (e.g. visual timetable, visual agenda, Now and Then boards). ■ Flexible use of staffing and resources to support access to learning and teaching. Positive self esteem maintained through developing areas of strength. ■ Staff appropriately prepare students for routine changes (e.g. change in lessons, change in activity, change in teaching staff). ■ Leisure, sports and community activities which can provide opportunities to reinforce student's strengths and for social communication in an informal setting. ■ Staff model appropriate social behavior and interaction. ■ Appropriate use of visual prompts, to show what behaviour and actions are expected. ■ Additional adult support is used to support group work in learning situations. Reduce anxiety through adapting and structuring the learning and social environment as appropriate. 	<p>Some students may require the following additional intervention and support approaches:</p> <ul style="list-style-type: none"> ■ Adult support used to prepare specific resources including use of appropriate ICT programmes to support language and communication. ■ Some adult monitoring/support to promote social skills and interactions with peers. ■ Teaching of specific social interaction skills and social use of language with opportunities to generalise the skills used on a daily basis through individual and small group work. ■ Liaison to ensure reinforcement of strategies and the generalisation of skills to living situation. ■ Approaches (e.g. Circle of Friends, buddying systems) to develop peer support. ■ Verbal explanations require simplification with visual and/or experiential and/or concrete support. ■ Reduce anxiety through frequently adapting and structuring the learning and social environment as appropriate. ■ Adaptations are made to include use of key wording and pre-tutoring to introduce, teach and reinforce specific vocabulary and concepts, including specific subject vocabulary. ■ A structured language intervention which may be devised in consultation with external professionals with support to generalise skills taught. ■ Clear, simple and positive instructions with visual support if necessary e.g. visual timetable. ■ Simplification and repetition of instructions, use of gesture and symbols required for effective teaching and learning. ■ Language is given priority in planning to facilitate effective curriculum access. 	<p>In addition to the Intervention and Support approaches put in place at the targeted level these students may require a very highly modified learning environment to meet their individual needs.</p> <p>A high level of adult support may be required to provide:</p> <ul style="list-style-type: none"> ■ A highly structured and personalised teaching environment. ■ A high level of care and supervision. ■ A consistent approach to multi-sensory communication. ■ Individual programmes used to manage emotional and behavioural needs throughout the educational day. ■ Staff trained and skilled in responding to very challenging behaviours. ■ A secure, structured and safe learning environment.

Universal – all young people	Targeted – some young people	Specialist – few young people
<ul style="list-style-type: none"> ■ Teaching strategies take into account difficulties with social understanding and the generalisation of skills. ■ Curriculum delivery modified to accommodate reluctance to accept adult direction. ■ Use of a structured approach for tasks and activities with a clear beginning middle and end. ■ Whole staff awareness of the implications of communication and interaction difficulties. ■ Appropriate differentiation of spoken and written language, activities and materials in class. 	<ul style="list-style-type: none"> ■ Significant differentiation of spoken and written language, activities and materials in class including use of ICT and assistive technology. ■ Educational staff use augmentative and/or alternative means of communication, (e.g. use of symbols and visual prompts). ■ Approaches to build understanding of abstract and figurative language. ■ Small group work outside the learning environment to address specific language, social communication and listening skills targets as appropriate. ■ Student may require withdrawal from the classroom to a sanctuary at times of stress. ■ Teaching strategies which take into account specific difficulties with social understanding and the generalisation of skills. ■ Some additional adult support may be provided at unstructured times (e.g. break-times). ■ Modifications to the teaching environment to take account of sensory sensitivities. ■ Visual approaches to develop social understanding including comic strip conversations and social stories. ■ Adaptation of tasks to take account of preferred learning style e.g. planned strategies to ensure co-operation in less preferred areas of curriculum. ■ Some individual work to address specific targets, if appropriate. ■ Targeted small group work within learning environment to support specific aspects of the curriculum. <p>Interventions implemented should be well- founded evidence based interventions.</p> <p>A cycle of intervention should always last a minimum of one new term and more frequently two.</p> <p>Additional adult support may be required at an individual level or within a small group to implement support strategies and approaches.</p>	

Evaluating Progress and Reviewing

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Through regular reviews of student's progress in consultation with the student and parents.</p>	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>The student's views should always be sought as part of the review process. Records of steps taken to meet the needs of individual young people should be kept and made available as needed.</p> <p>Where appropriate reviews should involve any external professionals involved with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need special educational provision and needs will be met from universal approaches. ■ Continue to need special educational provision as needs cannot be met from universal approaches. ■ Need more intensive special educational provision. 	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the child's progress.</p> <p>The student's views should always be sought as part of the review process. Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches. ■ Continue to need intensive special educational provision as needs cannot be met from targeted approaches. ■ Need more intensive special educational provision.

Cognition and Learning Needs

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Student may show a slower rate of progress in some areas of their learning than their peers.</p> <p>This may be a short term difficulty that requires brief support but it should not be assumed that they have special educational needs.</p>	<p>Some student’s learning difficulties cannot be met by universal approaches over a sustained period of time.</p> <p>These students may have more difficulties than their peers with understanding, thinking, and problem solving, retaining information, concepts and skills and communicating.</p> <p>They may have general learning difficulties in acquiring and retaining a broad range of skills and concepts or they may have more specific learning difficulties (e.g. difficulties with maths or with literacy). There may be associated social and emotional difficulties and mental health concerns.</p> <p>These students will require a graduated approach which draws on increasingly detailed interventions and support approaches, and appropriate specialist expertise, in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs.</p>	<p>A few students’ difficulties may range from moderate through to severe, complex and profound difficulties.</p> <p>These students’ difficulties have not responded to targeted support approaches over a sustained period of time, or have been newly identified Post-16.</p> <p>Their difficulties are likely to impact on all areas of the curriculum.</p> <p>They may also have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self- help skills. Students with severe learning difficulties are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment.</p> <p>These students will require a graduated approach which draws on very detailed interventions and support approaches and specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. These students may require an EHC Plan.</p>

Assessment and Planning

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students require:</p> <ul style="list-style-type: none"> ■ Systems in place for staff to routinely seek student's views about their progress with learning. ■ Systems in place for staff to regularly seek students' views about their progress with learning. ■ A target setting, tracking and review process. ■ Appropriate arrangements for assessment of the learning environment, which are reviewed at least annually. ■ Systems of self-assessment which are used to inform personalised learning targets. ■ Encouragement to evaluate their own performance. 	<p>In addition to universal assessment and planning approaches, some students will require:</p> <ul style="list-style-type: none"> ■ The setting to gather student's views about their difficulty and the support/ approaches to be put in place (e.g. through the use of My Profile). ■ Some students may wish to self declare learning needs previously hidden in primary and/or secondary education; despite intervention other students may not achieve GCSE/BTEC or alternative qualifications/A-G grades owing to SEND and wish to access support/alternative learning approaches for Post-16 study. ■ The setting to raise and discuss concerns with the student and involve them in planning support approaches (e.g. through the use of My Profile). ■ Both qualitative and quantitative measures used as a baseline from which progress can be judged. Continuous assessment, and curriculum assessment, supplemented by standardised/diagnostic tests where relevant. ■ Consideration of their development in comparison to peers and their response to previous interventions. ■ The teacher in consultation with the SEND Lead and student establish and share clear analysis of the student's needs. ■ Liaison and consultation with external professionals and support services, where appropriate, which leads to a more specifically focussed intervention plan. Non-educational professionals may also be involved in assessment and planning. ■ The SEND Lead to contact other professionals working with the student outside educational setting (with student's permission) as part of the assessment. ■ Assessment suggests that the students cognition and learning difficulties mean they require additional and different provision. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets (e.g. IEPs). For some students a co-ordinated, holistic multi agency plan will be required (e.g. My Plan+) which may involve Social Workers, Family Support Workers, (CYPS) and other support groups. 	<p>In addition to universal and targeted assessment and planning approaches a few students will also require:</p> <ul style="list-style-type: none"> ■ Access to external services (e.g. Educational Psychologist, Advisory Teacher) who contribute via consultation or specialist assessment, which leads to a more specifically focussed plan. ■ Very close links with the home setting, so that professionals are aware of changes in home circumstances that may impact on learning. ■ Non-educational professionals are involved in assessment and planning. ■ Measures of the impact of the student's difficulties on their ability to access the curriculum. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets (e.g. individual learning targets). <p>For some students a co-ordinated multi- agency plan will be essential (e.g. My Plan+) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other community and charity groups.</p> <p>These students may require a statutory assessment of their special educational needs which may lead to an EHC plan.</p>

Intervention and Support

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students will require access to the following Intervention and Support approaches:</p> <ul style="list-style-type: none"> ■ An appropriately differentiated curriculum to take account of individual needs. ■ Learning environment modified to take account of learning needs. ■ Use of peer support systems across the learning environment (e.g. peer mediators and buddy systems). ■ Sensitive groupings and seating arrangements which are used to facilitate learning. This may include planned collaborative/ group work. ■ Focussed small group support for literacy and/or numeracy/ coursework. ■ Out of hours learning opportunities (e.g. lunchtime clubs, student support, ICT etc.). ■ Special arrangements in place for testing and assessments when required. ■ Peer and adult support on ad hoc basis, or limited targeted adult support which may include use of support staff and adult volunteers. ■ Teaching students thinking skills and helping them to become aware of their own learning processes. ■ Appropriate celebration of the students' strengths and achievements so that self esteem is maintained and enhanced. ■ Careful consideration given to the use of language in the learning environment ■ and strategies to promote the learning of vocabulary. 	<p>Some students may require the following additional intervention and support approaches:</p> <p>There should be appropriate modifications to the classroom and whole educational environment.</p> <p>Additional adult support may be required at an individual level or within a small group to provide a range of interventions and support approaches.</p> <p>Individual arrangements made for seating and groupings to meet individual needs. Close links with home are maintained, so that the learning environment is aware of any changes in home circumstances that may impact on learning.</p> <p>Student involvement in teaching programme clearly defined.</p> <p>Considering carefully the students learning styles and ensuring that this is reflected in the styles of teaching (e.g. use of multi-sensory teaching strategies).</p> <ul style="list-style-type: none"> ■ Flexible grouping strategies, including ones where the student can work with more able peers. ■ Increasing differentiation of activities and materials (e.g. readability and access to text considered). ■ Arrangements made for pre-tutoring new skills and concepts before the lesson. ■ Staff trained in working with students with specific needs. ■ Staff skilled in breaking down skills into finely detailed steps. ■ Delivering instructions in short chunks and checking for understanding, giving the student time to process language and respond. ■ Where appropriate explicit teaching of study skills, collaborative learning approaches, listening skills, strategies for coursework, etc. 	<p>In addition to the Intervention and Support approaches put in place at the targeted level these students may require a very highly modified learning environment to meet their individual needs.</p> <p>A high level of adult support may be required to provide:</p> <ul style="list-style-type: none"> ■ A highly structured and individualised learning programme. ■ A high level of care and supervision. Individual programmes used to support learning throughout the learning day. ■ A secure, structured and safe learning environment.

Universal – all young people	Targeted – some young people	Specialist – few young people
	<ul style="list-style-type: none"> ■ Individual and/or small group support to implement highly structured personalised reading and/or spelling programmes. ■ Individual and/or small group support to implement highly structured personalised numeracy programmes. ■ Use of approaches which involve student in explicit monitoring and feedback about progress. ■ Access to ICT and to specialist equipment and materials as necessary. Opportunities for over-learning and repetition. ■ Help in understanding ideas concepts and experiences when information cannot be gained through first hand sensory or physical experiences. ■ Help to connect and generalise concepts. Providing for alternative means of access to tasks involving reading, recording and writing. ■ Increasingly individualised curriculum delivery linking course content and learning objectives appropriate to the student. ■ Interventions should be well-founded evidence based interventions. ■ A cycle of intervention should always last a minimum of one new term and more frequently two. 	

Evaluating Progress and Reviewing

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Through regular reviews of student's progress in consultation with student. Using person-centred practices and an approach to reviewing progress and achievement will enable the student to have an opportunity to present their views and have choice.</p>	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Where appropriate reviews should involve any external involved with the child.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need special educational provision and needs will be met from universal approaches. ■ Continue to need special educational provision as needs cannot be met from universal approaches. ■ Need more intensive special educational provision. 	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches. ■ Continue to need intensive special educational provision as needs cannot be met from targeted approaches. ■ Need more intensive special educational provision.

Social, Mental and Emotional Health Needs

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Student may periodically display emotional, social and behavioural difficulties and some students may have a short term mental health difficulty.</p> <p>These difficulties may be the result of other underlying difficulties and circumstances such as a loss or bereavement.</p> <p>This may mean they need some short term support but it should not be assumed that they have special educational needs.</p> <p>All students up to the age of 18 years will be able to access the School Nursing Service. This can be as a one-to-one meeting to discuss their concerns regarding their social, mental and emotional health.</p>	<p>Some student’s emotional, social and mental health difficulties cannot be met by universal whole setting or class approaches over a sustained period of time.</p> <p>These difficulties may be displayed through withdrawn or isolated behaviours or through challenging, disruptive or disturbing behaviours.</p> <p>The behaviour may be disrupting the students progress with learning or the learning and safety of others.</p> <p>These students will require a graduated approach which draws on increasingly detailed interventions and support approaches and appropriate specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs.</p>	<p>Relatively few student’s difficulties are severe and longstanding and not a short term response to stress or traumatic events such as bereavement or family breakdown.</p> <p>They may over a sustained period of time:</p> <ul style="list-style-type: none"> ■ Display extremely withdrawn, self-harming or anxious behaviours. ■ Present a serious threat to their own or others safety. ■ Display particularly challenging, uncooperative, destructive and disruptive behaviours. ■ Respond to peers and adults with significant physical and verbal aggression or sexually inappropriate behaviour. ■ Have difficulty engaging with activities set by adults. <p>These students will require a graduated approach which draws on very detailed interventions and support approaches and specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. These students may require an EHC Plan.</p>

Assessment and Planning

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students require:</p> <ul style="list-style-type: none"> ■ Systems to be in place for staff to routinely seek information about student's emotional and social concerns. ■ Systems to be in place for staff to regularly seek the views of students about their social and emotional well-being. ■ Appropriate arrangements for assessment of the learning environment which are reviewed at least annually. ■ A behaviour policy which sets out the way the learning environment promotes positive behaviour. ■ Whole staff awareness of the implications of emotional, social and mental health difficulties. ■ Appropriate policies which set out the learning environments approach to pastoral support and developing the emotional well being of students, (e.g. Citizenship programmes, anti- bullying approaches, opportunities for volunteering). ■ A whole setting approach to be in place to develop behaviour for learning. ■ Health and safety and risk assessment policies to be in place and appropriate risk assessments to be completed. 	<p>In addition to universal assessment and planning approaches, some student will require:</p> <ul style="list-style-type: none"> ■ The setting to gather the student's views about their difficulty and the support approaches to be put in place (e.g. through the use of My Profile). ■ The setting to raise and discuss concerns with the student and involve them in planning support approaches (e.g. through the use of My Profile). ■ Student in consultation with the SEND Lead has established a clear analysis of their needs. ■ Consideration of individual student's development in comparison to peers and their response to previous interventions. Liaison and consultation with external ■ professionals and support services where appropriate ■ Close links with home, so the learning environment is aware of changes in home circumstances that may impact on the students well-being. ■ The SEND Lead contacts other professionals working with student outside learning environment (with student's permission) as part of the assessment. ■ Both qualitative and quantitative measures may be used as a baseline from which progress can be judged. ■ Measures should also be made of the impact of the student's difficulties on their ability to access the curriculum. ■ Non-educational professionals (e.g. CYPS, Social Services) may also be involved in assessment and planning. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets (e.g. IEPs). ■ Where appropriate external services contribute via consultation or specialist assessment, leading to more specifically focussed plan. <p>For some students a coordinated, holistic multi agency plan will be required (e.g. My Plan+) which may involve Social Workers, Family Support Workers, Child and Young People's Service (CYPS) and other support groups.</p> <p>Assessment suggests that difficulties in students emotional and social development or mental health problems mean they require additional and different provision.</p>	<p>In addition to universal and targeted assessment and planning approaches a few student will also require:</p> <ul style="list-style-type: none"> ■ External services contribute via consultation or specialist assessment, leading to a more specifically focussed plan. ■ Close home-setting links, so learning setting is aware of changes in home circumstances that may impact on behaviour. ■ Non-educational professionals may also be involved in assessment and planning. ■ Rigorous qualitative and quantitative measures should be used as a baseline from which progress can be judged. ■ Measures should also be made of the impact of the student's difficulties on their ability to access the curriculum. <p>For some students a co-ordinated multi agency plan will be essential (e.g. My Plan +) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other community and charity groups.</p> <p>These students may require a statutory assessment of their special educational needs which may lead to an EHC plan.</p>

Intervention and Support

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students will require access to the following Intervention and Support approaches:</p> <ul style="list-style-type: none"> ■ Curriculum differentiated appropriately to take account of individual needs. ■ Staff set personalised learning targets for all students. ■ Learning environment modified to take account of social and emotional needs. Consistent behaviour management by all staff including regular reinforcement of <ul style="list-style-type: none"> ■ positive behaviours. ■ Appropriate differentiation of the curriculum to ensure that students are motivated to learn and to minimise emotional, social and behavioural difficulties. ■ Learning environment approaches to develop social and emotional well being (e.g. use of Circle Time, use of SEAL resources). ■ Use of peer support systems across the learning environment (e.g. peer mediators and buddy systems). 	<p>Some students may require the following additional intervention and support approaches.</p> <p>Further modifications to the learning environment to take account of individual needs.</p> <p>Attention paid to seating arrangements which facilitate appropriate social contact, access to materials etc.</p> <p>Support through flexible grouping strategies.</p> <p>Additional adult support may be required at an individual or within a small group.</p> <p>Support to develop social skills and emotional awareness may include:</p> <ul style="list-style-type: none"> ■ Some 1:1 or small group work at times of need. ■ Structured activities to develop specific social skills in a small group. <p>Break and/or lunchtime support to engage in supported activities with peers A small group support programme Support to develop ability to complete focus may include:</p> <ul style="list-style-type: none"> ■ Provision of a distraction free work area on the edge of a group. ■ Activities which are broken into small achievable tasks. ■ Activity breaks within tasks. ■ Timed activities with the use of visual prompts and reminders. <p>Support to develop ability to co-operate with their education provider and adult expectations may include:</p> <ul style="list-style-type: none"> ■ A clear and consistently applied hierarchy of rewards and sanctions. ■ Additional social and learning opportunities (sports clubs, lunchtime clubs, opportunities to volunteer in community projects etc.) provided where possible. ■ Planned 1:1 or small group work where strategies for managing anger or conflict can be discussed and role played. 	<p>In addition to the Intervention and Support approaches put in place at the targeted level these students may require:</p> <ul style="list-style-type: none"> ■ Access to a more intensely focussed and a greater range of appropriate well- founded evidence based interventions. ■ A highly modified learning environment to meet the needs of the individual student. <p>A high level of adult support may be required to provide:</p> <ul style="list-style-type: none"> ■ A highly structured Individual Behaviour Plan. ■ Risk assessments which are regularly reviewed ■ A high level of care and supervision. Individual programmes used to develop social and emotional skills throughout the day. ■ Staff trained and skilled in supporting student with exceptionally challenging behaviour. ■ A secure, structured and safe learning environment.

Universal – all young people	Targeted – some young people	Specialist – few young people
	<ul style="list-style-type: none"> ■ Student may attend an in-house support centre either full time, during periods of stress, or on the basis of withdrawal from learning environments which trigger stress ■ Home-Setting behaviour communication system in place. ■ Consistent approaches in place to manage behaviour by all staff. ■ Support to develop emotional security and sense of belonging. ■ Placement in a nurture group. ■ Small group support activities such as Circle of Friends. ■ A weekly small group support programme to develop social skills including skills in recognising and managing emotions. <p>Interventions should be well-founded evidence based interventions.</p> <p>A cycle of intervention should always last a minimum of six weeks and more frequently 10-12 weeks.</p>	

Evaluating Progress and Reviewing

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Through regular reviews of student's progress in consultation with the student. Using person-centred practices and an approach to reviewing progress and achievement will enable the student to have an opportunity to present their views and have choice.</p>	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Where appropriate reviews should involve any external professionals involved with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need special educational provision and needs will be met from universal approaches. ■ Continue to need special educational provision as needs cannot be met from universal approaches. ■ Need more intensive special educational provision. 	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches. ■ Continue to need intensive special educational provision as needs cannot be met from targeted approaches. ■ Need more intensive special educational provision.

Multisensory Impairment/Deaf blindness

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Some students may have multisensory impairment (combined hearing and vision impairments identified by medical practitioners).</p> <p>Multisensory Impairment can impact on a student's communication, access to learning and mobility.</p> <p>Some student's multisensory needs will be met by universal approaches. This may mean that the student will need support for their hearing and vision needs e.g. hearing aids, enlarged texts, different background colours.</p> <p>Some students have some degree of combined hearing and vision impairment (identified by medical practitioners). The hearing impairment may be temporary or permanent. Their visual impairments may range from relatively minor visual conditions to sight impaired.</p> <p>It may affect one (unilateral) or both (bilateral) ears and eyes.</p> <p>Permanent conductive hearing losses are usually caused by the condition known as 'glue ear' and may be persistent. Such hearing losses fluctuate and may be mild or moderate in degree.</p> <p>Their visual impairment may mean that they have:</p> <ul style="list-style-type: none"> ■ reduced visual acuity (6/18 or worse) in both eyes which cannot be corrected by glasses. ■ A defect in the field of vision e.g. tunnel vision or loss of central vision. ■ Other diagnosed eye conditions. 	<p>Some student's multisensory impairment needs cannot be met by universal approaches over a sustained period of time. The student may have a diagnosed mild-moderate combined hearing and vision impairment and they may wear hearing aids. Their visual impairments may range from relatively minor conditions. They will be registered sight impaired.</p> <p>They have multisensory impairment although the impairment may be greater in one sense than in the other. Their difficulties may affect their access to learning, communication and access to their environment, including mobility. They may also impact upon their emotional health, social interactions and behaviour. They may show themselves in the following ways:</p> <ul style="list-style-type: none"> ■ Persistently appearing to ignore and/or misunderstand instructions. ■ Difficulties in understanding or responding to verbal cues. ■ Difficulties in communicating through spoken language/ interactions with peers and adults. ■ Difficulties with language-related topics and in understanding new/complex concepts. ■ Frustrations and anxieties arising from a difficulty to communicate, leading to associated behavioural difficulties and peer relationships. ■ Tendency to rely on peers, observing behaviour and activities to cue into expected responses. ■ Tendency to withdraw from social situations and an increasing passivity and absence of initiative. 	<p>A few students' needs cannot be met by universal or targeted interventions and support approaches alone. These students have multisensory impairment including combined hearing and vision loss. They may have a severe or profound impairment in hearing and/or vision. Other senses such as vestibular function (balance), proprioception, touch, taste and smell may also be affected. They may have a diagnosed medical condition or syndrome. Some CYP with MSI have complex conditions such as CHARGE syndrome that affect all of the senses including taste, smell, touch, balance and proprioception in addition to hearing and vision.</p> <p>They may have a progressive condition including Usher Syndrome or other syndrome. Some of the students may have significant learning difficulties.</p> <p>The student's multisensory impairment may significantly affect their:</p> <ul style="list-style-type: none"> ■ Understanding and processing of spoken language causing a delay in their receptive and expressive language. Their ability to communicate may severely limit participation in classroom activities and ■ social communication and interaction with peers; and this is likely to be a long term and complex difficulty requiring alternative communication modes. Their language and communication difficulties may be leading to frustration or emotional and behavioural difficulties ■ Access to the environment and mobility as they are unable to follow classroom routine and maintain attention to task without a high level of structure and adult support.

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Some student’s multisensory needs will be met by universal approaches. This may mean that the student will need support for their hearing and vision needs e.g. hearing aids, enlarged texts, different background colours.</p> <p>These students will require a ‘My Profile’ written in consultation with parents.</p> <p>Staff will access training provided by the Advisory Teaching Service, Educational Psychology, Health Visitors and other agencies.</p>	<ul style="list-style-type: none"> ■ Increasingly using additional strategies to facilitate communication. ■ Accessing the environment. ■ Sharing text books and worksheets. Accessing computer software. ■ Participating socially with other students. Participating in large play activities and games as well as other aspects of mobility. <p>These students will require a graduated approach which draws on increasingly detailed interventions and support approaches and where appropriate specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. They may need access to additional audiological equipment e.g. radio aids/ Soundfield and other technology, e.g. I-pads/streamers. They may need access to low vision aids and specialist ICT to support visual access.</p>	<ul style="list-style-type: none"> ■ Access to learning requiring differentiated approaches and specialist resources and technology with adult support. <p>These students will require a graduated approach which draws on very detailed interventions and support approaches and specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. These students may require an EHC Plan.</p>

Assessment and Planning

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students require:</p> <ul style="list-style-type: none"> ■ Systems to be in place for staff to routinely seek information about a student's hearing and vision needs and concerns. ■ Systems to be in place for staff to regularly seek the views of parents about their student's hearing and vision needs. Appropriate arrangements for assessment ■ of the classroom and learning environment which are reviewed at least annually – ■ in relation to class noise levels, setting and site being physically accessible to students with a visual impairment, lighting etc. ■ Whole staff awareness of the implications of multisensory impairment including hearing and visual difficulties and knowledge of strategies that facilitate the inclusion of students with multisensory impairment. ■ Appropriate whole educational policies for supporting students with multisensory impairment. ■ Health and safety and risk assessments policies to be in place and appropriate risk assessments completed. ■ There should be effective internal communication and liaison arrangements between staff. ■ Where there are suspicions of multisensory difficulties setting should advise parents to seek a hearing and vision assessment. 	<p>In addition to universal assessment and planning approaches, some students will require:</p> <ul style="list-style-type: none"> ■ The setting to gather the student's views about their difficulty and the support approaches to be put in place (e.g. through the use of My Profile) ■ The setting to raise and discuss concerns with the student's parents and involve them in planning support approaches (e.g. through the use of My Profile) ■ Class teacher in consultation with the Learning Support/ SENCO has established a clear analysis of the student's needs. ■ Consideration of individual student's development in comparison to peers and their response to previous interventions. Liaison and consultation with external ■ professionals and support services, where appropriate. ■ Close home-setting links, so education providers are aware of changes in circumstances that may impact on the student's multisensory (hearing/vision) needs. ■ Assessment and observation by subject/ class teacher or SENCO indicates student's multisensory (hearing/ vision) difficulties affecting curriculum access as indicated by attainment below expected level/ability to engage in learning and extra-curricular activities. ■ Where there are suspicions of ongoing hearing and/or vision difficulties settings should advise parents to seek any appropriate medical advice. ■ Careful monitoring of hearing and visual access to the curriculum by qualified teacher for multisensory impairment (ATS). 	<p>Some student's multisensory needs are severe and cannot be met by universal or targeted interventions and support approaches alone. In addition to universal and targeted assessment and planning approaches a few students will also require:</p> <ul style="list-style-type: none"> ■ External services contribute via consultation or specialist assessment, leading to a more specific focused plan. Close home-setting links, so education providers are aware of changes in circumstances that may impact on the student's vision and hearing ■ Non-educational professionals may also be involved in assessment, advice and may also be involved in assessment and strategies that facilitate the inclusion of students with multisensory impairment. ■ Learning Support/SENCO and teaching staff may need to refer to external support services for further specialist assessments and advice. ■ Measures should also be made of the impact of the student's difficulties on their ability to access the curriculum. <p>For some students a coordinated multi- agency Plan (e.g. My Plan+) will be essential. This may involve use of My Plan+ and may include Social Workers, Family Support Workers, Students and Young People's Service (CYPS) and other community and charity groups.</p> <p>These students may require a statutory assessment of their special educational needs which may lead to an EHC plan.</p>

Universal – all young people	Targeted – some young people	Specialist – few young people
	<ul style="list-style-type: none"> ■ Assessment of functional vision and hearing by qualified Advisory Teacher for Students with Multisensory Impairment. Continuous assessment and curriculum ■ assessments may be supplemented by diagnostic tests. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets (e.g. within the IEP or My Plan). <p>For some students a coordinated, holistic Multi Agency Plan (e.g. My Plan+) will be required. This may involve a range of professionals including: Advisory Teaching Service, Students and Young People’s Service, Educational Psychology Service, Targeted Support Teams, Social Care Teams, a range of health professionals and other support groups.</p>	

Intervention and Support

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students will require access to the following Intervention and Support approaches:</p> <ul style="list-style-type: none"> ■ Curriculum differentiated appropriately to take account of individual needs. ■ Staff set personalised learning targets for all students. ■ Appropriate classroom and whole educational environment established to support listening and vision (e.g. good classroom/ hall acoustics and lighting, all students seated so that they can see and hear the teacher, white board). ■ All adults and students encouraged to talk at the appropriate volume and pitch for learning to take place. ■ Care to be exercised within educational grouping and general support for self-esteem, confidence and promoting independence. 	<ul style="list-style-type: none"> ■ Some students may require the following additional intervention and support approaches. ■ Involvement of a qualified Teacher for Multisensory Impairment (ATS) for one off or occasional advice/training/specialist equipment. ■ One-off training for key worker(s) in the management of additional equipment from qualified Teacher for Multisensory Impairment may be required. ■ Opportunities for the multisensory impaired student to develop communication skills Help to develop language and literacy ■ skills through appropriate differentiation of oral and written language, activities and materials. ■ Specific teaching strategies that are appropriate to the needs of a student with combined hearing and visual impairment. Use of specialist equipment and technology to support learning. ■ Appropriate seating arrangements with adjustments made to ensure the student has a good listening environment and is able to see teacher clearly. ■ Access to additional targeted teaching in small groups, or individually on a daily basis if appropriate. ■ Clear and precise instructions supported by visual/tactile clues as appropriate (e.g. key words, pictures, objects). ■ Teacher to repeat answers back to class during class/group discussion. ■ Opportunities to provide social interaction communication and self esteem building in both structured and unstructured situations as appropriate. ■ A programme of support to develop literacy skills. ■ Carefully monitored access to low visual aids. ■ Access to specialist ICT equipment. Access to low vision aids (e.g. CCTV). Extensive modification and adaptation of all curriculum materials (e.g. enlarged text, tactile diagrams and maps, Moon and large print). ■ Regular and frequent access to Advisory Teacher for Multisensory Impairment to provide specialist interventions and approaches. ■ Additional time for hearing impaired student to process questions/information. Frequent and sensitive checking of student's understanding and use of specialist equipment. ■ Careful monitoring of language and literacy skills. ■ Access to specialist amplification systems such as radio aids 	<p>In addition to the Intervention and Support approaches put in place at the targeted level these students may require a very highly modified learning environment to meet their individual needs.</p> <p>A high level of adult support may be required to provide:</p> <ul style="list-style-type: none"> ■ Access to more highly focused specialist programmes of support. ■ Highly structured and individualised learning programme. ■ A high level of care and supervision. Individual programmes used to support learning throughout the setting day. ■ A secure, structured and safe learning environment. ■ To give a greater emphasis on language development and communication skills. Support specific individual targets. This may include Specialist VI services to aid ■ mobility and independence, self help and specialised skills to equip them for their future. ■ Specialist support to develop communication strategies appropriate to the needs of the child. This may include on body signing, sign language, deafblind manual

Universal – all young people	Targeted – some young people	Specialist – few young people
	<ul style="list-style-type: none"> ■ Support with audiological equipment and that it is checked on a regular basis to ensure it is working at its optimum. ■ Careful monitoring of reading and spelling progress. ■ Requires additional systems to support all aspects of communication, for example, BSL, additional audiological equipment. Literacy strategies devised and implemented with advice/monitoring from qualified Advisory Teacher for Multisensory Impairment and speech and language therapist to compensate for reduced linguistic experience due to language delay. ■ Specific pre-teaching of subject based concepts and vocabulary. ■ Opportunities to improve social skills, interaction, communication skills and self esteem in structured and unstructured situations. ■ Support with audiological equipment and that it is checked on a regular basis to ensure it is working at its optimum. <p>There should be appropriate modifications to the classroom and whole educational environment. These modifications may include:</p> <ul style="list-style-type: none"> ■ Grouping strategies which are used to promote independent learning. ■ Classroom management which is responsive to the student's multisensory impairment. ■ Adjustments to ensure the listening environment takes account of individual needs. ■ Specialist equipment to improve listening skills (e.g. radio aid, Soundfield systems) Classroom management which takes account of social relationships. ■ Equal access to the curriculum and out-of-hours learning opportunities, (e.g. homework clubs and lunchtime clubs). A qualified Advisory Teacher for Multisensory Impairment may be involved ■ in providing advice on strategies or staff development and training, aimed at introducing more effective strategies. ■ Preview and review of lesson content so MSI student can access during the lesson. Alternative PE and sports programme to be in place where appropriate. <p>Interventions should be well-founded evidence based interventions. A cycle of intervention should always last a minimum of one new term and more frequently two.</p> <p>For some students a coordinated multi- agency Plan will be required. This may involve use of My Plan+ and may include Social Workers, Family Support Workers, Health Professionals and other support groups.</p>	<p>The student may require some of the following:</p> <ul style="list-style-type: none"> ■ Adaptations to educational policies and procedures. ■ Access to large print or Braille. Access in all areas of the curriculum through specialist low vision aids, equipment or adaptations. ■ Regular access to specialist support and help with developing literacy and numeracy skills. ■ Specialist ICT and Braille technology available to students and to support staff to produce specialist materials. ■ Access to appropriate well-founded evidence based interventions.

Evaluating Progress and Reviewing

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Through regular reviews of student's progress in consultation with student and parents.</p>	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Where appropriate reviews should involve any external professionals involved with the student.</p> <p>In analyzing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need special educational provision and needs will be met from universal approaches. ■ Continue to need special educational provision as needs cannot be met from universal approaches. ■ Need more intensive special educational provision. 	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the student.</p> <p>In analyzing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches. ■ Continue to need intensive special educational provision as needs cannot be met from targeted approaches. ■ Need more intensive special educational provision.

Physical and Medical Needs

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>There is a wide range of physical and medical disabilities and students cover the whole ability range. Some students are able to access the curriculum and learn effectively without additional educational provision.</p> <p>Some student's difficulties fluctuate and they may need short term support to access learning tasks particularly practical tasks but it should not be assumed that they have special educational needs.</p>	<p>The students physical/medical needs cannot be met by universal, whole setting or class approaches over a sustained period of time.</p> <p>Physical difficulties or impairment may arise from:</p> <ul style="list-style-type: none"> ■ Physical, neurological or metabolic causes such as Cerebral palsy, Achondroplasia, or Spina bifida. ■ Severe trauma, perhaps as a result of an accident, amputation or serious illness. Degenerative conditions. ■ Moderate or severe gross motor and/or fine motor dysfunction e.g. dyspraxia. Moderate or severe difficulties with fine and/or gross motor movements without any specific attributable causes. <p>Physical difficulties may contribute to:</p> <ul style="list-style-type: none"> ■ Difficulty in accessing the physical environment, facilities and equipment safely. ■ Difficulty in accessing learning tasks and assessments. ■ Difficulty in accessing practical tasks activities ,e.g. in Science or Food Technology. ■ Difficulty in recording ideas and thoughts legibly or to time. ■ Difficulty in achieving independent self- care skills. ■ Emotional stress and physical fatigue. Difficulty with communication. <p>These students will require a graduated approach which draws on increasingly detailed interventions and support approaches and where appropriate specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs.</p>	<p>A few student's needs cannot be met by universal or targeted interventions and support approaches alone.</p> <p>These students have the most severe and complex physical needs. The majority of these students have been identified at an early age often prior to full-time education.</p> <p>These students will require a personalised approach which draws on very detailed interventions and support approaches and specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs. These students may require an EHC Plan.</p>

Assessment and Planning

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students require:</p> <ul style="list-style-type: none"> ■ Systems to be in place for staff to routinely seek information about student's physical needs/concerns. ■ Systems to be in place for staff to regularly seek the views of students about their student's physical/medical needs. ■ Appropriate arrangements for assessment of the learning environment which are reviewed at least annually. ■ Whole staff awareness of the implications of physical and medical difficulties. Appropriate whole policies for supporting students with physical and medical needs. ■ Health and safety and risk assessments policies to be in place. ■ Effective internal communication and liaison arrangements between staff. Universal through to specialist – School Nurse can be contacted for advice and support. The School Nurse may highlight specialist nurses to offer specific support or offer advice on settings management of the physical and medical needs. The School Nurse could meet with the young person for a one-to-one meeting to discuss their concerns. 	<p>In addition to universal assessment and planning approaches, some students will require:</p> <ul style="list-style-type: none"> ■ The setting to gather the student's views about their difficulty and the support approaches to be put in place (e.g. through the use of My Profile). ■ The setting to raise and discuss concerns with the student and involve them in planning support approaches (e.g. through the use of My Profile). ■ The SEND Lead to establish a clear analysis of the student's needs. ■ The SEND Lead to establish clear analysis of the student's individual equipment Consideration of individual student's development in comparison to peers and their response to previous interventions. Liaison and consultation with external professionals and support services, where appropriate ■ Close home-setting links, so learning setting are aware of changes in circumstances that may impact on the student's physical/medical needs. ■ Assessment and observation of student's physical difficulties and their impact on curriculum access and attainment Assessment of expected level/ability to engage in learning and social activities. Where there are suspicions of physical or medical difficulties, learning settings should advise students to seek medical advice. ■ Continuous assessment and curriculum assessments may be supplemented by diagnostic tests. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets (e.g. IEPs). <p>For some students a coordinated, holistic multi-agency plan will be required (e.g. My Plan+) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other support groups.</p>	<p>In addition to universal and targeted assessment and planning approaches a few students will also require:</p> <ul style="list-style-type: none"> ■ External services (e.g. Advisory Teaching Service) contribute via consultation or specialist assessment, leading to a more specifically focussed plan. ■ Close home-setting links, so learning setting are aware of changes in circumstances that may impact on the student's physical and medical difficulties and their safe access to learning activities. Non-educational professionals may also be involved in assessment, advice and planning. ■ Rigorous qualitative and quantitative measures should be used as a baseline from which progress can be judged. ■ Measures should also be made of the impact of the child's difficulties on their ability to access the curriculum. <p>For some students a co-ordinated multi agency plan will be essential (e.g. My Plan+) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other community and charity groups.</p> <p>These students may require a statutory assessment of their special educational needs which may lead to an EHC plan.</p>

Intervention and Support

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students will require access to the following intervention and support approaches:</p> <ul style="list-style-type: none"> ■ Curriculum differentiated appropriately to take account of individual needs. ■ Staff set personalised learning targets for all students. ■ Appropriate learning environment established and settings promote accessibility to the curriculum and the entire premises, for every student where feasible 	<p>Some students may require the following additional intervention and support approaches.</p> <ul style="list-style-type: none"> ■ There should be appropriate modifications to the whole learning environment whether at a class or organisational level. ■ These modifications may include: Grouping strategies which are used flexibly within the learning setting to promote independent learning. ■ Learning setting management which responds to the student's physical and medical needs (e.g. modifications to routines and organisation). ■ Learning setting management which takes account of social relationships. ■ Appropriate support to ensure equal access to the curriculum and out-of-hours learning opportunities. ■ Appropriate support agencies (e.g. Occupational Therapy, Advisory Teaching Service) may be involved in providing advice on strategies or staff development and training, aimed at introducing more effective strategies. ■ The nature and extent of additional help required will be determined by the student's needs. ■ Planned strategies to combat fatigue (e.g. rest breaks). ■ Access to use of personalised ICT for alternative means of recording. ■ Appropriate physical exercise following appropriate medical guidance. ■ An appropriate programme of support to develop self-help skills such as toileting and dressing. ■ Measures which allow the student to negotiate the learning environment safely and as independently as possible. 	<p>In addition to the Intervention and Support approaches put in place at the targeted level these students may require a highly modified learning environment to meet their needs.</p> <p>The student may require a high level of adult support to:</p> <ul style="list-style-type: none"> ■ Manage very severe and complex needs to achieve equal access (where feasible) to the curriculum. ■ Aid safe curriculum access and response Meet primary care needs including feeding/continence management. ■ Provide manual handling (this may involve two people) and safe transfers between pieces of individual equipment. ■ Ensure safe access and participation in all learning and social activities. ■ Enable advice from Health professionals to be implemented (e.g. individual physiotherapy/mobility/OT programmes). Support the use of specialised equipment and/or a structured personalised curriculum. ■ Enable development of medical protocols and manage highly specialised individual health care (e.g. oxygen management). Manage complex and critical health care needs on a daily basis. ■ Support/perform hand control/physical tasks in response to significant/profound fine motor skill/gross motor/mobility difficulties. ■ Access to use of personalised ICT for alternative means of recording or to aid communication. ■ Enable the student to participate safely with peers in response to challenges in the learning environment.

Universal – all young people	Targeted – some young people	Specialist – few young people
	<ul style="list-style-type: none"> ■ Structured support to develop social relationships (e.g. buddying, Circle of Friends). ■ An appropriate level of adult support to meet personal care. ■ Appropriate use of alternative equipment to meet physical and medical needs (e.g. writing slopes, specialist scissors). ■ Adult support in some areas of the curriculum and for some activities (e.g. cutting activities, practical activities such as cooking, swimming, breaks and lunchtimes). ■ Support to attend educational trips, work experience, social activities and community engagement. ■ Support to enable recommendations made by therapy or health care professionals. ■ Alternative leisure and sports programmes to be in place where appropriate. ■ Support to enable recommendations on risk assessments, e.g. Personal Emergency Evacuation plan, Individual Healthcare Plan, Manual Handling Plan. ■ Interventions should be well-founded evidence based interventions. <p>A cycle of intervention should always last a minimum of one new term and more frequently two.</p>	<ul style="list-style-type: none"> ■ Ensure safe access to all learning opportunities and extracurricular, sports, social or community activities. ■ External support services advice on curriculum access and/or individual programmes. ■ Appropriate use of alternative equipment to meet physical and medical needs (e.g. standing frame, individual seating system). ■ Support to enable recommendations made by therapy or health care professionals ■ A specialist Teacher (e.g. from the ATS), the SEND Lead, or specialist support provides small group or individual tuition. ■ Support to enable recommendations on risk assessments, e.g. Personal Emergency Evacuation Plan, Individual Healthcare Plan, Manual Handling Plan.

Evaluating Progress and Reviewing

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Through regular reviews of student’s progress in consultation with student. Using person-centred practices and an approach to reviewing progress and achievement will enable the student to have an opportunity to present their views and have choice.</p>	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student’s progress.</p> <p>Student’s views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Where appropriate reviews should involve any external professionals involved with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need special educational provision and needs will be met from universal approaches. ■ Continue to need special educational provision as needs cannot be met from universal approaches. ■ Need more intensive special educational provision. 	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student’s progress.</p> <p>Student’s views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches. ■ Continue to need intensive special educational provision as needs cannot be met from targeted approaches. ■ Need more intensive special educational provision.

Hearing Impairment

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Many students have some degree of hearing difficulty (identified by medical practitioners), which may be temporary or permanent.</p> <p>Temporary hearing losses are usually caused by the condition known as 'glue ear'. Such hearing losses fluctuate and may be mild or moderate in degree. This may mean they need some short term support, but it should not be assumed that they have special educational needs.</p> <p>Permanent hearing loss is usually identified in childhood and appropriate aids identified.</p>	<p>Some student's hearing needs cannot be met by universal approaches over a sustained period of time.</p> <p>Their difficulties may show themselves in the following ways:</p> <ul style="list-style-type: none"> ■ Persistently appearing to ignore and/or misunderstand instructions. ■ Difficulties in understanding or responding to verbal cues or emotional cues Difficulties in communicating through spoken language/interactions with peers ■ and adults. ■ Difficulties with language-related topics and in understanding new/complex concepts. ■ Frustrations and anxieties arising from a difficulty to communicate, leading to ■ associated behavioural difficulties and peer relationships. ■ Tendency to rely on peers, observing behaviour and activities to cue into expected responses. ■ Tendency to withdraw from social situations and an increasing passivity and absence of initiative. ■ Increasingly using additional strategies to facilitate communication. <p>These students will require a graduated approach which draws on increasingly detailed interventions and support approaches and where appropriate specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs They may need access to additional audiological equipment e.g. radio aids/ Soundfield and other technology, e.g. I-pads/streamers.</p>	<p>A few students' needs cannot be met by universal or targeted interventions and support approaches alone. In these cases the student's hearing difficulties may;</p> <ul style="list-style-type: none"> ■ Significantly affect their understanding and processing of spoken language. ■ Significantly impact on their social communication and interaction with their peers. ■ Significantly impact on their expressive language skills. ■ Significantly impact on their ability to access the curriculum and work experience activities/apprenticeship. ■ Significantly impact on their ability to take part in teaching, learning and social activities. ■ Significantly impact on their social, emotional and mental health. <p>The student may:</p> <ul style="list-style-type: none"> ■ Have a diagnosed permanent severe or profound hearing loss or a progressive degenerative hearing condition. ■ Have become deaf at a later age (trauma; illness e.g. meningitis) and the resultant emotional and social difficulties may be disrupting the students learning and access to the curriculum. ■ Use a range of approaches to communicate including natural aural speech and/or sign language. ■ Require language enrichment to compensate for reduced linguistic experience as a result of their deafness. Require specialist equipment, e.g. radio aids/Soundfield systems. ■ Use hearing aids and/or have cochlear implants. ■ Require modifications of curriculum delivery, teaching methods and material at a level of support beyond that of universal and targeted levels. ■ Have significant difficulties in maintaining concentration leading to difficulties in completing work and making progress. Have difficulties in sustaining peer relationships. ■ Be unable to follow classroom routine.

Assessment and Planning

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students require:</p> <ul style="list-style-type: none"> ■ Systems to be in place for staff to routinely seek information about student's hearing needs and concerns. ■ Systems to be in place for staff to regularly seek the views of students about their student's hearing needs. ■ Appropriate arrangements for assessment of the learning environment which are reviewed at least annually via acoustic audit. ■ Whole staff awareness of the implications of hearing difficulties and knowledge of strategies that facilitate the inclusion of student with hearing impairment. ■ Appropriate whole setting policies for supporting student with hearing difficulties. ■ Health and safety and risk assessments policies to be in place. ■ There should be effective internal communication and liaison arrangements between staff. ■ Where there are suspicions of hearing difficulties, settings should advise students to seek a hearing assessment. ■ The School Nurse Service can be contacted to discuss hearing concerns, referrals for hearing tests can be completed by the School Nurse. 	<p>In addition to universal assessment and planning approaches, some students will require:</p> <ul style="list-style-type: none"> ■ The setting to gather the student's views about their difficulty and the support approaches to be put in place (e.g. through the use of My Profile). ■ The setting to raise and discuss concerns with the student and involve them in planning support approaches (e.g. through the use of My Profile). ■ Teacher in consultation with the SEND Lead has established a clear analysis of the student's needs. ■ Consideration of individual student's development in comparison to peers and their response to previous interventions. Liaison and consultation with external professionals and support services, where appropriate. ■ Close links, with home so learning settings are aware of changes in circumstances that may impact on the student's hearing needs. ■ Assessment and observation by subject/class teacher or SEND Lead indicates students hearing difficulties, affecting curriculum access as indicated by attainment below expected level/ability to engage in educational setting activities. ■ Where there are suspicions of ongoing hearing difficulties, settings should advise students, parents/carers as appropriate to seek any appropriate medical advice. ■ Teacher of the Deaf or educational audiologist input may be requested for assessment s for additional audiological equipment (e.g. a radio aid). ■ Continuous assessment and curriculum assessments may be supplemented by diagnostic tests. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets (e.g. IEPs). <p>For some students a coordinated, holistic multi agency plan will be required (e.g. My Plan+) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other support groups.</p>	<p>In addition to universal and targeted assessment and planning approaches a few students will also require:</p> <ul style="list-style-type: none"> ■ External services contribute via consultation or specialist assessment, leading to a more specifically focussed plan. ■ Close home-setting links, so learning setting are aware of changes in circumstances that may impact on the student's hearing ■ Non-educational professionals may also be involved in assessment, advice and planning. ■ Rigorous qualitative and quantitative measures should be used as a baseline from which progress can be judged. ■ Measures should also be made of the impact of the student's difficulties on their ability to access the curriculum. ■ SEND Lead may need to refer to external support services e.g. Teacher of the Deaf/ENT/Audiology for further specialist assessments and advice. <p>For some students a coordinated multi- agency plan will be essential (e.g. My Plan +) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other community and charity groups.</p> <p>These students may require a statutory assessment of their special educational needs which may lead to an EHC plan.</p>

Intervention and Support

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students will require access to the following Intervention and Support approaches:</p> <ul style="list-style-type: none"> ■ Curriculum differentiated appropriately to take account of individual needs. ■ Staff set personalised learning targets for all students. ■ Appropriate listening environments established (e.g. good classroom/hall acoustics and lighting, all student seated so that they can see and hear the teacher). ■ All adults and students encouraged to talk at the appropriate volume, pitch and speed for learning to take place. ■ Care to be exercised within educational setting for grouping and general support for self-esteem, confidence and promoting independence. ■ Appropriate seating position in class. ■ All staff working with HI students trained in Deaf awareness. ■ Peers of HI students have opportunity for training in Deaf awareness. ■ Staff modify language appropriately when setting assessments or learning tasks, and enable pre tutoring opportunities for new vocabulary. ■ Staff apply for appropriate modifications for internal and/or external assessments. 	<p>Some students may require the following additional intervention and support approaches.</p> <ul style="list-style-type: none"> ■ Involvement of a Teacher of the Deaf for one off or occasional advice/training/ specialist equipment. ■ One-off training for key worker(s) in the management of additional equipment may be required. ■ Opportunities for the hearing impaired student to develop communication skills. Help to develop language and literacy skills through appropriate differentiation of oral and written language, activities and materials. ■ Access to additional targeted teaching in small groups, or individually on a daily basis if appropriate. ■ Clear and precise instructions supported by visual clues as appropriate (e.g. key words, pictures). ■ Repetition of answers in class/ group discussion. ■ Additional time for hearing impaired student to process questions/information. Frequent and sensitive checking of student's understanding and use of specialist equipment. ■ Careful monitoring of language and literacy skills. ■ Language programme implemented with advice from Teacher of Deaf and SALT Opportunities to improve social skills, interaction, communication skills and self esteem as appropriate. ■ Access to specialist amplification systems such as radio aids. ■ Support with audiological equipment and that it is checked on a regular basis to ensure it is working at its optimum. ■ Careful monitoring of reading and spelling progress. 	<p>In addition to the Intervention and Support approaches put in place at the targeted level these students may require a very highly modified learning environment to meet their individual needs.</p> <p>A high level of adult support may be required to provide:</p> <ul style="list-style-type: none"> ■ Access to more highly focussed specialist programmes of support ■ Highly structured and individualised learning programme. ■ A high level of care and supervision. Individual programmes used to support learning throughout the setting day. ■ A secure, structured and safe learning environment. ■ To give a greater emphasis on language development, auditory training and communication skills ■ Qualified British Sign Language (at least Level 2 above) or Sign Supported English support ■ They will require access to appropriate well-founded evidence based interventions.

Universal – all young people	Targeted – some young people	Specialist – few young people
	<p>Requires additional systems to support all aspects of communication, for example, BSL, additional audiological equipment. Literacy strategies devised and implemented with advice/monitoring from Teacher of the Deaf to compensate for reduced linguistic experience due to language delay.</p> <p>Help in acquiring, comprehending and using speech and language in structured and unstructured situations.</p> <p>Specific pre-teaching of subject based concepts and vocabulary.</p> <p>There should be appropriate modifications to the classroom and learning environment.</p> <p>These modifications may include:</p> <p>Adjustments to ensure the listening environment takes account of individual needs.</p> <p>Specialist equipment to improve listening skills (e.g. radio aid, Soundfield systems).</p> <p>For some students a coordinated multi- agency plan will be required which may involve Social Workers, Family Support Workers, Health Professionals and other support groups.</p> <p>Interventions should be well-founded evidence-based interventions.</p> <p>A cycle of intervention should always last a minimum of one new term and more frequently two.</p>	

Evaluating Progress and Reviewing

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Through regular reviews of student's progress in consultation with student. Using person-centred practices and an approach to reviewing progress and achievement will enable the student to have an opportunity to present their views and have choice.</p>	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Where appropriate reviews should involve any external professionals involved with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need special educational provision and needs will be met from universal approaches. ■ Continue to need special educational provision as needs cannot be met from universal approaches. ■ Need more intensive special educational provision. 	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual student should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need such intensive special educational provision and needs will be met from targeted and/or universal approaches. ■ Continue to need intensive special educational provision as needs cannot be met from targeted approaches. ■ Need more intensive special educational provision.

Visual Impairment

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Some young people may have visual impairment (identified by medical practitioners). Visual impairments take many forms and have widely differing implications for educational provision.</p> <p>Most student's visual needs will be met by universal approaches.</p> <p>This may mean that student will need support for their visual needs, e.g. enlarged texts, different background colours, but it should not be assumed that they have special educational needs.</p>	<p>Some student's visual needs cannot be met by universal whole setting or class approaches over a sustained period of time.</p> <p>These students may have difficulty:</p> <ul style="list-style-type: none"> ■ Accessing the curriculum. ■ Reading the board from a distance. Reading normal print. ■ Sharing text books and worksheets. Accessing computer software. ■ Participating socially with other students. Participating in leisure, social and community activities as well as other aspects of mobility. ■ With independent working and self-help skills. <p>These students will require a graduated approach which draws on increasingly detailed interventions and support approaches and where appropriate specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs.</p>	<p>A few student's needs cannot be met by universal or targeted interventions and support approaches alone.</p> <p>Their visual impairments may range from relatively minor conditions to total blindness. Their visual impairment may mean that they have:</p> <ul style="list-style-type: none"> ■ Significantly reduced visual acuity (6/18 or worse) in both eyes which cannot be corrected by glasses. ■ A defect in the field of vision e.g. tunnel vision or loss of central vision. ■ A deteriorating eye condition. Other diagnosed eye conditions. <p>These students will require a graduated approach which draws on very detailed interventions and support approaches together with specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring interventions match needs.</p> <p>For students with the most severe and complex needs in relation to their visual impairment, an EHC Plan may be required.</p>

Assessment and Planning

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students require:</p> <ul style="list-style-type: none"> ■ Systems to be in place for staff to routinely seek information about student's visual needs/ concerns. ■ Systems to be in place for staff to regularly seek the views of students about their student's visual needs. ■ Appropriate arrangements for assessment of the learning environment which are reviewed at least at transition or change to vision (deteriorating visual condition) ■ in relation to learning environment being physically accessible to student with a visual impairment ■ Whole staff awareness of the implications of visual difficulties and knowledge of strategies to facilitate the inclusion of student with a visual impairment. ■ Appropriate whole setting policies to be in place for supporting student with visual difficulties. ■ Health and safety and risk assessment policies to be in place and appropriate risk assessments completed. ■ There should be effective internal communication and liaison arrangements between staff. ■ Where there are suspicions of visual difficulties, settings should advise students or parent/ carers to seek medical advice (e.g. G.P, optician) 	<p>In addition to universal assessment and planning approaches, some students will require:</p> <ul style="list-style-type: none"> ■ The setting to gather the student's views about their difficulty and the support approaches to be put in place (e.g. through the use of My Profile). ■ The setting to raise and discuss concerns with the student and involve them in planning support approaches (e.g. through the use of My Profile). ■ Teacher in consultation with the SEND Lead has established a clear analysis of the student's needs. ■ Consideration of individual student's development in comparison to peers and their response to previous interventions. Liaison and consultation with external professionals and support services, where appropriate. ■ Close home-setting links, so learning setting are aware of changes in circumstances that may impact on the student's visual needs. ■ Assessment and observation by subject/ class teacher or SEND Lead indicates students' visual difficulties, affecting curriculum access as indicated by attainment below expected level/ability to engage in learning, leisure or community activities. ■ Where there are suspicions of ongoing visual difficulties, settings should advise students or their parent/carers to seek any appropriate medical advice. ■ Careful monitoring of visual access to the curriculum ■ Assessment of functional vision by Qualified Teacher Visual Impairment Continuous functional visual assessment and curriculum assessments may be supplemented by diagnostic tests. ■ Clear plans for the use of support which relate to expected long term outcomes and include short term SMART targets (e.g. PEPs). <p>For some students a co-ordinated, holistic multi agency plan will be required (e.g. My Plan+) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other support groups.</p>	<p>In addition to universal and targeted assessment and planning approaches a few students will also require:</p> <ul style="list-style-type: none"> ■ External services contribute via consultation or specialist assessment, leading to a more specifically focussed plan. ■ Close home-setting links, so learning settings are aware of changes in circumstances that may impact on the students' vision. ■ Non-educational professionals may also be involved in assessment, advice and planning. ■ Rigorous qualitative and quantitative measures should be used as a baseline from which progress can be judged. ■ Measures should also be made of the impact of the student's difficulties on their ability to access the curriculum. ■ SEND Lead may need to refer to external support services for further specialist assessments and advice. <p>For some students a coordinated multi- agency plan will be essential (e.g. My Plan+) which may involve Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other community and charity groups.</p> <p>These students may require a statutory assessment of their special educational needs which may lead to an EHC plan.</p>

Intervention and Support

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>All students will require access to the following Intervention and Support approaches:</p> <ul style="list-style-type: none"> ■ Curriculum differentiated appropriately to take account of individual needs. ■ Staff set personalised learning targets for all students. ■ Appropriate visual learning environment established (e.g. good lighting and use of classroom/hall visuals, all students seated so that they can see the teacher and white board). ■ Quality learning materials produced in appropriate fonts, format with high contrast, and reduced visual clutter. ■ Appropriate listening environments established (e.g., good classroom/ hall acoustics and lighting, all students seated so that they can see and hear the teacher). ■ All adults and students encouraged to talk at the appropriate volume, pitch and speed for learning to take place. ■ Care to be exercised within educational setting for grouping and general support for self-esteem, confidence and promoting independence. ■ Appropriate seating position in class. ■ All staff working with VI students trained in Deaf Awareness. ■ Peers of VI students have opportunity for training in VI awareness. ■ Staff modify language appropriately when setting assessments or learning tasks, and enable pre tutoring opportunities for new vocabulary. ■ Staff apply for appropriate modifications for internal and/ or external assessments. 	<p>Some students will require the following additional intervention and support approaches.</p> <ul style="list-style-type: none"> ■ Specific teaching strategies that are appropriate to the needs of a student with visual impairment. ■ Use of specialist equipment. Use of auditory reinforcement. ■ Appropriate seating arrangements with adjustments made to ensure the student has a good listening and visual environment. ■ Opportunities to develop communication skills giving eye contact, as well as being able to see others body language and facial expressions. ■ Opportunities to improve social skills and self-esteem. ■ A programme of support to develop literacy skills in appropriate print size. Opportunities to improve social skills A programme of support to develop literacy skills. ■ Carefully monitored access to low visual aids. ■ Access to specialist ICT equipment. Access to low vision aids (e.g. CCTV) Extensive modification and adaptation of all curriculum materials (e.g. enlarged text, tactile diagrams and maps, Moon and large print). ■ Regular and frequent access to Advisory Teacher for students with Visual Impairment to provide specialist interventions and approaches. <p>There should be appropriate modifications to the classroom and whole setting environment.</p> <p>These modifications may include:</p> <ul style="list-style-type: none"> ■ Grouping strategies which are used flexibly to promote independent learning. Classroom management which is responsive to the students' visual impairment. 	<p>In addition to the Intervention and Support approaches put in place at the targeted level these students may require a very highly modified learning environment to meet their individual needs.</p> <p>A high level of adult support may be required to provide:</p> <ul style="list-style-type: none"> ■ Access to more highly focussed specialist programmes of support. ■ Highly structured and individualised learning programme. ■ A high level of care and supervision. Individual programmes used to support learning throughout the setting day. ■ Support specific individual targets. This may include Specialist VI services to aid mobility and independence, self-help and specialised skills to equip them for their future. ■ A secure, structured and safe learning environment. <p>The student may require some of the following:</p> <ul style="list-style-type: none"> ■ Adaptations to policies and procedures. Access to large print or Braille and tactile materials. ■ Access in all areas of the curriculum through specialist low vision aids, specialist equipment or adaptations. ■ Regular access to specialist support and help with developing skills in to access the curriculum with emphasis on literacy, numeracy and recording skills. ■ Specialist ICT, modified and enlarged materials and Braille technology available to students and to support staff to produce specialist materials. ■ Access to appropriate well-founded evidence-based interventions.

Universal – all young people	Targeted – some young people	Specialist – few young people
	<p>Equal access to the curriculum and out-of-hours learning opportunities, (e.g. community volunteering activities).</p> <p>A Teacher of the Visually Impaired may be involved in providing advice on strategies or staff development and training, aimed at introducing more effective strategies.</p> <p>Preview and review of lesson content so VI student can access during the learning activity or task.</p> <p>Alternative leisure and sports programmes to be in place where appropriate.</p> <p>Interventions should be well-founded evidence-based interventions.</p> <p>A cycle of intervention should always last a minimum of six weeks.</p>	

Evaluating Progress and Reviewing

Universal – all young people	Targeted – some young people	Specialist – few young people
<p>Through regular reviews of student's progress in consultation with student. Using person-centred practices and an approach to reviewing progress and achievement will enable the student to have an opportunity to present their views and have choice.</p>	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Where appropriate reviews should involve any external professionals involved with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need special educational provision and needs will be met from universal approaches. ■ Continue to need special educational provision as needs cannot be met from universal approaches. ■ Need more intensive special educational provision. 	<p>Reviews of progress should take place at least three times per year.</p> <p>Reviews should feed into the assessment process and should be fully recorded.</p> <p>Reviews should include specific reference to progress towards desired outcomes and targets. If targets are not met, strategies/ resources should be changed or targets reduced.</p> <p>Parents should always be involved in the review of the student's progress.</p> <p>Student's views should always be sought as part of the review process.</p> <p>Records of steps taken to meet the needs of individual students should be kept and made available as needed.</p> <p>Reviews should involve the appropriate external professionals working with the student.</p> <p>In analysing the progress that has been made the student may:</p> <ul style="list-style-type: none"> ■ No longer need such intensive special educational provision and needs will be met from targeted and/ or universal approaches. ■ Continue to need intensive special educational provision as needs cannot be met from targeted approaches. ■ Need more intensive special educational provision.

Further Links

Area Guides

www.worcestershire.gov.uk/council-services/childrens-social-care/virtual-family-hub

Advice, care, health and support for young people and their families

www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/support-send-children-young-people-and-their-families

Targeted Family Support / Family Support

Targeted Family Support teams work in partnership with families who are experiencing complex issues that require a multi-agency approach and plan of intervention. These can be identified through the [Worcestershire LSCB levels of need guidance](#).

Targeted Family Support Workers will with the consent of the family complete an [Early Help Assessment](#) and plan in partnership with young people and their families.

Further details can be found on the Targeted Family Support [web page](#).

Social Care

For young people who are at immediate risk from harm the Police should be contacted. If settings wish to refer a young person to Children's Social Care in an emergency they should contact the Family Front Door 01905 822666.

The Worcestershire Virtual school for Looked After and Adopted Children

The Virtual School is a specialist service that aims to help looked after and adopted children to achieve by supporting their education and through improving provision in the schools our Looked After Children attend.

www.worcestershire.gov.uk/virtualschool

virtualschool@worcestershire.gov.uk

SUPPORT FOR PARENTS: SENDIASS (Special Educational Needs and Disability Information Advice Services)

The SENDIASS Service provides free impartial information, advice and support for parents/carers of children or young people with special educational needs and/or disabilities (SEND) between the ages of 0-25 as well as the young people themselves. The service is confidential and at arms-length from the local authority and can offer support on all matters concerning SEND including education, health and social care.

Examples of how they can help:

- Concerns about a child / young person's progress at nursery, school or college.
- Information and guidance on education, health and care plans (EHCP'S). including education law and personal budgets.
- Help to prepare to participate in meetings with professionals.
- Understand SEND policies and procedures.
- Understand reports/letters.
- Learn about SEND services available nearby.
- Information on how to resolve disagreements including complaints and mediation.

Parents can contact SENDIASS on 01905 768153 or e-mail SENDIASS@worcestershire.gov.uk or visit <http://www.hwsendiass.co.uk/>.

Education Support Services

General information and referral forms

A range of providers are available, individual settings are responsible for making arrangements to provide support.

Worcestershire County Council Education Services- Schools

[Appendix 1 - Special Educational Needs & Disabilities \(SEND\): The Local Offer Eligibility Criteria & Support Allocation Matrices for Worcestershire County Council Education Services SEN, Disabilities and Inclusion Teams](#)

[Appendix 2 - Find a referral form on the relevant support service team page on the website](#)

Chadsgrove

www.chadsgroveschool.org.uk/web/support_for_schools__academies/192777

Telephone: 01527 871511

[Email: tsa@chadsgrove.worcs.sch.uk](mailto:tsa@chadsgrove.worcs.sch.uk)

Support linked to specific areas of need

Area of Need	Service's available	Referral/contact details
<p>SEMH</p>	<p>Emotional Wellbeing and Mental Health Guidance for Professionals WCC</p> <p>DfE Guidance in supporting pupils with mental health difficulties</p> <p>Educational Psychology Services – Educational Psychology service can be purchased by schools & settings and may include work with young people, support to staff and/or parents, strategic whole-school work and delivery of bespoke training and continuing professional development activities</p>	<p>www.worcestershire.gov.uk/info/20366/professionals/1389/emotional_wellbeing_and_mental_health</p> <p>Appendix 3 - Emotional Wellbeing, Mental Health and Eating Disorder Pathway for Professionals</p> <p>Appendix 4 - Emotional wellbeing and mental health: a toolkit for Worcestershire maintained and independent schools, academies, short stay schools, sixth form, FE colleges and skills providers</p> <p>Appendix 5 - Mental health and behaviour in schools DfE guidance</p> <p>www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/educational-psychology</p> <p>E-mail: EdPsychology@worcestershire.gov.uk</p> <p>Telephone: 01905 844499</p>
<p>Cognition and Learning</p>	<p>Educational Psychology Services as above</p> <p>Specialist Learning Support Teachers – services to schools and settings to enhance their capacity to meet the needs of young people with a range of learning needs through specialist advice, interventions, assessment and training</p>	<p>CHADSGROVE</p> <p>www.chadsgroveschool.org.uk/web/support_for_schools_academies/192777</p> <p>Telephone: 01527 871511</p> <p>Email: tsa@chadsgrove.worcs.sch.uk</p>

Area of Need	Service's available	Referral/contact details
Communication and Interaction	<p>Autism/Complex Communication Needs (CCN)</p> <p>Qualified specialist teachers and specialist practitioners with vast experience of addressing the needs of young people on the autism spectrum from early years to higher education.</p>	<p>Worcestershire County Council Education Services: support for teachers and education professionals to meet the individual teaching, learning and wellbeing needs of students with autism in their educational setting. We also provide high quality autism training and deliver the Autism Education Trust (AET) training programmes and resources.</p> <p>As part of the statutory education service commissioned by the Local Authority, we provide assessment, monitoring and review of young people with a diagnosis of Autism Spectrum Disorder (ASD) in line with eligibility criteria.</p> <p>Schools and settings can purchase additional support where the needs of the child/young person do not meet the threshold for support commissioned by the Local Authority for Worcestershire.</p> <p>www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/autism-and-complex-communication-needs</p> <p>Email: autism@worcestershires.gov.uk Telephone: 01905 844328</p> <p>Chadsgrove</p> <p>www.chadsgroveschool.org.uk/web/support_for_schools_academies/192777</p> <p>Telephone: 01527 871511</p> <p>Email: tsa@chadsgrove.worcs.sch.uk</p>
Hearing Impairment	<p>The WCC Team offer support from the point of diagnosis throughout the early years and at pre-school level, through to further and higher education</p> <p>Please refer to SEND Eligibility Criteria document above</p>	<p>Vision Impairment: www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/vision-impairment</p> <p>Multi-sensory impairment: www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/multi-sensory-impairment</p> <p>Email: SensoryImpairment@worcestershires.gov.uk Telephone: 01905 843975</p>
Vision Impairment/ MSI		<p>Vision Impairment: www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/vision-impairment</p> <p>Multi-sensory impairment: www.worcestershire.gov.uk/worcestershire-education-and-early-years-services/support-services/inclusion-support-services/multi-sensory-impairment</p> <p>Email: SensoryImpairment@worcestershires.gov.uk Telephone: 01905 843975</p>

