

Education, Adult Education and Libraries, People Directorate

**Coventry City Council’s**

**Criteria for Special Educational**

**Needs and Disability**

**Special Educational Needs:**

**Guidance for education providers**

The guidance in this document is based on the special educational needs requirements as set out in the Special Educational Needs Code of Practice 2014. The Code of Practice sets out statutory guidance on policies and procedures aimed at improving outcomes and having high expectations for all children and young people with special educational needs.

“All children and young people are entitled to an education that enables them to make progress so that they:

* achieve their best
* become confident individuals living fulfilling lives, and
* make a successful transition into adulthood, whether into employment, further or higher education or training. “

SEND Code of Practice 2014 (6.1)

**Identifying needs**

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

Schools should assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

* is significantly slower than that of peers starting from the same baseline
* fails to match or better the child’s previous rate of progress
* fails to close the attainment gap between the child and their peers
* widens the attainment gap

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

(SEN Code of Practice 2014 6.17 -6.18)

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, the child’s parents/carers must be informed that SEN support is being put in place and then there should be agreement about the SEN support that is required to support the child to make expected progress.

**Definition of Special Educational Need (SEN)**

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age: or
2. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

This is a broad definition covering children and young people from 0-25 years of age.

**Definition of Disability**

A disabled person is defined as someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

The effect must be:

* Substantial (that is more than minor or trivial); and
* Long-term (that is, has lasted or is likely to last for at least a year or for the rest of the life of the person affected); and
* Adverse. (Equality Act 2010)

Physical or mental impairment includes sensory impairments and also hidden impairments (for example, mental illness or mental health problems, learning difficulties, dyslexia and conditions such as diabetes or epilepsy). People who have had a disability within the terms of the act in the past continue to be protected from discrimination even if they no longer have the disability. People with severe disfigurements are also covered.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Since 1st September 2012 schools have a duty to supply auxiliary aids and services as reasonable adjustments. This will particularly be the case where a disabled child does not have an Education, Health and Care (EHC) Plan or a Statement of SEN or where the EHC Plan or Statement of SEN does not provide the auxiliary aid or service.

Further information is contained in the DfE advice to schools :

<http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf>

Schools are also required to make reasonable adjustments for pupils that have medical conditions which require support to access the curriculum. Please find the DfE advice to schools:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

For advice on equality and accessibility duties in Coventry please go to:

http://www.coventry.gov.uk/sendguidance

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

Maintained nursery schools and mainstream schools, including academies and free schools, must:

* use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN
* ensure that children and young people with SEN engage in the activities of school alongside pupils who do not have SEN
* designate an teacher to be responsible for coordinating SEN provision (the SEN Coordinator or SENCO)
* inform parents when they are making special educational provision for a child
* prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

All settings and schools should involve the child, young person and their parents/carers as fully as possible in the decisions that affect them**.**

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

**SEN Support: The Graduated Approach**

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

**Assess**

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

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

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

**Plan**

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

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

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

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. Schools are recommened to use the My Support Plan in Coventry to evidence the additional support put in place to meet identified SEN needs. This support plan pulls together all of the agreed interventions and will re-assure parents that schools are meeting their best endeavours. It will be reviewed termly and further interventions put in palce where appropriate. This can be found on the Local Offer here with guidance of how to use it:

http://www.coventry.gov.uk/sendguidance

**Do**

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

**Review**

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

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

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

**Involving Specialists**

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

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEN support delivered by appropriately trained staff. The pupil’s parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

(SEN Code of Practice 2014 6.58 -6.59)

**The Coventry Context**

In assessing the special educational needs of an individual pupil, the Local Authority (LA) would consider and look for evidence in relation to all of the following:

1. Process Criteria – the response of the school to the pupils’ SEND – (please see ordinarily available provision in schools for Coventry’s expectations of appropriate interventions. This is on the Local Offer and can be found here:

http://www.coventry.gov.uk/sendguidance

1. Level of Difficulty Criteria – the level of difficulty experienced by an individual pupil
2. The Dimensions model of provision for SEN – see Appendix 1 of this document
3. Professional Judgement and Consensus – the consensus of judgements across a number of professionals
4. **Process Criteria**

* This refers to the graduated approach to the assessment of and provision for a pupil's SEND as indicated in the Code of Practice 2014.
* Assessments of the following are required, with varying specificity in line with the graduated approach:
* The class curriculum and the additional or different interventions that have been offered, including the evidence base, relevance and impact of these additional or different interventions.
* The pupil’s curricular or Individual Education Plan (IEP) targets, My Support Plan (or equivalent e.g. provision maps) and the progress made against these.
* The pupil's attainments and rate of progress over time in response to good or better class teaching and additional and different interventions and support.
* Health factors
* Social factors
* Provision for a pupil's Special Educational Needs will similarly vary in specificity depending upon the graduated approach.
* Process criteria should be considered whenever a decision is being made to intensify SEN Support for a pupil within the graduated approach.
* The criteria for intensifying SEN interventions are based on progress, severity and complexity of an individual pupil’s needs.
* In order to make a decision against process criteria, schools will need evidence of adequate and relevant assessment, tracking, support, interventions and other provision. This would require targets which were SPECIFIC, MEASURABLE, ASPIRATIONAL, REALISTIC and TIME-RELATED (SMART targets). Targets set for pupils with SEND should be challenging and be based on teachers' professional knowledge of pupils and accurate tracking of progress over time.
* Where exceptional circumstances apply such that the intensity of the graduated approach should be accelerated, there should be clear, documented evidence of what processes have been in place, the outcomes of those processes, and why the process needs to be accelerated.
* Where groups of pupils are experiencing similar difficulties, whole school arrangements may be necessary, rather than focusing upon the needs of an individual pupil.
* An education plan or a provision map for a group, as opposed to several, identical IEPs or equivalent, could be appropriate for groups of pupils in the same teaching group with apparently the same difficulty.
* For pupils who receive SEN Support from external specialist services and those with an EHC Plan or a Statement of SEN, all IEPs/My Support Plans or equivalent should contain at least one target agreed with the external agency/agencies working with the pupil/school.
* Absolute levels become significant when there is a clear lack of progress despite relevant, time-limited and monitored interventions in the context of consistently good or better teaching, and a decision is made to request an Education Health and Care (EHC) needs Assessment.
* Parents and the pupil or young person should have been involved in all decisions and planning throughout the graduated approach and leading up to any request for an EHC needs Assessment.

When requesting EHC needs Assessment there should be objective evidence of a pupil's attainments, initially as compared with the peer group, but also as compared with the general school population and national data.

1. **Level of Difficulty Criteria**

**Inclusive, high quality teaching for all children and young people**

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

**Plus: Additional interventions to enable children and young people to work at age-related expectations or above**

This provision covers well-structured short- term ‘catch-up’ intervention programmes, possibly delivered by a trained teaching assistant working under the guidance and monitoring of a teacher, to enable identified pupils to make expected progress and so meet national expectations.

**Plus: Additional highly personalised interventions**

These additional or different interventions are appropriate for pupils for whom the high quality teaching and targeted catch-up programmes as described above have not enabled the pupil to make expected progress or to close the attainment gap with their peers. It may need to be a more intensive programme, involving more individual support or specialist internal or external expertise.

**Special Educational Provision/ SEN Support**

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age by mainstream schools. It is provision that goes beyond the usual differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school, setting or college and may require the involvement of specialist staff or support services.

Where it is working effectively, the graduated approach (see Page 3) will have a funneling effect, reducing through high quality teaching the numbers requiring targeted interventions, and through those targeted interventions the numbers who need more intensive and individual specialist or SEN Support. This means that schools will be able to target their resources more effectively at fewer children. Provision for pupils with SEND should build on universal and targeted provision and sit in specialist provision. Being behind peers in learning does not of itself mean that a pupil has SEN.

1. **Coventry's Dimensions Model of Provision (See Appendix 1)**

* This model incorporates the graduated approach as outlined in the SEN Code of Practice 2014. It describes provision for pupils in all those areas in which the Code of Practice suggests that LAs should seek clear recorded evidence of a child or young person’s learning difficulty.
* It describes the teaching and learning styles, including assessment, which would be appropriate for pupils with SEN who do not have an EHC Plan (or a Statement of SEN) (Bands 2-4) and at two further levels of increasingly complex arrangements (Bands 5 and 6).
* It describes the parents’ and pupil's involvement in assessment, planning, recording and reporting at each of these levels.
* It has twelve further threads of curricular provision: e.g. concentration skills, management of health care, which might affect any one pupil's ability to engage with and access the curriculum.
* An individual profile of SEN provision indicates the level of arrangements needed to address each area of difficulty experienced by a pupil and the overall complexity of these arrangements. It also indicates the processes of assessment and provision that have been and are being undertaken to meet a pupil's needs within each and every area of difficulty.
* The LA will use the Dimensions model to describe the provision required to meet the needs of pupils with Education, Health and Care Plans or Statements of SEN.
* Objective evidence might include the following, singly or in combination.

\* Specific educational assessments such as for literacy, reported as a comparative statistic or in age equivalents or in centile scores.

\* Assessment results in progress 8 measures sub-levels or against other appropriate assessments.

\* Specific health related assessments such as sensory impairment or level of mobility

\* Specific assessments or structured recordings of observations of social functioning

\* Further specific checklists and assessments

Complexity, which takes account of the number, range and interrelationship of difficulties, should also be considered when assessing an overall level.

The special educational needs of the great majority of children and young people should be met effectively within mainstream settings through the graduated approach described earlier without the Local Authority needing to make an Education, Health and Care (EHC) Needs Assessment. In a very small number of cases the LA will need to make an EHC Needs Assessment and then consider whether or not to issue an Education, Health and Care Plan (EHCP).

**School Funding arrangements for SEN**

From 1 April 2013, EHCPs and Statements of SEN no longer bring additional resources except for pupils with the most complex needs who need arrangements at Dimensions levels Bands 5 and 6.

The Department for Education (DfE) published the "School funding reform: Next steps towards a fairer system" document on 26th March 2012 and "School funding reform: Arrangements for 2013-14 " document on 28th June 2012. These documents set out the school revenue funding arrangements for 2013/14 and 2014/15.

The School Funding Reform documents set out a new approach for funding "high needs" pupils - the “Place-plus” approach. The new approach is designed to be more responsive to the needs of individual pupils which will mean funding will follow pupils near to their real time movements. The approach is also designed to facilitate the provisions set out in the Children and Families Act 2014. The Department for Education (DfE) defines "high needs" pupils and students as those requiring education provision costing more than around £10,000 per year. Under a "Place-plus" approach high needs funding in mainstream schools will comprise the following three elements:

- **Element 1**, or “core education funding”: For pre-16 pupils, this is the age- weighted pupil unit (AWPU) plus any Pupil Premium.

- **Element 2**, or “additional support funding”: the DfE expects mainstream schools to contribute the first £6,000 of additional educational support (i.e. on top of element 1) from their notional SEN budget.

- **Element 3**, or “top-up funding”: the DfE expect local authorities to fund any additional costs above elements 1 and 2. The DfE also intend to include element 3, the top-up funding from the local authority’s notional High Needs Block, in SEN personal budgets moving forward.

From 1 April 2017 the Element 3 "top up funding" in Coventry will be allocated for pupils with band 5 or 6 Dimensions in EHCPs and Statements of SEN and will continue at the following top up rates:

The top-up funding rate for band 5 pupils is set at £3,500.

The top-up funding rate for band 6 pupils is set at £7,000.

1. **Professional Judgement and Consensus**

* Even where there are objective assessment results to support observations and subjective assessments, professional judgement is required to arrive at an overall view of a pupil's needs.
* Professional judgement should be a consensus of those directly involved with assessing and meeting the pupil's needs, parents/carers and the child or young person him or herself.
* All professional judgements should relate to tangible evidence, especially pupil progress.
* Parents/Carers and, where appropriate, the pupil must be involved in trying to reach overall consensus.
* Where consensus cannot be obtained easily, the reasons for this should be examined and appropriate provision and targets set in an attempt to resolve the issue.
* Legislation exists for the resolution of disagreements between the LA and parents, before an independent Tribunal, in relation to specific issues over statutory assessment and Statements and EHC Needs Assessments and plans. The Parent Partnership Service provides support to parents/carers to assist in the earlier resolution of disagreements that have the potential to reach Tribunal.
* Mediation is also available to provide independent disagreement resolution advice. This is designed to bring the parents and school/LA together in an informal way to seek to resolve any disagreements through discussion. Further information on mediation is available from the Statutory Assessment and Review Service in the Local Authority.

**Evidence**

There is need for evidence of the following, which are in no specific order:

High quality teaching and effective, personalised in-class differentiation

Attainment and progress against progress 8 sub levels or other relevant progress measures in the curriculum or IEP/provision map targets

The formulation and implementation of the SEN Support and provision

specified in an My Support Plan, IEP or equivalent

Records from reviews of My Support Plan, EPs or equivalent or regular meetings with parents/carers

* An assessment of a pupil's attainment of My Support Plan, IEP or other targets

Consultation and collaboration with parents/carers

Consultation with the pupil, where appropriate

Consultation with external support agencies

Outcomes of any SEN support or provision from external support agencies

* Evidence related to medical advice and/or social care involvement

**Very little of this evidence needs to be collected as a separate exercise from that of meeting the pupils needs, i.e.;**

* Existing records of the impact of interventions on a pupil’s knowledge, understanding and progress.
* Provision by external support agencies will be noted in the school's minutes of meetings in addition to which, those agencies will maintain their own records / notes made during those meetings.
* The on-going assessment of subjects, topics and modules, with annotated marking and personal target setting, provide ample evidence of attainment and progress across the National Curriculum.
* Planning provides evidence of pupil-specific differentiation
* The evidence of the formulation and implementation of a My Support Plan, IEP or equivalent is that it can be produced and can be seen to be familiar to all those implementing it.
* Evidence is required by different people and/or for different purposes throughout the graduated approach but LAs are required to have access to this evidence in order to fulfil their statutory obligations.

**Specific Issues**

The following has been drafted in response to questions raised which relate these issues to Special Educational Needs and the 2014 Code of Practice. They are not, in any way, seen as providing adequate information related to these areas per se, for which schools are directed towards appropriate sections of the Education and Inclusion Service specific publications and/or in-service training.

**Parental Consultation and Involvement**

The Governing Body of a school must ensure that parents are notified of a decision by the school that SEN Support is being made for a child or young person.

* Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. It is therefore essential that all professionals actively work with parents and value the contribution they make. All parents of children with special educational needs should be treated as partners.

*'Good, honest and open communication is key to the development of positive*

*working relationships and requires practitioners who listen to parents and are*

*trusted by them. Parents’ confidence in the SEN system and in schools and local*

*authorities in particular, is significantly coloured by the quality of communication*

*with them. Personal contact is a key factor for parents of children with SEN*

*and no information system will be valued that does not make provision for face to-*

*face communication'****.***

***Lamb enquiry report: Special educational Needs and Parental Confidence***

***February 2010***

* Positive attitudes to parents, user-friendly information and procedures and awareness of support needs are important. There should be no presumption about what parents can or cannot do to support their children's learning. All staff should bear in mind the pressures a parent may be under because of their child's needs.
* Where parents are reluctant to engage, schools need to consider what barriers to engagement may exist and what adjustments they could make to facilitate parental involvement. There may be communication difficulties or a lack of a shared understanding of what all parties want to achieve. For example; some parents/carers may assume that discussions about SEN Support will inevitably lead to an Education, Health and Care Plan and a change of school.
* Recognising the importance of consulting with parents/carers, schoolsdo so through a variety of means, for example parents' evenings, consultations or conversations**.** Those and similar occasions, for example informal discussions when the child is brought to or collected from school, can allow a school to consider a child's SEND with his or her parents/carers.
* To make communications with parents effective professionals should:
* Acknowledge and draw on parents’ knowledge and expertise in relation to their child;
* Focus on the child's strengths as well as areas of need;
* Recognise the personal and emotional investment of parents and be aware of their feelings;
* Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings;
* Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
* Respect the differing needs parents themselves may have, such as a disability or communication or linguistic barriers;
* Recognise the need for flexibility in the timing and structure of meetings.
* Parents should be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the SEND Local Offer and the SENDIAS Service when informed that their child is to receive SEN Support.
* The EHC Needs Assessment process can be difficult and challenging for parents. Parents should be fully involved in all discussions leading up to a joint decision to request an EHC Needs Assessment.

**Pupil Participation- “***No decision about me without me”*

Children and young people with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what kind of support they would like to help them make the most of their education. They should, wherever possible, participate in all the decision-making processes about them including the setting of learning targets and contributing to My Support Plans, IEPs or their equivalent, discussions about choice of schools, contributing to the assessment of their needs and to annual review and transition processes.

From Year 9 onwards, schools, colleges and other agencies involved in planning for a young person’s preparation for adulthood should establish what support he or she needs to express views and how the family should be involved. Some young people will require support from a skilled advocate to ensure their views are heard and acknowledged.

**Pupils Starting School for the First Time**

* Where a child entering Nursery or Reception presents an obvious cause for concern, it may be necessary to put SEN Support in place immediately, whilst observing the child closely and gathering as much information as possible.
* Subsequently, it may be possible to remove the SEN Support and revert to meeting the child's needs through high quality teaching, as for any other pupil.
* Where a child is already known to specialist services, information should be available to guide the setting or school in making appropriate arrangements to meet that child's needs.
* Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions.
* Arrangements in school may very soon need to be substantially different from those required in the early years setting. This might lead to either a largely reformulated My Support Plan, IEP or equivalent or withdrawal of SEN support and removal from the SEN register/ record.

**Pupils Moving Between Schools**

* Pupils moving between schools (transient pupils) may have specific needs across a range of areas, some of which will need to be met via the school’s arrangements in relation to the SEND Code of Practice. A My Support Plan will facilitate this and be transferrable to other settings.
* A pupil with several changes of school may appear to have learning difficulties very soon after entering a new school but there may be no documentation to indicate specific needs. It might be appropriate to undertake assessments to ascertain whether there is underachievement caused by the frequent moves of schools or if there are significant learning difficulties and a need for SEN Support.
* Subsequent observation and assessment should enable the class teacher and SENCO to make the decision whether or not to put in place appropriate SEN support.
* Children who move into the City with a Statement or an EHC Plan, or an incomplete EHC Needs Assessment should be discussed with an Education, Health and Care Plan Coordinator from The Statutory Assessment and Review Service.
* Additional support is likely to be necessary for pupils from a number of vulnerable groups if they are to move between schools successfully. These groups include pupils with SEND, those who are in the care of the local authority, unaccompanied asylum seekers, pupils from the Gypsy/Roma/Travelers community, etc.

**Primary/Secondary Transfer**

* In Primary school, the pupil’s individual needs will have been assessed within the school and SEN Support will have taken account of whole school arrangements.
* Primary schools are expected to pass on to receiving secondary schools individual records of progress which relate to whole school arrangements for classroom differentiation or small group work.
* Receiving secondary schools should also be aware of the provision made in primary schools, through primary/secondary liaison, and would know whether the provision in their own school differed substantially from that in any one of those schools.
* For those pupils who have been appropriately supported at primary school via the graduated approach, primary and secondary schools are expected to work together to put in place appropriate SEN Support for pupils with SEND in good time and well before the start of Year 7. The My Support Plan will facilitate this approach during transition.
* **There is no need for pupils in Years 5 and 6 to be referred for EHC Needs Assessment simply to ensure that appropriate provision will be made in secondary school. Where referrals are necessary they should be sent to the LA in time for the EHC Needs Assessment process to be completed before the allocation process of secondary school places is finalised.**
* Pupils with a disability may require some building adaptations in the secondary school. This should be discussed with an Education, Health and Care Plan Co-ordinator from The Statutory Assessment and Review Service during Year 5.
* Year 6, therefore, is the one in which arrangements for a pupil's individual needs may need to be quite significantly, but also very appropriately, adjusted in good time for the start of the following autumn term.
* Individual primary and secondary schools have developed their own ways of addressing these needs within a policy of best practice for their pupils.

**English As** **An Additional Language (EAL)**

* A child is not considered to have Special Educational Needs solely because the home language is different from the language of tuition. However, the proportion of pupils who are learners of English as an Additional Language and who are identified as needing SEN Support is likely to be at least the same as that for the rest of the population.
* In meeting these needs, language support teachers and bi-lingual classroom assistants are able to use their specialist skills to work with class teachers and other support staff in, for example, developing, delivering and assessing Individual Learning Plans.
* In the event of an educational psychologist requiring specific information or assistance in assessing the special needs of an EAL learner, staff from MGSS are available either to act as interpreter for the educational psychologist, or to produce independently a written response to specific questions.
* MGSS staff attached to schools are able to assist generally in communicating with parents of pupils with SEND.

**General Criteria for Identification of SEND**

**Process Criteria**

**Essential**

* The pupil requires SEN Support which may involve the formulation of a My Support Plan or Individual Education Plan (IEP), provision map or equivalent.
* The pupil has made little or no progress despite receiving differentiated whole class teaching, personalised learning opportunities and high quality teachingor has a disability which significantly impairs access to the curriculum and wider participation in school life*.*

**Plus one or more of the following**

* The pupil has not made progress despite appropriate high quality differentiated teaching and well-delivered and carefully monitored interventions and support.
* The pupil no longer requires a statement of SEN or an EHC plan but very specific targets require some monitoring by external specialist agencies.
* The LA does not consider that an EHC Needs Assessment is required and that school SEN Support arrangements should remain in place.
* Exceptionally the class teacher, SENCO and parents consider that early intensive action by the school is necessary to enable the pupil to make improved rates of progress and close the attainment gap with peers.
* Very exceptionally, the class teacher, SENCO and parents having consulted with the Headteacher consider that early intensive action with external specialist advice or support is necessary immediately.
* General advice on strategies or equipment has been sought from external specialist agencies such as health, social services, specialist SEN services or other agencies.

**Level of Difficulty Criteria**

The triggers for SEN Support could be the teacher's, parents’ or others' concern, underpinned by evidence, about a pupil who despite receiving high-quality differentiated teaching and personalised learning opportunities:

* Makes little or no progress even when teaching approaches are targeted particularly in the pupil's identified area of weakness;
* Shows signs of significant difficulty in developing literacy or numeracy skills which result in poor attainment across curriculum areas;
* Presents persistent social, emotional or mental health difficulties which are not ameliorated by the social skills and behaviour management techniques usually employed in the school;
* Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.\*
* Has communication and/or interaction difficulties, and continues to makelittle or no progress despite the provision of a differentiated curriculum.

**\* Pupils with sensory or physical needs/disabled pupils**

Where pupils have sensory or physical needs which require significant additional, proactive and long-term interventions in addition to the usual differentiated curriculum, including support from external, specialist agencies, it is appropriate to identify and record these pupils as receiving SEN Support, even where the pupil has no learning difficulty and is making good progress as a result of these specialist interventions and support.

**Dimensions**

* A perceived need for Bands 2 to 4 arrangements for teaching and learning styles in some of threads.
* Identification of further threads for which Band 2 to 4 arrangements may be necessary.
* Identification of threads for which advice related to possible Band 2 to 4 arrangements should be sought.

**Professional Judgement and Consensus**

* The SENCO, teaching staff, parents/carers and, where appropriate, the pupil, all agree that the pupil is progressively attaining well below age-related expectations and making less than expected progress.
* A consensus of opinion that the pupil is working well below age-related expectations.

**Evidence**

* Records of discussions
* Record of parental involvement.
* School tracking records from the core curriculum.

**Plus any of the following where there are specified difficulties**

* + School records from subject areas requiring a specific skill; e.g. technology, art, PE, writing - where fine motor co-ordination is required.
  + Documented evidence of social, emotional or mental health difficulties, showing lack of improvement, or deterioration despite appropriate interventions.
  + This evidence is primarily required by:

\* the SENCO;

\* any support service whose general advice may be sought.

**General Criteria for EHC Needs Assessment**

**Process Criteria**

**Essential**

* The process for identifying a pupil as in need of SEN Support.
* There have been at least three termly reviews of progress including reviews of My Support Plan, IEPs or equivalent.
* Routinely, there has been the involvement of an external support agency in the formulation and/or the implementation of the My Support Plan, lEPs or equivalent, the monitoring of progress and the review of the lEPs or equivalent.
* Where appropriate The Educational Psychology Service has been involved as an external support service prior to making a request for statutory assessment and there is a report following EP consultation written within the last 12 months.
* Parents/carers have been fully involved since identification of the SEN and understand the request for EHC Needs Assessment. However, where school does not agree with parents that a request for an EHC Needs Assessment is appropriate for a pupil, parents themselves have a right to make that request directly to the local authority.
* The pupil has been made aware and given some understanding of the request as appropriate to their age and level of functioning.
* Documented evidence of the implementation and impact of SEN Support and interventions including reviewed My Support Plan, lEPs or equivalent is required to accompany the necessary request forms. (See EHCNA section)
* Documented evidence of earlier intervention could be assembled if this were to be requested by the LA in exceptional circumstances; e.g. in the event of it being needed at a Tribunal / to inform debate and final decisions related to unresolved disagreements/ to enable an audit of SEN provision.
* A Family Conversation meeting has been held and a record completed with the parents/carers and child/young person.
* An About Me pupil profile has been completed with the child/young person giving them a chance to give their views.

**Level of Difficulty Criteria**

**Essential**

* With levels of difficulty indicated for appropriate identification of SEN and at least three, increasingly specific and intensive cycles of interventions based on the graduated approach and reviews of provision and progress with parents from at least the preceding 12 months. Use of the My Support Plan will enable setting to evidence this.
* The discrepancy between the attainment of the pupil and age-related expectations is widening and the pupil is making no discernible progress.
* Significant levels of difficulty will be such that they would usually be experienced by only 1% or less of the population or where the pupil has exceptional complexity of needs in a number of areas.

**All requests for statutory assessment, whether from schools or parents, are considered in the same way and against the same criteria.**

**Plus any of the following**

* With significant types and levels of social, emotional or mental health difficulty and at least three, increasingly specific and reviewed My Support Plan, lEPs or equivalent, the discrepancy between the behaviour and/or social competence and/or emotional development of the pupil and age-appropriate behaviour is widening, or the child’s mental health is deteriorating.
* Specified difficulties are preventing the pupil from accessing the curriculum despite adequate, relevant SEN Support and interventions delivered or monitored by appropriate specialist agencies.
* A level of difficulty commensurate with the above, where the fact that English is an additional language may be compounding the inability to engage with the curriculum but does not account for it.
* In deciding whether to proceed with an EHC Needs Assessment, the above guide can be used but the number, range and interrelationship of difficulties in the following areas will also be considered.
* communication skills
* concept development
* early literacy
* early numeracy skills
* self-help skills
* mobility skills

**Dimensions**

* A perceived need for arrangements detailed in Bands 5-6 for a number of the pupil’s identified areas of difficulty. Please note in particular that EHC Plans do not bring additional resources except for pupils with the most complex needs who need arrangements at Dimensions levels Bands 5 and 6.
* Identification of threads in Bands 5-6 for which statutory assessment would be required before any more appropriate intervention could be made.

Information received should enable the LA to construct a full Dimensions profile of current SEN Support arrangements for the pupil.

**Professional Judgement and Consensus**

* Ideally, the SENCO, other school staff, external agencies and parents, will work co­operatively, and agree that a request for an EHC Needs Assessment should be made. However, where school does not agree with parents that a request for an EHC Needs Assessment is appropriate for a pupil, parents have a right to make that request themselves directly to the local authority.
* A consensus of opinion that there is evidence of significant learning difficulty and that the discrepancy between perceived ability and attainments is widening.

**Evidence**

**Essential**

Information, including:

\* the recorded views of parents and, where appropriate, the child or young person on the earlier stages of assessment and any action and support to date;

\* evidence of health checks, for example relevant information on medical advice to the school;

\* when appropriate, evidence relating to social care involvement.

* Written My Supoprt Plans, Individual Education Plans or equivalent , the reviews and monitoring arrangements followed and the educational outcomes of the SEN provision.
* Evidence of outcomes from all SEN Support based on aspirational and relevant targets.
* Reviews of each My Support Plans, Individual Education Plan or equivalent indicating decisions made as a result.
* Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school.
* Notes and action plans from review meetings or conversations with parents
* All the above is required by the LA in deciding whether to proceed with statutory assessment. (See EHCNA section)

**Further Criteria for EHC Needs Assessment**

**Specified Areas of Difficulty**

**These should be read in relation to the information contained in the sections on general criteria for EHC Needs Assessment and criteria for SEN Support which they are designed to complement.**

* They might be used where you suspect a specific difficulty or where one has been identified by an appropriately qualified professional.
* These criteria for specified areas of difficulty are a guide and should not be used for labeling a pupil in the absence of identification by a relevant, qualified specialist.
* The criteria for each specified area should be considered if the pupil meets the general criteria outlined in the previous section.
* For each named difficulty; e.g. Speech Language and Communication Needs, SEMH, etc. there is a list of Dimensions threads and associated target areas. Pupil-specific targets may have been set within these areas and addressed through SEN Support **These are suggestions only and are not in any way either a necessary or an exhaustive list. They have been presented in this manner in order to prevent any stereotyping of pupils with named difficulties.**
* Some target areas are noted under more than one thread. This acknowledges the fact that some targets will be perceived as being related to different factors. For example, low self-esteem may be perceived as being related to low attainment or to a difficulty in making relationships.
* It is expected that schools will have used the Inclusion Development Programme materials, the Nasen SENCO training materials, the Lamb materials and the wealth of information and resources on the Nasen SEN Gateway in order to inform and improve teaching and provision for pupils with SEND. All these materials are available on the Nasen website at <http://www.nasen.org.uk/onlinesendcpd/>.

Cognition and **Learning Difficulties**

* Some children may have global learning difficulties, often referred to as ‘general learning difficulties’, which may have effects anywhere along a continuum from mild to severe.
* Some children may have a very specific learning difficulty which affects their ability to access the curriculum in equally specific areas or in almost every area of learning; e.g. dyslexia, dyspraxia or sensory impairment.
* Some children have both global and very specific learning difficulties.

**Criteria of Learning Difficulty**

**Essential**

* The child is working at a level significantly below age-related expectations in any of the core subjects of the National Curriculum.
* Evidence that the child is falling progressively and increasingly behind age-related expectations in any of the NC core subjects as measured by:

\* School assessments and progress tracking systems

\* other standardised assessments

\* Teachers’ recorded assessments of class work

\* A pupil’s portfolio/record of achievement

**Plus any of the following**

* Evidence of impaired social interaction or communication or a significantly restricted repertoire of activities, interests and imaginative development.
* Evidence of significant problems in the child’s home or family circumstances or in his/her school attendance record.
* Evidence of significant social, mental or emotional difficulties, as indicated by clear recorded examples of:

\* withdrawn or disruptive behaviour

\* marked and persistent inability to concentrate

\* difficulties in forming and maintaining balanced relationships with fellow pupils or adults

\* other evidence of significant delay in the development of life and social skills

* Evidence of contributory or remediable medical problems or similar evidence from assessments or interventions by health or social care. Information from such assessments and interventions will be particularly important for children and young people with severe or profound and multiple difficulties as their needs are unlikely to be appropriately assessed without an interdisciplinary perspective.
* Evidence that the appropriate additional access to the use of IT across the curriculum has not met the needs of the pupil.

**Dimensions**

* SEN Support at Band 3/4 will have been unsuccessful in identified threads.
* There may be other areas where it is suspected that a pupil is experiencing difficulties, but further specialist assessment is required to establish what arrangements might be necessary.
* The complex relationship between the arrangements indicated in each identified thread may be difficult to establish without a multi-disciplinary assessment.

**Further Specification of Criteria for Statutory Assessment:**

**Social, Emotional and Mental Health Difficulties (SEMH)**

**Essential**

* A significant discrepancy between the child’s cognitive ability and the expectations of those concerned with his/her education and the child’s academic attainments.
* Evidence of severely impaired social interaction.
* Unpredictable, bizarre, obsessive, violent or severely disruptive behaviour **over a period of time**, usually not less than one term.
* Evidence that fully informing all staff of the child’s difficulties, and ensuring a consistent approach across the school to remedying them, has not met the child’s needs.

**Plus any of the following**

* The child is unusually withdrawn, lacks confidence and is unable to form purposeful and lasting relationships with peers and adults.
* Evidence of severely impaired communication or a significantly restricted repertoire of activities, interests and imaginative development.
* Irregular school attendance.
* Obsessional eating habits.
* Substance or alcohol abuse.
* The child has participated in or been subject to bullying at school.
* The child has been subject to neglect and/or abuse at home; and/or has faced major difficulties at home.
* A suggestion that a child may have a significant mental or physical health problem.
* Evidence that a constructive relationship with parents/carers and meeting with them on a regular basis in school has not met the child’s needs.
* Evidence that, where appropriate, involvement with Children and Families First Workers (Schools) and/or social care staff has not met the child’s needs.
* Evidence that the additional access to the use of appropriate IT as a means of motivating and stimulating the child has not had a positive impact.

The DfE document, ‘Mental health and behaviour in schools: Departmental advice for school staff (June 2014) should be used to inform practice and decisions in this area. This document can be downloaded at [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

**Dimensions**

Provision at Band 3/4 may have been unsuccessful in the following threads and associated target areas

|  |  |
| --- | --- |
| Thread | Target Area |
| National Curriculum | Literacy Numeracy Task completion Home work Self-esteem |
| Pupil’s Contribution to Assessment Recording and Reporting | Realistic assessment of achievement  Realistic assessment of attainment  Realistic assessment of progress |
| Concentration Skills | On-task behaviour Beginning/ending a task Ignoring distractions Delaying responses IT |
| Language Development | Social communication skills |
| Interpersonal Skills | Relationships with peers Relationships with adults Self-esteem |
| Personal and Social Education | Personal Care Self-esteem School attendance Pupil communication with parents/carers Social skills |
| Use of Recreational Time | Behaviour at lunch, break times, before school Accessing ‘clubs’ - in school/at home |

|  |  |
| --- | --- |
| Social/Emotional Development | Target areas related to the individual pupil's Behaviour Management Programme; e.g.   * Unpredictable, obsessive, aggressive or disruptive, behaviour * Withdrawn behaviour * Attendance * Bullying   Further target areas; e.g.   * Self-esteem * Self-image * Coping with the effects of external factors/events * Communicating with specific people on specific issues. |

* Parental involvement in the formulation and implementation of the My Support Plan, IEP or equivalent requires regular home/school communication, beyond that of Band 4 provision.

**Further Specification of Criteria For Statutory Assessment:**

**Physical Disabilities**

**Criteria of learning difficulty**

**Essential**

* A significant discrepancy between the child’s attainments in specified areas and those of the majority of children of the same age.
* A significant discrepancy between expectations of the child as assessed by those who have ‘closely observed him/her, supported, where appropriate, by the results of standardised tests of cognitive ability and attainment against the National Curriculum in assessments and tests.
* Evidence that the child is unable to take part fully in particular aspects of the school’s curriculum without close adult supervision and/or substantial adaptation of teaching materials or of the environment.
* All reasonable steps have been taken to improve access to independent learning and the physical environment and have proved inadequate.

**Plus any of the following**

* Significant self-help difficulties; e.g. toileting, feeding.
* The child’s condition gives rise to serious safety issues.
* Significant emotional or physical stress due to the inability to fully take part in school life.
* Access to information technology for communication difficulties has not met the child’s needs.
* Consideration of the child’s space requirements in the classroom and storage of equipment remains an issue for the school.

**Dimensions**

Provision at Band 3/4 may have been unsuccessful in improving attainment in the following threads and associated target areas.

|  |  |
| --- | --- |
| Thread | Target area |
| National Curriculum | Literacy  Numeracy  IT  PE, games, technology, art, music, writing  Discussion groups  Perceptual skills – auditory, visual, body image (proprioception) |
| Pupil's contribution to Assessment Recording and Reporting | Appropriate target setting in relation to specific difficulties. |
| Concentration Skills | Strategies for maintaining attention |
| Language Development | Receptive and express language  Articulation  Social Communication Skills  Aided communication skills  Self-esteem |

|  |  |
| --- | --- |
| Interpersonal skills | Acceptance as a "full' member of a group |
| Personal and Social Education | Self-help skills  Safety  Acceptance of help  Independence  Self-esteem |
| Use of Recreational Time | Purposeful use of time  Gaining skills related to specific activities |
| Motor Skills | Mobility  Fine motor skills  Gross motor skills  Perceptual-motor skills |
| Behavioural / Emotional Development | Emotional stress  Coping with changed circumstances |
| Management of Health Care | Responsibility for on-going or intermittent medication  Self-monitoring and reporting on health related issues |
| Sensory Development | Coping strategies  Skilled use of aids  Appropriate aspirations for attainment |

* Parental involvement in the formulation and implementation of the My Support Plan, IEP or equivalent will almost certainly require more intensive collaboration than indicated at Band 4, particularly in accessing and responding to on-going medical information.**Further specification of Criteria for Statutory Assessment:**

**Hearing Impairment**

* The vast majority of children with mild or moderate fluctuating hearing will have needs which can be met through quality, well-differentiated high quality teaching and SEN Support.
* Children with severe or profound sensori-neural hearing loss fall into two distinct categories:

\* those with hearing loss from, or soon after birth; i.e. prior to language development;

\* those who acquire a hearing loss after the development of spoken language.

There are different implications for each group with regard to language development.

* The LA should seek clear, recorded evidence of both the child’s academic attainment and the extent and nature of his or her hearing difficulty. This evidence should include, for example, audiogram, non-verbal ability, language assessment, equipment details.

**Criteria of learning difficulty**

**Essential**

* A significant discrepancy between the child’s attainments in specified areas and those of the majority of children of the same age.
* A significant discrepancy between expectations of the child as assessed by those who have closely observed him/her, supported, where appropriate, by the results of standardised tests of cognitive ability and attainment against the NC in assessments and tests.
* Evidence that the hearing difficulty significantly impairs access to the curriculum, ability to take part in particular classroom activities or participation in aspects of school life.
* Evidence that alerting all teachers and other adults in the school to the hearing difficulty and to the basic measures that they should take to overcome or circumvent that difficulty has not met the child’s needs.

**Plus any of the following**

* Evidence that the hearing loss significantly impairs social, mental or emotional health and development.
* Substantiated evidence, based on specific examples, that the hearing difficulty places the child under stress, with associated withdrawn or frustrated behaviour.
* Evidence that addressing such matters as the child’s positioning in class, paired activities with hearing children or adults and the use of hearing aids and other relevant equipment has not met the child’s needs.
* Evidence that access to appropriate IT has not met the child’s needs.

**Dimensions**

* Provision at Band 3/4 may have been unsuccessful in improving attainment in the following threads and associated target areas.

|  |  |
| --- | --- |
| Thread | Target area |
| Thread | Target area |
| National Curriculum | Literacy  The language of numeracy  Discussion groups |
| Pupil's contribution to Assessment Recording and Reporting | Appropriate aspirations/preventing under-achievement  Full access to external examinations/tests |
| Language of Tuition | The full use of routinely provided and appropriately adapted materials supporting access to the language of tuition  Access to the language of the curriculum |
| Language Development | Receptive language, spoken and written  Expressive language, spoken and written |
| Interpersonal Skills | Independence |
| Sensory Development | Making full use of residual hearing  Independent management and use of audiological equipment  Self-esteem/self-confidence |

* Parental involvement in the formulation and implementation of the My Support Plan, IEP or equivalent might require regular home/school communication beyond that of Band 4 provision.

**Further Specification of Criteria for Statutory Assessment:**

**Visual Impairment**

**Criteria of learning difficulty**

**Essential**

* A significant discrepancy between the child’s attainments in specified areas and those of the majority of children of the same age.
* A significant discrepancy between expectations of the child as assessed by those who have closely observed him/her, supported, where appropriate, by the results of standardised tests of cognitive ability and attainment against the NC in assessments and tests.
* Evidence that the child’s visual difficulty significantly impairs access to the curriculum, ability to take part in particular classroom activities or participation in aspects of school life.
* Evidence that alerting all teachers and other adults to the visual difficulty and adopting appropriate and specific classroom management measures have not met the child’s needs.

**Plus any of the following**

* Evidence that the visual difficulty impairs mobility.
* Evidence that addressing access by exploring the scope for and following recommendations regarding physical adaptations; e.g. the use of handrails; or lighting and contrast application and training, has not met the child’s mobility needs.
* Evidence that the visual difficulty impairs social or emotional development.
* Substantiated evidence, based on specific examples, that the visual difficulty places the child under stress, with associated withdrawn or frustrated behaviour.
* Evidence that access to appropriate information technology has not met the child’s needs

**Dimensions**

* Provision at Band 3/4 may have been unsuccessful in improving attainments in the following threads and associated target areas.

|  |  |
| --- | --- |
| Thread | Target Area |
| National Curriculum | Specific areas of the curriculum requiring practical activities IT Technology Use of specifically adapted materials Use of specifically adapted environment Task completion |
| Pupil’s contribution to Assessment, Recording and Reporting | Realistic personal target setting Self-esteem Full access to external examinations/tests |
| Concentration Skills | Maintenance of attention |
| Interpersonal skills | Equal access to small discussion groups |

|  |  |
| --- | --- |
| Personal and Social Education | Care of spectacles or other aids Self-esteem Personal organisation skills |
| Use of Recreational Time | General access, including off-site visits |
| Motor Skills | Mobility Fine and gross motor skill development Hand-eye co-ordination |
| Management of Health Care | Management of prosthesis  Self management of medication |
| Sensory Development | Making full use of residual vision  Self-esteem / self-confidence |

* Parental involvement in the formulation and implementation of the My Support Plan, IEP or equivalent might require regular home/school communication, beyond that of Band 4 provision.

**Further Specification of Criteria for Statutory Assessment:**

**Speech and Language Difficulties**

**Criteria of learning difficulty**

**Essential**

* A significant discrepancy between the child’s attainments in specified areas and those of the majority of children of the same age.
* A significant discrepancy between expectations of the child as assessed by those who have closely observed him/her, supported, where appropriate, by the results of standardised tests of cognitive ability and attainment against the NC in assessments and tests.
* The child’s expressive and/or receptive language development is significantly below that of the majority of children of the same age as measured by standardised language assessment tests, or there is a major discrepancy between the child’s expressive and receptive levels of functioning.

**Plus any of the following**

* Substantiated evidence, based on specific examples, that the child’s communication difficulties impede the development of purposeful relationships with adults and/or fellow pupils.
* Substantiated evidence, based on specific examples, that the communication difficulties give rise to emotional and behavioural difficulties.
* Evidence of current hearing difficulties or a history of hearing problems coexisting with or causing the speech and language difficulty.
* Evidence that appropriate, additional pastoral help to reduce anxiety and enhance self-esteem has not met the pupil’s needs.

Evidence that additional access to appropriate information technology has not met the child’s needs.

**Dimensions**

* Provision at Band 3/4 may have been unsuccessful in improving attainment in the following threads and associated target areas.

|  |  |
| --- | --- |
| Thread | Target Area |
| National Curriculum | Literacy Numeracy Phonological awareness Auditory or visual perception Discussion groups |
| Pupil’s contribution to Assessment Recording and Reporting | Self-esteem |
| Concentration Skills | Maintaining attention |
| Language Development | Receptive language  Expressive language  Articulation  Conversation skills |
| Interpersonal skills | Non-verbal communication  Joining in with other pupils |
| Personal and Social Education | Social communication  Social skills  Self-esteem |
| Use of Recreational Time | Accessing clubs and leisure activities in school and at home |
| Motor Skills | Fine and/or gross motor skills  Sense of self in space (proprioception) |
| Behavioural/Emotional Development | Outbursts related to frustration  Self-esteem |

* The language of tuition will frequently need to be considered beyond that indicated at Band 3/4
* Parental involvement in the formulation and implementation of the My Support Plan, IEP or equivalent might require regular home/school communication beyond that of Band 4 provision.

**Further Specification of Criteria for Statutory Assessment:**

**Medical Conditions**

* Some children, for example, those suffering from the effects of a road traffic accident, may have a temporary medical condition. However, in some cases a temporary medical condition may lead to a permanent physical or mental condition.
* The effects of long term and/or intermittent, recurring illness can lead to poor peer group relationships and low self-esteem, often a predisposing factor for psychiatric disorders. Children recovering from severe head injury are frequently disposed to changes and/or fluctuations in personality.

**Criteria of learning difficulty**

**Essential**

* A significant discrepancy between the child’s attainments in specified areas and those of the majority of children of the same age.
* A significant discrepancy between expectations of the child as assessed by those who have closely observed him/her, supported, where appropriate, by the results of standardised tests of cognitive ability and attainment against the NC in assessments and tests.
* Evidence that the medical condition significantly impedes or disrupts access to the curriculum, ability to take part in particular classroom activities or participation in other aspects of school life.
* Evidence that, despite all staff being fully informed of the child’s medical condition and of a consistent approach having been taken across the school to managing the child’s education, the needs have not been met through relevant SEN Support.

**Plus any of the following**

* Substantiated evidence, based on specific examples, that the medical condition gives rise to emotional or behavioral difficulties.
* Significant emotional or physical stress due to the inability to take part fully in school life.
* Evidence that the child is unable fully to take part in particular aspects of the school’s curriculum without close adult supervision and/or substantial adaptation of teaching materials or of the environment.
* Significant self-help difficulties; e.g. toileting, feeding.
* The child’s condition gives rise to serious safety issues.
* Plans to support full access by, for example, considering the child’s space requirements in the classroom and storage of equipment, have not met the needs.

The DfE and Department of Health statutory guidance document ‘Supporting pupils with medical conditions’ (December 2015 ) should be used to inform practice and decisions. The document can be downloaded at [www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions](http://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions).

**Dimensions**

* Provision at Band 3/4 may have been unsuccessful in improving attainment in the following threads and associated target areas.

|  |  |
| --- | --- |
| Thread | Target Area |
| National Curriculum | Literacy Numeracy IT |
| Pupil’s contribution to Assessment, Recording and Reporting | Self-esteem |
| Concentration Skills | Maintaining attention Re-focusing attention Improving concentration following physical trauma |
| Interpersonal Skills | Maintaining friendships Acceptance as a full member of a group |
| Personal and Social Education | Explaining difficulties to others Personal dignity Resentment Self-help skills Independence Safety Acceptance of help Self-esteem |

|  |  |
| --- | --- |
| Use of Recreational Time | Realistic aspirations for leisure activities Re-gaining skills |
| Motor Skills | Mobility Fine motor skills Gross motor skills |

|  |  |
| --- | --- |
| Behavioural and Emotional Development | Counselling Emotional/behavioural outbursts Emotional stress Coping with changed circumstances |
| Management of Health Care | Taking over the management of medication |

* Parental involvement in the formulation and implementation of the My Support Plan, IEP or equivalent will almost certainly require regular home/school communication beyond that of Band 4 provision.

**Further Specified Difficulties**

* All those difficulties addressed in the Code of Practice have been similarly addressed in this document.
* There may well be others which are equally specific.
* Other named disorders may share features with several of those already addressed.
* In principle, it should be possible to use the general criteria for statutory assessment as a guide for any named difficulty or disorder. The thread titles of the Dimensions model then enable a check to be made of any areas of difficulty which should be considered and provided for.
* The Coventry Document ‘Ordinarily available provision’ should also be consulted to ensure that the appropriate interventions have been put in place and reviewed over a period of 3 terms.
* Given that the major specific difficulties have been individually addressed, it should not, therefore, be necessary to consider each and every named problem as a separate entity.
* Where schools are uncertain about any disorder which has not been specifically addressed, they should seek help from the SEN Support service, including the Educational Psychology Service.

**Statutory Assessment**

* Formal Education, Health and Care Needs Assessments are undertaken by the LA in accordance with the SEND Code of Practice 2014.
* The decision on whether or not to undertake a statutory assessment of special educational needs is taken by a multi-agency panel made up of representatives from education, schools, health and social care on behalf of the Director of Education, Adult Education and Libraries
* The decision to proceed with an EHC needs assessment (EHCNA) does not automatically lead to the issuing of an EHC plan.
* School based arrangements should continue asfor SEN Support following a request for EHCNA and while awaiting the outcome of the request/assessment.
* A request from a school for EHCNA must be made by the submission of the completed request form for EHCNA and notes from a completed Family Conversation/About Me.
* The form should be sent to The Statutory Assessment and Review Service.
* Requests for EHCNA received directly from parents/carers will result in the LA requesting further information from the educational setting (if child is of an age to be in education).
* On receipt of all request forms, the LA will indicate, in writing and within six weeks, whether it intends to proceed with a statutory assessment.
* The LA will consult with parents/carers and explanatory literature will be forwarded to them when a request is received from a school.
* The LA wil work in a person centered way with families/young people and ensure there is good communication throughout the process

**Request for Education, Health and Care Needs Assessment Form**

The Request for Statutory Assessment Form can be found at the following link on the Coventry SEND Local Offer. There are two versions one for Early Years children and one for school/college age pupils.

**http://www.coventry.gov.uk/sendguidance**

* This should be completed, by the Headteacher of the school, following agreement at an SEN review meeting with parents/carers that a request should be made to the Director Education, Adult Education and Libraries for the consideration of a child’s education, health and care needs under the provisions of the Children and Families Act 2014.
* The form should describe the recent history of the pupil; the difficulties being experienced, the processes and resources already in place to address them and the impact these have had on the pupil's progress.
* In completing the form, schools should have regard to the following:
  + it should be written in a style that is easily accessible to parents/carers and to people unfamiliar with the world of education;
  + it must provide clear, documented evidence of the preparation, delivery and review of the pupil's Individual Education Plans or equivalent. It should name previous school(s).
  + it should describe the input of specialist support services which have been provided within the notional SEN budget evidencing how this funding has been used;
  + it should present only objective evidence about the difficulties experienced by the pupil;
  + it should be in electronic form, and signed by the Headteacher or the Responsible Person
  + The contents of the form should have been shared with all those with parental responsibility.
* Notes from the Family Conversation/About Me should have been completed with parents/carers and the child/young person and should be submitted electronically with the EHCNA form.
  + Assistance from a member of the SEN Support Service, or from the SEND Information Advice and Guidance Support Service , may enable parents/carers to gain more understanding of the implications of a request for statutory assessment. The SENDIASS booklets should be available in schools and more information is available on the Coventry SEND Local Offer and the SENDIASS website at [www.coventry.gov.uk/parentpartnership/](http://www.coventry.gov.uk/parentpartnership/).

**Education Advice for EHC Needs Assessment**

• Following agreement to a request for and EHCNA, the LA will seek advice from a number of professionals and the child’s parents/carers.

• This advice will assist the LA in deciding whether to issue an Education, Health and Care Plan or written feedback collected during the EHC Needs Assessment to inform how the outcomes ought for the child or young person can be achieved through special education provision made by the early years provider, school or post-16 institution and coordinated support from other agencies..

• Schools will be asked to provide their written educational contribution on the Education Advice for Education Health and Care Needs Assessment (EAEHCNA) template.

• The Educational Advice Template can be found at the following link on the Local Offer:

http://www.coventry.gov.uk/sendguidance

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The Educational advice template should be completed by the Headteacher of the school after consultation with the SENCO, other school staff involved with the pupil and any Education Support Services involved.

* + In order to complete this template it will be necessary to refer back to the EHCNA request form.
  + The educational advice and the request for EHCNA forms will, together, become an appendix to the EHC plan or to the written feedback.
  + All appendices are forwarded to parents/carers in their original format.
  + Schools should consider the terminology used in these forms carefully and should discuss them with parents/carers.

**Coventry’s Dimensions Model of SEND**

* The Dimensions Model for SEND provides a structure which shows how the essential characteristics of education may need to be modified or supplemented in order to meet the special educational needs of all pupils.
* The model is based on the curriculum requirements of young people.
* The model itself is divided into fifteen threads of arrangements for curricular provision.
* The information within each of these threads is further sub-divided into six bands, with the information in Band I describing minor modifications and working towards the most complex arrangements which may have to be made at Band 6.

**Pupil Description**

* This describes the difficulties that the pupil will be presenting with across a continuum of special educational needs from mild to severe and complex.

**The Curriculum Dimension**

* This describes all of the curriculum arrangements which are required to meet the needs of children across a continuum of special educational needs from mild to severe and complex.

The curriculum dimension can be used:

* by individual schools to audit their current SEND provision, producing a curriculum profile for SEND which may then be used to inform school development planning;
* to audit the holistic special educational needs of individual pupils within a school. The profile of arrangements which is produced can be used to inform target setting, curriculum arrangements and timetabling and provides a basis against which the value-added of educational provision can be measured;
* by all INSET providers to inform priority programmes for development and delivery, INSET providers can also use the curriculum dimension to act as a reference point to inform staff in relation to the relevance of the course to specific special educational needs.

**PUPIL DESCRIPTION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Band 1** | **Band 2** | **Band 3** | **Band 4** | **Band 5** | **Band 6** |
| **1.**  **NATIONAL CURRICULUM** | Has a low level of difficulty in the acquisition of literacy and/or numeracy skills. These could be described as individual differences. | Shows continuing difficulties in the acquisition of literacy and/or numeracy skills. Individual differences are becoming more marked. | Shows persistent difficulty in the acquisition of literacy and/or numeracy skills. Attainment is becoming significantly below that of the group and is beginning to affect other areas of learning. | Shows significant difficulty across several areas of the curriculum particularly: (i) those requiring access to text and/or recording in written form; and/or (ii) those requiring a specific level of numeracy. | Has difficulty in most, if not all areas of the curriculum; or such difficulty in one or more areas that access to the wider curriculum is impeded. This is particularly so in accessing the written word but extends to oral work also. | Has severe difficulties across all areas of the curriculum and displays learning only when a highly individualised approach is used. Generalisation of learning only occurs when carefully planned into the individual pupil-programme. |
| **2.**  **TEACHING AND LEARNING STYLES** | Has a low level of difficulty in the acquisition of literacy and/or numeracy skills, within the ordinary teaching group. Requires differentiation of presentation or task or response, but can organise resources independently for most tasks. | Shows continuing difficulty in the acquisition and use of literacy and/or numeracy skills within the ordinary teaching group. Requires differentiation of presentation, task or response, but can organise resources independently for some tasks. | Shows persistent difficulty in the acquisition and use of literacy and/or numeracy skills even when different teaching group arrangements are made. Requires differentiation of presentation, task and response, but can organise resources independently for a specified task. | Has significant difficulties in accessing some curriculum areas and works best on a specialised, more intensive teaching approach. Needs a small steps approach to organising resources to support independent learning. | Has significant difficulties in all curriculum areas, with particular problems in key areas. Works best with an individualised, consistent approach across most subjects. Can work on individual tasks matched to needs in all subjects, given pupil-specific strategies. Dependent on adult to share the organisation of resources for most tasks. | Has severe difficulties in most/all areas of the curriculum. Works on the smallest element of a task, via specialised techniques and with individual support, in most situations. Dependent on adults to organise all resources for all tasks. |
| **3.**  **PUPIL’S CONTRIBUTION TO ASSESSMENT RECORDING AND REPORTING** | A pupil with a low level of learning difficulty who, with direction, can work independently towards self-assessment, recording and reporting. | A pupil with continuing difficulty in one or more learning activities but who, within a structured discussion, can take full responsibility for self-assessment, recording and reporting. | A pupil who shows persistent difficulty in many learning activities but who, in structured discussion, can take a lead role in self-assessment, recording and reporting. | A pupil who, in a structured discussion, can share equally in assessment, recording and reporting but who has difficulty in written form or may have difficulty in oral expression. | A pupil who has a rate of progress which indicates that on-going monitoring and assessment of the individual programme is appropriate. Is able to make some spontaneous responses in relation to assessment, recording and reporting, where recording is by means other than in written form. | A pupil who is only able to make progress in response to finely defined tasks which have been formulated after careful monitoring of that individual pupil’s performance. Is unable to initiate functional responses in relation to assessment, recording and reporting. |
| **4.**  **CONCENTRATION SKILLS** | Is able to concentrate independently for most of the expected time but requires some in-class differentiation to support this. | Requires structured and well-focused tasks to initiate and maintain concentration. | Is able to concentrate for specific periods of time when concentration is a targeted aspect of the activity. | Concentrates only when specific individual difficulties and/or circumstances are identified and addressed. | Is able to shift, focus or maintain attention to one task only with adult help and for very short periods of time. | Fleeting or no concentration skills in any area of day to day activity or else excessively rigid attention. |
| **5.**  **LANGUAGE OF TUITION** | Has a low level of learning difficulty in accessing some curricular concepts and requires occasional repetition or minimal adaptation of the language. | Has continuing learning difficulties in accessing curricular concepts and requires frequent repetition or some adaptation of the language. | Has persistent learning difficulty in accessing curricular concepts and requires repetition and simplified instruction. | Has some learning difficulties that require simplified instruction with repetition. Is able to understand everyday simple conversation and a limited number of complex ideas. Makes use of context and cues to help understanding. | Has significant learning difficulties and needs to be taught emphasising single or key words. Is able to understand simple instructions. Benefits from visual support to help understanding - signs/symbols/words. | Has severe learning difficulties and needs communication using sounds, signs/symbols. Is able to understand or is learning to understand about objects/events and his/her immediate environment. Always needs visual support photos / objects at a very simple level. |
| **6 .**  **LANGUAGE DEVELOPMENT** | Has low-level learning difficulties that may require repetition and/or simplified instruction. Follows complex instructions within familiar context. Difficulties impede effective communication with unfamiliar people occasionally. Mild difficulty in conveying complex information. | Has continuing learning difficulties that may require repetition and/or simplified instruction and has occasional difficulty following complex instructions in familiar context. Difficulties occasionally impede effective communication with familiar people. Some difficulty in conveying complex information. | Has persistent learning difficulties that may require repetition and/or simplified instruction. Difficulties occasionally impede effective communication with familiar people in context. Understands simple instructions in any context and able to convey simple information. May have noticeable difficulty in analysing sounds in words (phonological awareness). | May require repetition of, and/or simplified instructions, by oral or manual means. Consistently able to make basic needs known using oral and/or manual means. Inconsistent communication effectiveness with familiar/trained people. Follows simple instruction in a familiar context. Difficulty conveying simple information even in context. May have severe difficulty in analysing sounds in words (phonological awareness). | Sometimes able to communicate basic needs using oral and/or manual means. Occasional communication effectiveness with familiar/trained people. Difficulty understanding simple routine instructions even in context. Sometimes unable to convey simple information even in context. | Unable to/rarely communicates in any way or communicates using non-standard sounds, signs/symbols. Unable, or is learning, to make basic needs known. Rarely effective even with trained listener. Limited understanding in any context. Rarely/unable to convey simple information in any context. |
| **7.**  **INTERPERSONAL SKILLS** | Shows low level interpersonal problems. Tends to watch activities and to be on the fringe, or makes an unskilled approach, but will join in appropriately with encouragement or assistance and then maintain participation. | Shows continuing interpersonal problems. Attempts to participate in a group are not smooth and tend to be successful only with adult supervision or for a limited time. | Shows persistent interpersonal problems. Will only participate effectively in a group with adult assistance and then for a limited time. | Interacts with familiar adult, taking turns, but finds if difficult to maintain a topic introduced by the listener. Interacts with individual peers at a basic level but not in groups. | Interacts with a familiar adult to a limited extent, giving scant information on a small range of daily experiences. Needs help to initiate contact even with a familiar adult but will respond. | There is no, or only marginal, evidence of two-way interaction with an adult. |
| **8.**  **PERSONAL, SOCIAL AND HEALTH EDUCATION** | Able to make friends. Has some difficulties in understanding some of the rules of informal peer interactions and makes occasional errors. | Seeks to make friends. Has difficulty in understanding many of the rules of informal peer interactions and in participating in informal groups, but is able to co-operate at an individual level on an educational task. | Has difficulty making friends but will co-operate briefly with another pupil on a task. Has limited knowledge of social rules. Beginning to see things from another person’s point of view. Has considerable self-organisational difficulties. | Tends to antagonise or avoid other pupils but tolerates working alongside another pupil. Prefers working alone. Is learning to be aware of other people’s needs. If communication breaks down, cannot help listener. Is unable to organise self. | Has significant difficulties in forming relationships with peers and adults in school. Will only tolerate working alongside another for a limited period. Prefers a familiar adult relationship. Is able to communicate which people are liked or disliked, but has difficulty in negotiating or compromising. | Mostly sees the world from own perspective. The listener has to adapt to the pupil. Tends to withhold contact from adults and peers or else approaches others to satisfy own needs only. |
| **9.**  **POST-NATIONAL CURRICULUM PROVISION** | Plans to take part in post-school provision in an independent way but needs information in an appropriate form. | Plans to take part in post-school provision in an independent way but needs information in an appropriate form and minimal help to organise self. | Plans to take part in post-school provision in an independent way but needs information in an appropriate form and help to organise self. | In order to take part in post-school provision, needs information in an appropriate form and substantial help to select and plan options. | Has significant learning difficulties and is working towards supported independent living at the post-school stage. | Has severe learning difficulties and is working towards planned dependency at the post-school stage. |
| **10.**  **USE OF UNSTRUCTURED TIME** | Selects own activities in unstructured times of the day. Requires minimal adult supervision, appropriate to age level, in order to participate. | Selects own activities in unstructured times of the day. Requires more than the minimum adult supervision, appropriate to age level, in order to participate. | Selects own activities in unstructured times of the day if given information. Requires more than the minimum adult supervision, appropriate to age level, to participate. | Requires assistance and information to select activities. Requires more than the minimum adult supervision, appropriate to age level, to participate. | Requires adult to select essential leisure activities and needs substantial support and supervision to participate. | Requires substantial preparation and tuition before being able to begin to participate in any leisure activities. |
| **11. PARTNERSHIP WITH PARENTS** |  |  |  |  |  |  |
| **12.**  **MOTOR SKILLS** | Mild gross and/or fine motor skills difficulties impacting on functioning in a few curricular areas. May require extra supervision/time to complete a task. May be ambulant with mild motor impairment. | Mild gross and/or fine motor skills difficulties impacting on functioning in most curricular areas. May require extra assistance/time to complete a task. May be ambulant with mild motor impairment using mobility aids. | Moderate gross and/or fine motor skills difficulties impacting on independent functioning in some curricular areas. May require extra physical or verbal assistance/time to complete a task. May be ambulant with moderate motor impairment using mobility aids or wheel chair on occasions. | Significant gross and/or fine motor skills difficulties impacting on independent functioning in most curricular areas. Can undertake some part of the task but needs a high level of support to complete. Uses specialist equipment for specific activities. Uses wheelchair with significant degree of independence for significant periods. | Profound gross and fine motor skills difficulties. Has some limited independent functioning. May have some postural control. Assists and/or co-operates, but the burden of the task or achievement falls on the carer or professional. Uses specialist equipment, some of which is individualised, throughout the day. Uses wheelchair most of the time, requiring adult assistance. | Profound gross and fine motor skills difficulties. Has no postural control currently, is totally dependent and/or unable to function. Uses a range of specialist individualised equipment throughout the day. Is a wheelchair user totally dependent on adult assistance. |
| **13.**  **BEHAVIOURAL**  **/EMOTIONAL DEVELOPMENT** | Responds to changes in the teaching environment and differentiation to develop behavioural and/or emotional skills, allowing access to the National Curriculum. | Responds to specific strategies within the child / young person's education plan to develop behavioural and/or emotional skills, allowing access to the National Curriculum. | Negotiates and responds to specific targets within the child / young person's education plan to develop behavioural and/or emotional skills, to maximise access to the National Curriculum. | Is involved in and responds to specific programmes to develop behavioural and/or emotional skills, which may take precedence over other areas of the curriculum for periods of the school day. | Is involved in and responds to a flexible curriculum designed to meet emotional and/or behavioural needs on a daily basis and develop emotional and/or behavioural skills over time. | Only responds to flexible, individual, adult directed and supervised behavioural and/or emotional management programmes. These take priority over other areas in the curriculum planning. |
| **14.**  **MANAGEMENT OF HEALTH CARE** | Is able to manage personal and/or health care during the school day with only age - appropriate level of help. | Is able to manage personal and/or health care during the school day with only age- appropriate level of help, but sometimes requires additional supervision. | Is able to manage personal and/or health care during the school day, but sometimes requires more than age-appropriate level of help. | Is unable to manage personal and/or health care during the school day without regular assistance. | Is unable to manage personal and/or health care during the school day and requires regular intervention. | Has an unstable and unpredictable medical condition requiring frequent monitoring and medical intervention throughout the school day. |
| **15.**  **SENSORY IMPAIRMENT** | Has mild level of sensory impairment that is managed by easily made changes in the teaching environment and differentiation, allowing access to the National Curriculum. | Has mild to moderate level of sensory impairment that is managed by easily made changes in the teaching environment and differentiation, allowing access to the National Curriculum, but requiring specific targets in the child / young person's education plan and possibly specialist aids. | Has moderate level of sensory impairment requiring specific targets to manage some sensory difficulty, along with some differentiation, adaptation to the teaching environment and specialist aids. | Has moderate to severe sensory difficulties requiring significant differentiation, modification of learning materials, specialist teaching approaches, specialist aids and some adaptation to the teaching environment in order to ensure full curriculum access. | Has profound sensory difficulties requiring extensive adaptation of schemes of work, modification of learning materials, specialist teaching approaches, specialist aids and adaptation to the school environment in order to ensure full curriculum access. | Has such profound sensory impairment(s), allied with other difficulties, that highly individualised and specialised sensory programmes are necessary as the only means of accessing the curriculum. |

**UPDATED DECEMBER 2012**

**CURRICULUM DIMENSION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Band 1** | **Band 2** | **Band 3** | **Band 4** | **Band 5** | **Band 6** |
| **1.**  **NATIONAL CURRICULUM** | Full access to the National Curriculum. Increased differentiation in whole class work to promote literacy and/or numeracy skills. | Full access to the National Curriculum. Literacy and/or numeracy to be targeted within the child / young person's education plan or equivalent. | Full access to the National Curriculum. Literacy and/or numeracy targets are prioritised within the child / young person's education plan and addressed, as appropriate, within other areas of the curriculum. | Full access to the National Curriculum. Breadth and balance may be temporarily adjusted in addressing relevance within a pupil’s priority special needs. | Full access to the National Curriculum. Subject areas provide the context where specific specialist targets can be addressed to provide an individually relevant and realistic curriculum. | Full access to the National Curriculum. A highly individualised curriculum is required which is appropriate to the chronological age of the child. |
| **2.**  **TEACHING AND LEARNING STYLES** | ***Curriculum Plans***  Activities to support differentiation for specific types of difficulty and requiring no further adaptations. | ***Curriculum Plans***  Support activities for specific types of difficulty and able to be further adapted to meet specific targets of the child / young person's education plan. | ***Curriculum Plans***  Support activities which address the targets of those child / young person's education plans of the teaching group. | ***Curriculum Plans***  Written to incorporate a small steps/specialised approach to many areas of the curriculum. | ***Curriculum Plans***  Written to incorporate specific individual programmes in significant areas of the curriculum. | ***Curriculum Plans***  All aspects of the curriculum to be task analysed to maximise access to subject areas. |
|  | ***Class Organisation***  Whole class, group and any necessary individual support. | ***Class Organisation***  Whole class, group and any necessary individual teaching. | ***Class Organisation***  Whole class, group and any individual teaching necessary to develop identified skills. Some withdrawal may be necessary. | ***Class Organisation***  Small group, individual and whole class teaching to access many areas of the curriculum via a small steps/specialised approach. | ***Class Organisation***  Mainly smaller group teaching organisation, within which individual programmes are to be addressed. | ***Class Organisation***  Flexible organisation to allow for individual support and a range of outcomes within task analysis. |
|  | ***Learning Activities***  Routinely differentiated activities in response to ongoing assessment. | ***Learning Activities***  Specific differentiated activities to address targets within the child / young person's education plan. | ***Learning Activities***  Specific activities which have been broken down into small achievable steps to address activities within the child / young person's education plan. | ***Learning Activities***  Many activities to be presented via a small steps/specialised approach to develop essential skills. | ***Learning Activities***  Individualised programmes used to access pupils to lesson content and delivery across all subjects. | ***Learning Activities***  Specific techniques used to access curriculum via task analysis. |
|  | ***Assessment***  Ongoing assessment routinely used to set learning targets including pupil involvement. Access to statutory teacher assessment and tests/tasks. | ***Assessment***  Assessment in accordance with the child / young person's education plan used to inform the next stage of curriculum delivery and content. Access to statutory teacher assessment and tests/tasks. | ***Assessment***  Assessment in accordance with the child / young person's education plan used to determine the areas in which small steps will be required. Access to statutory teacher assessment and tests/tasks with adaptations as required. | ***Assessment***  Assessment is used to determine the small steps approach required to access many areas of the curriculum. Staff support required to access statutory tests/tasks. | ***Assessment***  Ongoing assessment of progress within individual programmes. Supported access to statutory teacher assessment and modified tests/tasks. | ***Assessment***  Assessment is used at every stage of task analysis to inform the next action. Statutory assessment involves teacher assessment exclusively. |
| **3.**  **PUPIL’S CONTRIBUTION TO ASSESSMENT RECORDING AND REPORTING** | In-class differentiation for self-assessment, recording and reporting. | Increased differentiation for ongoing self-assessment, recording and reporting. | Self-assessment, recording and reporting that involves some contribution from the teacher. | Self-assessment, recording and reporting that is a shared activity with pupil and teacher contributing equally. | Self-assessment, recording and reporting that is mainly teacher directed with opportunities identified to provide for pupil participation. | Assessment, recording and reporting that is exclusively teacher directed. |
| **4.**  **CONCENTRATION SKILLS** | In-class differentiation, such as intermittent teacher attention, to enable a pupil to focus and maintain concentration. | Strategies within the child / young person's education plan to facilitate concentration with minimal adult supervision. | The child / young person's education plan to include time-related targets to promote the steady improvement of concentration. | Strategies within the child / young person's education plan to promote concentration on the task and to deal with distractions. | Strategies within all schemes of work for the essential development of concentration skills in order to access the curriculum fully. | Strategies within schemes of work which can be adapted for individual pupils to promote more than fleeting attention or to release attention from an all-absorbing focus. |
| **5.**  **LANGUAGE OF TUITION** | In-class differentiation to ensure that the written and spoken language of tuition is used effectively to provide access to the curriculum. | Key concepts and structures within the language of tuition to be identified in schemes of work with adaptations to address common targeted difficulties. | Key concepts and structures within the language of tuition to be cited in lesson notes, with adaptations to address individual needs as identified in the child / young person's education plan. | Key concepts and structure within the language of tuition to be clearly identified in the curriculum and to be reinforced prior to teaching. | Key concepts and structures of the language of tuition to be clearly identified in schemes of work and to be taught prior to their use in each lesson. | Appropriately selected communication techniques to be used to elicit and interpret very individualised responses as the only means of the pupil accessing the curriculum. |
| **6 .**  **LANGUAGE DEVELOPMENT** | In-class differentiation to provide opportunities for specific language development. | Enhanced opportunities to develop the use of comprehension and/or expressive language skills on a daily basis. | Specific comprehension and/or expressive language targets within the child / young person's education plan to be addressed across most subject areas. | Language development to be seen as a priority to ensure access to all areas of the curriculum. Use of augmentative communication where necessary. | Language development to be seen as a priority to support effective communication. Basic augmentative communication. | Opportunities for the development of pupil-specific, non-verbal communication systems. |
| **7.**  **INTERPERSONAL SKILLS** | Differentiation within class to promote appropriate interpersonal skills. | Specific targets within the child / young person's education plan to promote interpersonal skills to ensure curricular access. | Specific targets within the child / young person's education plan for the development of interpersonal skills across a range of social contexts and social relationships. | Specific differentiated programmes to develop interpersonal skills which can be followed in conjunction with National Curriculum subject and personal, social and health education delivery. | Specific programmes of highly structured activities to promote interpersonal skills which form a priority within curriculum delivery. | Highly structured opportunities for very basic awareness of peers and adults, and initiation and/or acceptance of social interaction. |
| **8.**  **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)** | Differentiated delivery of whole school personal, social and health education programmes to meet individual needs. | Whole school personal, social and health education programmes which allow for specific targets to be addressed within the class lesson. | Personal, social and health education elements within all subject schemes of work to ensure consistency of approach towards personal, social and health education targets. | Whole school personal, social and health education curriculum consisting of specific programmes to meet identified group needs. | Whole school personal, social and health education programmes which take priority within a flexibly organised curriculum to respond to individual pupil needs. | Individual programmes of personal, social and health education which have priority in curriculum planning and which are designed to meet specific pupil needs on a 24 hour basis. |
| **9.**  **POST-NATIONAL CURRICULUM PROVISION** | In-class differentiation of vocational and academic courses according to individual need. | Differentiation to enable access to established academic and vocational courses and/or pupil specific courses designed to enhance a pupil’s opportunities for the future. | Opportunities for an enhanced curriculum to meet the individual needs in planning for post-school provision. | A focused curriculum which addresses specific priorities in planning for post-school provision. | The whole curriculum is structured to focus upon supported independent living providing opportunities to experience vocational and/or further educational opportunities. | The whole curriculum is structured to focus upon planned dependency for post-school life. |
| **10.**  **USE OF UNSTRUCTURED TIME** | The promotion of appropriate use of unstructured time to be considered when planning for non-teaching times within the school day. | Planned or negotiated, lightly supervised, non-teaching activities to promote the appropriate use of unstructured time. | Supervised non-teaching time in accordance with the child / young person's education plan to promote the development of unstructured activities and skills. | Supervised, structured activities to promote appropriate use of unstructured time and to develop skills of independent access to leisure activities/facilities. | Highly structured and adult directed activities to promote appropriate use of unstructured time and the further development of essential leisure skills. | Highly structured and adult led opportunities to promote awareness and appropriate supported use of unstructured time and to develop essential leisure skills. |
| **11.**  **PARTNERSHIP WITH PARENTS** | Parent/Carer to be involved through normal school policies/arrangements in relation to individual special needs. | Parent/carer to be consulted on levels of concern and to be asked for further advice along with permission to gain advice from other agencies. | Parent/carer to be involved in formulation, monitoring and some implementation of the child / young person's education plan, including the involvement of specialist outside agencies. | Parent/carer to be involved in the monitoring of progress through the child / young person's education plan review procedure. Regular home/school liaison. | Parent/carer to be involved in monitoring of progress, in addition to the Annual Review arrangements, in order to provide continuation and extension of school-based strategies in relation to specific individual needs. | Essential arrangements between school and parent/carer to provide daily support and essential communication to ensure continuity of programmes on a 24 hour basis. |
| **12.**  **MOTOR SKILLS** | In-class differentiation to rehearse identified fine and/or gross motor co-ordination skills. | Specific targets within the child / young person's education plan to promote the development of fine and/or gross motor co-ordination. | Specific programmes which can be used across curriculum areas to teach fine and/or gross motor skills as outlined in the child / young person's education plan. | Individualised programmes to develop fine and/or gross motor skills accommodated within differentiated curriculum content and delivery. | Regular provision within a flexible curriculum which ensures that individuals receive a prioritised programme to develop fine and gross motor skills. | Essential daily provision within a structured, individualised curriculum for promotion and maintenance of functional mobility. |
| **13.**  **BEHAVIOURAL**  **/EMOTIONAL DEVELOPMENT** | In-class differentiation to reduce identified areas of behavioural/emotional difficulty, enabling full access to the National Curriculum. | Specific targets within the child / young person's education plan outlining strategies to address behavioural/ emotional difficulties enabling full access to the National Curriculum. | Specific targets within the child / young person's education plan to promote behavioural and/or emotional development which have been jointly negotiated, as appropriate to age, in order to maximise access to the National Curriculum. | Specific programmes to manage behavioural/ emotional difficulties, developed with the involvement of the pupil, which may take precedence over other areas of the curriculum for periods of the school day. | A flexible curriculum organisation to respond to the behavioural/emotional needs of pupils on a daily basis. Behavioural/ emotional programmes which are largely adult directed but which encourage the involvement of pupils in their design. | Individual behavioural/ emotional management programmes which have priority in daily curriculum planning and which are exclusively adult directed and managed. |
| **14.**  **MANAGEMENT OF HEALTH CARE** | Curriculum opportunities which allow for intermittent medical intervention which is exclusively managed by the pupil. | Curriculum opportunities which allow for regular medical intervention which is pupil managed under adult supervision. | Curriculum opportunities which allow for regular medical intervention to be largely pupil directed with staff support. | Curriculum opportunities which allow for pupils to take over the management of the bulk of their health care. Temporary arrangements within the National Curriculum to accommodate interruptions. | Curriculum opportunities to promote pupils’ intensive shared participation in health care which may take priority over the National Curriculum. | Curriculum opportunities to be flexible to respond to frequent urgent medical needs which are managed exclusively by adults. |
| **15.**  **SENSORY IMPAIRMENT** | In-class differentiation to meet the needs of pupils with mild levels of sensory impairment. | Specific targets in the child / young person's education plan to promote access to the curriculum via increased differentiation in response to the levels of sensory impairment. | Specific targets in the child / young person's education plan formulated with specialist input in order to minimise the curricular disadvantage of sensory impairment. | Increased differentiation within the curriculum which recognises and responds to moderate/ severe levels of sensory impairment. | Extended strategies routinely incorporated into all the curriculum areas to promote access despite profound sensory impairment. | Highly specialised sensory programmes required as the only means of accessing the National Curriculum. |

**UPDATED DECEMBER 2012**