



SEND Support and Provision Guidance

2019

OUR COMMITMENT TO ACHIEVE EXCELLENCE IN PRACTICE



BEDFORD BOROUGH IS COMMITTED TO SUPPORTING THEIR LOCAL SCHOOLS, COLLEGES AND POST 16 PROVIDERS IN DEVELOPING BEST PRACTICE IN MEETING THE NEEDS OF CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND).

THIS GUIDANCE WILL CONTINUE TO BE A WORKING DOCUMENT IN ORDER THAT UP-TO-DATE RESEARCH, NEW APPROACHES AND BEST PRACTICE ARE EMBEDDED LOCALLY.

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INTRODUCTION



General Introduction

All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and provides them with opportunity to reach their potential, allowing them to achieve their best, become confident individuals and make a successful transition to adulthood (SEND COP, 2014: 6.1)

Quality First teaching, which is differentiated and personalised, will meet the needs of the majority of children and young people. Some children and young people require provision that is additional to or different to this. This is special educational provision (Section 21, Children and Families Act, 2014).

Bedford Borough's SEND Provision Guidance, 2019 provides guidance for the families of children or young people with SEND, for young people with SEND themselves and for all those who work with children and young people with SEND, in particular those staff members who have a delegated responsibility for ensuring their needs are met.

It can be used:

- *To provide a reference point to support staff in schools, colleges and post 16 providers when considering appropriate and purposeful provision to meet a child or young person's need*
- *As a self-evaluation tool so that staff in schools, colleges and post 16 providers can check that they are providing appropriate and purposeful provision to meet a child or young person's needs*
- *To promote the involvement of parents/carers and young people in decisions affecting the child or young person's learning and support and to provide clarity and transparency when explaining to parents/carers the provision the school, college or post 16 provider is making for their child*
- *By the Local Authority to determine whether appropriate and purposeful provision is being made to meet a child or young person's needs prior to requests being made for additional resources*

Key References

In developing this guidance consideration has been given to the principles and processes outlined in the following key documents:

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE: 0-25 YEARS (2014)

All schools, colleges and post 16 providers should adopt a graduated approach to identifying and responding to SEND. In schools class and/or subject teachers, supported by the senior leadership team (SLT) should make regular assessments of progress for all children and young people. These should seek to identify children and young people making less than expected progress given their age and individual circumstances (COP, 2014: 6.17).

This could be characterised by progress which:

- *Is significantly slower than that of their peers starting from the same baseline*
- *Fails to match or better the child or young person's previous rate of progress*
- *Fails to close the attainment gap between the child or young person and their peers*
- *Widens the attainment gap*

It can include progress in areas other than attainment – for instance where a child or young person needs to make additional progress with wider development or social needs in order to make a successful transition to adult life (COP, 2014: 6.18). The first response to such progress should be quality first teaching. Where progress continues to be less than expected the class and/or subject teacher, working with the SENCo, should assess whether the child or young person has SEN (COP, 2014: 6.17)

A child or young person has SEN if:

- *They have a learning difficulty or disability which calls for special educational provision to be made*

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

- *They have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools*
- *Schools, colleges and post 16 providers should work closely together to ensure smooth transitions (COP, 2014 8.22 – 8.28). Opportunity should be provided for young people to declare whether they have a learning need, disability and/or medical condition which will affect their learning. If a declaration is made, colleges and post 16 providers should discuss with the young person how they will provide support. Where young people's needs emerge after a programme has begun, staff should work to identify where the young person may be having difficulties which may be because of SEN.*

SEN provision is that which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching. Children or young people with SEN require action that is additional to or different from the usual range of differentiated activities. Where special educational provision is made for a child or young person, parents/carers must be informed.

Decisions about a child or young person's level of need and provision should be part of the school's graduated approach; a continuous and systematic cycle of assess, plan, do and review. The range, type and intensity of intervention should not be seen as a fixed state but should change according to the progress the child or young person makes over time.

The SEND Code of Practice, 2014 recognises that, although there may be specific needs relating directly to particular types of impairment, there is a wide spectrum of SEN that are frequently inter-related. Regardless of any specific diagnosis, therefore, a child or young person will have needs and requirements likely to fall into one or more of the following four areas of need:

- *Cognition and Learning*
- *Social, Emotional and Mental Health*
- *Communication and Interaction*
 - *Speech and Language Difficulties*
 - *Autistic Spectrum Disorder*
- *Sensory and/or Physical*
 - *Hearing Impairment*
 - *Visual Impairment*
 - *Multi-sensory impairment/ Deaf/ blind*
 - *Physical and Neurological Impairment*
 - *The Equality Act, 2010*

All schools, colleges and post 16 providers have duties under the Equality Act, 2010 towards children and young people with disabilities to prevent them being put at a substantial disadvantage. They must make reasonable adjustments, including the provision of auxiliary aids and services. These duties are anticipatory, requiring thought to be given in advance to what children and young people with disabilities might require and what adjustments might need to be made to prevent disadvantage. Schools, colleges and post 16 providers also have a duty to prevent discrimination, promote equality of opportunity and to foster good relations.

EARLY HELP ASSESSMENT (EHA)

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs. If it is thought that housing, family or domestic circumstances may be contributing to the presenting behaviours a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted. (COP, 2014: 6.21)

The Early Help Assessment document is used as a single assessment and referral form for all Early Help and Intervention Services. For further information see <https://earlyhelp.bedford.gov.uk>

MEDICAL CONDITIONS

Schools, colleges and post 16 providers must take steps to ensure that children and young people with medical conditions get the support required to meet their needs (COP, 2014: 6.11)

A medical diagnosis or a disability does not necessarily imply SEN. It may not be necessary for a child or young person with a particular diagnosis or medical condition to need additional educational provision at any phase of education. It is the impact that the child or young person's medical condition has on his/her ability to access the curriculum and make progress that is key to deciding whether or not a child or young person has special educational needs. Some children or young people may not require special educational provision or an Education, Health and Care Plan but may have a medical condition that, if not properly managed, could hinder their access to education. DfE guidance on 'Supporting Pupils at School with Medical Conditions' can be found at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf



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PARTNERSHIP

With Parent/Carers



Partnership With Parents/Carers

Parents/carers and young people (aged 14-25 years, in accordance with the SEND Code of Practice, 2014) hold key information and have a critical role to play in their child's education. Staff should take seriously any concerns raised by parents/carers and/or young person (COP, 2014: 6.45). These early conversations with parents/carers should be structured in such a way that they develop a good understanding of the child or young person's areas of strength and difficulty, the young person's and/or parents/carers' concerns, the agreed outcomes sought for the child or young person and the next steps (COP, 2014: 6.39). The underpinning principles of the SEND Code of Practice, 2014 outline the importance of parental involvement, wishes, views and feelings and their participation in making decisions to ensure the best possible outcomes are achieved for their children (COP, 2014: 1.1). Staff should seek to work with parents/carers and value the contributions they make. Where a child or young person is receiving SEN Support schools, colleges and post 16 providers should talk to parents/carers regularly to set clear outcomes and review progress towards them (COP, 2014: 6.65). These discussions can build confidence and increase parental engagement in the approaches and teaching strategies that are being used (COP, 2014: 6.66).

The Lamb inquiry Special Educational Needs and Parental Confidence, 2009 (chapter 3, page 40) says:

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.

Where a child or young person continues to make less than expected progress, despite evidence based support and intervention matched to their needs, the school, college and post 16 providers should consider involving specialists (COP, 20014: 6.58). Staff must always seek parental permission before involving specialists and tell them in advance when a specialist is visiting. Specialist reports should be shared with parents/carers.

SENDIASS

The Local Authority must arrange for children and young people with SEND for whom they are responsible, and their parents/carers to be provided with independent, impartial and confidential information, advice and support relating to their SEN or disabilities, including matters relating to health and social care (COP, 2014: 2.1)

All Local Authorities must make arrangements for SENDIASS (previously known as Parent Partnership).

Bedford Borough's independent, impartial and confidential SENDIASS (Tel: 01234 276 267 / SENDIASS@bedford.gov.uk) can provide useful information for children, young people and parents/carers on all matters relating to the child or young person's SEND, and school staff should make parents aware of this service.

Bedford SENDIASS can:

- *Meet with parents/carers and/or young people in a mutually convenient place*
- *Support across a range of local agencies*
- *Help parents/carers and/or young people to prepare for meetings including progress reviews and transfer reviews*
- *Help parents/carers and/or young people to contribute their aspiration and outcomes as part of the EHCP process*
- *Signpost to other sources of support*

LOCAL OFFER

The Bedford Borough Local Offer can be found at <http://sendguide.bedford.gov.uk>

It provides links to a range of services designed to inform and support children, young people and their families in making choices and decisions regarding their individual needs.

FUNDING FOR SEN SUPPORT

The SEND Code of Practice, 2014 (6.95-6.99) says

Schools are provided with resources to support children and young people with additional needs, including those with SEN and disabilities. Most of these resources are determined by a local funding formula. Academies receive an allocation based on a national funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount and it is for the school to provide high quality appropriate support from the whole of its budget.

Schools should consider their strategic approach to meeting SEND and establish a clear picture of the resources required and those that are available to the school. This will enable schools to provide a clear picture of the types of special educational provision normally provided and will support parents/carers in understanding what they can expect the school to provide for children and young people with SEND.

Where a child or young person requires more expensive special educational provision to be made, schools are not expected to meet these costs from within their core funding. The Local Authority provides top up funding where the cost of the special educational provision required to meet the child or young person's needs exceed that which is nationally prescribed.

Colleges and Post 16 providers receive a nationally agreed formula based budget from the EFA. Additional funding is provided for young people with additional needs. As with schools, colleges and post 16 providers are expected to provide appropriate SEN Support using all available resources. They are expected to provide additional support which costs up to a national prescribed threshold without the need for an Education, Health and Care Plan. Young people who move on to college or post 16 provision, already in receipt of an Education, Health and Care Plan may receive top up funding from the Local Authority, if the college or post 16 provision assess their additional support needs to be over £6000. This is known as Element 3 funding. For young people over the age of 19 (and apprentices 16-18) who do not have an Education Health and Care Plan, but who have an identified learning difficulty and/or disability, Learning Support funding is available to colleges and post 16 providers to help them meet the additional needs of these learners. This enables colleges and post 16 providers to put in place the reasonable adjustments as set out in the Equality Act, 2010.

SPECIAL EDUCATIONAL NEEDS (SEN) SUPPORT IN SCHOOLS, COLLEGES AND POST 16 PROVIDERS

The guidance considers the importance of a whole school approach to special educational needs and has been organised to reflect a graduated approach, as outlined in the Special Educational Needs and Disability Code of Practice, 2014 (SEND COP, 2014 6'44 - 6.56). The guidance avoids the use of the previous terminology of waves, school action and school action plus and instead focuses on High Quality Teaching, Targeted and Personalised Support. It provides guidance to meeting the needs of pupils at Key Stage 1-4 and for those young people attending colleges and post 16 provision. Bedford Borough's 'Guidance on Meeting Special Educational Needs in the Early Years Foundation Stage' is available as a separate document. Both documents are available to parents and should be used in discussions with them.

The guidance is intended to support the planning and decision-making about the ways in which the needs of children and young people with special educational needs and/or disability will be met, both in terms of policy and practice. Where a child or young person is identified as having special educational needs and/or disability, schools, colleges and post 16 providers should take action to remove barriers to learning and put in place effective special educational provision. The guidance is provided to support decisions about the provision that schools, colleges and post 16 providers could make in order to meet the needs of a child or young person with special educational needs and/or disability. The process of meeting special educational needs is one of a continuous and systematic cycle; assess, plan, do, review. This cycle allows for earlier decisions and actions to be revisited, refined and revised, informed by a growing understanding of the child or young person's needs and what supports them in making good progress and securing good outcomes.

In successive cycles, schools, colleges and post 16 providers are able to draw on more detailed approaches, more frequent reviews and advice from external support services (COP, 2014: 6.44 – 6.56, 7.10 – 7.21).

Assess: In order to be able to identify a child or young person as needing SEN Support, the class and/or subject teacher work closely with the Special Educational Needs Co-ordinator (SENCO) to establish a clear analysis of needs. This analysis should draw on a range of evidence as outlined in the SEND Code of Practice, 2016 (COP, 2016 6.45 – 6.47, 7.10 – 7.15). Using appropriate evidence will ensure that support and interventions are matched to need, that barriers to learning are identified and addressed and that a clear picture of the impact of such support and intervention is established. Colleges or post 16 providers should involve young people in discussions to support the identification of needs. Young people should be offered support at meetings. The young person may choose to be accompanied by a parent, advocate or other supporter.

Plan: Parents must be formally notified if SEN Support is agreed. This should not be the first contact with parents as their contribution should form an integral part of the assessment of needs. The teacher, SENCO, child or young person and their parents should agree the adjustments, support and interventions to put in place, as well as expected progress. The date for review should be agreed. Information on needs, planned adjustments, support and intervention and agreed outcomes should be shared with all staff working with the child or young person. Support and interventions should be selected to meet agreed outcomes and be based on evidence of effectiveness (evidence from school data or evidence-based research). Support and interventions should be delivered by staff with sufficient skills and

knowledge: Parents should be aware of the support and interventions their child receives and their involvement sought to further support and reinforce this work. Colleges and post 16 providers should also ensure that plans are developed with young people and that the support and interventions are designed to meet the young person's aspirations (COP, 2016: 6.48 – 6.51, 7.16 – 7.17).

Do: The class and/or subject teacher remains responsible for the child or young person. Where support and interventions are delivered away from the main class and the teacher, they still retain responsibility. They should work closely with staff delivering the support and interventions to plan and measure the impact and to ensure links to main classroom teaching. The SENCO should continue to support the class and/or subject teacher in adapting their teaching approaches to meet the child or young person's needs (COP, 2014: 6.52, 7.18)

Review: The effectiveness of the support and interventions and the impact this has had on the child or young person's progress should be reviewed in line with the agreed date. The quality of the support and interventions should also be reviewed. This should include gathering the views of the child or young person and their parents. This information supports the next cycle of assess, plan, do and review. The class and/or subject teacher, SENCO, child or young person and their parents should use this evidence from the review to plan the next steps and to revise or refine the support or interventions moving forward. Colleges and post 16 providers should pay particular attention to any changes in the young person's own ambitions and aspirations, which may require changes to their support and interventions (COP,2014: 6.53 – 6.56, 7.19 – 7.21).



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STRUCTURE



Structure Of This Guidance

There are four main sections to this guidance:

- *Cognition and Learning*
- *Social, Emotional and Mental Health*
- *Communication and Interaction*
- *Sensory and/or Physical*

For each of the areas of need there are:

- *Descriptors relating to a child or young person's needs at SEN Support*

Decisions about a child or young person's needs should be part of a continuous and systematic cycle; assess, plan do and review within the school, to help all children and young people to develop, learn and progress. The range, type and intensity should not be a fixed state but should change according to the progress the child or young person makes over time. When reading the descriptors it is important to bear in mind that a child or young person may display some or all of the difficulties stated at each level of need. The descriptors are not an exhaustive list.

- *Descriptors relating to provision*

At SEN Support 'Targeted Support' some additional or different action within the school will be required to enable the child or young person to access independent learning and the curriculum. SEN Support 'Personalised Support' builds on the arrangements for SEN Support 'Targeted Support' to enable schools to match provision to meet a child or young person's needs. At this point schools should consult with specialists to support their own interventions with children and young people. Schools must seek parental consent before consulting any specialists. The descriptors are not an exhaustive list.

Descriptors relating to a child or young person's needs and descriptors relating to provision are split into three areas to represent a graduation:

- *Quality First Teaching*
- *Targeted Support*
- *Personalised Support*

School staff may wish to read this guidance as a complete document. However, each section is designed to 'stand alone', alongside this general introduction, as a reference for staff to use when they are seeking to identify and are planning to meet the special educational needs of their pupils in the four areas of need identified within the SEN Code of Practice, 2014.

Cognition and Learning

INTRODUCTION

General and complex learning difficulties

Children and young people with general learning difficulties experience significant difficulties across the curriculum. Their general level of development and academic attainment is significantly below their peers. They will have difficulty in acquiring basic literacy and numeracy skills and in many cases will have speech and language difficulties associated with intellectual delay. A few may also have low self-esteem, low levels of concentration, under-developed social skills and have social, emotional and mental health needs and/or a physical disability that affect their learning abilities.

A child or young person with moderate learning difficulties will have difficulties in most of the areas below:

- *Memory Skills*
- *Reasoning Skills*
- *Organisational Skills (including spoken and written language, task completion)*
- *Sequencing*
- *Problem Solving*
- *Concepts*
- *Motor Skills (fine and gross)*

Severe or Profound Learning Difficulties

Children and young people with severe or profound and multiple learning difficulties are almost always identified before they reach statutory school age. Severe Learning Difficulties (SLD) is used to describe children and young people who have significant global delay. Children or young people with SLD may also have mobility and co-ordination difficulties, sensory difficulties, communication difficulties and challenging behaviours. They will have difficulty with all areas of the curriculum and find it difficult to develop social skills. They often require support in learning self-help and social skills. Their attainments may be within the P scale range for much of their school careers. Children and young people with PMLD have more than one significant disability. In addition to severe learning difficulties, they often have more severe physical difficulties and a greater degree of intellectual impairment. These children require a high level of one to one support, both for their learning needs and also for their personal care. Their attainments are also likely to remain in the P scale range throughout their school careers.

Specific Learning Difficulty

Specific learning difficulties encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Some children or young people may have very marked difficulties in reading and writing, spelling or number, which are not typical of their cognitive ability and which impact on their performance in other areas of the curriculum. They may quickly gain some skills in some subjects and demonstrate a higher level or ability orally which does not correspond to the difficulty they experience in gaining literacy or numeracy skills. Children and young people with specific learning difficulties (SpLD) would in the main be able to access mainstream educational provision using the school's delegated resources. An EHC Plan would only be necessary where a child or young person's needs impede access to the curriculum and limit progress in line with set criteria for an Education Health and Care Needs Assessment.

It is important to recognise that the nature and severity of a child or young person's learning difficulties will vary. Each child or young person will have a unique pattern of learning and development that needs to be taken into account when reaching decisions around provision. Regardless of a child or young person's level of need, school staff should have appropriately high expectations.

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON’S NEEDS

Cognition and Learning

A child or young person may have needs similar to those identified below. If a child or young person’s needs are more significant than those outlined within this table, please consider SEND Panel Guidance for EHC Needs Assessment.

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>The child or young person is operating broadly within the expected range of abilities but their development / progress may occur at a slower pace than that of other pupils</p> <p>The child or young person may have difficulties in developing early language, literacy and numeracy skills. They may also have difficulties in the following areas:</p> <ul style="list-style-type: none"> • Memory • Sequencing • Fine and gross motor skills • Organisational skills • Slow processing • Number/phonological awareness <p>The child or young person’s difficulties may lead to:</p> <ul style="list-style-type: none"> • Poor self-esteem • Social difficulties • Emotional difficulties • Frustration • Poor concentration 	<ul style="list-style-type: none"> • The development / progress in learning for a child or young person is at a slower rate and additional support is needed 	<ul style="list-style-type: none"> • The child or young person is attaining at a level significantly below age-related expectations. There is evidence to suggest that the gap between the child or young person and their peers is increasing • The child or young person has significant and persistent learning difficulties despite access to appropriate learning opportunities and support • The child or young person may have life-long learning difficulties or disabilities, spanning several areas of development, and require more targeted and specialist intervention

The SEND Code of Practice, 2014 suggests that where a child or young person does not make sufficient progress through the usual approaches to teaching and learning, staff should decide whether provision that is additional to or different from is needed.

DESCRIPTORS RELATING TO PROVISION

Cognition and Learning

Schools, colleges and post 16 providers may wish to consider provision similar to that identified below:

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Whole school training – cognition and learning</p> <ul style="list-style-type: none"> • Appropriately differentiated learning opportunities <ul style="list-style-type: none"> - New learning broken down into small steps - New learning linked to what the child or young person already knows - Range of activities that take into account different learning strengths - Tasks explained, modelled and scaffolded - Multiple examples of new concepts linked to real life experiences - Opportunity for over-learning and links to prior learning and real world situations - Homework / independent tasks differentiated to present equal level of challenge for all - Alternative methods for recording considered 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversations with staff</p> <p>Whole school training – cognition and learning</p> <p>In addition to approaches described as part of Quality First Teaching:</p> <ul style="list-style-type: none"> • Increased opportunity for children/young people and parents/carers to discuss learning and agree appropriate provision • Use of Individual diagnostic assessment to determine need • Increased levels of differentiation and use of reasonable adjustments to ensure access to the curriculum and increased independent learning opportunities 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>At least 12 hours of support should be in place for children and young people who do not make expected progress and continue to have difficulties and require personalised intervention</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversations with staff</p> <p>Whole school training – cognition and learning</p> <p>In addition to approaches described as part of Quality First Teaching and targeted support:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Increased levels of differentiation • More time allowed to embed learning before further skills are taught • Smaller steps taken • More opportunity for over-learning • Explicitly taught to generalise skills

DESCRIPTORS RELATING TO PROVISION (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<ul style="list-style-type: none"> • Appropriate learning resources accessible to support learning and encourage independence <ul style="list-style-type: none"> - Key vocabulary is shared. Opportunities for pre- learning - Visual cues and prompts are used for example visual timetables, task plans, writing frames - Personal jotters and logs to aid memory • Reasonable adjustments made to ensure access. Adaptations, where appropriate – Specialist scissors, wobble cushions, pencil grips • Flexible groupings • Marking and feedback used to celebrate positive aspects and to move learning on • Appropriate pace • Clear and simple instructions, broken down and given one at a time • Thinking time provided • Staff check for understanding • Explicit teaching of independent and study working skills <ul style="list-style-type: none"> - encouraged to take charge of their learning and develop strategies that work for them 	<ul style="list-style-type: none"> • Use of evidence based programmes and targeted intervention linked to area of need and agreed outcomes. Programmes should be delivered by • or under the direction of appropriately trained and experienced staff. This must be planned and • monitored by the teacher and explicitly reinforced in whole class activities to aid the transfer of skills • Timetabling allows for required interventions to be implemented consistently • Pupils provided with planned, regular opportunities to develop independent working skills • Alternative methods of recording considered – matching, mind-maps, Power Point presentations, oral presentations, role play • Increased use of technology to support learning • Flexible groupings, including small group and 1:1 support, where relevant to promote independent learning and provide general support for building self-esteem/ confidence • Where appropriate, support provided for less structured times - homework, lunchtime clubs <p>Share with parents/carers information on: Bedford Borough SENDIASS</p> <p>Bedford Borough Local Offer</p> <p>Early Help Assessment (EHA), where appropriate</p>	<ul style="list-style-type: none"> • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned and monitored by the teacher and explicitly reinforced in whole class activities to aid the transfer of skills. The SENCO will monitor this provision. • Flexible groupings (including small group and 1:1 support where appropriate) • Advice sought from specialist where expected progress is not made, despite good Quality First Teaching and targeted support. Parental permission must be given for the involvement of specialists. • Regular liaison with specialists in relation to specific programmes and targets. Parent/Carers to attend meetings with specialists, providing an opportunity to share information and to develop a consistent approach • Further access to technologies and specialist equipment/ material. Space made available for ICT, individual work and storage facilities for specific equipment • Structured input to playground and free time (e.g. adult leading playground games) • Share with parents/carers information on: <ul style="list-style-type: none"> - Bedford Borough SENDIASS - Bedford Borough Local Offer - Early Help Assessment (EHA), where appropriate

Social, Emotional and Mental Health Difficulties

INTRODUCTION

The SEND Code of Practice, 2014 says

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate (COP, 2014: 6.21)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating

disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder (COP, 2014: 6.32)

In most cases, the needs of these children or young people can be met from existing resources. Schools should have clear processes to support children and young people and a wide range of provision to meet such needs. Schools will need to consider how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Schools will need to demonstrate that they have followed the DfE guidance, 'Mental Health and Behaviour in Schools'. This document can be found at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Where more specialist provision is required, schools should have clear arrangements in place with local health partners for making referrals, where appropriate, to the Child and Adolescent Mental Health Service (CAMHS)

A child or young person's usual pattern of behaviour can vary in response to a variety of changes in their circumstances. Staff should be aware that sudden changes in a child or young person's behaviour might be indicative of issues requiring a response under the DfE guidance, 'Keeping Children Safe in Education'. This document can be found at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON’S NEEDS

Social, Emotional and Mental Health Difficulties

A child or young person may have needs similar to those identified below. If a child or young person’s needs are more significant than those outlined within this table, please consider SEND Panel Guidance for EHC Needs Assessment

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<ul style="list-style-type: none"> The child or young person are making progress within the expected range for emotional and social development - they feel that they belong to the school community and have positive relationships with others (adult and peers) Some children or young people may: <ul style="list-style-type: none"> show signs of social, emotional and mental health difficulties that affect readiness for learning and require slight adjustment to the curriculum or environment Occasionally remains on the periphery of activities Occasionally can seem withdrawn or isolated Involved in low level distraction and off task behaviour Difficulties with interpersonal skills – listening skills, verbal communication Easily frustrated Occasional unpredictable or destructive behaviour 	<p>It is important to consider how a child or young person might presents at home and in school</p> <ul style="list-style-type: none"> Social, emotional and mental health difficulties that remain persistent following access to differentiated learning opportunities and strategies employed as part of normal school arrangements Low self-esteem in some areas and needs support in order to raise confidence and self-belief Displays behaviours that interfere with own learning and with the learning of others Withdrawn and isolated – limited communication, difficulties communicating feelings Poor concentration despite appropriate strategies – Small step approach, breaks between tasks. Often appears distracted and off task Engages in attention-seeking behaviour and regularly seeks approval from adults and peers Poor organizational skills Communicates failure in tasks before starting 	<p>It is important to consider how a child or young person might presents at home and in school</p> <ul style="list-style-type: none"> Social, emotional and mental health difficulties act as a barrier to learning despite appropriate intervention Difficulty engaging in formal learning Low self-esteem which remains fixed/unchanged despite intervention Frequently off task, cannot settle to an activity and can only maintain concentration for short periods of time despite intervention. Engages in work avoidance tactics, refuses to listen and distracts others Constantly demands attention and seeks approval from others Reduced participation and contributions within class activities Displays lack of trust in adults

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON'S NEEDS (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
	<ul style="list-style-type: none"> • Difficulties in making and sustaining appropriate relationships with adults and peers. Can often be easily influenced by others or in contrast can persuade others to do something against their will • Difficulties with sharing and turn taking • Poor attendance and/or reluctance to participate • Difficulty in accepting responsibility for own actions • Occasionally be verbally and physically aggressive towards others requiring intervention to support regulation of response • Sometimes engages in behaviours that pose a high risk or harm to themselves or others • At times, challenges rules and authority and requires support in order to conform 	<ul style="list-style-type: none"> • Reduced social interaction leading to isolation and disengagement • Persistent difficulties in making and sustaining appropriate relationships with adults and peers. Can often be easily influenced by others or in contrast can persuade others to do something against their will • Takes actions that result in risk of harm to self or others • Extreme responses • Frequently verbally and physically aggressive towards others without apparent provocation and is usually resistant to adult attempts to regulate responses • Regularly engages in behaviours that pose a high risk or harm to themselves or others • Usually unable to take responsibility for their actions or to see another's point of view despite intervention • Regularly challenges rules and authority. May be known to engage in criminal activity. May require multi-agency support

DESCRIPTORS RELATING TO PROVISION

Social, Emotional and Mental Health Difficulties

Schools may wish to consider provision similar to that identified below:

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Further exploration into underlying difficulties should be considered:</p> <ul style="list-style-type: none"> - Learning difficulties - Speech and language skills - Social communication needs <p>Whole staff training – Social, emotional and mental health difficulties</p> <ul style="list-style-type: none"> • Ethos and conditions that support positive behaviours for learning and successful relationships • Positive relationships as modelled by adults • Appropriate differentiated learning opportunities <ul style="list-style-type: none"> - Personal Social Health Education curriculum - After school activities and other personal development opportunities - Reinforcement of social skills - Motivational and inspirational curriculum opportunities - Opportunities to address SEMH needs – circle time, friendship circles, buddy system - Peer support systems - Peer mediation, peer mentoring - Systems that support conflict resolution and restorative work 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parent/ carers in the 4 part cycle</p> <p>Close supervision and monitoring by class/subject teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversations with staff</p> <p>Whole school training – Social, emotional and mental health difficulties</p> <p>In addition to approaches described as part of Quality First Teaching:</p> <ul style="list-style-type: none"> • Increased opportunity for children/young people and parents/ carers to discuss learning and agree appropriate provision • Increased levels of differentiation and use of reasonable adjustments to ensure access to the curriculum and increased independent learning opportunities • Use of Individual diagnostic assessment to determine need • Use of evidence based programmes and targeted intervention linked to area of need and agreed outcomes. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned and monitored by the teacher and explicitly reinforced in whole class activities to aid the transfer of skills • Timetabling allows for required interventions to be implemented consistently • Pupils provided with planned, regular opportunities to develop independent working skills 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>At least 12 hours of support should be in place for children and young people who do not make expected progress and continue to have difficulties and require personalised intervention</p> <p>Close supervision and monitoring by class/subject teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversations with staff</p> <p>Whole school training – Social, emotional and mental health difficulties</p> <p>In additional to good Quality First Teaching and targeted support:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. Provision should be monitored by Class/ Subject Teacher and SENCO. Progress and the effect of interventions measured over time (e.g. through Boxhall Profile, Strengths and Difficulties Questionnaire SDQ). Effects of all interventions will be considered holistically i.e. in relation to the outcomes for the child, family and school • Differentiated and personalised provision, including small group and 1:1 provision

DESCRIPTORS RELATING TO PROVISION (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<ul style="list-style-type: none"> Reasonable adjustments made to ensure access An emotionally secure and safe environment - good classroom organisation provides predictability, consistency of management <ul style="list-style-type: none"> Clear boundaries, rules and routines. These may need explicitly teaching and children and young people should be prepared for any changes to these Timetables – provided in visual format appropriate to age. Children and young people should be prepared for any changes to these Mechanisms for engaging with children and young people, parents/carers and staff <ul style="list-style-type: none"> Mechanisms for pupil voice to be listening to and acted upon Clear systems to engage parents in understanding the ethos and practices Praise and rewards for appropriate behaviours. Consistency and fair application of rewards and sanctions Anti-bullying strategy and interventions Systems to monitor attendance Appropriate modelling Flexible groupings 	<ul style="list-style-type: none"> Alternative methods of recording considered – matching, mind-maps, Power Point presentations, oral presentations, role play Increased use of technology to support learning Flexible groupings, including small group and 1:1 support, where relevant to promote independent learning and provide general support for building self- esteem/confidence Where appropriate, support provided for less structured times - homework, lunchtime clubs Share with parents/carers information on: <ul style="list-style-type: none"> Bedford Borough SENDIASS Bedford Borough Local Offer Early Help Assessment (EHA), where appropriate Opportunity for parents/carers to engage in identified programmes Pastoral support to include access to key members of staff, social skills groups, mentoring opportunities, peer support strategies, nurture support Flexible planning to include alternative work spaces e.g. nurture base and individual work station, curriculum input, alternatives to traditional methods of curriculum delivery – IT, audio visual Strategies to support social, emotional and mental health needs are explicitly taught alongside the curriculum Strategies in place to support at unstructured times. Monitoring in place Counselling (delivered by fully trained member of staff). Access to Learning Mentor where appropriate Where appropriate, Pastoral care plans in place for individual children or young people Robust systems in place for recording and analysing incidents Share with parents/carers information on: <ul style="list-style-type: none"> Bedford Borough SENDIASS Bedford Borough Local Offer Early Help Assessment (EHA), where appropriate 	<ul style="list-style-type: none"> Flexible planning to include alternative work spaces e.g. nurture base and individual work station Advice sought from specialist where expected progress is not made, despite good Quality First Teaching and targeted support. Specific training and advice provided for staff and parents/carers as advised by specialists. Specialists used to model strategies and approaches Parents give informed written consent for the involvement of specialists Regular liaison with specialists in relation to specific programmes and targets. Parent/Carers to attend meetings with specialists. This provides an opportunity to share information and to develop a consistent approach Further access to ICT and specialist equipment/ material Structured input to playground and free time (e.g. adult leading playground games) Close supervision and monitoring by Class/Subject Teacher and SENDCO Space made available for ICT, individual work and storage facilities for specific equipment Enhanced contact for parents via an established process e.g. contact book, daily conversations with staff Robust systems in place for recording and analysing incidents Analysis of data for fixed term exclusion data. Actions identified to reduce repeat incidents and to inform targeted support for child or young person Use of the Early Help Assessment (EHA) to support multi-agency approach Pastoral Support Plans and Risk Assessments in place School to share with parents and carers information on: <ul style="list-style-type: none"> Bedford Borough SENDIASS Bedford Borough Council's Local Offer Early Help Assessment (EHA), where appropriate

Communication and Interaction

SPEECH, LANGUAGE AND COMMUNICATION

Introduction

A significant proportion of children and young people in both primary and secondary school with special educational needs have SLCN as their primary need'. 'Children and young people with SLCN commonly have difficulties with reading and writing and accessing the curriculum. They also often have poor behaviour and may find it hard to socialise with peers' – Bercow Report 2008

The Code of Practice (COP, 2014: 6.28) says

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

Speech, language and communication difficulties cover a wide and complex range of needs that frequently overlap, and children and young people may have difficulties in one or more areas.

These include:

- *attention and listening – their ability to engage with language successfully*
- *receptive language – their ability to understand spoken language*
- *expressive language – their ability to use language to communicate*
- *speech and sound development – their ability to produce sounds necessary for clear speech*
- *social communication – their ability to use language appropriately in social situations*

For the majority of children and young people, communication skills develop naturally over the course of the Early Years Foundation Stage and beyond. Development of the speech sound system is typically not complete until 6 or 7 years of age and communication and language skills in general will continue to develop throughout life. Most children and young people who have severe speech and language difficulties will be identified before starting school or early in their school career. Children and young people with less severe

difficulties, or difficulties that only affect one aspect of speech and language may be less easy to identify than those with more complex difficulties and may appear to be developing normally at an early age. Language and communication difficulties may become more apparent with the increased demands of school life, but, even so, the exact nature of the difficulty may not be immediately apparent.

The impact of such difficulties can be considerable, affecting learning, socialisation, emotional development and the acquisition of literacy skills.

These difficulties may, therefore, be associated with one or more of the other areas of need identified within the SEND Code of Practice, 2014.

The fact that a child or young person may speak and understand English as an additional language does not in itself constitute a speech and language difficulty. Different languages have different structures and phonologies which can, in the short term, cause some difficulties for children and young people learning English.

Speech and Language Needs

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON'S NEEDS

A child or young person may have needs similar to those identified below. If a child or young person's needs are more significant than those outlined within this table, please consider SEND Panel Guidance for EHC Needs Assessment

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>A child or young person:</p> <ul style="list-style-type: none"> • may need time to process and respond to verbal information • may have some difficulty in understanding the main points in teaching – discussions, explanations, teacher-led delivery • may understand a good range of everyday vocabulary but may be less confident with subject specific vocabulary • may require support to use new vocabulary appropriately • may still be developing their ability to work with age appropriate abstract concepts • may have immaturities that are evident in speech, which can impact on the child or young person's literacy and social skills • may have difficulties pronouncing some sounds • may require support to develop and explain ideas • may need some support to successfully interact with adults and peers 	<ul style="list-style-type: none"> • Progress is significantly affected in areas of the curriculum, including literacy and numeracy. • Discrepancy between progress in English and other core subjects • Discrepancy between progress in curriculum areas and general ability • Difficulty attending to and understanding verbally presented information – instructions, questions • Difficulty in focusing attention. The child or young person may flit between activities and may find it easier to attend to non-language based tasks • Difficulty listening to reading and answering accurately • Difficulty attending to others in a group • Difficulty understanding abstract concepts (age appropriate) • Difficulty in retaining information while processing • Word finding difficulties or difficulties in maintaining a topic of conversation • The child or young person may require support to understand subject specific language • Difficulty using language as part of learning task. • Difficulty in structuring sentences and expressing thoughts, opinion and knowledge clearly 	<ul style="list-style-type: none"> • Long terms difficulties in making progress with learning and engaging with their class despite quality first teaching and targeted support • Discrepancy between language skills and cognitive skills, expressive language skills and receptive language skills • Struggles with the pace of learning • Difficulty attending in whole class small group and one to one situations. Support needed to attend to verbally presented information • Difficulty accessing the curriculum. May require visual representations or signing to support their understanding • Delay in responding to spoken language, needs content to be simplified and repeated • Poor vocabulary knowledge - new vocabulary and concepts needs specific teaching. • Difficulties recalling a sequence of events accurately • Poor understanding and use of turn taking, verbal and nonverbal • Difficulty using language as part of learning task. • Significant speech problems impacting on literacy. Difficult to understand if context not known • Struggle with the pace of learning

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON’S NEEDS (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
	<ul style="list-style-type: none"> • Grammar contains immaturities • Speech sounds immature, persisting beyond the average age of resolution. • Difficulty using language in social interactions • May not respond appropriately to non-literal language, irony and jokes • Struggle to keep up with the pace and structure of peer interactions • May use inappropriate methods to interact with others or to meet their needs • Difficulty in managing behaviours as a result of reduced access to the curriculum and social interactions 	<ul style="list-style-type: none"> • Lack of verbal confidence and /or ability • Restricted use of grammar • Significant difficulty in structuring sentences and expressing thoughts, opinion and knowledge clearly • Likely to benefit from the use of ‘closed’ questions with possible ‘forced alternatives’ • May require the use of alternate communication systems – sign, symbols • Difficulty developing peer relations and using social language • Struggle to keep up with the pace and structure of peer interactions • May use physical methods of interacting with others • Difficulty in managing behaviours as a result of reduced access to the curriculum and social interactions • May not respond appropriately to non-literal language, irony and jokes

DESCRIPTORS RELATING TO PROVISION

Speech and Language Needs

Schools may wish to consider provision similar to that identified below:

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Whole school training – stages of typical language development / speech and language needs</p> <ul style="list-style-type: none"> • Clear routines are taught and reinforced to promote good listening and attention skills • Appropriately differentiated learning opportunities <ul style="list-style-type: none"> - Appropriate learning resources (concrete, visual – talk and writing frames) used across the curriculum - Key vocabulary explicitly taught - Over-learning / pre-teaching - Use of questioning techniques - Modelling - Encouragement to join in classroom discussions - Time to rehearse oral responses - Links made between new ideas and previous learning - Support to work collaboratively with peers in group activities - Clear links to previous learning - Opportunities for role play. Collaborative learning, interactions 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – stages of typical language development / speech and language needs</p> <p>In addition to approaches described as part of Quality First Teaching:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned for and monitored by the teacher and explicitly reinforced. The SENCO will monitor the provision • Increased levels of differentiation and use of reasonable adjustments to ensure access to the curriculum and increased independent learning opportunities • opportunity to provide specific reinforcement or skills development activities as required - explicitly teach vocabulary, comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>At least 12 hours of support should be in place for children and young people who do not make expected progress and continue to have difficulties and require personalised intervention</p> <p>In addition to good Quality First Teaching and targeted support:</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – stages of typical language development / speech and language needs</p> <p>In addition to approaches described as part of Quality First Teaching and targeted intervention:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned for and monitored by the teacher and explicitly reinforced. The SENCO will monitor the provision • Flexible groupings (including small group and 1:1 support where appropriate)

DESCRIPTORS RELATING TO PROVISION (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<ul style="list-style-type: none"> Reasonable adjustments made to ensure access <ul style="list-style-type: none"> Seating arrangements with good view of adult to maximise use of non-verbal communication Use of child or young person's name or encouragement to stop before instructions given Classroom organised to facilitate collaborative working Adults modify their use of language Adults monitor the language demands of learning tasks Pace of learning Flexible groupings 	<ul style="list-style-type: none"> use of task planners to promote independence use of verbal bullet points taught strategies to alleviate load on auditory memory taught strategies for organising information and ideas personalised bank of key vocabulary focused sessions on developing understanding and experience of appropriate conversational skills Use of evidence based programmes and targeted intervention linked to area of need and agreed outcomes. Programmes should be delivered by <ul style="list-style-type: none"> or under the direction of appropriately trained and experienced staff. This must be planned and monitored by the teacher and explicitly reinforced in whole class activities to aid the transfer of skills Timetabling allows for required interventions to be implemented consistently Use of equipment – ICT to sustain learning Flexible groupings which provide the opportunity to promote independent learning, peer support, structured opportunities for conversations Organisation of the physical environment to ensure it is conducive to developing key skills - listening and attention School to share with parents and carers information on: <ul style="list-style-type: none"> Bedford Borough SENDIASS Bedford Borough Council's Local Offer Early Help Assessment (EHA), where appropriate 	<ul style="list-style-type: none"> Advice sought from specialist where expected progress is not made, despite good Quality First Teaching and targeted support. Parental permission must be given for the involvement of specialists. Regular liaison with specialists in relation to specific programmes and targets. Parent/Carers to attend meetings with specialists, providing an opportunity to share information and to develop a consistent approach Further access to technologies and specialist equipment/material. Space made available for ICT, individual quiet distraction free work spaces and storage facilities for specific equipment Structured input to playground and free time (e.g. adult leading playground games) <ul style="list-style-type: none"> Share with parents/carers information on: <ul style="list-style-type: none"> Bedford Borough SENDIASS Bedford Borough Local Offer Early Help Assessment (EHA), where appropriate

Social Communication Difficulties / Autistic Spectrum

Autistic conditions are now generally regarded as disorders of development linked to neurological factors. Children and young people with significant social communication and interaction difficulties generally experience, to varying degrees, problems with one or more of the three dimensions. These are sometimes described as the triad of impairments, which can affect:

- *Social interaction and relationships*
- *Social communication and language*
- *Imagination and creative development, with typically restricted and repetitive patterns of self-chosen behaviour.*

These impairments affect the process by which an individual makes sense of his or her world. They can occur across the full ability range and are frequently associated with feelings of anxiety.

Children and young people with difficulties at the extreme end of the autistic continuum are more likely to be identified as having SEN in their early years. The issues relating to autism are complex and diagnosis may be delayed owing to the following:

- *Basic impairments can occur with differing degrees of severity*
- *Changes occur with increasing age*
- *Different aspects of the behaviour pattern are more obvious at some stages than at others*
- *Mild learning difficulties occur in about one quarter, and severe learning difficulties in about half of the population with autism*
- *There may be other associated needs because of physical disability, sensory impairments and epilepsy*
- *Education, the social environment and personality variables can have marked effects on overt behaviour.*

The impact of communication and interaction difficulties on the learning of children and young people with autism varies greatly. Some children and young people develop good strategies as they mature and learn to handle a wide range of situations, whilst others find social development and relationships increasingly difficult and may become isolated and difficult to manage.

School staff should note that a diagnosis of autism does not, in itself, determine the level of support required. In all cases, the prime consideration will be the educational needs of the child or young person. It is important to remember that having a condition like ASD is just one of the factors influencing a child or young person's learning and behaviour. Other factors include the child or young person's personality, the environment, family characteristics and the child or young person's strengths and interests. Many

of the strategies that are helpful for children and young people with a diagnosis of ASD will be helpful for children and young people with social communication difficulties as well.

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON’S NEEDS

Social Communication Difficulties / Autistic Spectrum

A child or young person may have needs similar to those identified below. If a child or young person’s needs are more significant than those outlined within this table, please consider SEND Panel Guidance for EHC Needs Assessment

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<ul style="list-style-type: none"> • Uneven profile in National curriculum attainment levels • Uneven rate of progress in academic subjects • May have a high level of skill or knowledge in an isolated area • Ability to work within the whole class and on similar tasks to peers with some support • Shows an interest in having friends , requiring some support to establish and maintain this • Responds to recommended strategies • Ability to deal with occasional anxiety and sensory needs (dependent on age, level of need, cognitive ability) • Immature social communication skills, affecting the ability to listen and take turns in groups. Tendency to dominate in conversations, showing limited awareness of listener’s needs. Some difficulty with the use and understanding of non-verbal signals. Some literal response to verbal communication • Shows anxiety, needing some reassurance, when routine is changed • May have a special interest affecting ability to stay on task 	<ul style="list-style-type: none"> • It is important to consider how a child or young person might presents at home and in school • Children and young people with these needs may require significant adaptations to be made • Uneven profile in National curriculum attainment levels • Difficulty in making connections and generalising skills • Rate of progress slower than peers in some areas of the curriculum • Difficulty responding to adult direction and interpreting social cues • Poor understanding of social conventions and expectations, leading to possible social isolation • Difficulty with the social use of language, requiring some direct teaching - eye contact, initiating conversations, attention, taking the listener’s perspective • Difficulty showing empathy, predicting own response and those of others and a lack of awareness of personal space • Literal understanding and inflexibility of thought. Resistant to change. Exhibit signs of distress • Unusual special interests. Can exhibit obsessive behaviours 	<p>It is important to consider how a child or young person might presents at home and in school</p> <ul style="list-style-type: none"> • Despite significant adaptations and increased differentiation the child or young person has not made expected progress towards targets • Rigidity of behaviour and thought significantly impact on learning and ability to function • Increased focus on planning and organization of the classroom is required to meet needs • Increased levels of anxiety are impacting on curriculum access • High levels of support are required to ensure access

DESCRIPTORS RELATING TO PROVISION

Social Communication Difficulties / Autistic Spectrum

Schools may wish to consider provision similar to that identified below:

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Whole school training – Social Communication Difficulties / Autistic Spectrum</p> <ul style="list-style-type: none"> • Appropriately differentiated learning opportunities and reasonable adjustments made to ensure access • Ability to conform with some prompting and adaptations to the curriculum and classroom environment. • Staff use carefully selected strategies and resources to ensure access • Appropriate learning resources used across the curriculum. Children and young people taught to use relevant resources • Flexible groupings 	<p>Support to use alternative means of communication, where appropriate</p> <p>Resources available for times of heightened stress and anxiety, including during unstructured times of the day – visual timetables, individual work station, alternative room</p> <p>Opportunities to prepare for changes in routines</p> <p>Use of social scripts to promote specific behaviours</p> <p>Consistency within the classroom in terms of organisation, structure, routine</p> <p>Strategies to support transfer from one teacher to another or one school to another, including the use of one page profiles, passports</p> <p>Consideration to the physical environment Access to individual workstation and equipment</p> <p>- augmented/alternative communication, additional access to IT</p> <p>School to share with parents and carers information on: Bedford Borough SENDIASS Bedford Borough Council’s Local Offer Early Help Assessment (EHA), where appropriate</p>	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>At least 12 hours of support should be in place for children and young people who do not make expected progress and continue to have difficulties and require personalised intervention</p> <p>In additional to good Quality First Teaching and targeted support:</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via and established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – Social communication difficulties / Autistic Spectrum</p>

DESCRIPTORS RELATING TO PROVISION (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Whole school training – Social Communication Difficulties / Autistic Spectrum</p> <ul style="list-style-type: none"> • Appropriately differentiated learning opportunities and reasonable adjustments made to ensure access • Ability to conform with some prompting and adaptations to the curriculum and classroom environment. • Staff use carefully selected strategies and resources to ensure access • Appropriate learning resources used across the curriculum. Children and young people taught to use relevant resources • Flexible groupings 	<p>Support to use alternative means of communication, where appropriate</p> <p>Resources available for times of heightened stress and anxiety, including during unstructured times of the day – visual timetables, individual work station, alternative room</p> <p>Opportunities to prepare for changes in routines</p> <p>Use of social scripts to promote specific behaviours</p> <p>Consistency within the classroom in terms of organisation, structure, routine</p> <p>Strategies to support transfer from one teacher to another or one school to another, including the use of one page profiles, passports</p> <p>Consideration to the physical environment Access to individual workstation and equipment</p> <p>- augmented/alternative communication, additional access to IT</p> <p>School to share with parents and carers information on: Bedford Borough SENDIASS Bedford Borough Council's Local Offer Early Help Assessment (EHA), where appropriate</p>	<ul style="list-style-type: none"> • In additional to good Quality First Teaching and targeted support: • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned for and monitored by the teacher and explicitly reinforced. The SENCO will monitor the provision • Flexible groupings (including small group and 1:1 support where appropriate) • Advice sought from specialist where expected progress is not made, despite good Quality First Teaching and targeted support. Parental permission must be given for the involvement of specialists. • Regular liaison with specialists in relation to specific programmes and targets. Parent/Carers to attend meetings with specialists, providing an opportunity to share information and to develop a consistent approach • Further access to technologies and specialist equipment/material. Space made available for ICT, individual quiet distraction free work spaces and storage facilities for specific equipment • Structured input to playground and free time (e.g. adult leading playground games) • School to share with parents and carers information on: <ul style="list-style-type: none"> - Bedford Borough SENDIASS - Bedford Borough Council's Local Offer - Early Help Assessment (EHA), where appropriate

Sensory and/or Physical Needs

INTRODUCTION

The SEN Code of Practice, 2014 says,

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairments (VI) hearing impairments (HI) or a multi-sensory impairment (MSI) will require specialist support and/or specialist equipment to access their learning or habilitation support. Children with an MSI have a combination of vision and hearing difficulties (COP, 2014: 6.34)

Hearing impairment

Some children are born deaf and others may become deaf later in life, for example, as a result of an illness. The two main types of deafness are Conductive and Sensori-neural.

Conductive deafness is the most common amongst young children and is caused by fluid building up in the middle ear, preventing sounds from passing through the middle ear from the outer ear to the inner ear. Antibiotics or grommets can alleviate this, at least temporarily and most children will out-grow middle-ear infection. Whilst the child's ears are congested, they will have a hearing-impairment, which may affect their learning and progress.

Sensori-neural hearing loss is caused by damage to the inner ear or auditory nerve and cannot be treated, so the hearing loss is permanent. The severity of sensori-neural hearing loss can be alleviated by the use of hearing aids. Some children have a combination of both types of deafness.

The National Deaf Children's Society, says:

Children develop communication, learning and social skills in their day-to-day activities. The impact of deafness on these areas will be different for individual children. No two deaf children are the same and any levels of deafness can affect a child's access to their environment.

Deaf Friendly Teacher Training Pack

Deafness might affect a child or young person's opportunity to:

- *Initiate conversations*
- *Use appropriate language*
- *Express their feelings and emotions*
- *Be fully included in large groups*
- *Develop confidence and self-esteem*
- *Learn appropriate social behaviour incidentally*

Visual impairment

Some children are born with a severe visual impairment; others may become visually impaired during their school years, for example due to genetic causes or accidents. The severity of the visual impairment can differ widely amongst children and young people who have the same condition. A visual impairment may be caused by a problem in the eye itself (e.g. cornea, retina), the optic nerve, visual cortex or the muscles surrounding the eye. Prescription glasses may help to improve a child or young person's vision, but may not fully correct it. A child may not easily tolerate the use of glasses.

A severe visual impairment might affect a child or young person's opportunity to:

- *Move about freely*
- *Learn about the immediate environment*
- *Learn about the wider environment*
- *Access learning in and out of school*
- *Be completely independent*
- *Be an active member of a peer group*
- *Develop confidence and self esteem*
- *Learn appropriate social behaviour*

Physical Difficulties

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers (COP, 2014: 6.35). Children and young people with physical disabilities are affected in a variety of ways and some difficulties will be overcome through direct teaching and practice but others will be long lasting and require alternative or enabling strategies to be put in place. Children and young people with significant physical may require a high level of support to enable them to be fully included in a mainstream school or other educational setting. Some children and young people with physical may also have learning difficulties or other difficulties such as a visual impairment, or speech, language and communication difficulties. They may also have a medical condition, such as epilepsy

A physical difficulty might affect a child or young person's opportunity to:

- *Make use of the furniture and equipment generally available in the school*
- *Move about freely*
- *Communicate effectively*
- *Be completely independent, for example self-care skills*
- *Be an active member of a peer group*
- *Be included in all areas of the curriculum*

Many of these children and young people will require some or all of the following:

- *Appropriate seating*
- *Adaptations to the physical environment of the school*
- *Access to alternative or augmented forms of communication*
- *Access to specialist equipment/materials*
- *Adult support*
- *Regular and frequent access to specialist support*

It is important for children and young people with physical difficulties to be supported in gaining as much independence as possible. They may, therefore, need a high level of adult support initially in order, for example, to use outdoor equipment safely or change footwear. If a child or young person has a medical condition a detailed care plan should be written in consultation with parents/carers and the outreach nurse or other suitable medical practitioner. It should be kept up to date and a copy held in the school.

Hearing Impairment

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON'S NEEDS

A child or young person may have needs similar to those identified below. If a child or young person's needs are more significant than those outlined within this table, please consider SEND Panel Guidance for EHC Needs Assessment

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<ul style="list-style-type: none"> • Progress is satisfactory, however there is a risk that the child or young person may begin to fall behind • Occasionally misunderstands. Require reassurance and reinforcement • Attention can vary. Advantaged by reduction in background noise • Difficulties understanding peers in classroom activities and on the playground • Absence from school due to ear infections and hospital appointments. Ear infections can result in intermittent hearing loss 	<ul style="list-style-type: none"> • Unilateral • Mild bilateral (may be aided) • Long term, fluctuating conductive • Speech is understood. Communication is spontaneous or at least age appropriate. May require opportunities to develop use and understanding of language • May use hearing aids/s. Great difficulty adapting to or functioning in unfavorable acoustic environments • Seating arrangements to enhance access to good hearing opportunities • Slower to process and understand verbal instructions • May show signs of increasing fatigue • Difficulty in acquiring new vocabulary and concepts • Hearing loss may affect social interactions, self- esteem <p>Difficulty in accessing specific listening activities – videos, audio, spelling tests May have delayed language development and difficulties with the perception of some speech sounds especially at the ends of words</p>	<p>In addition to difficulties under 'targeted support'</p> <ul style="list-style-type: none"> • Moderate • Severe (aided) • Deteriorating conditions • Permanent conductive hearing loss associated with a particular syndrome • Understood in the educational setting by staff and peers. Communication is enhanced by structure and prompting or may have some delay in the use and understanding of language • Uses hearing aid/s. Is advantaged by a reduction in background noise and/or amplification of teaching input • Difficulties with literacy. May not benefit from usual approaches to learning • May have gaps in vocabulary and general knowledge • Processing verbal information may take longer • Difficulty with working memory • May not take on incidental learning • Support to establish and maintain friendships with peers

DESCRIPTORS RELATING TO PROVISION

Hearing Impairment

Schools may wish to consider provision similar to that identified below:

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Whole school training – Hearing Impairment</p> <ul style="list-style-type: none"> • Appropriately differentiated learning opportunities and reasonable adjustments made to ensure access <ul style="list-style-type: none"> - Seating arrangements - Reduction of background noise - Repetition of instructions - Multi-sensory approach - Additional support during speaking and listening activities - New vocabulary shared with parents - Home – school book • Appropriate learning resources used across the curriculum. Children and young people taught to use relevant resources • Flexible groupings 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – Hearing Impairment</p> <p>In addition to approaches described as part of Quality First Teaching:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned for and monitored by the teacher and explicitly reinforced. The SENCO will monitor the provision 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>At least 12 hours of support should be in place for children and young people who do not make expected progress and continue to have difficulties and require personalised intervention</p> <p>In addition to good Quality First Teaching and targeted support:</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – Hearing Impairment</p> <p>In addition to good Quality First Teaching and targeted support:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned for and monitored by the teacher and explicitly reinforced. The SENCO will monitor the provision • Grouping arrangements take account of the language and learning needs, the adult support available and advice from the Specialist Teacher of the Deaf

DESCRIPTORS RELATING TO PROVISION (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
	<ul style="list-style-type: none"> • Appropriately differentiated learning opportunities and reasonable adjustments made to ensure access <ul style="list-style-type: none"> - Support to understand classroom instructions, teacher input - Preparation of visual resources to reinforce learning, including new vocabulary - Opportunities to pre-learn and revisit learning - Opportunities to develop social skills • School to share with parents and carers information on: <ul style="list-style-type: none"> - Bedford Borough SENDIASS - Bedford Borough Council’s Local Offer - Early Help Assessment (EHA), where appropriate 	<ul style="list-style-type: none"> • Opportunities to pre-learn and revisit learning • Access to a Coommunicator / additional adult to support curriculum access through appropriate mode of communication where needed • Access to additional assistive listening devices where appropriate – sound field system, radio aid • Speaking and listening activities carefully organised to ensure access • Provision should be monitored by Class/Subject Teacher and SENDCO. • Differentiated and personalised provision, including small group and 1:1 provision • Advice sought from specialist. Specific training and advice provided for staff and parents/carers as advised by specialists. Specialists used to model strategies and approaches • Parents give informed written consent for the involvement of specialists • Regular liaison with specialists in relation to specific programmes and targets. Parent/Carers to attend meetings with specialists. This provides an opportunity to share information and to develop a consistent approach • Regular monitoring and review of programmes and strategies as advised by specialists. • Structured input to playground and free time • School to share with parents and carers information on: <ul style="list-style-type: none"> - Bedford Borough SENDIASS - Bedford Borough Council’s Local Offer - Early Help Assessment (EHA), where appropriate

Visual Impairment

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON'S NEEDS

A child or young person may have needs similar to those identified below. If a child or young person's needs are more significant than those outlined within this table, please consider SEND Panel Guidance for EHC Needs Assessment

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<ul style="list-style-type: none"> • May have a recognisable ophthalmic condition which may potentially affect learning • Progress is satisfactory, however there is a risk that the child or young person may begin to fall behind • May struggle to copy from the board or produce work using an appropriate handwriting style • May increasingly ask for information to be given verbally 	<ul style="list-style-type: none"> • Slightly reduced visual acuities in one or both eyes, which could affect learning • Mobility and orientation may be affected • Visual impairment will have an impact on the child or young person's ability to function independently • Requires appropriate differentiation or modifications to the curriculum and environment • May require specialist equipment to access the curriculum - writing/ reading slope. May need some enlargement/ adaptation to work • Difficulties with establishing and maintaining friendships, leading to isolation 	<ul style="list-style-type: none"> • In addition to difficulties under 'targeted support' • Corrected distance vision 6/18 or worse in both eyes, which affects learning • Nystagmus or visual field defects, which may affect learning • A known, deteriorating visual condition • Visual impairment will have a severe impact on child or young person's ability to function independently • May have extreme difficulties in making and maintaining friendships resulting in frequent isolation and disengagement • Requires increased differentiation and reasonable adjustments, focusing on auditory attention and position in class and appropriate resources • Requires support for speed of working • Will require specialist equipment to access the curriculum - writing/reading slope, suitable writing materials, large print materials, low vision aids

DESCRIPTORS RELATING TO PROVISION

Visual Impairment

Schools may wish to consider provision similar to that identified below:

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Whole school training – Visual Impairment</p> <ul style="list-style-type: none"> • Appropriately differentiated learning opportunities and reasonable adjustments made to ensure access <ul style="list-style-type: none"> - Appropriate position in class - Repetition of instructions - Multi-sensory approach - Additional time provided to complete tasks - Personal copy of text with modifications where necessary - Additional support where necessary to ensure access to the curriculum and to develop independence • Modifications to the visual environment • Appropriate learning resources used across the curriculum. Children and young people taught to use relevant resources • Flexible groupings • Advice sought from the Specialist Teacher for Visual Impairment. Specific training and advice provided for staff and parents/carers as advised by specialists. Specialists used to model strategies and approaches 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – Visual Impairment</p> <p>In addition to approaches described as part of Quality First Teaching:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned for and monitored by the teacher and explicitly reinforced. The SENCO will monitor the provision • Access to assistive technologies where appropriate – ICT, Low Vision Aids • Position in class considered to ensure access to visual stimuli • Requires appropriate differentiation or modifications to the curriculum, resources and environment • Support to develop mobility, orientation and independence • 1:1 intervention to: 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>At least 12 hours of support should be in place for children and young people who do not make expected progress and continue to have difficulties and require personalised intervention</p> <p>In addition to good Quality First Teaching and targeted support:</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via an established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – Visual Impairment</p> <p>In addition to good Quality First Teaching and targeted support:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned for and monitored by the teacher and explicitly reinforced. The SENCO will monitor the provision • Flexible grouping arrangements in place which consider: <ul style="list-style-type: none"> • Cognitive ability • Sensitive to the social interaction with others

DESCRIPTORS RELATING TO PROVISION (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
	<p>Support use of personal equipment and resources</p> <p>Specialist teaching opportunities – touch typing, independence skills</p> <p>Where Braille is used, the curriculum will need to be highly differentiated. Resources will require modification by appropriately trained staff</p> <p>Advice sought from the Specialist Teacher for Visual Impairment. Specific training and advice provided for staff and parents/carers as advised by specialists. Specialists used to model strategies and approaches</p> <p>School to share with parents and carers information on: Bedford Borough SENDIASS Bedford Borough Council’s Local Offer Early Help Assessment (EHA), where appropriate</p>	<ul style="list-style-type: none"> • Differentiated and personalised provision, including small group and 1:1 provision to <ul style="list-style-type: none"> - Ensure completion of tasks - Prepare for class activity or learning - Reinforce learning - Encourage further independence • Preparation of individual learning materials, where needed, ensuring that these are in an accessible format and available for the pupil either at the same time as the equivalent materials are available to his/ her peers or earlier wherever possible • Space for larger papers, equipment and the like. • Suitable lighting and seating for specific tasks as needed in order to access the whole curriculum • Advice sought from the Specialist Teacher for Visual Impairment. Specific training and advice provided for staff and parents/carers as advised by specialists. Specialists used to model strategies and approaches • Parents give informed written consent for the involvement of specialists • Regular liaison with specialists in relation to specific programmes and targets. Parent/Carers to attend meetings with specialists. This provides an opportunity to share information and to develop a consistent approach • Regular monitoring and review of programmes and strategies as advised by specialists. • Provision should be monitored by Class/Subject Teacher and SENDCO • Support provided during unstructured times of the day, where appropriate • School to share with parents and carers information on: <ul style="list-style-type: none"> - Bedford Borough SENDIASS - Bedford Borough Council’s Local Offer - Early Help Assessment (EHA), where appropriate

Physical Needs

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON'S NEEDS

A child or young person may have needs similar to those identified below. If a child or young person's needs are more significant than those outlined within this table, please consider SEND Panel Guidance for EHC Needs Assessment

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<ul style="list-style-type: none"> • With adaptations to the environment the child or young person can be independent • Raised concerns about minor physical difficulties – motor control, acquiring key skills in PE 	<ul style="list-style-type: none"> • Ability to participate in the majority of activities at a slower pace than peers • Progress across the curriculum may be affected by a condition or medication • Physical needs may affect their self-esteem and relationships with peers • May require reasonable adjustments to be made – wheelchair access • Difficulties with gross and fine motor skills, mobility and orientation • Maintain independence in most activities. May require visual cues as reminders • Use of specialist aids and equipment • Require a medical plan • Additional assistance to access the curriculum, manage their condition and move around the school site 	<ul style="list-style-type: none"> • In addition to difficulties under 'targeted support' • Severe difficulties functioning independently • Increasing levels of difficulty. Able to participate in classroom activities, but difficulties in undertaking certain tasks have a significant impact on pace of work • Adaptations required to access the curriculum / school environment. • May require daily therapy or medical intervention • Additional assistance to access the curriculum, manage their condition and move around the school site • May require supervision/support for aspects of self care - toileting, feeding and dressing • Specific attention to emotional support needed. • Physical difficulties impact on self-esteem and confidence. Concerns regarding social inclusion

DESCRIPTORS RELATING TO PROVISION

Physical Needs

A child or young person may have needs similar to those identified below. If a child or young person's needs are more significant than those outlined within this table, please consider SEND Panel Guidance for EHC Needs Assessment

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Whole school training – Physical Needs</p> <ul style="list-style-type: none"> • Appropriately differentiated learning opportunities and reasonable adjustments made to ensure access • Appropriate learning resources used across the curriculum. Children and young people taught to use relevant resources • Flexible groupings 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via and established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – Physical Needs</p> <p>In addition to approaches described as part of Quality First Teaching:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Flexible approach to curriculum planning • Flexible support including for dressing, toileting • Increased levels of differentiation, including where necessary small group and 1:1 provision – • opportunity to provide specific reinforcement or skills development activities • Use of evidence based programmes and targeted intervention linked to area of need and agreed outcomes. Programmes should be delivered by • or under the direction of appropriately trained and experienced staff. This must be planned and monitored by the teacher and explicitly reinforced • Use of equipment – ICT, specialist aids to sustain learning and facilitate access to the curriculum. Space for equipment 	<p>Ongoing cycle of Assess, Plan, Do and Review. Participation of school staff, child/young person, parents/carers in the 4 part cycle</p> <p>At least 12 hours of support should be in place for children and young people who do not make expected progress and continue to have difficulties and require personalised intervention</p> <p>Close supervision and monitoring by Class/Subject Teacher and SENCO</p> <p>Where appropriate enhanced contact for parents/carers via and established process e.g. contact book, daily conversation with staff</p> <p>Whole school training – Physical Needs</p> <p>In additional to good Quality First Teaching and targeted support:</p> <ul style="list-style-type: none"> • Increased opportunity for children and young people and parents/carers to discuss learning and agree appropriate provision • Research evidence based interventions used to deliver a highly personalised learning programme. Programmes should be delivered by or under the direction of appropriately trained and experienced staff. This must be planned for and monitored by the teacher and explicitly reinforced in whole class activities to aid the transfer of skills. The SENCO will monitor the provision • Flexible grouping arrangements in place which provide the opportunity to promote independence

DESCRIPTORS RELATING TO PROVISION (CONTINUED)

	SEN Support	
Quality First Teaching	Targeted Support	Personalised Support
	<ul style="list-style-type: none"> • Flexible groupings which provide the opportunity to promote independence • Organisation of the physical environment to ensure access • Support for unstructured times of the day – break and lunchtimes where necessary • School to share with parents and carers information on: <ul style="list-style-type: none"> - Bedford Borough SENDIASS - Bedford Borough Council’s Local Offer - Early Help Assessment (EHA) 	<ul style="list-style-type: none"> • Increased levels of differentiation, including where necessary small group and 1:1 provision – • opportunity to provide specific reinforcement or skills development activities: • Extra time to access the curriculum • Further access to technologies and specialist equipment/ material. Space made available for ICT, individual work and storage facilities for specific equipment • Advice sought from the specialists. Specific training and advice provided for staff and parents/carers • as advised by specialists. Specialists used to model strategies and approaches. Parental permission must be given for the involvement of specialists • Regular liaison with specialists in relation to specific programmes and targets. Parent/Carers to attend meetings with specialists, providing an opportunity to share information and to develop a consistent approach • Support provided during unstructured times of the day, where appropriate • School to share with parents and carers information on: <ul style="list-style-type: none"> - Bedford Borough SENDIASS - Bedford Borough Council’s Local Offer - Early Help Assessment (EHA), where appropriate

Finding out more

If you would like further copies, a large-print copy or information about us and our services, please contact us at our address below.

Për Informacion معلومات کے لئی برای اطلاع Za Informacije
ਜਾਣਕਾਰੀ ਲਈ Informacja Per Informazione তথ্যের জন্য للمعلومات



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