The Entitlement of Pupils in Mainstream Schools

Special Educational Needs Provision –

The Local Offer

And

"Ordinarily Available"

in Worcestershire Schools

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The Local Offer and "Ordinarily Available" in Worcestershire Schools

What is the Local Offer?

Local Authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs (SEN).

The local offer should cover:

- Support available to all children and young people with SEN from universal services such as early years settings, schools and colleges;

- Targeted services for children and young people with SEN who require additional short term support over and above that provided routinely as part of universal services;

- Specialist services for children and young people with SEN who require specialised, longer term support.

What does the Local Offer include?

The *Special Educational Needs (Local Offer) (England) Regulations* describe the information that needs to be included in the Local Offer:

- Education, health and social care provision for children and young people with SEN;

- Details of how parents and young people can request an assessment for an Education Health and Care (EHC) plan;

- Arrangements for identifying and assessing children and young people's SEN, including arrangements for EHC needs assessments;

- Other educational provision such as sports or arts provision;

- Post-16 education and training provision;

- Apprenticeships, Traineeships, and Supported Internships;

- Arrangements for travel to and from schools, post-16 institutions and early years providers;

- Support to help children and young people move between phases of education (for example from early years to school, from primary to secondary) and prepare for adulthood;

- Sources of information, advice and support in the local authority's area relating to SEN including information provided under clause 32 of the Children and Families Bill, forums for parents and carers, and support groups;

- Childcare, including suitable provision for disabled children and those with SEN;

- Leisure activities;

- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA; and

- Arrangements for resolving disagreements, mediation, and parents' and young people's rights to appeal a decision of the local authority to the Tribunal in respect of SEN and provision. This information should also include routes of complaint and redress for health and social care.

What does the Local Offer mean for schools?

In addition to the information in the local offer about the special educational provision the local authority expects to be available, schools are required to publish, under the *Special Educational Needs (Information) Regulations,* more detailed information about their arrangements for identifying, assessing and making provision for pupils/students with SEN. The school-specific information should reflect the local offer and provide more detail.

Mainstream schools, including academies and free schools, **must** provide evidence of everything they have done to secure the special educational provision called for by a child's or young person's needs. These settings receive core funding to make general educational provision for all pupils/students and additional funding to help make provision for those who need additional support, including those with SEN.

These funds are included in their budgets and they should make sure funding is allocated to provide high quality provision for those with SEN. They have a duty to identify, assess and make special educational provision for all children and young people with SEN, whether or not they have an Education, Health and Care (EHC) Plan. If they can show that a child or young person with SEN requires special educational provision that costs more than a certain threshold they can ask the local authority to provide top-up funding to meet that extra cost, whether or not the child has an EHC plan.

The local authority **must** set out in their local offer a description in broad terms of the special educational provision early years providers, schools, and the full range of post-16 providers and other institutions are expected to provide from their own budgets to support children and young people with SEN, including information about the arrangements in place for:

- ✓ Identifying children and young people with SEN and assessing their needs;

- ✓ Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;

- ✓ Assessing and reviewing pupils' and students' progress towards outcomes, including how they work with parents and young people in doing so;

- ✓ Supporting pupils' and students' in moving between phases of education;

- ✓ Enabling pupils and students to prepare for adult life so they can go on to achieve good outcomes such as higher education, employment and independent living;

- ✓ Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN – this should include expertise at three levels: awareness, enhanced and specialist;

- ✓ Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN;

- ✓ Enabling children and young people with SEN to have access to facilities and extra-curricular activities that are available to those who use the setting; and

✓ Supporting emotional and social development (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).

The above will include arrangements for supporting children who are looked after by the local authority and have SEN.

What is "Ordinarily Available"?

"Ordinarily Available" is a framework which describes the entitlement of pupils in Worcestershire mainstream schools. It will assist schools in developing their provision for pupils with SEN to be more consistent with that in the majority of schools. It will enable a greater focus on teaching and learning approaches, and should reduce the focus on levels of teaching assistant support.

All pupils with additional or special educational needs and attending Worcestershire maintained mainstream schools and academies, will have a minimum entitlement to ordinarily available provision, regardless of which school they attend. Some schools will need to make adaptations to their present practice if they are to meet the minimum provision expectations of Ordinarily Available.

Levels of Intervention

For pupils in school, their needs are met using 3 levels of intervention, described as "waves of support", which support access to the curriculum.

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

What is offered at Wave 2 and Wave 3 will vary from school to school as the pupil profile will be different but Ordinarily Available sets out the type of intervention that can be expected and should be available to support pupil need.

Some children and young people have special educational needs; these are learning difficulties and/or disabilities that make it harder for them to learn than the majority of their peers. They may need extra or different help from that which is available for other pupils, some of which is provided by the school, and some of which is provided by the Local Authority.

A Graduated Response

Schools should develop a graduated approach – a cycle of assessment, planning and reviewing their actions in increasing detail and with increasing frequency to identify the best way of securing adequate progress for pupils.

Assess Needs

Plan

Do
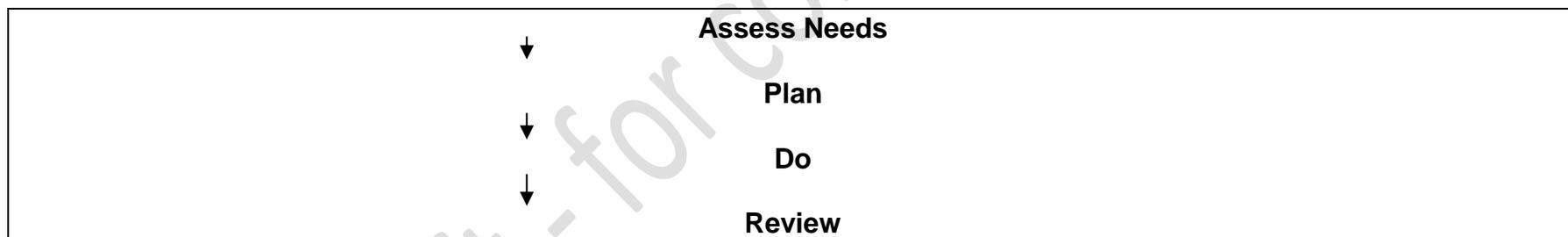
Review

1. **Assess Needs**: All pre-school settings, schools and colleges should monitor and review the progress and development of all children and young people. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The majority of pupils can make progress through such teaching.

2. **Plan**: Where progress gives cause for concern practitioners should work in partnership with parents/carers to develop a plan to ensure that children/young people with SEN receive the right levels of support for their future learning and development. Class and subject teachers,

supported by the Senior Leadership Team should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

3. **Do**: This graduated response should be led and coordinated by the SENCO (or named person within a college with oversight of SEN) working with and supporting colleagues. Parents should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes should be shared with parents and reviewed with them.

4. **Review**: The effectiveness of the support and the impact on the pupil's progress should be reviewed in line with an agreed date.

   Adequate progress can include progress which:

   a. Is similar to that of peers starting from the same baseline
   b. Matches or betters of pupil's previous rate of progress
   c. Closes the attainment gap between the pupil and their peers
   d. Prevents the attainment gap growing wider.

Where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken settings, schools and colleges should call upon external professionals to advise and assist further. They may also help in identifying those pupils whose need for long term support is such that an EHC Plan might be required. Schools will need to be able to use provision mapping effectively to track the impact and outcomes of interventions offered to the pupil.

The National Funding Model

The National Funding Model was implemented in April 2013 and introduced changes to funding which included a 'place-plus' approach. Mainstream schools and academies receive £4k ('core education funding') to provide a standard offer of teaching and learning for all pupils, including those with high needs. Schools also receive a notional SEN budget, from which they must contribute the first £6k of the additional support costs of high needs pupils. Funding requirements above this £10k level can be accessed through the statutory assessment process, where evidence of intervention and progress demonstrates a level of pupil need, and additional resources can be paid in the form of a top-up from the High Needs Block, including a Personal Budget.

High needs pupils and students are defined by the Department for Education as those requiring provision costing more than around £10,000 per year and the funding model is summarised in the table below:

	Pre-16 SEN and AP		Post-16 SEN and LDD
	Mainstream settings	Specialist settings	All settings
Element 1: Core education funding	Mainstream per-pupil funding (AWPU)	Base funding of £10,000 for SEN and £8,000 for AP placements, which is roughly equivalent to the level up to which a mainstream provider would have contributed to the additional support provision of a high needs pupil. Base funding is provided on the basis of planned places.	Mainstream per-student funding (as calculated by the national 16-19 funding system)
Element 2: Additional support funding	Contribution of £6,000 to additional support required by a pupil with high needs, from the notional SEN budget		Contribution of £6,000 to additional support required by a student with high needs
Element 3: Top-up funding	"Top-up" funding from the commissioner to meet the needs of each pupil or student placed in the institution		

Integrated Assessment

The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges from within the resources normally available to them. A request for an Integrated Assessment for an EHC Plan should only be made where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from with the resources normally available to their setting. Schools will need to demonstrate that the pupils they are putting forward for statutory assessment have needs that require provision significantly outside and beyond the descriptors for ordinarily available provision and which cannot be met from resources allocated as part of the mainstream schools' delegated budget share.

<Click here for more information about Integrated Assessment and Education, Health and Care Plans>

Levels of Intervention and Expected Outcomes

Teaching Environment and Groupings

Wave One • Mainstream class or set • Regular reviews take place of how pupils are grouped for learning • Consideration given to grouping by ability and deployment of Teaching Assistance • Flexible groupings are used with a targeted focus on learning, monitored through measurable targets. • Challenge and modelling within classrooms to develop learning • Physical organisation of classroom adapted • Classroom methodically organised and conducive to good learning	
Wave Two • Use of circle time to reinforce expectations and to develop learning, and social and emotional skills • Daily access to small group teaching in place for literacy and numeracy • Individualised teaching programmes delivered in short sessions daily • Some 1:1 outside the classroom • Low stimulus work area in place • Quiet area available with known staff • Teacher mentoring	**Outcomes: Evidence of Monitoring , Evaluation and Review** Evidence of challenge and modelling within classrooms to develop learning Evidence of recent audits and appropriate whole school approaches to support learning Up to date Access Plan with evidence of accessibility to school environment Impact of therapeutic intervention is monitored on a regular basis

Wave Three • KS1-5 timetabled access to learning support base with flexible teaching arrangements. At KS4/5 this could include off site learning programme. • Timetable allows for reduced options to support study in other areas • Access to Nurture group 'safe haven' is available to reduce anxieties associated with learning, and support social and emotional development • Nurture group type activities are in place • Appropriate environment is available for regular therapy input • Specialist Teacher Advice on positioning of pupil according to need eg Sensory, Physical	

Assessment, Planning and Review

Wave One

- Classroom observations undertaken which identify learning behaviours
- Screening for learning difficulties is embedded.
- Effective and ineffective approaches to teaching and learning are identified
- Environmental intolerances identified and acted upon
- Effective tracking of pupil progress in place, including baseline assessment, the setting and review of individual SMART targets which enhance or are in addition to whole class targets.
- Individual provision map is in place
- Enhanced resources and differentiated learning are included on provision maps and include targets to demonstrate impact on learning
- Information about pupil targets is shared with all staff.
- Work is set at an appropriate level to develop potential
- The criteria for recording and measuring the progress of pupils with SEN/Disability are clearly understood by all staff.
- Transition arrangements are in place and effectively administered.
- Coherent pastoral support policy in place for whole school, with teaching roles and procedures well defined
- A proactive system to record pupil absence is in place
- Disability Discrimination Act (DDA) compliant access to education is secured for all pupils

Outcomes: Evidence of Monitoring , Evaluation and Review

Accurate pupil progress data against baseline assessment is up to date and available

Pupil progress is demonstrated against SMART targets

Impact of intervention over time is evidenced through regular review and adjustment of targets, using Assessment, Plan, Do Review approach

Evidence of access to Early Help Services

Self and Peer assessment is routinely used to inform learning targets

Systematic monitoring of pupil progress against baseline evidences the need for accelerated support

Impact/outcomes of targeted intervention are recorded

Wave Two - Concerns about pupil progress increase with detailed evidence over time. - Teacher, Subject Teacher and TA plan together. - TAs are well deployed to scaffold access to learning in mainstream lessons. - Regular reviews take place against targets - Feedback is focused on how much pupils have learned rather than description of support or qualitative comments - Access to extra formal assessment or access arrangements through support arrangements	Evidence of increasingly personalised provision and adaptation has been robustly and rigorously monitored and applied Attendance data reflects absence of all individuals and defined groups of pupils, with analysis of levels of engagement and participation when in school.
Wave Three - External Specialist Advice contributes to ongoing assessment and review - Multi-agency approach through Early Help - High level of ongoing home-school liaison planning and review - Pupil progress is rigorously monitored and reviewed - Personalised programmes/ targeted assessment includes advice and support from appropriate external agencies	

Curriculum, and Teaching and Learning Methods

Wave One	
- Whole school Quality First Teaching practice embedded across school - Effective pupil progress planning and preparation anticipates and provides for the needs of all pupils - Appropriate methods and resources are selected and used in lesson planning - Pace of lesson is adjusted for some learners - Differentiated approach to content, language and delivery to communicate lesson content - Visual presentation increased to meet needs of some children - Modification of tasks with high literacy content across curriculum areas - Differentiated curriculum and tasks - Paired learning - Teacher repetition and reinforcement, with on-going assessment of understanding of concepts - Teachers take account of how different pupils learn - Effective transition planning and preparation anticipates and provides for the needs of all pupils - Effective reporting and communications systems are in place to report to parents - Self and Peer evaluation and review is embedded in QFT school practice	**Outcomes – Evidence of Monitoring , Evaluation and Review** Systematic monitoring/tracking of pupil progress against baseline data evidences need for further support Evidence of graduated response to - engagement/participation - Lower than expected pupil progress/achievement Impact measures of targeted intervention Evidence of increasingly evidenced provision/ adaptation to need Evidence of the setting of SMART targets and progress made towards these at a series of reviews Evidence of flexible approach to timetable/curriculum is available Evidence that specialist advice has been incorporated in pupil support plans. Evidence that a range of increasingly personalised
Wave Two Effective and targeted Catch-up Intervention programmes which focus on under achieving pupils	

- Precision teaching is used across the school where appropriate - Manipulative tasks are supported by adult and /or peer support, or alternative approach is adopted. - Pre-lesson introduction to key points, content and concepts - Targeted use of Specialist Teaching/Teaching Assistant support for learning is well deployed to scaffold access to learning in mainstream lessons and support in unstructured times of day - Pastoral Support Plans are introduced for pupils in danger of escalated concern, tightly managed and reviewed	provision/adaptation has been robustly applied and monitored Opportunities exist for fast track/emergency referral to Specialist Agencies
Wave Three - Close analysis of pupil presentation and levels of engagement informs intervention - Pre and post lesson coaching - Individual teaching where close analysis of pupil presentation requires intervention - The provision of 1:1 intervention programmes supported by highly skilled staff - Group teaching outside main classroom environment - Alternative Specialist methods of recording e.g. Braille, signing to a scribe, talking to scribe - Increasing adult:child ratio in class - Planned and unplanned strategic withdrawal for skill based sessions - Use of specialist equipment to reinforce and sustain learning - Supervision in play/lunchtimes to assist and support social interaction, independence, play, mobility, emotional well-being - Flexible personalised pupil timetables may include a reduced timetable	

Staffing Levels and Development

Wave One	
Wave One	
• Staff meet the 2012 Teachers Standards, where all staff can adapt their teaching to respond to the strengths and needs of all their pupils including those with SEN and within vulnerable groups of learners.	
• Staff know how to differentiate properly using approaches which enable pupils to learn effectively	
• Staff can demonstrate an awareness of the physical, social and intellectual development of pupils and how this determines a need to adapt teaching to different phases in a pupil's education.	
• Have a holistic view of a pupil's learning patterns	
• Staff should be suitably qualified and experience and supported to gain skills and knowledge in areas that will improve teaching and support of pupils with SEN	**Outcomes – Evidence of Monitoring , Evaluation and Review**
• Have access to SENCO	Clear records and timeframes for all interventions are available
• Analytical assessment of a pupil's barriers to learning should result in an individual provision map.	Evidence that support resources have been deployed in a targeted, pupil focused way.
• Visible positive role models in staff groups	

Wave Two

- Individual Provision map determines whether pupil should access enhanced adult support where impact is assessed and constant re focusing takes place with regards to groupings, programmes, teaching approaches.
- Additional Adult support must support and be directed by work of teachers, be appropriately trained and have access to training to enhance Professional development and be familiar and confident with pupil's individualised targets and assessing pupil progress.
- Updated staff training in all areas of SEN

Wave Three

- Provision of additional adult support up to 20 hours per week

Possible specialist in house support could include access to the following;

- Personal care and ancillary support
- Lunch time play supervision
- Specialist teachers- access to Advice and guidance and diagnostic assessments
- Therapeutic support from OT, Speech and Language therapists advising on programme which can be applied throughout the school

Partners and Resources

Wave One • Facilities in school to address personal care, dietary, toileting, medication needs mobility support. • Health care plans in place, arrangements for administration of medicine • LA advice, guidance and support within the framework of provision of services to schools • Equipment- the duty to provide aids for disabled pupils (Equality Act 2010) • Engagement of parents throughout the educational process	**Outcomes – Evidence of Monitoring , Evaluation and Review** Parents and carers views are recorded and provide evidence of their confidence that their child is being included successfully, responding to planned strategies, and academic potential is achieved.
Wave Two • Links with Special Schools and Enhance learning provisions for advice and support in developing training , skills and learning environment	
Wave Three • Engagement of health care professionals	

Areas of special educational need - *The following information has been taken from the Draft SEN Code of Practice (Oct 2013)*

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs. Making provision and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, informing the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs. Practitioners may need training in the use of evidence-based programmes and advice and support on the effective use of specific interventions may need to be sought from external specialists.

Any necessary additional or different provision identified by review should be provided in a timely way. Young people, children and their parents are an essential part of this process.

In all circumstances, schools, colleges, early years and other providers should ensure that they are providing good teaching. The quality and appropriateness of the overall provision should be kept under regular review and its impact on the number of children or young people identified with SEN should be monitored.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

1) Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills.

Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co- ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

2) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

3) Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. This should be described in their published SEN policy and schools should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

4) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties and further details can be found later in this section.

Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The descriptors on the following pages indicate the type of provision schools and academies can make to meet specific types of need.

Communication and Interaction

- Whole school awareness and understanding of communication and interaction needs
- Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities
- Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful.
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention
- Pupils may benefit from some small focused group teaching
- Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use/understanding, and use of imaginative and creative thinking
- Peer support systems may be established and developed
- Pupils may need access to ICT software to access learning
- An approach that incorporates routines, structured tasks and rewards
- Life and Independent skills will need to be taught
- Emphasis on addressing stress producing factors which might result in sensory overload
- Mentoring opportunities should be available
- Staff trained and able to implement strategies and support students with speech, language and communication needs (SLCN) (e.g. Worcestershire SLCN Pathway, IDP materials)
- A lead practitioner in school is trained to Autism Education Trust (AET) Level 3 and experienced in supporting pupils on the Autism spectrum, offering advice, overseeing additional support and is involved in assessment, monitoring and support for parents. Practice in schools is based on the Professional Competency framework and AET National Standards.
- Access to other professionals as appropriate e.g. Educational Psychologist/Autism team/ Speech and Language therapist and or Specialist teacher (Learning)
- Communication Friendly Environment Audit undertaken and adaptations made, as required
- Specific SLCN targets have been set (e.g. vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills) and are monitored in line with advice from SLT and/or LST
- Strategies in place to target and monitor social communication skills
- Strategies in place to target and monitor motor co-ordination and organisational difficulties

Cognition and Learning

- Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.
- Access to specialist teaching and learning programmes for dyslexia which are multi- sensory, and well-structured with opportunities for repetition and consolidation
- Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi- sensory teaching strategies, a focus on phonological awareness, motor skills programme
- Access to TAs skilled and experienced in supporting students with general and specific learning difficulties.
- Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording
- Staff trained and able to support students with a range of learning difficulties, including SpLD. This would include training in Worcestershire Dyslexia Pathway/IDP materials. This might include support from external specialist professionals.
- Assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses, progress in relation to time
- Effective use of IT equipment to support learning

Social, mental and emotional health

- Whole school practice promotes a programme of social and emotional skills for all pupils
- TAs are well deployed to support access to learning and provide support during unstructured times
- Small group intervention programmes support pupils in developing self-regulation/self-management skills
- Pastoral Support Plans are in place to meet individual pupil need
- Identification and use of an accessible space for pupils to reduce tension and anxiety and promote self-regulation
- Appropriate use of withdrawal groups for re-focus, reinforcement of skills and pastoral support
- Pastoral support across the school may include attendance officers, learning mentors, key workers, dedicated support assistance for health, personal care and mobility, school counsellors and school nurse
- Whole school CPD programmes include training to support successful social, mental and emotional pupil development
- Effective use of a school mentor or buddy system
- Involvement as appropriate of school counsellor and/or Educational Psychologist
- Close liaison with external health professionals / CAMHS
- Referral made to Early Help
- Risk assessment procedures are routinely applied
- Bespoke Medical Education Team intervention for pupils diagnosed as too ill to attend school
- Alternative Provision intervention in place for pupils at risk of permanent exclusion

Sensory and/or Physical

- Accessible school environment including out of hours activities and school trips
- Minor adjustments are made to classroom practices, and materials/equipment may be required
- Staff are skilled at selecting appropriate methods and materials in lesson plans to ensure access across the curriculum
- Favourable seating arrangements are identified
- All staff are aware of individual students' sensory/physical disability and implications in all teaching and learning environments
- Staff are aware that some for some pupils, a sensory or physical disability could impact on their language and social interaction
- Staff should encourage students to wear appropriate sensory equipment
- Ensure that all students have understood all instructions
- Pupils should be made particularly aware of safety measures in Science labs/Technology rooms
- Access arrangements for examinations to be implemented
- Pre teaching opportunities to be available
- School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement
- General whole school training, advice and support from external professionals is accessed, as appropriate
- Clinical diagnosis of impairment is understood by staff
- Assessment by appropriately qualified professional may be necessary, which may result in involvement of other agencies on a regular basis, for example therapy sessions
- Staff and pupils have appropriate access to Communications skills advisor, Qualified Teacher Sensory Impairment and/or Mobility Specialist
- School can access advice on the purchase and upkeep of particular equipment
- Consideration of the need for adult support /key worker with specific skill set
- Advice on particular software technology to support access to the curriculum
- Training required on Manual handling

Related information sites:

Parent Partnership Service

earlyhelp@worcestershire.gov.uk