

1. Communication and Interaction

A. Speech and Language

Funding	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1 Element 2 delegated budget</p>	<p>Differentiation needed in some subject areas. Emphasis should be placed on developing social and communication skills. Access to appropriate resources; Awareness of the potential need for guidance and support. Staff training, adult support for learning as required.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with speech and language needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupil • Advice from Speech and Language Therapy is included in the planning <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage. A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support Consultancy support from CIAT/EPS/SALT/Pre-5</p>
<p>2 Element 2 delegated budget</p>	<p>The curriculum should be differentiated and place a high emphasis on speech and language development. The pupil may benefit from a predictable environment and routine within a highly structured curriculum. Access to appropriate resources; Awareness of the potential need for guidance and support to develop specific interventions. Planned time for small group working. Staff training Some adult support for learning and to aid the development of positive relationships</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENCo advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Mainstream class but advice from the Speech and Language Therapy Service is 	<p>SEN Support Consultancy / advice and guidance from CIAT/ EPS /SALT/Pre-5</p>

		<p>included in the planning and support is delivered through access to small group support on a regular basis</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	
<p>3 Element 2 delegated budget</p>	<p>The curriculum should be significantly modified and place high emphasis on speech and language with specialist advice.</p> <p>Access to appropriate resources and guidance and support to develop specific interventions. Planned time for small group and individual working with some adult support. Staff training Frequent adult support for learning.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • the pupil access small group support, as advised, to work on targets as advised by Speech and Language Therapy <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan</p> <p>Involvement of CIAT/ SALT/Pre-5</p> <p>Involvement of EPS</p> <p>Advice from SENART</p>
<p>4 Element 2 + LA Top- up Funding</p>	<p>The curriculum should be significantly modified to provide a specialist curriculum which places high emphasis on speech and language development in adapted or specialist teaching settings with access to speech and language therapy.</p> <p>Access to appropriate resources and specific interventions. Planned time for small group and individual working with adult support. Staff training High level of adult support for learning. Alternative Communication systems may be considered.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • The pupils accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service • To provide opportunities for the YP to engage in community activity <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>My Support Plan/ EHC Plan</p> <p>Involvement of CIAT; SALT; EPS; SENART/Pre-5</p>
<p>5 LA Top- up Funding</p>	<p>An alternative specialist speech and language curriculum should be provided in a specialist teaching setting with access to speech and language therapy.</p>	<p>As above through a mainstream highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>EHC Plan</p> <p>Consideration</p> <p>Resourced Provision</p> <p>Involvement of CIAT at consultation if</p>

	<p>Use of appropriate resources and access to specific interventions from specialist staff. Planned time for small group and individual working with adult support. Staff training High level of adult support for learning. Alternative Communication systems will be considered.</p>		appropriate, SALT; EPS; SENART
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1. Communication and Interaction
B. Social Communication (and including those with a diagnosis of Autism)

Funding	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1 Element 2 delegated budget</p>	<p>Differentiation needed in some subject areas. Emphasis should be placed on developing social and communication skills. Access to appropriate resources. Awareness of the potential need for guidance and support re: social communication and sensory issues Staff training Adult support for learning as required.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with social communication needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupil • Advice from Speech and Language Therapy is included in the planning • Consideration is given to supporting the pupil to access social situations <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support Consultancy support from CIAT: Social Communication and Interaction Service /EPS/SALT/Pre-5</p>
<p>2 Element 2 delegated budget</p>	<p>The curriculum should be differentiated and place a high emphasis on speech and language development. The pupil may benefit from a predictable environment and routine within a highly structured curriculum. Access to appropriate resources; Awareness of the potential need for guidance and support to develop specific interventions re: social communication and sensory issues. Planned time for small group working. Staff training Some adult support for learning and to</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENCo advises and supports practitioners to devise, deliver and evaluate a 	<p>SEN Support Consultancy / advice and guidance from CIAT / EPS /SALT/OT/Pre-5</p>

	aid the development of positive relationships	<p>personalised programme that accelerates learning)</p> <ul style="list-style-type: none"> • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	
3 Element 2 delegated budget	<p>The curriculum should be significantly modified and place high emphasis on social communication and social skills development, with specialist advice. Provision to meet sensory needs, as appropriate and advised. Access to appropriate resources and guidance and support to develop specific interventions. Planned time for small group and individual working with some adult support. Staff training Frequent level of adult support for learning.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • the pupil access small group support, as advised, to work on targets as advised by Speech and Language Therapy • access to regular group support to develop social skills • Enhanced use of visual reminders, timers, resources and rewards to develop independence <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan Involvement of CIAT SALT; EPS/ OT/Pre-5 Advice from SENART</p>
4 Element 2 + LA Top- up Funding	<p>A significantly modified specialist curriculum which places high emphasis on social communication, social skills development and sensory needs, in an adapted teaching setting. Access to appropriate resources and specific interventions. Planned time for small group and individual working with adult support. Staff training Access to speech and language therapy and a high level of adult support for learning. Alternative Communication systems may be considered.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • The pupils accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service • Access to daily group and individual support to extend social skills <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>My support Plan/EHC Plan Involvement of CIAT; SALT; EPS; SENART, OT/Pre-5</p>

<p>5 LA Top-up Funding</p>	<p>An alternative specialist social communication, social skills and possible sensory needs curriculum should be provided in a specialist teaching setting. Use of appropriate resources and access to specific interventions from specialist staff. Planned time for small group and individual working with adult support. Staff training Access to speech and language therapy, as appropriate, and a high level of adult support for learning. Alternative Communication systems may be considered.</p>	<p>As above through a mainstream highly individualised curriculum approach and planned opportunities to access specific individual programmes of support</p>	<p>EHC Plan Involvement of CIAT at consultation if required; SALT; EPS; SENART, to Consideration of Resourced Provision/Special School</p>
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2. Cognition and Learning

A: Learning

Funding	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1 Element 2 Delegated Budget</p>	<p>Differentiation needed in some subject areas.</p> <p>Awareness of the potential need for guidance and support.</p> <p>Some adult support for learning.</p> <p>Functioning/Attainment:</p> <p>In the early years children will be developing mildly below age expectations.</p> <p>School age children will be attaining below age expectations</p> <p>Student who are post 16 are likely to have Low GCSE and/or Level 1 functional skills. Students will also have mild difficulties with adaptive behaviour and social skills.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with learning needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <p>Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Consultancy support from LSS and/or EPS, including the Pre-5 Service</p>
<p>2 Element 2 Delegated Budget</p>	<p>Considerable differentiation and / or modification needed in most subject areas</p> <p>Awareness of the potential need for guidance and support.</p> <p>Frequent adult support for learning.</p> <p>Functioning/Attainment:</p> <p>In the Early Years has been identified as working at 1-2 ages and stages below chronological age</p> <p>School age children are likely to be working at high P Levels and beyond, dependant on age.</p> <p>Post-16 students are likely to be taking Entry Level qualification/ Functional Skills</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) 	<p>SEN Support</p> <p>Advice and guidance from LSS and/or EPS/Pre-5</p>

	<p>and will also have moderate difficulties with adaptive behaviour and social skills.</p>	<ul style="list-style-type: none"> • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile</p>	
<p>3 Element 2 Delegated Budget</p>	<p>Considerable differentiation and / or modification needed in all subject areas. May need high level of support for personal/social/emotional well-being and /or self-help and safety. Consideration of adaptations to ensure safety. High level of adult support for learning.</p> <p>Functioning/Attainment:</p> <p>In the Early Years working within 2 ages and stages below chronological age</p> <p>School age children will be likely to be working at P Level 3 and beyond, dependant on age</p> <p>Post 16 students will be likely to be taking Entry level course/ Functional Skills in and will also have Significant difficulties with adaptive behaviour and social skills.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan</p> <p>Involvement of LSS</p> <p>Involvement of EPS /Pre-5</p> <p>Advice from SENART</p>
<p>4 Element 2 + LA Top-up Funding</p>	<p>Constant differentiation and modification needed in all subject areas. A high level of resources required to meet learning needs. Support and strategies for learning to develop independence.</p> <p>At secondary level access to a curriculum for independent living</p> <p>Likely to need a constant level of support for personal/social/emotional well-being and /or self-help and safety. Consideration of adaptations to ensure safety and access needed. Staff training and support should be regularly reviewed to meet CYP need.</p> <p>Functioning/Attainment:</p> <p>In the early year children are likely to be making very limited progress in early years tracking tools.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for CYP to develop independent living skills through access to targeted interventions • To provide opportunities for the CYP to engage in community activity <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>My Support Plan/EHC Plan</p> <p>Mainstream School placement</p> <p>Possible SLD School Placement if in combination with additional needs</p> <p>Involvement of LSS</p> <p>Involvement of EPS/Pre-5, SENART</p>

	<p>School age children are likely to be working within P Levels or slightly higher, dependant on age.</p> <p>Student in post 16 provision are likely to be developing Functional Skills in English and Maths at Entry level /Functional Skills and also have Severe difficulties with adaptive behaviour and social skills.</p>		
<p>5 LA Top-up Funding</p>	<p>A Developmental Curriculum: to meet severe and complex learning needs in order to address learning, communication, emotional capacity, independent life skills and adaptive functioning. Thus requiring a constant level of support for learning, social emotional well-being, self-help and safety, communication, adaptive skills and emotional development.</p> <p>A Developmental Curriculum: to meet the Profound and Multiple Learning Difficulties through a constant level of support for learning, social emotional well-being, supported self-help and safety, augmented communication, with a high emphasis on care for medical and physical needs.</p> <p>Functioning/Attainment:</p> <p>In the early years children are likely to make extremely limited progress in early years tracking tools</p> <p>School age children are likely to be working within low P Levels</p> <p>Post 16 Students are likely to be working at Pre-Entry level Functional Skills</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>My Support Plan/EHCP Likely SLD/PMLD Special School Placement Involvement of EPS Involvement of SENART</p>

2. Cognition and Learning
B: Specific Learning Difficulties

Funding	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1 Element 2 Delegated Budget</p>	<p>Targeted interventions to support the development of literacy and/or numeracy skills. Awareness of the potential need for guidance and support and staff training.</p> <p>Functioning/Attainment:</p> <p>School age children are likely to working within National Curriculum levels/equivalents/ working towards low GCSE grades despite access to appropriate educational opportunities.</p> <p>Post 16 students will have attained low GCSE grades and/or Functional skills level 1 despite access appropriate educational opportunities.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with additional needs for support to develop literacy and/or numeracy skills. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks</p> <p>Guided reading and writing groups are led by the teacher Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Alternative forms of recording routinely used, e.g. IT • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils • Consideration of the presentation of homework tasks <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support Consultancy support from LSS and/or EPS</p>
<p>2 Element 2 Delegated Budget</p>	<p>Curriculum differentiation and / or modification needed. Adult support for targeted interventions to support the development of literacy and or numeracy. Access to appropriate resources; Awareness of the potential need for guidance and support to develop specific interventions. Staff training will be necessary.</p> <p>Functioning/Attainment:</p> <p>School age children are likely to be working persistently within P Levels 6 and beyond for literacy and/or numeracy despite access to appropriate educational opportunities</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for focused teaching. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • and rewards to develop independence • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that targets the development of literacy and/or numeracy. • Multisensory approaches are used , where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Consideration is given to individualised and differentiated homework tasks • Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the child’s needs and the planning of individualised programmes of support 	<p>SEN Support Advice and guidance from LSS and/or EPS</p>

	<p>Post-16 students are likely to be working persistently within Entry level/ Level 1 functional skills despite appropriate educational opportunities</p>	<p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	
<p>3 Element 2 Delegated Budget</p>	<p>Curriculum differentiation and / or modification needed. Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. May have access to an amanuensis Access to appropriate resources and specific interventions. Planned time for small group and individual working with adult support. Staff training will be necessary</p> <p>Functioning/Attainment: School age children are likely to be persistently working within P Levels 6 and beyond for literacy and/or numeracy despite access to appropriate educational opportunities.</p> <p>Post-16 students are likely to be, working persistently towards the higher end of Entry Level Functional skills/ equivalent despite access to appropriate educational opportunities.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support to access targeted and specific programmes of intervention, including multi-sensory approaches • encourage independence • Consideration is given to individualised and differentiated homework tasks • The CYP is supported in some lessons by an amanuensis • Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the CYP's needs and the planning of individualised programmes of support • monitor the progress of the CYP using structured methods <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan Involvement of LSS, including individual teaching where appropriate Involvement of EPS</p>
<p>4 Element 2 + LA Top- up Funding</p>	<p>Curriculum differentiation and / or modification needed. Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. Will have access to an amanuensis Use of appropriate resources and access to specific interventions. Planned time for small group and individual working with adult support. Staff training will be necessary</p> <p>Functioning/Attainment:</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual targeted and structured programmes to extend literacy and/or numeracy skills • encourage independence where possible in learning situations by encouraging the learner to use strategies to address areas of difficulty • monitor the progress of the CYP using highly structured methods • Consideration is given to individualised and differentiated homework tasks • The CYP is supported in most academic lessons by an amanuensis • Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the CYP's needs and the planning of individualised 	<p>My Support Plan/Statemented Advice from LSS; EPS; Involvement of SENART</p>

	<p>Working within P Levels and beyond for literacy and/or numeracy,</p> <p>Post-16 students are likely to be working persistently within Entry Level Functional skills/equivalent despite appropriate educational opportunities.</p>	<p>programmes of support</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	
<p>5 (N/A as no specialist provision applicable)</p>			

3. Social, Emotional and Mental Health Needs

A. Emotional Regulation

	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1</p> <p>Element 2 Delegated Budget</p>	<p>Modification needed in some areas of school life. Emphasis should be placed on developing social skills and emotional regulation.</p> <p>Access to appropriate strategies; Awareness of the potential need for guidance and support. Some staff training</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with social and emotional needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Some differentiation of activities and materials • Differentiated questioning • Use of visual, auditory and kinaesthetic approaches • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Resources and displays that support independence • Routine feedback to pupils. • Transparent system of class/school rewards and sanctions. Rules and expectations consistent across staff. • Personalised reward systems covering targeted lessons / activities • Use of different teaching styles • Clear routines e.g. for transitions • Careful consideration of group dynamics that enables adjustments to classroom organisation, seating and group dynamics • Nurturing classroom approaches • Offering CYP opportunities to take on responsibilities e.g. class monitors, prefects, school council reps • Information about CYPs needs/difficulties is shared with relevant staff • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings, based on IEP targets • Opportunities for small group work based on identified need • Time-limited intervention groups 	<p>SEN Support</p> <p>Consultancy support from support from : EPS (including Pre-5 service), BEST</p>
<p>2</p> <p>Element 2 Delegated Budget</p>	<p>School life should be modified and/or differentiated with a strong emphasis on developing social and emotional regulation. The pupil may benefit from a predictable environment and routine within a structured curriculum with positive reinforcement.</p> <p>Implementation of appropriate strategies.</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • Identified frequent support to teach social and emotional skills and address behavioural targets on individualised plans. • Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal. • Enable some planned time in smaller groups in order to develop social skills and emotional regulation. 	<p>SEN Support</p> <p>Consultancy / advice and guidance from EPS (including Pre-5 service),Behaviour and Exclusion Support Team SEMH support systems. (e.g, PSPs),</p>

		<ul style="list-style-type: none"> Provide access to appropriate support to aid the development of relationships (Buddies, Mentors, ESAs) 	
3 Element 2 Delegated Budget	<p>School life should be significantly modified and differentiated with a priority emphasis on developing social skills and emotional regulation.</p> <p>A high level of adult support to ensure a predictable environment and routine within a structured curriculum with positive reinforcement.</p> <p>Appropriately trained support for physical intervention/restraint.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement.</p> <p>Additional identified adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> Support the CYP across the curriculum in an inclusive mainstream setting. Teach social and emotional skills daily to address behavioural targets on individualized plan (e.g. My Support Plan). Use key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. Personalise reward systems known to all staff in school who have contact with the CYP so that they can be implemented consistently across the curriculum. Plan and deliver time-limited and evaluated intervention programmes with familiar staff who have knowledge, skills and experience to address CYP's specific needs, may include withdrawal. Have planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation. Provide opportunities for CYP to develop self-monitoring skills at the end of each session Enable regular access to appropriate support to aid the development of relationships (Buddies, Mentors, ESAs) 	SEN Support/ My support Plan Involvement of Behaviour and Exclusion Support Team / support systems. (e.g. PSPs) EPS (including Pre-5 service), Advice from SENART,
4 Element 2 + LA Top-up Funding	<p>Access to appropriate specialist support with a high level of adult intervention.</p> <p>Planned programmes of intervention involving multi agency approaches where appropriate. Consideration given to an environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <ul style="list-style-type: none"> Identified specialist skilled individual support across the curriculum. Continuous teaching of social and emotional skills to address behavioural targets on My Support Plan. Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the CYP's specific needs, may include withdrawal. Access to resourced provision on or off school site 	My Support Plan/ EHC plan Possible Behaviour Resourced Provision Involvement of BEST, EPS (including Pre-5 service), and SENART
5 Element 2 + LA Top-up Funding	<p>Access to a range of appropriate multi agency support and strategies. An environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint.</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p> <p>The CYP is accessing special Social Emotional and Mental Health provision, where appropriate. This will provide small class groups with high teacher, pupil ratio and high levels of support to access curriculum</p>	My Support Plan/EHC Plan Likely Specialist provision Involvement of BEST, EPS (including Pre-5 service), and SENART

3. Social, Emotional and Mental Health
B: Mental Health

	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
1 Element 2 Delegated Budget	Modification may be needed in some areas of school life.	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with mental health/emotional wellbeing needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities. Teacher provides an environment that enables the CPY to:</p> <ul style="list-style-type: none"> • feel a sense of belonging • talk about problems in a non-stigmatising way • feel safe • have opportunities to be successful and valued • develop social and relationship skills • understand the range of acceptable and unacceptable behaviours • become aware of others and empathise with them • play and learn • develop a sense of right and wrong • resolve (face) problems and setbacks and learn from them • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Resources and displays that support social and emotional development. • Have tasks that are differentiated and modified to promote inclusion <p>The progress of the CYP will requires regular monitoring to check progress and attendance in school. Awareness of the potential need for guidance and support. Some staff training.</p>	SEN Support Consultancy support from : EPS (Including the Pre-5 Service) , CAMHS, School Health EWS
2 Element 2 Delegated Budget	School life may need to be modified and/or differentiated.	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with mental health/emotional wellbeing needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Additional identified adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • plan and deliver time limited interventions that targets social skills (e. g. in initiate, develop and sustain mutually satisfying personal relationships) • Actively engage parents/carers in decisions about the CYP. • Plan and deliver time limited interventions designed to promote positive behaviour, social development and self-esteem • manage CYP's behaviour taking into account the needs of the whole class • Access to some individual and/or small group sessions to help CYP to develop coping strategies. 	SEN support Consultancy / advice and guidance from EPS (Including the Pre-5 Service) ,, liaison with CAMHS, School Health

		Requires minimal off site therapeutic intervention. Implementation of appropriate strategies. Some staff training.	
3 Element 2 Delegated Budget	School life should be significantly modified and differentiated. A high level of adult support to take a lead role in developing a flexible response from school, including the curriculum. Implementation of some therapeutic intervention. Regular access to appropriately trained support to aid the development of social adjustment skills.	Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. Additional adults support the CYP individually, under the direction of the teacher to: <ul style="list-style-type: none"> • work on modified curriculum tasks; • provide access to regular individual support • provide access to frequent planned and evaluated time in smaller groups • encourage emotional wellbeing • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • provide family support 	SEN Support/My Support Plan Involvement of EPS (Including the Pre-5 Service),, CAMHS, School Health. Advice from SENART
4 Element 2 + LA Top-up Funding	Access to appropriate multi agency specialist support and adapted curriculum with a high level of adult intervention.	Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. Planned programmes of intensive therapeutic intervention involving multi agency approaches. Consideration given to an environment that ensures the safe emotional well-being and development of the individual. Regular access to appropriately trained support.	My Support Plan/ EHC Plan Hospital PRU Consultant involvement Involvement CAMHS, School Health Involvement of EPS (Including the Pre-5 Service), Advice from SENART
5 Element 2 + LA Top-up Funding	Specialist hospital environment and appropriate access to an adapted curriculum.	Requires constant therapeutic intervention and likely to require some hospitalisation with access to a range of appropriate multi agency support and strategies. An environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint.	My Support Plan/ EHC Plan Involvement of Complex Care Panel: Consultant involvement, CAMHS, School Health Involvement of EPS (Including the Pre-5 Service), Advice from SENART

4. Sensory and/or Physical Needs

A: Visual Impairment

Funding	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1 Element 2 Delegated Budget</p>	<p>Visual loss is classified as mild with acuities better than 6/12</p> <p>Attention will need to be paid to visually presented information. Not yet a fully independent learner</p> <p>Needs advice about aspects of orientation, mobility and independence skills. Access strategies should be evident in the classroom. Staff in the school will need appropriate training</p> <p>Some adult support for learning.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with visual impairment needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <p>Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Consultancy support from Children's Sensory Impairment Team (CSIT)</p>
<p>2 Element 2 Delegated Budget</p>	<p>Vision loss is classified moderate with acuities with the range 6/12 to 6/18</p> <p>Requires modification of everyday printed materials in order to access the curriculum with some reformatting and perhaps some enlarged materials</p> <p>Needs help in some aspects of mobility, orientation and independence skills. Staff in the school will need appropriate training</p> <p>Frequent adult support for learning, health and safety and risk management.</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area 	<p>SEN Support</p> <p>Consultancy / advice and guidance from CSIT</p> <p>Possible Consultancy from EPS</p>

		<p>SENCO advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning)</p> <ul style="list-style-type: none"> • Multisensory approaches are used , where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	
<p>3 Element 2 Delegated Budget</p>	<p>Vision loss is classified significant with acuities with the range 6/18 to 6/36</p> <p>Requires reformatted modification of everyday printed materials in order to access the curriculum Considerable differentiation and / or modification needed in most subject areas.</p> <p>Needs formal instruction in the development of mobility and orientation skills and independence training. Staff in the school will need appropriate training</p> <p>High level of adult support for learning, health and safety and risk management</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan</p> <p>Involvement of CSIT</p> <p>Possible consultancy from EPS</p>
<p>4 Element 2 + LA Top-up Funding</p>	<p>Vision loss is classified as severe with acuities with the range 6/36 to 6/60</p> <p>Requires fundamental reformatted modification to everyday printed materials in order to access the or Braille. Considerable differentiation and / or modification needed in all subject Needs formal instruction in the development of mobility and orientation skills and independence training. Teaching of long cane skills may be required. Staff in the school will need appropriate training. May need constant level of adult specialist support for learning, health and safety and risk management.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>My Support Plan/ EHC Plan</p> <p>Involvement of CSIT</p> <p>Possibly in resourced provision (Secondary)</p> <p>Involvement of EPS</p> <p>Involvement of SENART</p>

<p>5 LA Top-up Funding</p>	<p>Vision loss is classified as profound with acuities less than 6/60</p> <p>Requires braille or MOON, tactile diagrams, 3D representations, to access the curriculum. Will need formal intensive instruction in the development of mobility and orientation skills and independence training. Teaching of long cane skills is essential, Staff in the school will need appropriate training Constant level of adult specialist support for access to the curriculum including health and safety and risk management</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of specialist support and teaching.</p>	<p>EHC Plan Involvement of CSIT Likely Resourced Provision Involvement of EPS Involvement of SENART</p>
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NB - The professional judgement of a QTVI should be applied as necessary to decide on the classification of the visual impairment. For example a YP may have a mild reduction in visual equity but be functioning within a different visual category due to an additional ophthalmic condition eg nystagmus, visual field reduction, cerebral visual impairment, and/or additional learning difficulties.

4. Sensory and/or Physical Needs B: Hearing Impairment

Funding	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1 Element 2 delegated budget</p>	<p>A hearing loss is classified as mild with an average unaided threshold between 21 and 40 dB HL in the better ear (across the frequencies 250, 500, 1000, 2000 and 4000 Hz)</p> <p>Consideration must be paid to task instruction and oral sentence structure in order that the student can hear what is being said. Particular attention should be paid to speech development and the development of oral expression through curriculum differentiation. Deaf awareness strategies should be evident in the classroom. Staff in the school will need appropriate training Accessibility planning should involve consideration of acoustic and sound properties in school. Some adult support for learning health and safety and risk management.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with hearing impairment needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support Consultancy support from Children's Sensory Impairment Team (CSIT)</p>
<p>2 Element 2 delegated budget</p>	<p>Hearing loss is classified as moderate with an average unaided threshold between 41 and 70 dB HL in the better ear (across the frequencies 250, 500, 1000, 2000 and 4000 Hz)</p> <p>Likely to be able to access speech but additional attention will need to be paid to task instruction and structure and to the development of oral expression through curriculum differentiation</p> <p>Communication may include the use of sign supported English (SSE) and/or finger spelling.</p>	<p>As above Wave 1 (Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes take responsibility for supporting others to devise, deliver and 	<p>SEN Support Consultancy / advice and guidance from CSIT Possible Consultancy from EPS</p>

	<p>Regular checking of Hearing aids as appropriate. <i>And see above</i></p> <p>Frequent adult support for learning, health and safety and risk management.</p>	<p>evaluate a personalised programme that accelerates learning. Within PVICs the Area SENCO advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning)</p> <ul style="list-style-type: none"> • Multisensory approaches are used , where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	
<p>3 Element 2 delegated budget</p>	<p>Hearing loss is classified as significant with an average unaided threshold in excess of 41 dB HL in the better ear (across the frequencies 250, 500, 1000, 2000 and 4000 Hz)</p> <p>Communication may include the use of Signed Supported English (SSE) and/or British Sign Language (BSL) to support oral communication. Considerable differentiation and / or modification needed in most subject areas. The use of aids/technology gives access to speech and equipment will need to be checked. <i>And see above</i> High level of adult support for learning, health and safety and risk management.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan Involvement of CSIT Possible consultancy from EPS</p>
<p>4 Element 2 + LA Top-up Funding</p>	<p>Hearing loss is classified as severe with an average unaided threshold between 71 and 95 dB HL in the better ear (across the frequencies 250, 500, 1000, 2000 and 4000 Hz)</p> <p>Because of the significance of the hearing loss the preferred and most effective mode of communication is most likely to be BSL and/or SSE, Access to speech is very limited. Considerable differentiation and / or modification needed in all subject areas. Most likely to choose to develop the use of visual communication (BSL,SSE) and will need appropriate specialist support.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • access to specialist delivery of the 'Additional Curriculum' 	<p>My Support Plan/ EHC Plan Involvement of CSIT Possibly in resourced provision Involvement of EPS Involvement of SENART Involvement of SaLT</p>

	<p>Staff in the school will need appropriate training. <i>And see above</i> May need constant level of specialist adult support for learning, health and safety and risk management.</p>	<p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	
<p>5 LA Top-up Funding</p>	<p>Hearing loss is classified as profound with an average unaided threshold in excess of 95 dB HL in the better ear (across the frequencies 250, 500, 1000, 2000 and 4000 Hz)</p> <p>These pupils will have such a profound hearing loss that access to spoken language is not possible. Their preferred and most effective means of communication is by sign language (BSL, SSE) and will need appropriate specialist support. Staff in the school will need appropriate training</p> <p>or</p> <p>Pupils who have been fitted with Cochlear Implants may have access to (some) spoken language but will still need appropriate specialist support. Staff in the school will need appropriate training</p> <p><i>And see above</i></p> <p>Constant level of adult specialist support for access to the curriculum including health and safety and risk management</p>	<p>As above through a mainstream highly individualised curriculum approach and planned opportunities to access specific individual programmes of specialist support and teaching.</p>	<p>EHC Plan Involvement of CSIT Likely Resourced Provision Involvement of EPS Involvement of SENART Involvement of SaLT</p>

NB - The professional judgement of a QToD should be applied to decide on the implications of a hearing impairment/Deafness. For example a YP may have a moderate to severe hearing loss but be functioning within a different hearing category due to individual communication and access needs and/or additional learning difficulties.

**Sensory and/or Physical
4C: Physical**

Funding	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1 Element 2 delegated budget</p>	<p>Some differentiation Occasional support may be needed for mobility, gross and/or fine motor difficulties and minor difficulties in spatial orientation. Staff may require advice and training re appropriate equipment and/or specific programme of work. May benefit from using portable writing aid. Some adult support for learning. Support needed to access some aspects of the curriculum</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with physical needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by design (ie adapted pencils, scissors etc) • • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support Consultancy support from Communication and Interaction Team (CIAT) /Paediatric Health Professionals/Pre-5</p>
<p>2 Element 2 delegated budget</p>	<p>Some gross and/or fine motor difficulties with a need for remediation and dedicated adult support identified. Difficulties in spatial orientation requiring specific remedial programmes. Staff may require advice and training re appropriate equipment and/or specific programmes of work and to existing IT provision. May benefit from using portable writing aid. Advice to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. breaks</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Enhanced opportunities to use technological aids • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support</p>	<p>SEN Support Consultancy / advice and guidance from CIAT /EPS/ Paediatric Health Professionals/Pre-5</p>

		and monitor and evaluate progress, for example an IEP or One Page Profile.	
3 Element 2 delegated budget	<p>Significant modification / differentiation of some aspects of the curriculum Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision. Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. Support to address self care needs and use modified equipment. Likely to require a portable writing aid. Appropriately trained support for moving and handling may be required. Frequent adult support for access to learning</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • access programmes of support as advised by the paediatric therapy teams <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan Consultancy / advice and guidance from CIAT Access to OT and/or Physiotherapy programmes. Use of paediatric therapy intervention file. Possible Involvement of EPS/Pre-5 Advice from SENART</p>
4 Element 2 + LA Top- up Funding	<p>Significant modification / differentiation of the majority of the curriculum Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision. Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. Support to address self-care needs and use modified equipment. Likely to require a portable writing aid. Appropriately trained support for moving and handling will need to be considered. Staff may need training in the use of communication aids. May need constant adult support to access the curriculum and may need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • Access programmes of support as advised by paediatric therapy services <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>My Support Plan/ EHC Plan Consideration of Resourced Provision Consultancy / advice and guidance from CIAT Frequent access to OT and/or Physiotherapy visits and programmes implemented on a daily basis. Use of paediatric therapy intervention file. Involvement of EPS/Pre-5 Advice from SENART</p>
5 LA Top- up Funding	<p>Significant modification / differentiation of the majority of the curriculum Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>EHC Plan Likely Resourced Provision Consultancy / consultation and guidance from CIAT ,</p>

	<p>provision. Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. Support to address self care needs and use modified equipment. Likely to require a portable writing aid. Appropriately trained support for moving and handling will need to be considered. Staff will need training in the use of communication aids. Constant adult support to access the curriculum and will need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p>		<p>A high level of therapy intervention needed with access to OT and/or Physiotherapy visits and programmes implemented on a daily basis. Use of paediatric therapy intervention file. Involvement of EPS/Pre-5 Advice from SENART</p>
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4. Sensory and/or Physical Needs
D: Medical

Funding	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
<p>1 Element 2 delegated budget</p>	<p>Modification may be needed in some areas of school life. Health Care Plan in place</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with medical needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Increased differentiation of activities and materials by design • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Cover arrangements and briefing for supply teachers • Risk assessments for school visits, holidays, and other school activities outside of the normal timetable • support to meet the CYP resulting needs (e.g. medication, treatments, access to food or drink, environment issues) • Monitoring CYP healthcare plans • Flexible teaching to manage absence (i.e. for treatment appointments) • Resources and displays that support independence. • Routine feedback <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support Consultancy support from CIAT and School Health/Pre-5</p>
<p>2 Element 2 delegated budget</p>	<p>School life may need to be modified and/or differentiated. Health Care Plan in place</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Pupils are taught strategies and provided with resources to assist with the development of independent learning. <p>A monitoring system should be in place to assess CYP need, identify outcomes,</p>	<p>SEN Support Consultancy / advice and guidance from CIAT and health professionals Consultancy from EPS/Pre-5</p>

		implement support and monitor and evaluate progress, for example an IEP or One Page Profile.	
3 Element 2 delegated budget	<p>School life may need to be significantly modified and differentiated. Health Care Plan in place Specialist equipment</p> <p>Appropriate strategies at a school and individual level. May need planned time to develop appropriate emotional responses and coping strategies. Regular access to appropriately trained support. Requires some medical/nursing intervention. A high level of adult support to take a lead role in developing a flexible response from school, including the curriculum.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • access programmes of support as advised by the paediatric therapy teams <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	SEN Support/My Support Plan Involvement of EPS, School Health/Pre-5. Advice from SENART
4 Element 2 + LA Top-up Funding	<p>Access to appropriate multi agency specialist support and adapted curriculum. Health Care Plan in place Specialist equipment Consideration given to an environment that ensures the safe emotional well-being and appropriately trained support of the individual. Requires regular medical/nursing intervention. High level of adult intervention.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for CYP to develop independent living skills through access to targeted interventions • To provide opportunities for the CYP to engage in community activity • Access programmes of support as advised by paediatric therapy services <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews including the parent and CYP should take place</p>	My Support Plan/EHC Plan Involvement of EPS/Pre-5, CIAT, Health Services and School Health Involvement from SENART
5 LA Top-up Funding	<p>Health Care Plan in place Requires daily medical/nursing intervention. Specialist equipment Unable to attend school, special</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	My Support Plan/EHC Plan Possibly Hospital PRU provision

	arrangements for a curriculum based education appropriate to the ability to gain access to it. Links maintained with mainstream school as appropriate.		EPS, CIAT, Jigsaw, Consultant Advice from SENART
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