

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. Appropriate resources should be provided to meet the CYP's SEND; 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 Learner profile/ supporting me to learn</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 CYP will require from a predictable environment and routine within a highly structured curriculum. Appropriate resources should be provided to meet the CYP's SEND; 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</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) 	<p>SEN Support Supporting me to learn Plan/ My Support Plan Consultancy / advice and guidance from CIAT/ EPS /SALT/Pre-5</p>

	relationships	<ul style="list-style-type: none"> • 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 included in the planning and support is delivered through small group support on a regular basis <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 + LA Top-up Funding	<p>The curriculum should be significantly modified to provide a specialist curriculum which places high emphasis on speech and language development in adapted settings with speech and language therapy. Appropriate resources should be provided and specific intervention delivered to meet the CYP's Planned time for small group and individual working with adult support. Staff training</p> <p>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 attends 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. Planned reviews including the parent and CYP should take place</p>	My Support Plan/ EHC Plan Involvement of CIAT; SALT; EPS; SENART/Pre-5
4 LA Top-up Funding	<p>An alternative specialist speech and language curriculum should be provided in a specialist teaching setting or significantly adapted teaching setting. with speech and language therapy.</p> <p>Use of appropriate resources and specific interventions from specialist staff. Planned time for small group and individual working with adult support. Staff training</p> <p>High level of adult support for learning. Alternative Communication systems will be considered.</p>	<p>As above through a mainstream highly individualised curriculum approach and planned opportunities to receive specific individual programmes of support.</p>	EHC Plan Consideration Resourced Provision Involvement of CIAT at consultation if appropriate, SALT; EPS; SENART

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>Learner profile/ Supporting me to learn</p>
<p>2 Element 2 delegated budget</p>	<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</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"> • 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. 	<p>SEN Support Supporting me to learn Plan/ My Support Plan</p> <p>Involvement of CIAT SALT; EPS/ OT/Pre-5 Advice from SENART</p>

	<p>Frequent level of adult support for learning.</p>	<ul style="list-style-type: none"> • 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 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 • 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>3 Element 2 + LA Top-up Funding</p>	<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>My support Plan/EHC Plan Involvement of CIAT; SALT; EPS; SENART, OT/Pre-5</p>

		Planned reviews including the parent and CYP should take place	
4 LA Top- up Funding	<p>An alternative specialist social communication, social skills and possible sensory needs curriculum should be provided in a specialist teaching setting.</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</p> <p>Access to speech and language therapy, as appropriate, and a high level of adult support for learning.</p> <p>Alternative Communication systems may be considered.</p>	As above through a mainstream highly individualised curriculum approach and planned opportunities to access specific individual programmes of support	EHC Plan Involvement of CIAT at consultation if required; SALT; EPS; SENART, to Consideration of Resourced Provision/Special School

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 GSCE 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 Learner profile/ Supporting me to learn</p>
<p>2 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.</p> <p>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>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"> • 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. 	<p>SEN Support Supporting me to learn Plan/ My Support Plan</p> <p>Involvement of LSS Involvement of EPS /Pre-5 Advice from SENART</p>

	<p>Post 16 students will be likely to be taking Entry level course/ Functional Skills in and will also have moderate difficulties with adaptive behaviour and social skills.</p>	<ul style="list-style-type: none"> 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) Pupils are taught strategies and provided with resources to assist with the development of independent learning. Alternative ways of recording include electronic devices <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>3 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 Likely to need a high 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>School age children are likely to be working within P Levels or slightly higher,</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 Mainstream School placement Possible SLD School Placement if in combination with additional needs Involvement of LSS Involvement of EPS/Pre-5, SENART</p>

	<p>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>		
4 LA Top-up Funding	<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 (either individually or within a small group).</p> <p>A Developmental Curriculum: to meet the Profound and Multiple Learning Difficulties through support for all aspects of 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>	As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.	<p>My Support Plan/EHCP</p> <p>Likely SLD/PMLD Special School Placement</p> <p>Involvement of EPS</p> <p>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 Learner profile/ Supporting me to learn</p>
<p>2 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</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"> • 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 	<p>SEN Support/ Supporting me to learn Plan/ My Support Plan</p> <p>Involvement of LSS, including individual teaching where appropriate Involvement of EPS</p>

	<p>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>independent learning.</p> <ul style="list-style-type: none"> • 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 <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>3 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</p> <p>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>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</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 programmes of support <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/Statemented Advice from LSS; EPS; Involvement of SENART</p>

	Functional skills/equivalent despite appropriate educational opportunities.		
4 (N/A as no specialist provision applicable)			

3. Social, Emotional and Mental Health Needs

A. Emotional Regulation

	Access to the Curriculum	Teaching and Learning Strategies	Support Levels
1 Element 2 Delegated Budget	<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), SEMH</p> <p>Learner profile/ Supporting me to learn</p>

<p>2 Element 2 Delegated Budget</p>	<p>School life should be significantly modified and differentiated with a priority emphasis on developing social skills and emotional regulation. 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"> • 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>Provide access to appropriate support to aid the development of relationships (Buddies, Mentors, ESAs)</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) 	<p>SEN Support Supporting me to learn Plan/ My Support Plan</p> <p>Involvement of SEMH Team. (e.g. PSPs) EPS (including Pre-5 service), Advice from SENART,</p>
<p>3 Element 2 + LA Top-up Funding</p>	<p>Access to appropriate specialist support with a high level of adult intervention. 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 	<p>My Support Plan/ EHC plan Possible Behaviour Resourced Provision Involvement of SEMH Team, EPS (including Pre-5 service), and SENART</p>
<p>4</p>	<p>Access to a range of appropriate multi agency support and strategies. An</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/EHC Plan Likely Specialist</p>

Element 2 + LA Top-up Funding	environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint.	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	provision Involvement of SEMH team, EPS (including Pre-5 service), and SENART
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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>	<p>SEN Support Consultancy support from : EPS (Including the Pre-5 Service), CAMHS, School Health EWS. SEMH Team</p> <p>Learner profile/One Page profile</p>
2 Element 2 Delegated Budget	<p>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.</p> <p>Implementation of some therapeutic intervention.</p> <p>Regular access to appropriately trained support to aid the development of social adjustment 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"> • 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 	<p>SEN Support/</p> <p>Supporting me to learn Plan/ My Support Plan</p> <p>Involvement of EPS (Including the Pre-5 Service), CAMHS, School Health. SEMH Team Advice from SENART</p>

		<p>develop coping strategies</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • provide 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 <p>Requires minimal off site therapeutic intervention. Implementation of appropriate strategies. Some staff training.</p>	
<p>3 Element 2 + LA Top-up Funding</p>	<p>Access to appropriate multi agency specialist support and adapted curriculum with a 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>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 appropriately trained support.</p>	<p>My Support Plan/ EHC Plan Hospital PRU Consultant involvement Involvement CAMHS, School Health Involvement of EPS (Including the Pre-5 Service), SEMH team Advice from SENART</p>
<p>4 Element 2 + LA Top-up Funding</p>	<p>Specialist hospital environment and appropriately adapted curriculum.</p>	<p>Requires intensive therapeutic intervention and likely to require some hospitalisation with 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>My Support Plan/ EHC Plan Involvement of Complex Care Panel: Consultant involvement, CAMHS, School Health Involvement of EPS (Including the Pre-5 Service), SEMH Team Advice from SENART</p>

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</p> <ul style="list-style-type: none"> • Loss of distance vision (6/12 or better) <p>Consideration will need to be given to the presentation of visual information and strategies to provide access should be evident in the learning environment.</p> <p>Advice needed about aspects of orientation, mobility and independence skills.</p> <p>Staff in the school will need appropriate training</p> <p>Some adult support may be needed for learning, health and safety, and risk management.</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. 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 presentation, outcome, timing, scaffolding and additional resources • Increased verbal description used by teaching staff. • Alternative forms of recording may be 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. • Strategies and resources that support independence. <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) Learner profile/ Supporting me to learn</p>
<p>2 Element 2 Delegated Budget</p>	<p>Vision loss is classified moderate</p> <p>Child presents with at least two of the following:</p> <ul style="list-style-type: none"> • Loss of distance vision (6/12 or worse) • Difficulties with near vision meaning child is unable to access standard print curriculum materials for extended periods. • Significant field loss (likely to impact on safety) 	<p>Wave 1 and 2 plus Wave 3 interventions.</p> <p>Additional adults support the CYP, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks • provide additional verbal description • encourage independence • create frequent opportunities for peer to peer interaction • enable flexibility of groupings allows for buddy support / good role models / focused teaching. • monitor the progress of the CYP <p>Pupil is likely to benefit from:</p> <ul style="list-style-type: none"> • access to specialist delivery of the 'Additional Curriculum' and opportunities to incorporate the use of the skills developed in the mainstream classroom. • strategies and resources to assist with the development of independent 	<p>SEN Support Supporting me to learn Plan/ My Support Plan</p> <p>Involvement of CSIT Possible consultancy from EPS</p>

	<ul style="list-style-type: none"> Poor contrast sensitivity (likely to affect access to standard print materials) No colour vision <p>Requires a significant amount of classroom materials to be modified and reformatted in order to provide full access to the curriculum.</p> <p>Differentiation and / or modification of tasks needed in a number of subject areas within a mainstream classroom.</p> <p>School staff will need training in reformatting and on access strategies from the CSIT.</p> <p>Needs fixed term programmes of formal instruction in the development of mobility and orientation skills and independence training.</p> <p>High level of adult support for learning, health and safety and risk management</p>	<p>learning.</p> <ul style="list-style-type: none"> Using alternative ways of recording, including the use of electronic devices age-appropriate fixed-term programmes of mobility and independence instruction <p>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> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and CYP should take place</p>	
<p>3 Element 2 + LA Top-up Funding</p>	<p>Vision loss is classified as severe</p> <p>Child presents with at least two of the following:</p> <ul style="list-style-type: none"> Severe loss of distance vision (6/36 or worse) Difficulties with near vision meaning child is unable to access standard print curriculum materials. Severe field loss Loss of contrast sensitivity (likely to affect access to standard print materials) No colour vision <p>Requires a significant amount of classroom materials to be modified and reformatted in order to provide full access to the curriculum.</p>	<p>Wave 1 and 2 plus Wave 3 interventions.</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 provide additional verbal description encourage independence create frequent opportunities for peer to peer interaction enable flexibility of groupings allows for buddy support / good role models / focused teaching. monitor the progress of the CYP <p>Pupil will need:</p> <ul style="list-style-type: none"> access to specialist delivery of the 'Additional Curriculum' and opportunities to incorporate the use of the skills developed in the mainstream classroom. access to pre and post teaching to enable engagement with learning in the classroom. strategies and resources to assist with the development of independent learning. alternative ways of accessing resources and recording work to include the use of electronic devices ongoing formal mobility and independence instruction 	<p>My Support Plan/ EHC Plan</p> <p>Involvement of CSIT Possibly in resourced provision (Secondary) Involvement of EPS Involvement of SENART</p>

	<p>Considerable differentiation and / or modification of tasks needed in the majority of subject areas within a mainstream classroom.</p> <p>School staff will need training in reformatting and on access strategies from the CSIT.</p> <p>Needs ongoing formal instruction in the development of mobility and orientation skills and independence training.</p> <p>High level of adult support for learning, health and safety and risk management</p>	<p>Pupil will likely benefit from:</p> <ul style="list-style-type: none"> opportunities to use their ILS in real-life situations opportunities for the YP to engage in community activity <p>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> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and CYP should take place</p>	
<p>4 LA Top-up Funding</p>	<p>Vision loss is classified as profound</p> <p>Child is educationally blind or presents with at least two of the following:</p> <ul style="list-style-type: none"> Profound loss of distance vision (6/60 or worse) Profound difficulties with near vision meaning child is unable to access any standard print curriculum materials Profound field loss (e.g. tunnel vision or total lower field loss) <p>Access to the curriculum is solely or partially through non-sighted methods (e.g. audio, Braille, tactile diagrams, 3D representations).</p> <p>Requires all classroom materials to be modified and reformatted in order to provide full access to the curriculum.</p> <p>Considerable differentiation and / or modification of tasks needed in all subject areas within a mainstream classroom.</p> <p>School staff will need training in reformatting and on access strategies from the CSIT.</p>	<p>As above through a highly individualised curriculum approach including ongoing teaching and reinforcement of specialist skills by experienced staff in parallel with the teaching of the mainstream curriculum.</p> <p>Planned reviews including the parent, the CYP and the CSIT should take place</p>	<p>EHC Plan Involvement of CSIT Likely Resourced Provision Involvement of EPS Involvement of SENART</p>

	<p>Needs ongoing intensive formal instruction in the development of mobility and orientation skills and independence training likely including long cane.</p> <p>Needs access adult support for all learning, health and safety and risk management</p>		
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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.</p> <p>Particular attention should be paid to speech development and the development of oral expression through curriculum differentiation.</p> <p>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.</p> <p>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.</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 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>Learner profile/ Supporting me to learn</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</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. 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>The pupil is likely to benefit from:</p>	<p>SEN Support/ Supporting me to Learn My Support Plan Involvement of CSIT Possible consultancy from EPS</p>

	<p>Signed Supported English (SSE) to support oral communication within a mainstream setting. 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.</p> <p>Regular checking of hearing aids as appropriate.</p> <p>High level of adult support for learning, health and safety and risk management.</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 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) • 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. Planned reviews including the parent and CYP should take place</p>	
<p>3 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.</p> <p>Most likely to choose to develop the use of visual communication (BSL,SSE) and</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>will need appropriate specialist support. Staff in the school will need appropriate training. And see above May need access to specialist adult support for all aspects of 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>4 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.</p> <p>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>And see above</p> <p>Or</p> <p>Pupils with a severe deafness which has resulted in delayed communication and is having a profound impact on ability to access education/training opportunities.</p> <p>Their preferred and most effective mode of communication is by sign language (BSL/SSE).</p> <p>Will require adult specialist support for access to all aspects of the curriculum</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>

	including health and safety and risk management		
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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. Appropriate resources should be provided and specific intervention delivered to meet the CYP's 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>Learner profile/ Supporting me to learn</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. Appropriate resources should be provided.</p> <p>This will require 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</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>Provision to meet needs is likely to include:</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 	<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 Supporting me to learn</p>

	<p>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>reinforcement in whole class activities to aid transfer of skills</p> <ul style="list-style-type: none"> • 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 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>3 Element 2 + LA Top- up Funding</p>	<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. While recognising the need to develop independence the CYP may need adult support to access the majority of the curriculum/learning and social opportunities. 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>
<p>4 LA Top- up</p>	<p>Significant modification / differentiation of the majority of the curriculum Staff will require advice and training re</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</p>

Funding	<p>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 will need training in the use of communication aids. And adult support to access all aspects of 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>Consultancy / consultation and guidance from CIAT , 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>Learner profile/ Supporting me to learn</p>
<p>2 Element 2 delegated budget</p>	<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.</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>Provision to meet needs is likely to include:</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 	<p>SEN Support/My Support Plan/ Supporting me to learn</p> <p>Involvement of EPS, School Health/Pre-5. Advice from SENART</p>

	<p>A high level of adult support to take a lead role in developing a flexible response from school, including the curriculum.</p>	<p>with reinforcement in whole class activities to aid transfer of skills</p> <ul style="list-style-type: none"> • 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, 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>3 Element 2 + LA Top-up Funding</p>	<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>	<p>My Support Plan/EHC Plan Involvement of EPS/Pre-5, CIAT, Health Services and School Health Involvement from SENART</p>
<p>4 LA Top-up Funding</p>	<p>Health Care Plan in place Requires daily medical/nursing intervention. Specialist equipment Unable to attend school, special arrangements for a curriculum based education appropriate to the ability to</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/EHC Plan Possibly Hospital PRU provision EPS, CIAT, Jigsaw, Consultant</p>

	gain access to it. Links maintained with mainstream school as appropriate.		Advice from SENART
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