

SEN Threshold Guidance

Pupils of school age Year 1 to Year 11



**achieving
for children**

Contents

Introduction to threshold guidance	1
How to use this document	3
Assess , plan, do, review	4
How this document was produced	4
Authors of the second edition	4
Communication and interaction: speech, language and communication needs	
SEN support	6
Statutory action	9
Communication and interaction: social communication difficulties	
SEN support	11
Statutory action	14
Cognition and learning: general learning difficulties	
SEN support	17
Statutory action	20
Cognition and learning: specific learning difficulties including but not limited to ADHD and dyslexia	
SEN support	22
Statutory action	25
Social emotional and mental health	
SEN support	27
Statutory action	30
Physical and sensory: hearing impairment	
SEN support	33
Statutory action	36
Physical and sensory: visual impairment	
SEN support	38
Statutory action	41
Physical disabilities and medical needs	
SEN support	43
Statutory action	46
Glossary	48

Introduction to the threshold guidance

This document is based on the ‘Special Educational Needs and Disability Code of Practice: 0 to 25 years, statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.’ January 2015

It should be read alongside this code the Equalities Act 2010 and other local guidance such as:

- ‘Support for children and young people with special educational needs and disabilities (SEND)’, often known as the golden binder. This is available on the Achieving for Children (AfC) local offer website
- AfC guidance on reasonable adjustments, available on the AfC local offer website
- guidance on making school trips accessible, available on the AfC local offer website

The guidance is intended to be used by schools, AfC officers, health professionals, social care professionals and families. It is a guide to the difficulties and challenges that pupils are likely to be experiencing when identified as needing special educational needs (SEN) support or statutory action (that may lead to an education, health and care plan (EHCP) for children in Year 1 through to Year 11. AfC is currently undertaking work on threshold guidance for pupils in reception and nursery settings (0 to 5 years old) and young people post-16. The aim is to ensure transparency and parity between schools in terms of identification and ensuring clear expectations regarding the support provided at each step. Any specific interventions or assessments named in the guidance are intended as examples rather than as endorsements or requirements. Needs and strategies included in this document are not exhaustive or intended as checklists, but as guidance that can be interpreted flexibly according to the needs of the pupil.

When a school identifies a pupil as requiring SEN support, it should ensure that expectations regarding assessment, quality first teaching, interventions and resources, as described in the relevant tables, are met swiftly. Schools will consider and introduce strategies that meet the needs of the individual rather than trying to do everything in each column. It is important to consider all the presenting needs of the child, in line with the four broad areas of concern identified in the code of practice. Children and young people commonly experience difficulties in more than one area of need, all of which must be assessed and addressed.

The pupil’s response to these interventions should then be monitored over time. In order for a need to be a special educational need, a significant negative impact on the educational access and educational outcomes of the pupil must be demonstrated.

Pupils who do not make sufficient progress with SEN support may need a higher level of support. In order to ascertain whether they meet the suggested thresholds for an education health and care plan, the school, other professionals or family should consult the grids for statutory action and consider whether the needs described match the needs of the pupil and whether the interventions described match the interventions needed by the pupil if additional resource was made available.

Achieving for Children is committed to the principle of effective partnership between professionals, parents, children and young people in planning and decision making with regard to identification, intervention and review for pupils with SEN. This is encapsulated in the term 'co-production'. This guidance is intended to support transparent and equitable decision making.

High quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people. Only a few pupils will need provision that is additional to, or different from, this basic entitlement. High quality teaching is at the heart of SEN provision. Some pupils will require additional short term intervention aimed at enabling them to catch up with their peers. This catch-up provision is not SEN provision and therefore pupils who have this provision should not be identified as having SEN. Only those who require provision that is personalised to a high degree and delivered for the longer term should be described as needing SEN intervention and therefore having SEN. Schools have funding called the notional SEN budget that is available to meet the needs of most children with SEN. Only a few children will have needs so significant that the school requires the top-up funding available from an EHCP.

Schools should think about the provision made for pupils under the following three headings.

- High quality teaching available to all pupils.
- Catch up provision for those who could be expected to make significant progress in short term group interventions (not SEN provision), which is additional to the provision normally made in class.
- SEN provision for those who require highly personalised provision in the longer term that is additional to, and different from, the high quality teaching normally available, in order to make progress. Pupils who need this provision have special educational needs. This provision should be focused on the outcomes co-produced by the pupil, their family and the professionals involved.

Schools must identify pupils who have SEN quickly and respond to their needs with appropriate interventions without delay. Schools must ensure that the graduated response is in place for all pupils with SEN and that they:

- **assess** the pupil's needs
- **plan** intervention (based on co-produced outcomes)
- **do** the intervention
- **review** the pupil's progress towards their outcomes and the effectiveness of the intervention

Schools are advised that evidence of agreed outcomes and each step in the graduated response should be kept. This documentation should be available to families on request. The school must meet with parents and carers at least three times a year to review progress and impact of intervention. A variety of records including provision maps would fulfil this purpose.

For examples of single documents that may be helpful please see Appendix 1 of the document entitled: 'Support for children and young people with special educational needs and disabilities (SEND)', often known as the 'Golden Binder'. This can be found on the AfC local offer website. Under normal circumstances the school should be able to provide evidence of the impact of a minimum of two 'assess, plan, do' review cycles before considering an application for a multi-professional assessment at statutory level.

All pupils who have identified SEN must have provision that enables them to work towards their outcomes and all interventions must be outcomes focussed. For further advice regarding writing outcomes see Appendix 9 of the 'Golden Binder'.

Any type of SEN support should always be made with the aim of supporting the child to become more independent in and out of the classroom. By this, we mean that children will be:

- supported to develop the capacity to learn how to learn
- 'scaffolded' to take responsibility for their own learning
- able to recognise when they need support and when they can tackle the problem independently
- able to transfer knowledge and skills from one situation to another

How to use this document

This document is intended as a guide for schools, professionals and families when considering the needs of a child or young person with SEN. It offers suggestions on the level of need that might require the top up of an EHCP and what expectations might reasonably be had regarding provision for a child or young person at SEN support. This guidance must be applied flexibly to consideration of an individual child or young person's needs.

This document is sorted into the following sections with guidance on expectations at SEN support and statutory levels (EHCP).

Communication and interaction

- Speech, language and communication needs
- Social communication difficulties (including autism, and communication and interaction difficulties associated with other neurodevelopmental conditions)

Cognition and learning

- Global or general learning difficulties
- Specific learning difficulties (including, but not limited to ADHD and dyslexia)

Social emotional and mental health difficulties

- Including for example, and not limited to, attachment difficulties or disorders, conduct difficulties, anxiety

Sensory and/or physical needs

- Hearing impairments
- Visual impairments
- Physical disabilities

Pupils with SEN are likely to have needs in more than one area. Schools must ensure they respond to every need the pupil has. When considering thresholds for support and intervention, the school and the local authority must flexibly consider all the needs of the individual pupil and how they combine to impact on their educational access and outcomes. It is therefore recommended that a picture of the child is developed first using the four broad areas of need and then interventions considered as suggested in this guidance.

Assess, plan, do, review

The thresholds make clear the expectation that all action at SEN support and statutory action is part of the 'assess, plan, do, review' cycle and is outcomes focused. This is explained in Chapter 3 of the Golden Binder available on the AfC local offer website.

How this document was produced

This guidance was developed by special educational needs coordinators (SENCOs), AfC officers and health professionals. Consultation between the authors and stakeholders took place in January and February 2017. The second edition of the guidance was published in February 2018 after consultation and review with stakeholders.

Authors of the second edition

Role	Name	Organisation
Lead Education Advisor (SEND)	Sarah Herbert	AfC
Associate Director SEN	Anna Chiva	AfC
Speech and Language Therapist	Niva Chelliah	HRCH
Health and Therapies Manager	Heather Anderson	AfC
Education Sensory Support	Helen Joseph	AfC
SENCO	Robyn Munro	Tolworth Girls' Secondary
SENCO	Jackie Phipps	Waldegrave Secondary
SENCO	Charlotte Axeby	Vineyard Primary
SENCO	Anna Freeman	Barnes Primary
SENCO	Melanie Cunningham	St James Primary
Senior Educational Psychologist	Rebecca Williamson	AfC
Parent volunteer	Valerie Ivens	ADHD Richmond
Project coordinator	Ashley Whittaker	AfC

Consultation for second edition Autumn 2017

Group	Number of responses
SENCOs	21
Therapy services	5
Head teachers or senior leaders in schools	5
Educational Psychology Service	5
Parents	70
CAMHS	3
AfC officers	2
Voluntary group	5
Other (head of centre, specialist teacher, governor, LSA, schools forum, specialist)	8

Communication and interaction: speech, language and communication needs

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching	Interventions and specific support	Resources
<p>The pupil displays moderate and persistent difficulties with:</p> <ul style="list-style-type: none"> ● understanding, processing and attending to oral language and instructions ● expressing themselves orally using correct grammar or vocabulary ● fluency: eg, stammering and word finding ● voice problems ● eating and drinking: oro-motor control ● speech sounds or phonological awareness ● social use of language ● language based learning for eg, reading comprehension/fluency <p>These difficulties must be present in the child's first language.</p>	<p>Establish baseline assessment of child's language skills.</p> <p>Evaluating pupil progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plan. Parents are involved in co-production.</p> <p>Robust whole school moderation systems assure accuracy of all teacher assessment.</p> <p>Speech and language therapy strategies may sometimes be useful in the school setting.</p> <p>Possible educational psychology advice.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQA/JCQ.</p>	<p>Class or subject teachers well informed re specific needs.</p> <p>Planning shows differentiation to meet the needs and work towards targets. Advice from any external professionals is embedded into the school day. This should include daily reinforcement of strategies throughout the school day including encouraging the child to seek clarification and identify communication breakdown.</p> <p>Homework is differentiated.</p> <p>Careful management of transition points.</p> <p>Reduce pace of teacher talk.</p> <p>Instructions given in clear and accessible way.</p> <p>Additional time in class to</p>	<p>A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation.</p> <p>Intervention is evidence based, carefully selected and informed by assessments.</p> <p>S&LT advice implemented by school staff.</p> <p>Pre-teaching, re-teaching.</p> <p>Opportunities for overlearning of key concepts.</p> <p>Specific vocabulary teaching.</p> <p>Social skills groups and playground or break time support activities, clubs, skills generalised and reinforced across the school day.</p> <p>Specific learning interventions such as literacy support.</p>	<p>Teacher and/or SENCO time for assessment, standardised testing and diagnostic work.</p> <p>Additional TA or teacher time for direct teaching with support offered from SENCO.</p> <p>All staff including lunchtime supervisors and after school providers are trained in core skills eg, online training packages such as the inclusion development programme and other CPD such as ELKLAN or cued articulation.</p> <p>Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online.</p> <p>Additional TA or teacher time to deliver specific interventions.</p>

Communication and interaction: speech, language and communication needs

	<p>NB: ‘diagnosis’ of a speech and language difficulty such as developmental language disorder (DLD), developmental coordination disorder + speech difficulties (DCD) is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>	<p>prepare answers.</p> <p>Visual timetable or prompts and support, use of pictures, photos, symbols and real objects.</p> <p>Multisensory teaching approaches.</p> <p>Flexible grouping.</p> <p>Peer mentoring.</p> <p>Pupil independence is supported and developed.</p> <p>Pupil maintains access to a broad and balanced curriculum that prioritises their individual needs.</p> <p>Recommendations from specialists are included in lesson plans and pupil’s support plan.</p> <p>TAs, LSAs and support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques.</p> <p>They will be used to support rather than replace the class teacher.</p>	<p>Emotional support.</p> <p>Where appropriate, peers are provided with an understanding of other children’s needs and ways of exploring these needs are explored.</p> <p>There is a transition plan at 14+ to plan for further education and adult life.</p>	<p>Time for planning and review meetings with parents and pupil.</p> <p>Access to small group teaching or TA support targeted at specific needs.</p> <p>Possible consultation with external professionals and/or short term interventions from S&LT, including review of the communication environment.</p> <p>Resources as recommended by external professionals.</p> <p>HRCH SLT page has resources that may be useful: www.hrch.nhs.uk/our-services/services-directory/services-in-richmond/slt-children-richmond</p>
--	--	--	---	---

Communication and interaction: speech, language and communication needs

		<p>Whole school and individualised SEND specific anti-bullying support.</p> <p>Pupil has access to additional break or lunchtime supervised activities.</p> <p>School trips planned well in advance taking into consideration the needs of the pupil, guidance is available on the AfC local offer web pages.</p>		
--	--	---	--	--

Communication and interaction: speech, language and communication needs

Statutory action: these needs to be met from the AWPUP and notional SEN budget, with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching	Interventions and specific support	Resources
<p>Despite support and intervention at SEN support, the pupil requires more specialist resourcing to access the full curriculum.</p> <p>High level, complex, persistent speech and language difficulties which cause substantial and extensive barriers to learning severely impede the development of social relationships and significantly impact access to the curriculum and attainment.</p>	<p>In addition to the assessment approaches at SEN support:</p> <p>Thorough and ongoing assessment by a speech and language therapist to inform evidence-based interventions may be indicated.</p> <p>Exam access arrangements will be needed if the child meets the requirements of JCQ/AQA and pupil is likely to require additional exam method coaching.</p>	<p>In addition to the QFT approaches at SEN support:</p> <p>Homework is highly differentiated.</p> <p>Careful management of pupil understanding and expectations at transition points in the school day.</p> <p>Instructions are broken down, for example - one step at a time and delivered directly to the pupil in a clear, explicit and accessible way.</p>	<p>In addition to the strategies at SEN support:</p> <p>The pupil has access to additional targeted teaching in small groups or individually.</p> <p>S&LT programme implemented frequently by school staff, such as: specific individualised and explicit vocabulary teaching, specific individualised language structure teaching: for eg, colourful semantics.</p> <p>Annual joint audit of communication environment by S&LT and SENCO.</p> <p>Regular or daily opportunities for overlearning of key concepts.</p>	<p>In addition to the resources at SEN support:</p> <p>Teachers, LSAs, TAs with additional qualifications in SEN and/or experience of pupils with communication difficulties may be involved in providing for the pupil.</p> <p>Ongoing direct support and advice from external specialists may be provided.</p> <p>Teacher, TA, intervention lead liaison time.</p> <p>Teachers, LSAs, TAs with additional qualifications in SEN and/or experience of pupils with communication difficulties.</p> <p>Ongoing direct support and advice from external specialists may be required.</p>

Communication and interaction: speech, language and communication needs

			<p>Access to alternative and augmented communication strategies such as Makaton, electronic aides and communication books.</p>	<p>Time for planning and review meetings with parents and pupil.</p> <p>Access to small group teaching or TA support targeted at specific needs.</p> <p>SENCO to coordinate involvement of external agencies, organise relevant training for support staff, provide advice and support, signpost families to a range of support services.</p> <p>Resources as recommended by external professionals.</p> <p>Accredited Staff training eg, ELKLAN and use of specific programmes or approaches such as cued articulation or Makaton.</p> <p>Higher level training for some staff offering direct support such as that available at www.advanced-training.org.uk</p>
--	--	--	--	--

Communication and interaction: social communication difficulties

Including but not limited to autism and ADHD

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching	Interventions and specific support	Resources
<p>Pupil has moderate and persistent difficulties with some of the following:</p> <ul style="list-style-type: none"> ● language development ● rigidity and inflexibility in behaviour ● social communication and interaction ● slow progress through the curriculum ● anxiety ● sensory sensitivities <p>Pupils may present with few difficulties at school, but present significant levels of difficulty at home. In this situation, appropriate support and intervention to manage the environment and demand at school can have positive impact on difficulties exhibited at home.</p>	<p>Evaluating pupil progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Parents are involved in co-production.</p> <p>Robust whole school moderation systems assure accuracy of all teacher assessment.</p> <p>STAR (situation, triggers, action, response) assessments of behavioural challenges.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQA/JCQ.</p> <p>Speech and language therapy strategies may sometimes be useful in the school setting.</p>	<p>Recommendations from specialists are included in lesson plans and pupil's support plan.</p> <p>TAs, LSAs and support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the class teacher.</p> <p>Whole school and individualised SEND specific anti-bullying support.</p> <p>School trips planned well in advance taking into consideration the needs of the pupil, guidance is available on the AfC local offer webpages.</p>	<p>Speech and language therapy programme implemented by school staff.</p> <p>Pre-teaching, re-teaching.</p> <p>Opportunities for overlearning of key concepts.</p> <p>Specific vocabulary teaching.</p> <p>Social skills groups and playground and break time support activities or clubs.</p> <p>Specific learning interventions such as literacy support where needed.</p> <p>Emotional support.</p> <p>Visual timetables, preparation for changes in routine.</p> <p>Social stories.</p>	<p>Time for planning and review meetings with school, parents and pupil.</p> <p>Access to small group teaching or TA support targeted at specific needs.</p> <p>Possible consultation with external professionals and/or short term interventions from speech and language or occupational therapy (S&LT/OT).</p> <p>Resources as recommended by external professionals.</p> <p>Staff trained in specific programmes or approaches such as visual timetables, social stories, sensory diet.</p> <p>Online training packages such as the inclusion development programme www.idponline.org.uk</p>

Communication and interaction: social communication difficulties

Including but not limited to autism and ADHD

	<p>Occupational therapy strategies may sometimes be useful in the school setting.</p> <p>Possible educational psychology advice.</p> <p>Observations and checklists such as: www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf</p> <p>NB: ‘diagnosis’ of conditions such as autism or ADHD is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>	<p>Class or subject teachers and TAs well informed re specific needs and focus on identifying and responding to pupil’s presenting difficulties. All staff understand the way the pupil sees the world and interpret their behaviours in the light of this knowledge.</p> <p>Visual timetables, visual prompts and support, use of pictures, photos, symbols and real objects.</p> <p>Multi-sensory teaching approaches whilst managing the sensory environment and demands of the classroom or school.</p> <p>Homework is differentiated.</p> <p>Careful preparation and management at transition points.</p> <p>Additional time in class to prepare answers.</p> <p>Flexible grouping</p> <p>Anti-bullying strategies alert to specific issues related to SEND/autism/ADHD.</p>	<p>Support programmes such as Early Bird, Cygnets, Early Bird plus offered to parents.</p> <p>Regular access to sensory diet activities.</p> <p>There is a transition plan at 14+ to plan for further education and adult life.</p>	<p>Or AET autism standards resources www.autismeducationtrust.org.uk Or www.derby.ac.uk/online/moc/understanding-autism-aspergers-adhd are used to train all staff in core skills including lunch time supervisors and after school providers. Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online.</p> <p>Advice and support from SENCO.</p> <p>Teacher and TA liaison time.</p> <p>Effective communication between home and school.</p>
--	---	---	---	---

Communication and interaction: social communication difficulties

Including but not limited to autism and ADHD

		<p>Peer mentoring.</p> <p>Pupil independence is supported.</p> <p>Pupil maintains access to a broad and balanced curriculum that prioritises their individual needs.</p> <p>The school behaviour policy is differentiated.</p>		
--	--	--	--	--

Communication and interaction: social communication difficulties

Including but not limited to autism and ADHD

Statutory action: these needs to be met from the AWPUs and notional SEN budget, with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching	Interventions and specific support	Resources
<p>Despite support and intervention at SEN support, the pupil requires more specialist resourcing to access the full curriculum.</p> <p>The pupil is likely to have a diagnosis of autism and/or ADHD or is on the CAMHS diagnostic pathway and/or has significant and enduring social communication difficulties that create significant barriers to learning.</p> <p>The pupil has severe difficulties with some or all of the following:</p> <ul style="list-style-type: none"> ● language development ● rigidity and inflexibility in behaviour ● social communication and interaction 	<p>In addition to the assessment approaches at SEN support:</p> <p>Multi-professional assessment is carried out and parents and pupil coproduce outcomes, reviews and planning with these professionals.</p> <p>There is a transition plan at 14+ to plan for further education and adult life.</p> <p>Sensory audit of the learning environment and of the pupil's sensory needs.</p> <p>S&LT/OT assessment as needed.</p> <p>Monitoring of communication, social and emotional skill development.</p> <p>Exam access arrangements will be needed and pupil will require additional exam method coaching.</p>	<p>In addition to the QFT approaches at SEN support:</p> <p>Highly individualised visual timetable, visual prompts and support, use of pictures, photos, symbols and real objects to support understanding learning and transition.</p> <p>Homework is highly differentiated.</p> <p>Direct support and prompting at transition points including alternative arrangements at the start and end of the school day to facilitate ease of transition.</p> <p>Access to break out and quiet calming spaces throughout the school day.</p>	<p>In addition to the strategies at SEN support:</p> <p>Identified individual support across the curriculum in an appropriate setting to provide a personalised learning experience, taking into account advice from external agencies such as S&LT/OT.</p> <p>Advice should be integrated into the curriculum.</p> <p>Extensive structured and individualised programmes will be required. This may involve the use of autism-specific teaching techniques (such as TEACCH and Attention Autism), or alternative communication methods (such as PECS (Picture Exchange Communication System) or Makaton to support functional communication.</p>	<p>In addition to the resources at SEN support:</p> <p>Higher level training for staff offering specific support such as that available at www.advanced-training.org.uk or on AfC central autism training programme.</p> <p>Daily access to workstation space, symbols software, quiet, calming, break out space.</p> <p>Teachers, LSAs, TAs with additional qualifications in SEN and/or experience of pupils with autism may be involved in providing for the pupil.</p> <p>Ongoing direct support and advice from external specialists may be provided as specified in the EHCP.</p>

Communication and interaction: social communication difficulties

Including but not limited to autism and ADHD

<ul style="list-style-type: none"> ● slow progress through the curriculum ● anxiety ● sensory sensitivities ● variable difficulties in following instructions, classroom routines and staying on task ● atypical behavioural needs such as being obsessive, challenging or withdrawn; ● varying degree of 'inappropriate' social behaviour leading to social isolation <p>The pupil may also have other needs such as learning difficulties, mental health difficulties, or severely challenging behaviours.</p>			<p>The pupil has access to considerable additional targeted teaching in small groups or individually, for significant parts of each day.</p> <p>Opportunities should be created to transfer learning worked on in small groups or individually into the classroom.</p> <p>Teaching interventions may be part of a multidisciplinary approach.</p> <p>Programmes to develop social interaction and emotional wellbeing.</p> <p>Emotional support using co-regulation techniques. Resiliency programme based on cognitive behavioural therapy framework</p> <p>Advice and assessment of the use of specialist or adapted ICT to access the curriculum.</p> <p>Additional support or activities at break and lunch times.</p>	<p>Time for planning and review meetings with parents and pupil.</p> <p>Access to small group teaching or TA support targeted at specific needs.</p> <p>SENCO to coordinate involvement of external agencies, organise relevant training for support staff, provide advice and support, signpost families to a range of support services.</p> <p>Space for delivery of individual programmes and for managing sensory sensitivities.</p> <p>Accredited staff training, such as Makaton, colourful semantics, attention autism, team teach.</p> <p>Teacher, TA, intervention lead liaison time.</p>
--	--	--	--	--

Communication and interaction: social communication difficulties

Including but not limited to autism and ADHD

			<p>Access arrangements for national testing: for example, reader, scribe, extra time.</p> <p>Annual joint audit of communication environment by S&LT and SENCO.</p>	
--	--	--	---	--

Cognition and learning: general learning difficulties

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching: Minimum expectations	Interventions and specific support	Resources
<p>Pupil is working approximately two years below age-related expectations across most subjects.</p> <p>Progress may be considerably slower than that of their peers, despite intervention.</p> <p>Progress may be in line with that of peers, but attainment will be significantly lower.</p> <p>Difficulties may include misconceptions, failing to process or attend effectively to teacher input, understanding the task or taking longer to understand new concepts.</p> <p>Difficulties are persistent over time.</p>	<p>Routine school and class formative and summative assessments are used to tailor lesson objectives and teaching methods to needs. Parents are involved in co-production.</p> <p>Evaluating pupil progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans.</p> <p>Robust whole school moderation systems ensure accuracy of all teacher assessment.</p> <p>Assessment in each key stage will use previous assessment to inform judgements.</p>	<p>Recommendations from external professionals are included in lesson plans and pupil's support plan.</p> <p>Learning needs are well managed in the class with appropriate differentiation of learning objective or task and teaching method.</p> <p>There will be a variety of practical materials and activities and equipment to support pupils' learning.</p> <p>Quality first teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> ● flexible grouping arrangements ● one task at a time then report to teacher ● check lesson notes are complete (peer checking) 	<p>Intervention is evidence based, carefully selected and informed by assessments.</p> <p>Opportunities provided for overlearning of key concepts, skill reinforcement, revision, transfer and generalisation.</p> <p>Sessions to ensure notes and folders are up-to- date. Revision techniques are understood. Revision may replace homework as tests approach.</p> <p>Small group provision to enhance the core programme of teaching to address gaps and misconceptions in learning.</p> <p>Emphasis on developing automaticity, skill mastery and generalisation of skills.</p>	<p>Teacher and/or SENCO time for assessment, standardised testing and diagnostic work.</p> <p>Additional TA or teacher time for direct teaching with support offered from SENCO.</p> <p>Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online.</p> <p>Pupil has access to additional break or lunchtime supervised activities.</p> <p>Laptop, software and low tech devices to support learning such as Clicker 7 and Wordshark, supportive word processing, timers, recording devices.</p>

Cognition and learning: general learning difficulties

<p>There may be immature social and emotional development.</p> <p>There may be indications of frustration, impulsivity, poor motivation, inattention, poor organisation, self-concept and low self-esteem.</p> <p>Speech and language skills may be moderately delayed in line with delays in other areas.</p> <p>Moderate difficulties with concept development and logical thought which limits access to the curriculum.</p> <p>Moderate difficulties with transferring known information onto paper - homework takes excessively long, fails to start and stay on task, fails to complete tasks in a timely manner</p>	<p>Strengths and weaknesses will be analysed using curriculum related assessment and may be supplemented by standardised tests and/or diagnostic tests.</p> <p>Consultation and advice from external agencies as appropriate with evidence of implementation and review.</p> <p>Assessment results in differentiated lesson plans.</p> <p>A careful review of needs is undertaken with parents and professionals in good time to plan for next key transitions.</p> <p>Speech and language therapy strategies may sometimes be useful in the school setting.</p> <p>Occupational therapy strategies may sometimes be useful in the school setting.</p>	<ul style="list-style-type: none"> ● differentiated questioning ● use of multi-sensory approaches ● learning feedback to pupils ● differentiated work set ● support for meta-cognition and independence ● additional time to complete some tasks ● differentiated homework tasks ● Strategies to remove sensory/distraction overload (earphones working elsewhere etc) <p>Environmental considerations are made to meet the needs of all pupils such as seating positions, classroom layout, displays and signage.</p> <p>Pre-tutoring, over learning and revision or practice is used effectively.</p>	<p>Withdrawal from class where necessary for specific skills teaching with further reinforcement in whole class sessions.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQ /JCQ.</p> <p>A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation.</p> <p>There is a transition plan at 14+ to plan for further education and adult life.</p>	<p>Photo of board content.</p> <p>All staff including lunchtime supervisors and after school providers are trained in core skills. For example, through online training packages such as the inclusion development programme and other CPD.</p>
--	--	--	---	---

Cognition and learning: general learning difficulties

		<p>Alternative forms of recording are routinely offered.</p> <p>Additional intervention and differentiated teaching does not impact negatively on the self-esteem or emotional development of pupil.</p> <p>TAs, LSAs and support staff will be appropriately trained and deployed to promote independence through scaffolding techniques. They will be used to support rather than replace the class teacher.</p> <p>Whole school and individualised SEND specific anti-bullying support. Teachers to be aware of social media and hidden playground bullying.</p> <p>School trips planned well in advance taking into consideration the needs of the pupil, guidance is available on the AfC local offer web pages.</p>		
--	--	---	--	--

Cognition and learning: general learning difficulties

Statutory action: these needs to be met from the AWPU and notional SEN budget, with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching: minimum expectations	Interventions and specific support	Resources
<p>Despite intervention and support at SEN Support level, the pupil fails to make expected progress over a sustained period of time.</p> <p>Extreme differences of three or more years between and/or within the National Curriculum attainments in core or foundation subject areas.</p> <p>Extreme difficulty in accessing the curriculum.</p> <p>Significant additional or co-occurring difficulties such as with speech and language, attention, anxiety, reasoning or working memory and processing difficulties.</p>	<p>In addition to the assessment approaches at SEN support:</p> <p>Specialist assessment, monitoring and advice from the school's educational psychologist and/or specialist teacher.</p> <p>Long term involvement of educational professionals as in line with the code of practice.</p> <p>Assessment, including statutory assessment leads to a detailed pupil profile being developed.</p> <p>Provision map and support plans set out individualised interventions, outcomes and a system of careful review over time.</p>	<p>In addition to the approaches at SEN support:</p> <p>A high level of differentiation across all relevant areas of the curriculum.</p> <p>Lesson planning makes use of assessment information and promotes inclusion in the whole class learning as far as possible.</p> <p>Teaching carefully takes into account the additional needs and allows for preferential seating and time table adaptation as necessary.</p> <p>A high level of differentiated expectations for homework.</p> <p>Small group homework classes</p>	<p>In addition to the strategies at SEN support:</p> <p>Presentation and delivery will require modification and support through the use of real objects, visual supports and additional scaffolding.</p> <p>Alternative or adapted curriculum.</p> <p>Activities may be adapted to mimic real life experiences and may concentrate on acquisition of learning and life skills.</p> <p>Qualified and experienced teachers and support staff deliver aspects of the programme including advice from external specialists.</p> <p>Daily opportunity to work on specific and individual targets identified through thorough assessment.</p>	<p>In addition to the resources at SEN support:</p> <p>Additional SENCO time for paperwork preparation, annual review and monitoring of progress against outcomes.</p> <p>Significant additional in class support under the direction of the class or subject teacher to ensure access to an individualised broad and balanced curriculum.</p> <p>Joint planning and liaison between staff supporting pupil.</p> <p>Access to specialist teacher advice and support.</p> <p>Pupil may require a package of external support including input from other professionals.</p>

Cognition and learning: general learning difficulties

<p>There is evidence of an increasing, rather than narrowing gap between the pupil and their peers and of disengagement with the education system.</p> <p>Significant difficulties with organisational skills and independent learning.</p> <p>Self-esteem is likely to have suffered and behaviour problems linked to frustration and motivation may have resulted.</p> <p>A deterioration in mental health may have started to emerge.</p>	<p>Multi-professional assessment is carried out and parents and pupil coproduce outcomes, reviews and planning with these professionals.</p>		<p>Exam access arrangements will be needed and pupil will require additional exam method and revision method coaching.</p>	<p>Additional adult support may be required at break and lunchtimes to support with pastoral need.</p> <p>Pupil may require access to specialist technology or equipment.</p> <p>Higher level training for some staff offering direct support such as that available at www.advanced-training.org.uk</p>
--	--	--	--	--

Cognition and learning: specific learning difficulties

including but not limited to attention deficit hyperactivity disorder (ADHD) and dyslexia

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching: Minimum expectation	Interventions and specific support	Resources
<p>For most specific learning difficulties there are likely to be:</p> <ul style="list-style-type: none"> ● Indications of frustration, poor motivation and low self-esteem. ● Difficulties in areas of thinking, speech and language ● Difficulties with motor organisation, sequencing, motor skills and/or persistent restlessness ● Difficulties with executive functions, including working memory, personal organisation, verbal processing, managing emotions, impulsivity task initiation and completion and inhibition. 	<p>Evaluating pupil progress as a response to intervention. Progress against SMART targets and outcomes. Parents are involved in co-production.</p> <p>Observations to support identification of difficulties such as those with working memory or motor difficulties.</p> <p>Speech and language therapy strategies may sometimes be useful in the school setting.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQA/JCQ.</p> <p>Occupational therapy strategies may sometimes be useful in the school setting.</p>	<p>Teachers and TAs well informed re pupil's strengths and needs.</p> <p>Teaching strategies to support learner's metacognition and academic self-esteem.</p> <p>Setting personal targets, celebrating 'personal best' outcomes.</p> <p>Monitoring cognitive load and working memory demands of lessons; chunking learning, providing checklists and modifying teacher talk. Using a graduated approach to tasks starting at a level where the child can achieve success.</p> <p>Opportunities for over-learning or repetition.</p>	<p>Additional differentiated phonics and irregular word teaching, with modified pace and additional reinforcement.</p> <p>Small group or individualised spelling support programme, spelling buddies.</p> <p>Additional opportunities to read and be read to, rehearsing decoding skills and developing vocabulary and comprehension skills.</p> <p>Interventions to scaffold and support weak attention and listening skills.</p> <p>Social and emotional skills training.</p> <p>Study and revision skills support and training.</p> <p>Touch typing tuition.</p>	<p>Teacher or SENCO time for skills assessments related to reading and spelling and/or cognitive skills.</p> <p>Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online.</p> <p>All staff are trained in core skills, including lunchtime supervisors and after school providers, using free online training packages for example, the inclusion development programme www.idponline.org.uk and https://www.derby.ac.uk/online/mooc/understanding-autism-aspergers-adhd .</p>

Cognition and learning: specific learning difficulties

including but not limited to attention deficit hyperactivity disorder (ADHD) and dyslexia

<ul style="list-style-type: none"> ● Noticeable variations in performance in learning tasks. ● Difficulties with attention control and sensory sensitivities. <p>These difficulties have a negative impact on the academic progress and attainment of the pupil and their social integration into the life of the school.</p> <p>In addition to needs above pupils with specific literacy difficulties:</p> <ul style="list-style-type: none"> ● Attainment in reading accuracy and/or spelling is likely to be in the lower end of the expected range (below standardised score of 85). ● Difficulties acquiring specific skills such as phonics limit effective progress in some curriculum areas despite carefully planned interventions 	<p>STAR (situation, triggers, action, response) assessments of behavioural challenges.</p> <p>Analysis of phonics screening tests.</p> <p>Reading assessments that give a standardised score.</p> <p>Spelling assessments that give a standardised score.</p> <p>NB: ‘diagnosis’ of any particular specific learning difficulty such as dyslexia/ADHD (including ADHD inattentive type) is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>	<p>Lessons structured to include clear signposting and previewing of learning content.</p> <p>Multi-sensory lessons.</p> <p>Enhanced access to resources such as highlighters, study aids, post-its, word banks and laptops, differentiated reading materials.</p> <p>Teaching uses visual materials presented in a clutter-free way using accessible fonts.</p> <p>Additional time for differentiated homework and in class tasks.</p> <p>Peer reading.</p> <p>Flexible grouping: allowing that pupils may be able to understand concepts but have difficulties with recording or speed of processing.</p>	<p>There is a transition plan at 14+ to plan for further education and adult life.</p> <p>Referral for parents for support or interventions such as 123 Magic for parents of children with ADHD type behavioural challenges. Post diagnosis workshops. Details can be found on the AfC local offer. www.afcinfo.org.uk/local_offer</p> <p>Structured activities at break times.</p>	<p>Additional TA or specialist teacher time to deliver specific interventions.</p> <p>Additional pastoral support or mentoring. Checking in on work load, progress, emotional health.</p> <p>Software such as Clicker 7, typing tutors, predictive spell checkers, word processors, Wordshark, speech to text, reading pens.</p> <p>Homework club or similar.</p>
---	--	---	---	---

Cognition and learning: specific learning difficulties

including but not limited to attention deficit hyperactivity disorder (ADHD) and dyslexia

		<p>TAs, LSAs and support staff will be trained and deployed so as to promote independence through appropriate scaffolding techniques. They will be used to support rather than replace the class teacher.</p> <p>Alternative methods of recording using for eg, mind maps, card sorts, scribe, recording devices or ICT.</p> <p>Brain breaks, movement breaks and fidget toy or stress ball, exit card, mood thermometer</p> <p>Opportunities to work in distraction reduced areas, seating plans earphones for individual work</p> <p>Whole school and individualised SEND specific anti-bullying support.</p> <p>Positive behaviour management strategies and modified application of whole school behaviour policy.</p>		
--	--	--	--	--

Cognition and learning: specific learning difficulties

including but not limited to attention deficit hyperactivity disorder (ADHD) and dyslexia

Statutory action: these needs to be met from the AWPU and notional SEN budget, with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching: Minimum expectation	Interventions and specific support	Resources
<p>Despite support and intervention at SEN support, the pupil requires more specialist resourcing to access the full curriculum.</p> <p>For most specific learning difficulties there are likely to be:</p> <ul style="list-style-type: none"> Significant and persistent difficulties with, for example, but not limited to speech and language, anxiety, and executive functions such as working memory. <p>Pupils may exhibit extremely challenging behaviours related to difficulties with attention, managing frustration, hyperactivity, impulsivity or sensory sensitivities.</p>	<p>In addition to the assessment approaches at SEN support:</p> <p>Assessment, monitoring and advice from the school's educational psychologist.</p> <p>Annual review of progress against outcomes agreed in EHCP.</p> <p>Pupils with specific literacy difficulties may benefit from assessment monitoring and advice from a specialist teacher with appropriate experience and/or qualifications.</p> <p>External professionals and agencies, including CAMHS, may have been consulted and advice is consistently followed at school and home.</p>	<p>In addition to the QFT approaches at SEN support:</p> <p>Considerable opportunities for overlearning and consolidation, reduced learning load as needed.</p> <p>A high level of differentiated tasks and expectations for homework.</p> <p>Individual workstation</p> <p>A high level of differentiation for reading or writing based tasks.</p>	<p>In addition to the strategies at SEN support:</p> <p>An intensive and personalised programme, delivered at least three times per week, addressing the pupil's particular areas of difficulty in reading and/or spelling or any other difficulties such as those with oral language, study skills, attention and listening and managing emotions.</p> <p>Further pastoral support and personalised mentoring.</p> <p>Support to enable the pupil to stay on task and complete tasks.</p> <p>At secondary school a modified timetable and/or reduced exam options to ensure that personal priority</p>	<p>In addition to the resources at SEN support:</p> <p>Significant additional in class support under the direction of the class or subject teacher to ensure access to the full curriculum. This should include opportunities for pre-teaching and revision.</p> <p>Joint planning and liaison between staff supporting pupil.</p> <p>Access to specialist teacher advice for pupils with specific literacy difficulties.</p> <p>Higher level training for some staff offering specific support such as that available at www.advanced-training.org.uk</p>

Cognition and learning: specific learning difficulties

including but not limited to attention deficit hyperactivity disorder (ADHD) and dyslexia

<p>These challenges may include severe anger, aggression or defiance.</p> <p>These difficulties result in significantly poor academic attainment and very slow or no progress. Extreme differences of three or more years between and/or within National Curriculum attainments in core or foundation subject areas are likely.</p> <p>For pupils with specific literacy difficulties:</p> <ul style="list-style-type: none"> ● Reading accuracy and/or spelling assessments give standardised scores of well below 80. ● Extreme difficulties in accessing the curriculum through written materials or through written recording despite the use of a range of alternative methods of access. ● Significant difficulties with independent studies and homework tasks take much longer 	<p>The school keeps comprehensive records of response to intervention in order to enable analysis of what strategies work for the pupil.</p> <p>Exam access arrangements such as extra time, reader rest breaks or prompter if pupil meets requirements of AQA/JCQ, pupil may require additional exam method coaching.</p> <p>NB: ‘diagnosis’ of any particular specific learning difficulty such as dyslexia or ADHD is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>		<p>learning such as skills of reading and spelling or attention and listening continue to develop and that workload is realistic.</p> <p>Exam access arrangements will be necessary. In addition pupils will need extra exam method and revision technique coaching, as well as confirmation of complete notes.</p> <p>Highly personalised positive behaviour management and motivation plans are consistently in place and carefully monitored for impact.</p>	<p>Accredited staff training such as colourful semantics, team teach, etc.</p>
---	--	--	---	--

Social emotional and mental health

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
<p>Pupil presents with persistent social, emotional and/or mental health difficulties that result in behavioural difficulties (that cannot be explained by other needs such as language difficulties or unmet learning needs or sensory difficulties) that have not improved despite evidence-based intervention. Sometimes a pupil will display challenging behaviour as a result of safeguarding issues. In this instance schools must implement their safeguarding procedures.</p> <p>The pupil demonstrates persistent, medium level difficulties with some or all of the following.</p>	<p>Clear partnership and liaison between school and home to ensure that assessment takes account of presentation at home and at school.</p> <p>Behaviour records are updated regularly and accurately so that they can be analysed to consider frequency, triggers, patterns and inform interventions.</p> <p>External professionals and agencies, for example educational psychologist or CAMHS, may have been consulted and advice is consistently followed at school and home.</p> <p>Speech and language therapy strategies may sometimes be useful in the school setting.</p>	<p>Clear, structured and positive individualised behaviour management plan in place, which is led by class teacher or pastoral manager and followed consistently by all staff.</p> <p>Recommendations from specialists are included in lesson plans and pupil's support plan.</p> <p>Pupil, parent and school co-produce behaviour plan.</p> <p>Rewards and praise used carefully to positively reinforce desired behaviours.</p> <p>Behaviour policy is modified or differentiated to meet pupil's needs.</p> <p>Additional or alternative activities will be planned to encourage the pupil's engagement in the curriculum.</p>	<p>Access to small group intervention to develop social and emotional skills and support work towards targets eg, social skills, Circle of Friends, Friends for life/Fun Friends, ELSA programme.</p> <p>Individual counselling or therapeutic support for pupil and/or family from external agencies may be appropriate.</p> <p>There may be a full time adapted individual timetable within the context of an inclusive curriculum that may include access to working in small groups to reduce stress and address any learning needs.</p> <p>Structured activities may be offered at break and lunchtimes.</p>	<p>Teacher and/or SENCO time for assessment, standardised testing and diagnostic work.</p> <p>Additional training or advice for those delivering intervention programmes such as Team Teach or positive handling.</p> <p>Additional TA or teacher time for direct teaching with support offered from SENCO.</p> <p>Pupil has access to additional break or lunchtime supervised activities.</p> <p>All staff, including lunchtime supervisors and after school providers, are trained in core skills, for example online training packages such as the inclusion development programme and other CPD.</p>

Social emotional and mental health

<ul style="list-style-type: none"> ● Following adult direction ● Self-regulation (mood swings, temper outbursts, anxiety, distress) ● Low self-esteem ● Reliance on adults for reassurance ● Developing and sustaining relationships and is at risk of isolation or becoming socially vulnerable ● Lack of empathy ● Low mood ● Swearing or sexualised language ● Selective mutism ● Poor attendance <p>Pupil may have a diagnosis such as attachment disorder or difficulties, or a mental health difficulty.</p> <p>The pupil's social, emotional and mental health (SEMH) difficulties are likely to result in under attainment and poor progress.</p>	<p>Evaluating pupil progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Parents and pupil are involved in co-production.</p> <p>Evidence-based assessment tools used to develop a full analysis of pupil's strengths and difficulties in emotional and social development.</p> <p>Risk assessment to identify dangers and additional strategies needed to ensure safety and wellbeing of all.</p> <p>Robust whole school moderation systems assure accuracy of all teacher assessment.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQA/JCQ.</p> <p>Careful record of times when pupil may have had to be restrained to prevent danger to self or others.</p>	<p>Careful consideration to be given to group dynamics within class, for example seating plans.</p> <p>Pre warning of changes to activities, routines and staffing.</p> <p>Teaching method adapted to suit pupil's learning style, for example, level, pace, amount of teacher talk.</p> <p>Strategies to support understanding and expressing emotions appropriately such as: emotions barometer or incredible five point scale.</p> <p>Movement breaks are planned and pupil can request rest or time out breaks to manage own emotions.</p> <p>Safe space identified.</p> <p>School trips planned and risk assessed well in advance taking into consideration the needs of the pupil. Guidance is available on the AfC local offer webpages.</p>	<p>Use of exit card or safe learning space for independent supervised study</p> <p>Regular opportunities for the pupil to meet with a key worker, mentor or familiar adult.</p> <p>Ensure positive relationships between pupil and key support staff.</p> <p>There is a transition plan at 14+ to plan for further education and adult life.</p> <p>Impactful motivational programme implemented and monitored.</p>	<p>Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online.</p> <p>Access to mentoring and coaching, pastoral, emotional support.</p> <p>Formal behaviour monitoring systems to log and analyse incidents on a daily basis.</p> <p>Advice from outside agencies and professionals such as CAMHS, educational psychologist and school nurse.</p> <p>Access to a quiet calming space when needed with trusted adult or mentor when possible.</p>
---	--	---	---	--

Social emotional and mental health

<p>Pupils may have SEMH difficulties as a consequence of undiagnosed or unrecognised learning difficulties or neurodevelopmental conditions.</p>	<p>Assessment considers any underlying difficulties in language acquisition, sensory sensitivities, learning difficulty or working memory and processing difficulties.</p> <p>NB: a 'diagnosis' is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>	<p>Whole school and individualised SEND specific anti-bullying support.</p> <p>TAs, LSAs and support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the class teacher.</p>		
--	--	---	--	--

Social emotional and mental health

Statutory action: these needs to be met from the AWPU and notional SEN budget with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
<p>Despite intervention and support at SEN support level, the pupil fails to make expected progress over a sustained period of time.</p> <p>There is evidence of severe, complex and long-term social, emotional and/or mental health difficulties in for instance:</p> <ul style="list-style-type: none"> ● developing and sustaining relationships with teachers, TAs and/or peers leading to social isolation ● regulating emotional and/or behavioural responses ● development of self-esteem resulting in a lack of care and/or sense of responsibility for the impact of behaviours on self and others 	<p>In addition to the assessment approaches at SEN support:</p> <p>Assessment, monitoring and advice from the school's educational psychologist.</p> <p>Multi-professional assessment is carried out and parents and pupil coproduce outcomes, reviews and planning with these professionals.</p> <p>Exam access arrangements such as rest breaks or prompter if pupil meets requirements of AQA/JCQ, pupil may require additional exam method coaching, Children and young people may need support to attend their tests and exams and deal with anxiety.</p>	<p>In addition to the QFT approaches at SEN support:</p> <p>Further differentiation of the curriculum demand, pace of lessons and spoken communication.</p> <p>Personalised motivation and reward system implemented in all classes and by all staff.</p>	<p>In addition to the strategies at SEN support:</p> <p>Access to nurture type provision that facilitates a calm start to the day and a personalised approach to developing attachments, resilience and self-regulation.</p> <p>Daily check-in sessions with a mentor or key worker.</p> <p>Frequent individual or small group teaching of social and emotional skills.</p> <p>Alternative or adjusted curriculum and personalised timetable, including access to teaching focussed on any significant co-occurring needs in language or learning. This should be planned with pupil and parent.</p>	<p>In addition to the resources at SEN support:</p> <p>Support and supervision for staff working directly with the pupil to maintain staff wellbeing.</p> <p>Higher level training for staff offering direct support such as that available at www.advanced-training.org.uk, the AfC central programme in attachment difficulties or ELSA.</p> <p>Regular access to a safe or quiet space for learning and calming activities.</p> <p>Training on attachment styles and difficulties free from: www.bathspa.ac.uk/education/research/attachment-aware-schools/attachment-in-school</p>

Social emotional and mental health

<ul style="list-style-type: none"> ● resilience in the face of challenge following instructions and/or compliance with behavioural expectations of the school community ● sexualised or violent behaviour compromising staff or pupil safety ● self-harm ● irrational fears ● risk taking ● substance misuse <p>The pupil's difficulties are evident in a variety of school situations, resulting in adverse consequences for pupil and severely affecting other pupils and adults in a detrimental way (eg, unpredictable, bizarre, obsessive, violent, dangerous or severely disruptive behaviour).</p> <p>The pupil's SEMH difficulties result in under attainment and/ or poor progress.</p>	<p>NB: a 'diagnosis' is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>		<p>Solution-focused approaches.</p> <p>Frequent multi-professional meetings including parents and pupil to support planning towards outcomes.</p> <p>Support to improve attendance.</p>	
--	---	--	---	--

Social emotional and mental health

<p>Pupils may have a diagnosis such as attachment disorder, other mental health difficulties or have been exposed to significant adverse life experiences or trauma.</p> <p>Pupils may have SEMH difficulties as a consequence of undiagnosed or unrecognised learning difficulties or neurodevelopmental conditions.</p>				
---	--	--	--	--

Physical and sensory: hearing impairment

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
<p>The pupil has a clinically diagnosed mild or moderate bilateral hearing impairment which may impact on:</p> <ul style="list-style-type: none"> ● communication interaction (attention and concentration) ● speech discrimination ● speech intelligibility ● comprehension ● expression ● independence ● interpersonal skills ● curriculum access ● attainment or progress ● social inclusion ● energy levels and fatigue 	<p>Evaluating pupil progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Parents are involved in co-production.</p> <p>Robust whole school moderation systems assure accuracy of all teacher assessment.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQA/ JCQ.</p> <p>Audiology assessment and hearing aid services.</p> <p>Functional hearing assessment by a teacher of the deaf.</p> <p>Parent and pupil observations and perceptions.</p>	<p>Recommendations from specialists are included in lesson plans and pupil's support plan.</p> <p>TAs, LSAs and support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the class teacher.</p> <p>Whole school and individualised SEND specific anti-bullying support.</p> <p>School trips planned well in advance taking into consideration the needs of the pupil, guidance is available on the AfC local offer webpages.</p> <p>Measures to achieve</p>	<p>A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation.</p> <p>Intervention is evidence based, carefully selected and informed by assessments.</p> <p>Pre and post teaching of vocabulary or concepts.</p> <p>Opportunities to learn in a small group in ideal listening conditions.</p> <p>Specialist equipment such as, soundfield or radio aid.</p> <p>The child or young person may require some of the following:</p> <ul style="list-style-type: none"> ● access to additional amplification systems 	<p>Teacher and/or SENCO time for assessment, standardised testing and diagnostic work.</p> <p>Additional training or advice for those delivering intervention programmes.</p> <p>Additional TA/teacher time for direct teaching with support offered from SENCO.</p> <p>Pupil has access to additional break/ lunchtime supervised activities.</p> <p>All staff are trained in core skills relating to deaf friendly practice including lunchtime supervisors and after school providers. Schools may like to use the Deaf Friendly Teacher Training pack available free from the National deaf children's society.</p>

Physical and sensory: hearing impairment

<p>There may be evidence of:</p> <ul style="list-style-type: none"> ● progress within the curriculum but at lower levels than might be expected from measures of cognitive skills ● progress at lower levels than might be expected from performance on tasks where hearing ability is not central to learning ● frustration or withdrawal leading to emotional or behavioural issues, difficulty in forming relationships with peers, isolation during social times 	<p>School curriculum assessments.</p> <p>Possible educational psychology involvement.</p> <p>Speech and language therapy strategies may sometimes be useful in the school setting.</p> <p>Acoustic evaluation of learning environments.</p>	<p>optimum acoustic environments such as wall displays, curtains, carpeting, soundfield, hush-ups.</p> <p>Hearing aid management.</p> <p>Management and use of radio aid and/or similar equipment if available.</p> <p>Peer mentoring.</p> <p>Differentiated learning materials - personal dictionaries, writing templates, subject-specific work mats with reference information.</p> <p>Re-phrasing, recasting and reflecting language.</p> <p>Chunking information.</p> <p>Visual cues and prompts.</p> <p>Scaffolding and support for tasks and planning - mind maps.</p> <p>Key information and vocabulary written down for example, for homework tasks.</p>	<ul style="list-style-type: none"> ● specialist aids, equipment or adaptations ● access to specialist support and monitoring ● help with acquiring, comprehending and using chosen means of communication in structured and unstructured situations ● developing literacy skills using chosen means of communication confidently and competently ● Pastoral support or mentoring including social and emotional support ● Key information and vocabulary is written down, eg homework tasks <p>There is a transition plan at 14+ to plan for further education and adult life.</p>	<p>www.ndcs.org.uk/professional support/our resources/deaf friendly schools packs/teacher training pks</p> <p>Additional TA or specialist teacher time to deliver specific interventions.</p> <p>Specialist teachers of the deaf or educational psychologist may be involved in providing advice on strategies.</p> <p>Purchase of equipment to improve classroom acoustics eg, soundfield.</p> <p>Radio aid.</p> <p>Acoustic modifications to reduce background noise (eg Hush ups to reduce noise from chairs)</p>
---	---	---	--	---

Physical and sensory: hearing impairment

		<p>Appropriate seating, to ensure best opportunity to hear, lighting to support lip reading and to avoid distracting noise.</p> <p>Additional time to process, plan and review language pro-active management of plenary sessions so that individual comments are repeated or paraphrased.</p> <p>Adaptations to school or setting policies and procedures.</p> <p>Rest breaks and respite from noisy situations.</p>		
--	--	---	--	--

Physical and sensory: hearing impairment

Statutory action: these needs to be met from the AWPU and notional SEN budget, with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
<p>Despite intervention and support at SEN Support level, the pupil fails to make expected progress over a sustained period of time.</p> <p>For statutory assessment to be appropriate, some of the following criteria would normally apply.</p> <ul style="list-style-type: none"> ● A severe or profound bilateral hearing loss. ● In order to make progress or reach age appropriate milestones specialist teaching advice, materials and equipment are needed ● Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration 	<p>In addition to the assessment approaches at SEN support:</p> <p>Specialist individual assessment regarding aids, equipment, communication support, etc.</p> <p>Access arrangements for national testing will be needed and pupil will require additional exam method coaching. Access arrangements will be individualised, but could include additional time for written papers, and/or lip speaker for aural examination.</p>	<p>In addition to the approaches at SEN support:</p> <p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>Increased planning and liaison eg, with TA and support staff to ensure support is managed and targeted effectively and to make resources available for adaptation in advance.</p>	<p>In addition to the strategies at SEN support:</p> <p>Access to alternative forms of communication.</p> <p>Specialist aids, equipment or adaptations.</p> <p>Regular access to specialist monitoring and support.</p> <p>Regular access to individual and small group teaching to ensure learning keeps pace with that of mainstream peers.</p> <p>Support to learn oral language, written language and/or British Sign Language.</p>	<p>In addition to the resources at SEN support:</p> <p>Long-term multi-agency support and advice from appropriate visiting specialists such as a teacher of the deaf.</p> <p>A specialist teacher, the SENCO, a TA (under specialist guidance) or other specialist may provide individual or small group tuition.</p> <p>A trained TA or other adult may provide sustained and targeted support in the classroom or setting.</p> <p>Higher level training for staff offering direct support.</p>

Physical and sensory: hearing impairment

<ul style="list-style-type: none">● Hearing impairment leads to significant difficulties in maintaining and sustaining concentration in the classroom and in completing work● Emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting				
--	--	--	--	--

Physical and sensory: visual, impairment

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
<p>The pupil has a clinically diagnosed mild or moderate visual impairment which has an impact on some of the following:</p> <ul style="list-style-type: none"> ● concept and skill development ● communication (verbal and nonverbal) ● visual skills, spatial awareness and strategies ● pace of learning and fatigue ● mobility skills ● orientation skills ● interpersonal skills ● independence ● curriculum access ● attainment ● social and emotional development ● concentration 	<p>Evaluating pupil progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Parents are involved in co-production.</p> <p>Robust whole school moderation systems assure accuracy of all teacher assessment.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQA/JCQ.</p> <p>Ophthalmology assessment.</p> <p>Functional visual assessment by a qualified teacher of visually impaired pupils.</p> <p>Environmental assessment.</p> <p>School curriculum assessments.</p>	<p>Emphasis on differentiation of pace and materials for curriculum access.</p> <p>Flexible teaching arrangements.</p> <p>School environment is accessible and safe, for example stairs, doorways and posts are clearly marked, classrooms are tidy and free of trip hazards.</p> <p>Appropriate seating and lighting:</p> <ul style="list-style-type: none"> ● clear sightlines of adults and peers - may need a chair rather than floor seating ● avoid glare from overhead lights use task lighting 	<p>Some specific reinforcement or skill-development activities may be required using, for example: verbal reinforcement, tactile and kinaesthetic materials, real objects.</p> <p>Larger print books, kindle, ebooks.</p> <p>A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation.</p> <p>Intervention is evidence based, carefully selected and informed by assessments.</p> <p>There is a transition plan at 14+ to plan for further education and adult life.</p>	<p>Teacher and/or SENCO time for assessment, standardised testing and diagnostic work.</p> <p>Additional training or advice for those delivering intervention programmes.</p> <p>Additional TA or teacher time for direct teaching with support offered from SENCO.</p> <p>Pupil has access to additional break or lunchtime supervised activities.</p> <p>All staff including lunchtime supervisors and after school providers are trained in relevant core skills.</p> <p>Additional TA or specialist teacher time to deliver specific interventions.</p>

Physical and sensory: visual, impairment

	<p>Possible educational. Psychology assessment. Mobility assessment.</p>	<ul style="list-style-type: none"> ● pale blue background on all computers or laptops to reduce glare and increase contrast ● Pupil can access a smaller, closer screen when peers are using interactive whiteboard. <p>Verbal reinforcement strategies to support active and independent learning in a nurturing environment</p> <p>Materials such as worksheets and powerpoints produced in accessible fonts, appropriately sized with backgrounds to reduce clutter and glare.</p> <p>Recommendations from specialists are included in lesson plans and pupil's support plan.</p> <p>TAs, LSAs and support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques.</p>		
--	--	--	--	--

Physical and sensory: visual, impairment

		<p>They will be used to support rather than replace the class teacher.</p> <p>Whole school and individualised SEND specific anti-bullying support.</p> <p>School trips planned well in advance taking into consideration the needs of the pupil, guidance is available on the AfC local offer webpages.</p>		
--	--	---	--	--

Physical and sensory: visual, impairment

Statutory action: these needs to be met from the AWPU and notional SEN budget, with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
<p>Despite intervention and support at SEN support level, the pupil fails to make expected progress over a sustained period of time.</p> <p>The pupil has a severe or profound visual impairment and has been registered blind or partially sighted and is likely to have significant difficulties in some of the following areas.</p> <ul style="list-style-type: none"> ● Mobility: impacting significantly on participation in school and classroom activities ● Access to practical activities and movement based lessons ● Access to written material and visual materials 	<p>In addition to the assessment approaches at SEN support:</p> <p>Multi-professional assessment is carried out and parents and pupil coproduce outcomes, reviews and planning with these professionals.</p> <p>Specialist assessment of progress in specific skills such as braille.</p> <p>Mobility assessment.</p> <p>Exam access arrangements will be needed and pupil will require additional exam method coaching.</p>	<p>In addition to the approaches at SEN support:</p> <p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>Increased planning and liaison eg, with TA and support staff to ensure support is managed and targeted effectively and to make resources available for adaptation in advance.</p> <p>Planning will be shared well in advance with specialist teachers and TA support to ensure that accessible materials are prepared for lessons.</p>	<p>In addition to the strategies at SEN support:</p> <p>Access to low vision aids, specialist equipment, ICT or adaptations to enable access to the curriculum.</p> <p>Regular and frequent access to specialist support in specialist curriculum areas eg, Braille, mobility, touch typing, daily living skills.</p>	<p>In addition to the resources at SEN support:</p> <p>Multi-agency direct involvement with long-term support and advice from a qualified teacher of the visually impaired.</p> <p>Higher level training for staff offering direct support.</p> <p>A trained TA or other adult may provide sustained and targeted support in the classroom or setting.</p>

Physical and sensory: visual, impairment

<ul style="list-style-type: none">● Making and sustaining peer relationships, leading to concerns about social isolation, the risk of bullying and growing frustration● Maintaining and sustaining concentration in the classroom and in completing work● Emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school or setting				
--	--	--	--	--

Physical disabilities and medical needs

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
<p>The pupil has moderate difficulties with:</p> <ul style="list-style-type: none"> ● their physical condition varying from day to day ● recording their work due to physical needs ● core stability and/or fine and gross motor skills ● moderately impaired mobility for example difficulties on the stairs, with spatial orientation, and being unsteady in crowded areas or across uneven ground ● speech sound production as a result of oro-motor difficulties ● fine motor skills such as fastening buttons and zips, handwriting 	<p>Evaluating pupil progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans.</p> <p>Possible consultation and advice from external agencies (eg, physiotherapist, occupational therapist, community paediatrician, EP, S&LT).</p> <p>Occupational therapy strategies may sometimes be useful in the school setting.</p> <p>Progress in curriculum against national expectations: strengths and difficulties identified.</p>	<p>Recommendations from specialists are included in lesson plans and pupil's support plan.</p> <p>All staff aware of care plans and support needs.</p> <p>TAs/ LSAs and support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the class teacher.</p> <p>Flexible grouping.</p> <p>Differentiation of pace, activities and materials.</p> <p>Use of multi-sensory approaches.</p> <p>Additional time to complete tasks or reduced demand, for instance in homework.</p>	<p>Intervention is evidence based, carefully selected and informed by assessments.</p> <p>A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation.</p> <p>Additional TA or specialist teacher time to deliver specific interventions.</p> <p>Medical care or therapies built into the least disruptive parts of the school day and school considers how to help pupils keep up with any missed learning opportunities.</p> <p>Programmes as recommended by physiotherapist, occupational therapist.</p>	<p>Additional TA or teacher time for direct teaching with support offered from SENCO.</p> <p>Teacher and/or SENCO time for assessment, standardised testing and diagnostic work.</p> <p>A regularly evaluated provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation.</p> <p>Pupil has access to additional break or lunchtime supervised activities.</p> <p>External support service(s), eg, specialist teachers, educational psychologist, physiotherapist or occupational therapist may advise on curriculum</p>

Physical disabilities and medical needs

<ul style="list-style-type: none"> managing a medical condition or mild pain or discomfort, or continence fatigue <p>Pupil may have a facial or physical disfigurement that impacts on pupil emotional well-being and may lead to bullying or social isolation and resulting in underachievement and/or poor progress.</p>	<p>Risk assessments, personal emergency evacuation plans, personal care plans, moving and handling plans, environmental audits.</p> <p>Individual healthcare plans outlining how medical needs will be supported and what to do in an emergency, including advice from parents and medical advisors.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQA/JCQ.</p> <p>Multi-professional assessment is carried out and parents and pupil coproduce outcomes, reviews and planning with these professionals.</p> <p>NB: 'diagnosis' of a disability is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.</p>	<p>Recognition that reduced mobility or ability to speak may exist in pupils who are able to learn at age appropriate levels.</p> <p>Whole school and individualised SEND specific anti-bullying support.</p> <p>Environment supports and develops independence eg, resources are accessible, adequate space between tables to enable ease of movement.</p> <p>Pupil maintains access to a broad and balanced curriculum that follows the National Curriculum, Foundation Stage Curriculum with suitable differentiation and support, particularly in PE and practical activities, to meet needs and work towards targets.</p> <p>Additional time planned for movement around school.</p> <p>Peer mentoring.</p> <p>School trips planned well in advance taking into consideration the needs of</p>	<p>Occasional assistance for pupil in positioning or seating or using adapted equipment.</p> <p>Programmes to develop social interaction, resilience and emotional wellbeing, eg, ELSA.</p>	<p>adaptation, equipment, staff training and the implementation of targets.</p> <p>Building and playground adaptations to facilitate access may be needed.</p> <p>Staff trained in paediatric moving and handling (minimum two year intervals) or procedures outlined in medical care plan.</p> <p>Key information passed on at transition.</p> <p>ICT equipment and software suitably modified to enable independent access.</p> <p>Alternative equipment eg, pencil grips, move n sit cushion, writing slope.</p> <p>Dignified spaces for rest, continence support and medical care available when needed.</p> <p>Accessible toilet facilities.</p> <p>All staff including lunchtime supervisors and after school providers are trained in core skills eg, online training packages such as the</p>
--	---	---	---	---

Physical disabilities and medical needs

		the pupil, guidance is available on the AfC local offer webpages.		inclusion development programme and other CPD and medical procedures as needed. Staff are insured regarding medical procedures, through the local authority or academy trust.
--	--	---	--	--

Physical disabilities and medical needs

Statutory action: these needs to be met from the AWPU and notional SEN budget, with additional top up as described in the EHCP

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
<p>Despite support and intervention at SEN support, the pupil requires more specialist resourcing to access the full curriculum and the school day.</p> <p>The pupil has physical difficulties or medical conditions which are complex, severe and long term, requiring a considerable amount of therapy or medical Intervention. Some pupils will have degenerative or life limiting conditions.</p> <p>The needs of the pupil will impact on some or all of the following: academic progress, participating in school life, access to practical activities, health, safety and wellbeing.</p>	<p>In addition to the assessment approaches at SEN support:</p> <p>Exam access arrangements will be needed and pupil will require additional exam method coaching.</p>	<p>In addition to the QFT approaches at SEN support:</p> <p>Careful timetabling to ensure a balance between educational and therapeutic or medical needs.</p> <p>Encouraging use of specialist equipment or communication strategies in ordinary lessons.</p> <p>Ensuring continued access to class or subject teacher expertise even where pupil has continuous TA support.</p>	<p>In addition to the strategies at SEN support:</p> <p>High level of individual support across the school day, for instance in frequent support for positioning, transfers, personal hygiene.</p> <p>Structured therapeutic programmes personalised to the individual such as physiotherapy, OT or S&LT.</p> <p>Support to work towards independent management of their medical condition, physical needs.</p> <p>Significant modification or differentiation of some aspects of the curriculum.</p> <p>Access to alternative and augmented communication strategies such as Makaton, electronic aides and communication books.</p>	<p>In addition to the resources at SEN support:</p> <p>Ongoing direct support and advice from external specialists will be needed.</p> <p>The SENCO facilitates CPD, assessment, planning and monitoring.</p> <p>Staff trained in using specialist resources and medical equipment such as hoists, catheters and gastrostomy buttons.</p> <p>Specialist equipment inspected and maintained on a regular basis.</p> <p>Environmental adaptations such as wider doorways, electric doors, ramps, lifts, rise and fall tables.</p>

Physical disabilities and medical needs

<p>The difficulties will require the long term involvement of educational and health professionals.</p> <p>Difficulties may include for example managing continence, significantly reduced independent mobility, unstable seizures, breathing support, ability to speak.</p> <p>Rates of learning may be affected by pain and discomfort, reduced attendance, fatigue or medication.</p> <p>Some children may have additional moderate or severe learning difficulties.</p>			<p>Highly individualised PE and PSHCE (including sex and relationships) lessons.</p>	<p>Specialist ICT equipment, software and hardware, such as eye-gaze or switch operated software.</p> <p>Higher level training for some staff offering direct support such as that available at www.advanced-training.org.uk or provided by health professionals.</p>
---	--	--	--	---

Glossary

A	
Academic self-esteem	Self-esteem relating to beliefs about academic performance
Access arrangements	Access arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working
ADHD	Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness
AET	Autism education trust www.autismeducationtrust.org.uk
AfC	Achieving for Children
Alternative and augmented communication	Augmentative and alternative communication (AAC) is the term used to describe various methods of communication that can 'add-on' to speech and are used to get around problems with ordinary speech
AQA	Assessment and qualifications authority
ASD	Autism spectrum difficulties (ASD)
Attachment disorder	Everyone has an attachment style as a result of the relationship they had with their parents or carers. Children with an attachment disorder often present with unfocused, disruptive, controlling, withdrawn or destructive behaviours as a result of significant difficulties in these early relationships
Attention autism	A practical intervention for children with autism
Automaticity	The ability to do something automatically, without effort, as a result of substantial practice
B	
C	
CAMHS	Child and Adolescent Mental Health Services
Colourful semantics	Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics)
Co-production	Full involvement of children and young people and their families in any matter relating to their needs
Core stability	Core stability is the name given to the strengthening of the corset of muscles surrounding the back and abdomen. These muscles are also known as the core or powerhouse muscles and provide a solid base upon which all other muscles can work upon to initiate movement
CPD	Continuing professional development: for example attending a training course, reading around a topic or shadowing a skilled colleague
Cued articulation	A set of hand cues that represent spoken sounds
Cygnets	A programme to support parents and carers of children aged 7 to 18 with social communication difficulties (autism)

D	
Decoding	Reading words by recognising letters or whole words
Differentiation	The way in which a teacher meets the individual needs of pupils in her class by modifying content, approaches and strategies
Dyslexia	Dyslexia is a learning difficulty resulting in difficulties with the ability to learn literacy skill such as reading and spelling
E	
Early bird and Early bird plus	Support programmes for parents and carers of children aged under 5, and 4 to 8 who have autism
EHCP	Education health and care plan
ELKLAN	A training programme for professionals working with children who have speech and language difficulties
ELSA	Emotional literacy support assistant. Specialist training is required to be an ELSA
EP	Educational psychologist
Executive functions	The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. Working memory is one example of an executive function
F	
Feedback	Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals
Fine motor skills	The coordination of small muscles in movements like writing or doing up buttons
Formative assessment	a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment
Foundation stage	The nursery and reception years in England and Wales
Friends for life/fun friends	Social skills and resilience building programmes to reduce anxiety and give participants the skills to cope with stressful and challenging situations
Functional hearing assessment	Assessment of the way in which an individual uses whatever hearing they have
G	
Generalisation	The ability to use skills that a student has learned in new and different environments or situations
Gross motor skills	Large movements made with arms, legs, etc. Walking, crawling and jumping are gross motor skills
H	

I	
ICT	Information communications technology, these resources are usually computer based and includes both hardware and software
Inclusion	An approach that states that all pupils must have their needs met in education and successfully access all aspects of school life. There is much debate about how this should work in practice; some would interpret this as all pupils with additional educational needs being placed in mainstream classrooms. In practice there is much variation in the interpretation of this concept
Intervention	Any additional strategy or programme used to support any pupil who needs support in any area of education
J	
JCQ	Joint council for qualifications
K	
L	
LSA	Learning support assistant, sometimes called a teaching assistant
M	
Makaton	Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order
Mastery	Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps
Metacognition	Higher order thinking that enables understanding, analysis and control of a person's cognitive process especially when engaged in learning
Moderation	Establishing agreement between schools staff and between schools in interpreting and levels for assessments
Multisensory	Conveying learning through visual, auditory, tactile and movement based elements
N	
Neurodevelopmental conditions	These conditions include ADHD, autism and dyslexia and many others
Nurture group/ provision	An in-school, teacher-led psychosocial intervention of groups of less than 12 students that effectively provides nurturing experiences for both children and young adults. Some schools will run the full formal nurture group. Others will use the basic principles to improve provision more informally

O	
Oro-motor control	The use of the parts of the mouth for eating, drinking and speech
OT	Occupational therapist
Outcomes	Defined by the SEN code of practice as the benefit or difference made to an individual as a result of an intervention
Overlearning	Practising newly acquired skills beyond the point of initial mastery
P	
PE	Physical education, for instance: sports, games, dance or gym
Peer mentoring	Pupil to pupil support that can be effective in supporting students both academically and pastorally
Plenary	Plenaries are used by teachers either during or at the end of a lesson, to review the aims and consolidate the students' learning. It is an evaluative part of a lesson, where students reflect on what they have learnt and achieved
Pre-teaching	Pre-teaching is the teaching of skills prior to the lesson that needs them
Provision map	A management tool used by schools to plan and monitor SEN provision
PSHCE	Personal, social, health, and citizenship education
Q	
QFT/ Quality first teaching	Quality first teaching: the teaching that all pupils are entitled to which is differentiated to meet their needs within their class
R	
Resilience	Resilience is the 'rubber ball' factor: the ability to bounce back in the event of adversity. Put simply, resilience is the ability to cope with and rise to the inevitable challenges, problems and set-backs you meet in the course of your life, and come back stronger from them
S	
S<	Speech and language therapist
Scaffolding	Teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance
SEN	Special educational needs
SEND	Special educational needs and disability
Sensory difficulties/ sensory sensitivities	Many children with a range of developmental difficulties such as autism or ADHD experience sensory difficulties or sensitivities. Children are over or under sensitive to the world around them. Examples would be a child who is super sensitive to noise and easily disturbed by it, or a child who needs extra movement to be alert.
SMART	Specific, measurable, achievable, realistic and time limited. The SEN

	code of practice requires outcomes to be SMART
Social stories	Social stories™ were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why
Summative assessment	Evaluating student learning at the end of an instructional unit by comparing it against some standard or benchmark. National tests such as GCSEs and assessments used in Year 6 are examples
T	
TA	Teaching assistant
TEACCH	The TEACCH approach tries to respond to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.
Trigger	A factor that causes a particular behaviour. For instance challenging behaviour may be triggered by refusing to give a child something they want
U	
V	
W	
Withdrawal	A pupil is removed from their usual classroom for a specific purpose, usually for individual or small group teaching on specific skills
Working memory	Working Memory is the ability to remember and use relevant information while in the middle of an activity. For example, a child is using their Working Memory as they recall the steps of a recipe while cooking a favourite meal
XYZ	