

By: Graham Badman – Managing Director Children Families & Education

To: Children Families and Education Policy Overview Committee  
- 5 July 2007

Subject: PUBLICATION OF INFORMATION ON MEETING SPECIAL EDUCATIONAL NEEDS AT ALL STAGES OF THE SEN CODE OF PRACTICE

Classification: Unrestricted

File Ref:

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Summary: In the above-named document (see Appendix), the Authority sets out its plans and arrangements for meeting special educational needs. The Authority is required to do this in accordance with Statutory Instrument No 2218, 2001. Endorsement of the content for publication is sought.

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## **Introduction**

1. Statutory Instrument No 2218, 2001 requires LAs to publish their arrangements and plans for meeting special educational needs, to review these annually and, where necessary, to amend them. The document was last amended in 2005.

## **Background**

2. (1) Since 2005, a number of significant developments have taken, or are in the process of taking, place, requiring the Authority to make amendments as part of this year's annual review. The former Education Directorate and the children and families section of the former Social Services Directorate and the Child Health commissioning from Kent Primary Care Trusts have been brought together into one directorate, Children, Families and Education (CFE), under the leadership of a Managing Director, CFE.

(2) The Every Child Matters agenda underpins and shapes the developments taking place in Kent and the amended publication reflects these. The main developments taking place are:

- The continued implementation of the special school review
- The review of units and designations and emergence of cluster lead schools
- Further significant development of cluster arrangements
- The piloting of the Children's Trusts Pathfinders
- Preparatory work on the introduction of the Common Assessment Framework and Lead Professional role
- The implementation of the 14-19 strategy

## **Publication**

4. The document will be published on Clusterweb and on Kent County Council's website. Hard copies will be available for those agencies and bodies who request them and will also be available through the Partnership with Parents information service, in addition to the standard information packs that are currently provided for parents and carers.

## **Recommendations**

5. Members asked to comment on the document *Information on meeting special educational needs at all stages of the SEN Code of Practice* and endorse it for publication.

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### *Background Documents:*

Various policy and guidance documents as listed in Appendix 1 of the attached document



## **Children, Families & Education**

### **INFORMATION ABOUT MEETING SPECIAL EDUCATIONAL NEEDS AT ALL STAGES OF THE SEN CODE OF PRACTICE**

(To be reviewed annually)

**June 2007**



Information published as required  
by Statutory Instrument No 2218, 2001

## **FOREWORD**

Statutory Instrument No 2218 [The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001] places a duty on Local Authorities (LAs) to publish details of:

- The aims, plans, objectives and timescales of the authority's policy in respect of meeting the needs of children and young people with special needs, and
- The special educational provision of children with special educational needs but without statements and the financial arrangements to support this;

This publication represents Kent's response to that legal requirement.

When the LA amended and published *Information on meeting special educational needs at all stages of the SEN Code of Practice* in March 2005, it was as a Local Education Authority. Since that time, the then Education Directorate and the children and families' section of the then Social Services Directorate and Child Health commissioning from both Kent Primary Care Trusts have been brought together into one Children, Families and Education (CFE) Directorate to take forward the national Every Child Matters (ECM) agenda.

The LA's collaborative, inclusive and co-ordinated approach to meeting the needs of children and young people places it well to implement the ECM agenda, including the development of Children's Trust-like arrangements. Its Children and Young People's Plan 2006-2009 provides a comprehensive and effective blueprint for taking forward the ECM agenda and Kent has made very considerable progress in this respect.

In Kent, strategies and plans to support the special educational needs of children and young people are developed and operated in concert with the plans for meeting the needs of all other groups of children. Arrangements for planning and delivering services to this group of children are a key part of the Children and Young People's Plan. All that is set out within this publication should be seen within the context of the Children and Young People's Plan and the ECM agenda.

Clusters continue to play a pivotal role in the development of integrated children's services and serve as a vehicle for moving towards the development of children's trust-like arrangements. Kent is currently exploring local trust arrangements through three pathfinder clusters.

No document can adequately do justice or bring life to the full range of activity that relates to the work happening at both strategic and local level. This publication can provide an overview and a framework. Readers may wish to refer to more detailed policies from which the information in this publication is drawn. Sources are shown in the text and appendices, and can be obtained from the address below by application to Becca Harrison. Parents will also find Partnership with Parents (see paragraphs 2.1 to

2.10 below) a useful source of help and information. Other useful documents are available on Clusterweb.

This document should be reviewed on an annual basis and, where necessary, amended to reflect changes to the LA's arrangements and plans for meeting the special educational needs of children and young people. As Kent moves in 2008 towards firming up its Children's Trust arrangements, it is likely that next year's review will require some significant changes to be made to this publication.

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**Contents**

**Page**

<b>List of abbreviations</b>	<b>7</b>
<b>1 CONTEXT</b>	<b>8</b>
Introduction	
Promoting high standards	
Inclusion and improvement for all	
<b>2 PARTNERSHIP WORKING</b>	<b>11</b>
Parent/carer partnership	
Participation of children and young people	
Multi-agency partnership	
Local authority Regional Partnerships	
<b>3 IDENTIFYING NEED AND ARRANGING PROVISION</b>	<b>16</b>
Identifying children with special educational needs	
Early Years and School Action	
Early Years and School Action Plus	
Common Assessment Framework	
Lead Professional Role	
Statutory Action	
Making and maintaining Statements of Special Educational Needs	
When Statements are reviewed	
The need for differentiated and targeted interventions	
<b>4 SEN RESOURCES</b>	<b>28</b>
School based funding arrangements	
Funding retained by the LA	
Expertise and opportunities	
Training, advice and support for staff working with children with special educational needs	
<b>5 AUDITING, MONITORING, REVIEWING AND PROVISION DEVELOPMENT</b>	<b>35</b>
Auditing and monitoring	
Review and development	
Special school review	
Special school early years and post-16 provision	
Review of units and designations	
Early support programme	
14-19 strategy	
<b>6 COMMITMENT TO HIGH QUALITY PROVISION</b>	<b>41</b>
<b>Appendices</b>	<b>42</b>

## List of abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
AEN	Additional educational needs
AEN and R	Additional Educational Needs and Resources
ASK	Advisory Service Kent
AWPU	Age weighted pupil unit
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CBR	Cluster Based Review
CoP	Code of Practice
CPD	Continuing professional development
CYPP	Children and Young People's Plan
DIF	District Inclusion Forum
ECM	Every Child Matters
I & A Advisers	Inclusion & Achievement Advisers
IEP	Individual Education Plan
ITT	Initial teacher training
KCC	Kent County Council
LA	Local Authority
LPSA	Local Public Service Agreement
NC	National Curriculum
NCH	National Children's Homes
NFER	National Foundation for Educational Research
NPQH	National Professional Qualification for Headship
PwP	Partnership with Parents
QCA	Qualifications and Curriculum Agency
SBR	School Based Review
SEN	Special educational needs
SENCO	Special Educational Needs Co-ordinator
SENDist	SEN and Disability Tribunal

In this publication, the word (s) "child/children" should normally be read as "child/children and young person/people".

# 1 CONTEXT

## Introduction

- 1.1 Kent's SEN policies are informed by local and national guidance, as set out at Appendix 1, and are developed from an inter-agency and multi-disciplinary perspective.
- 1.2 Throughout its policies the LA and its partners aim to:
- Raise the attainment of children with SEN
  - Overcome barriers to learning
  - Promote inclusive education by supporting schools and other settings to increase their ability to meet the diverse needs of all learners and, wherever possible, within mainstream schools and settings
  - Provide sufficient special school places
  - Develop cluster lead schools and resourced mainstream provision for specific need types to ensure adequate provision to meet the needs of all those children whose needs are severe and complex and who live within the cluster
  - Reduce lengthy bureaucratic processes
  - Work in partnership with parents and other agencies in planning, commissioning and delivering appropriate provision
  - Involve children in identification, decision making and monitoring processes
  - Use principles of best value in providing and securing high quality provision and support in proportion to need through a policy of monitoring, challenge, support and intervention
- 1.3 While the information to be provided by LAs is specific in referring to special educational needs, the following points of clarification may be helpful:
- Special educational needs are viewed as part of the continuum of additional educational needs (AEN) and are most succinctly referred to as needs arising from barriers to learning. The significant links in children's lives (for example, between deprivation and low educational attainment, or teenage pregnancy and restricted attendance at school) are well known and often occur in parallel with what may be described formally as SEN. Consequently, within most of the LA's policies, the needs of children and proposals to meet them are described in more holistic terms than the legislation immediately implies.
  - Secondly, while a major part of the LA's SEN policy relates to work in school, it also relates to other learning environments and settings, from Portage Services in the home to pre-school provision to alternative curriculum opportunities provided by other agencies.

## Promoting high standards

- 1.4 KCC's Cabinet policy statement on the education of children and young people with SEN is attached at Appendix 2. This clearly sets out the Council's commitment to supporting and developing further a range of high quality

provision that includes both special, mainstream inclusion and units attached to mainstream schools (the units and designations review is now well under way and unit provision is being developed through the cluster lead school model). The Council's statement reaffirms the principle that every child is different and that parental choice is important and vital. Inclusion is viewed as an on-going process that is developing in line with local needs and priorities.

- 1.5 National and local priorities have been developed to raise the achievement of all children. These are embedded in KCC's current CYPP and reflected in the LPSA targets.
- 1.6 The CYPP 2006-2009 sets out a clear commitment to improving outcomes for children with learning difficulties and disabilities and to addressing their needs across all the ECM outcomes. The plan identifies the following outcomes for this group of children:
- An improved level of service offering a holistic approach to the needs of individual children and young people and their families and carers
  - Statements of SEN issued within 18 weeks of referral
  - Excellent transitional planning, with transition plans issued for all children with disabilities detailing a clear pathway to adulthood
  - Improved educational attainment
  - Pre-school children with AEN/SEN supported effectively in resourced settings
  - Increased number of pupils who start infant or primary school with a defined package of support to meet AEN/SEN
  - Increased take up of specialist training for early years preventative work by care and classroom assistants
  - Reduced number of appeals to SEN and Disability Tribunal
  - All children with AEN/SEN in employment, education and training after leaving school

### **Inclusion and improvement for all**

- 1.7 Education and training for all children is offered across a range and continuum of provision, including: mainstream and special nurseries; mainstream schools; cluster lead schools; special schools; and various flexible curriculum arrangements to meet the demands of the 14-19 agenda.
- 1.8 For children with special educational needs, the Special Educational Needs and Disability Act 2001 transformed the statutory framework into a positive endorsement of inclusion. It set out the duties of LAs and school governing bodies in the context of inclusion and School Improvement for all.
- 1.9 The Act established, for those parents who want it, a right to a mainstream place for their child, unless it is incompatible with the efficient education of other children with whom the child would be educated and there are no reasonable steps that could be taken to prevent the incompatibility. Many parents also exercise their right to express a preference for their child to attend a special school. Kent has firmly embedded all the requirements of this Act within its educational arrangements and procedures.



## 2 PARTNERSHIP WORKING

### Parent/carer partnership

- 2.1 The SEN Code of Practice requires every LA to have a Parent Partnership Service. In Kent the service is called Partnership with Parents which is funded by KCC but operates at “arms length” to the LA. It is an impartial and confidential service sited away from SEN services and with its own delegated budget. The services comprise paid staff and a group of volunteers. A steering group, with independent representation including a number of parents, monitors the service. The aim of the service is to empower parents to play an active and informed role in their child’s education. This is done through a range of flexible services working directly with parents, schools and services, as well as working strategically to increase parental involvement and improve practice.
- 2.2 **Partnership with Parents** believes *children thrive and achieve their full potential when all partners (parents and professionals) work together to plan appropriate interventions/educational provision. It promotes working together based upon mutual respect of feelings, opinions and values.*
- 2.3 Partnership with Parents in Kent (PwP) provides:
- An information, advice and support service to parents and carers of children with additional (including special) educational needs (AEN/SEN)
  - Trained volunteers to support parents/carers
  - Training and development to schools in working more effectively with parents/carers and evaluating practice.
  - Developing partnerships with voluntary organisations nationally and locally
  - Feedback to the LA to inform local policy and improve practice
  - Research and evaluation expertise that enables parents, children and young people to make a positive contribution to facilitate service improvements
  - Mediation/Disagreement Resolution Services
- 2.4 Parents/carers who call the Helpline receive a confidential service from well-trained staff, skilled in enabling and empowering them to make informed decisions about their child’s education.
- 2.5 PwP has a bank of trained volunteers who can provide 1:1 support for parents/carers who need help with paperwork, preparation for meetings, accompanying to meetings, in expressing their views or overcoming differences where there is a disagreement
- 2.6 Schools can access training from PwP in developing parent policies, managing meetings with parents, communicating with parents and building on, as well as further improving, their communication and conciliation skills. Additionally PwP can support schools in their self-evaluation of parental involvement.
- 2.7 PwP is commissioned by the LA to seek the views of parents, children and young people on a range of SEN services to inform improvements in those services.
- 2.8 The LA has a **Disagreement Resolution** strategy to try and avoid disagreements arising and, when they do, to resolve them as quickly as possible.

Disagreements can be between parents/carers and schools or the LA over SEN/AEN issues. As part of the LA's Disagreement Strategy, the principles and processes of mediation have been applied to the management of the statutory assessment process. The aim is to improve communication with parents and to support this by providing an ongoing training programme for LA officers in communication and conciliation skills.

- 2.9 Part of the process includes a local mediation service, which has been developed through the Partnership with Parents Service. All of the staff involved in this service are trained mediators.
- 2.10 An external mediation service is provided by Global Mediation UK. Kent LA (together with a number of other LAs in the South East) has contracted with Global Mediation (a national charity) through the Regional Partnerships (see paragraphs 2.21 to 2.23 below). This service is available to parents and carers if a disagreement is not resolved through the local service.

### **Participation of children and young people**

- 2.11 The LA, including schools, promotes high levels of participation of children with special educational needs through:
- Its Accessibility Strategy for children with disabilities (many will also have SEN) and promoting the development of strategies/plans by schools.
  - Individual Education Plans which promote greater levels of pupil involvement.
  - Ensuring children's views are taken into account at all levels of the SEN decision-making process.
  - Enabling independent advice from National Children's Homes (NCH) where a child is subject of a Tribunal Appeal.
  - Engaging children directly in consultation on important issues relevant to them – Kent has set up a Youth Council which is administered by the Youth and Community Unit
  - Surveying children by arrangements commissioned through NFER
  - NCH visits to children and young people in residential schools to provide them with a vehicle for voicing any concerns or complaints.
  - A legal expectation (Section 176 of the Education Act 2002) for schools and services to consult with children concerning matters that affect them

### **Multi-agency partnership**

- 2.12 Meeting the special educational needs of individual children and groups of children often requires flexible working with statutory and voluntary agencies. Kent has an excellent record of multi-agency and multi-disciplinary working and places a significant emphasis on supporting children and families through joint packages of education and care.
- 2.13 The main agencies and partnerships involved in supporting children with Special Educational Needs are:
- Kent County Council Children, Families and Education Directorate

- Schools and school Clusters
  - Strategic Health Authority and PCTs
  - Youth Offending Team/Youth Justice Board
  - Voluntary Agencies
  - Connexions
  - Learning and Skills Council
  - South East Regional Partnership
  - Kent Safeguarding Board
  - Kent Drug and Alcohol Action Team
  - Youth Service
  - Other multi-agency partnerships eg local Children Trust Pathfinders
- 2.14 Kent continues to support the development of clusters of schools working together with LA staff, other agencies and voluntary bodies to support children and families who live in the cluster area. The Local Education Officer has a key role within the cluster ensuring the co-ordination, and supporting the development, of local integrated services.
- 2.15 The County Council works with two Primary Care Trusts and the Strategic Health Authority. The Kent Children's Trust Board is responsible for strategic planning of Children's Services across the whole County, and is charged with delivering the Children & Young People's Plan. This board is a sub-group of the Kent Partnership. Kent is currently piloting local trust like arrangements through three pathfinder localities.
- 2.16 Child and Adolescent Mental Health Service in Kent (CAMHS) provides specialist interventions and assessment work with young people who have behavioural/and or mental health needs, and their carers/families. This important work is being supported further through locality multi-agency developments, locality early intervention/preventative initiatives and by the new LPSA 2 targets.
- 2.17 Child Development Centres in Kent bring together a wide range of professionals to support children with developmental difficulties, and their families. Professional advice and support available at these centres includes that from occupational therapists and physiotherapists, paediatric doctors, dieticians and educational psychologists. Portage is a multi-agency service that delivers early intervention programmes for children with developmental delay.
- 2.18 The District Inclusion Forum provides a district based multi-agency planning forum for children and young people whose needs are severe and complex and where the resources normally available locally are not appropriate or sufficient to meet the identified needs. The prime purpose of the DIF is to agree joint packages of support in a flexible and creative way to enable the child's needs to be fully met within the community. Through the function of the forum, gaps in service/provision are identified to inform future planning. Increasingly, clusters are running Cluster Based Reviews (CBR) which have a similar function to the DIFs but which operate at a more local level.
- 2.19 The County Council works very closely with the local Connexions Service, which has responsibility to work with all young people between the ages of 13 and 19. The Connexions service plays a critical part in transition planning for young

people with statements of SEN. The LA has close links with the Learning and Skills Council, which is responsible for the development, planning, funding and management of all post-16 education and training (except higher education) and Work-Based Training for young People. Of particular note is the full acceptance by the LSC of the arrangements planned for post-16 provision in Special Schools via the process of the Strategy Area Review.

- 2.20 At a strategic level, senior officers from the County Council jointly plan and work together on the Early Years and Childcare Development Partnership, the Drug and Alcohol Action Team, the Child Protection Committee and the Local Youth Justice Board.

### **Local Authority Regional Partnerships**

- 2.21 Kent is a member of the South East Regional Partnership, which is one of 9 Partnerships that cover all local authorities in England, established by the Department of Education and Skills (DfES). The work of the partnerships is focused around meeting the needs of vulnerable children. The DfES has defined the strategic priorities as follows:

- Bringing partners together on a voluntary basis to enable sharing of best practice regionally and nationally
- Supporting the development and delivery of key areas of national policy including safeguarding
- Working in partnership with Government Offices on the delivery of regional priorities
- Supporting the development of more inclusive policies and practices

- 2.22 There are 19 local authorities within the SE Regional Partnership, an area which is co-terminus with the area of the Government Office of the SE. Each Partnership has developed an Action Plan, implemented through identified projects and themes, in order to support the delivery of the above priorities. The SE Action Plan has been focusing on the following areas for development:

- Working more effectively with parents and carers, including the development of dispute resolution and mediation services and measures for assessing the impact of services
- Developing partnerships with the independent sector, supported by a shared database of schools and children's homes, to ensure robust and effective practices in relation to:
  - Annual increases in fees
  - Standard national contracts
  - Regional commissioning of provision
  - Joint developments to support outreach
  - Shared Monitoring and Inspection

- Monitoring and evaluation of SEN funding and services
- Benchmarking of SEN Spending across authorities
- Analysis of Out of Authority placements data across 133 local authorities (2007 participation rate)
- Annual Conferences focusing on national and regional themes

2.23 A number of task groups have been set up to take these developments forward and Kent is represented on all of them. The Partnership is currently developing impact measures to help it evaluate its current and future activities.

### **3 IDENTIFYING NEED AND ARRANGING PROVISION**

#### **Identifying children with special educational needs**

- 3.1 The SEN Code of practice provides guidance on the identification and assessment of children with SEN and emphasises the critical roles of schools and settings in this. Schools and settings identify and meet the needs of all children with special educational needs, including those with statements of SEN, with additional support from the LA and other agencies as appropriate.
- 3.2 All local mainstream schools have responsibility for making appropriate support arrangements and for welcoming all pupils into their schools (Accessibility Planning). The Human Rights Act and the SEN and Disability Act 2001, Inclusive Schooling and Accessible Schools 2002 reinforce the right for all children to be educated in mainstream schools.
- 3.3 The LA provides extensive guidance on criteria for each stage of the Code of Practice for each of the four dimensions of SEN as described in Appendix 3.
- 3.4 The LA supports schools in making arrangements for:
- The early identification of pupils with SEN, through use of Foundation Stage Profiles, performance monitoring against level descriptors and national literacy and numeracy objectives.
  - The development of systematic intervention, using a range strategies;
  - Methodical monitoring of pupils' progress
  - Self-evaluation of the school's performance in supporting pupils with SEN
- 3.5 The SEN Code of Practice states that referrals for statutory assessment should be required only in cases where the school and partner agencies, having tried their best, can not meet the child's needs to ensure appropriate progress. For most pupils, a statement of special educational need will not result in additional resources being made available to the school since this funding is already delegated to them. In very exceptional circumstances, as described in the published criteria, additional funding may be available for pupils with combinations of very high levels of need. Section 4, paragraph 4.11 gives further details about funding for very severe and complex needs. See Appendix 4. The arrangements for supporting children through this fund are currently under review as part of the Units and Designations Review.

#### **School and Early Years Action**

- 3.6 Parents, schools<sup>1</sup> and the LA are partners in ensuring the special needs of children are met. Schools are best placed to make decisions on the allocation and use of their own resources and to co-ordinate access to external resources in order to arrange appropriate provision. Schools need to ensure their SEN policy clearly sets out how resources are allocated to meet the needs of children

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<sup>1</sup> While references to schools throughout this document normally includes references to early years settings (except where it deals with delegated budgets), there is a specific reference to Early Years settings at the end of this section.

with SEN. Pupil progress is the key indicator, rather than the child's level of difficulty. The focus of the SEN Code of Practice is on removing the barriers to a child's progress through arranging provision that recognises the child's learning characteristics, modifies the learning environment and utilises a range of teaching styles.

3.7 Schools should establish provision for a child with SEN across the four strands of action as appropriate for their individual needs. The Kent Criteria include guidance regarding grouping for teaching purposes and curriculum and teaching methods. Schools may devise their own formula to allocate additional learning support time, but this will not be the only consideration. Some children may need fewer hours of learning or other support while others may need more. The actual amount must be sufficient to meet the provision set out in the IEP or other target setting arrangement.

3.8 The National Curriculum Inclusion Statement provides guidance regarding provision for all pupils and this is the context within which SEN provision is made:

- Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.
- The statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:-
  - Setting suitable learning challenges.
  - Responding to pupils' diverse learning needs.
  - Overcoming potential barriers to learning for individuals and groups of pupils.
- Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.
- Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

3.9 The IEP is used to record a child's agreed targets and strategies (provision) which are additional to or different from the differentiated curriculum normally available in the school. Since schools will vary in the extent to which they have developed differentiated curricula, the percentage and need types of pupils considered to be at School Action or School Action Plus may vary from school to school. In order to support schools in differentiating the curriculum for pupils at the earliest levels of attainment, the LA is promoting the use of the 8 differentiated levels of development in each subject of the curriculum developed by the QCA, pre-national curriculum Level 1 (P Levels).

- 3.10 Schools should arrange the **additional and different** provision required, enabling pupils with SEN to make reasonable progress. This might include:
- the provision of different learning materials or special equipment
  - group or individual support
  - extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
  - staff development and training
  - one-off or occasional advice on strategies, equipment or training from LA support services
- 3.11 The additional and different provision is specified in an IEP, and set in the context of the general flexibility of curriculum entitlement for all pupils. The class or subject teacher plans and implements the IEP. Schools must consult with /inform parents if an IEP is proposed and their child considered to be at School Action or School Action Plus.
- 3.12 In the interests of reducing bureaucracy, however, schools will need to make a judgement as to whether an IEP is necessary if the school can demonstrate that it has sound arrangements for monitoring the progress of pupils. In some circumstances it may also be appropriate to produce a 'group' IEP for particular types of intervention (see paragraphs 3.47 to 3.50 below on provision mapping).
- 3.13 The School Based Review (SBR) has proved a good forum to analyse whether the curriculum and IEP does meet the needs of pupils with SEN. By monitoring the progress of particular groups vulnerable to underachievement, the necessary adjustments to curriculum planning can be made. This is not simply a matter for the SEN department, but a matter for the school as a whole. Where they exist, CBRs are effective arrangements for planning and agreeing support for a child, drawing on the resource and expertise of the other schools in the cluster. Alternatively, the DIF provides an effective mechanism for arranging joint packages of support (see paragraph 2.18)
- 3.14 Groups which schools may wish to consider at risk of underachievement include children often absent or at risk of exclusion from schools and children from teenage or lone parents, families living in poverty, workless households, families living in temporary accommodation, parents with mental health, drugs or alcohol problems, families with a parent in prison or known to be engaged in criminal activity, families from minority ethnic communities, families of asylum seekers, parents with disabled children, and families with a disabled parent. The actions agreed for these groups at an SBR should inform the School Improvement Plan. This is particularly important, since the attainment of underachievers is a National Priority, which is linked to the LA's CYPP.
- 3.15 Provision at School Action is action taken to support a child or children, without recourse to direct support from other agencies. It includes action taken by school staff but also can include community action involving advice and training from a variety of sources, including other schools, specialist outreach services, educational support services and other agencies. This may lead to the commissioning of specific school improvement activities, which could involve a

number of support services/schools in partnership. Increasingly this commissioning will take place locally as the Kent Children's Trust develops.

3.16 In **pre-school** settings there should be a graduated response to meeting the needs of children. Early Years Action should be in place when those working day to day with the child, or the SENCO, identify that a child has SEN. The practitioner and the SENCO work together to provide appropriate interventions. These interventions are additional to or different from those provided as part of the setting's usual curriculum and strategies. An individual Education Plan will usually be set up. The approach will focus on:

- Assessment, planning and review
- Grouping for teaching
- Use of people available in the setting
- Curriculum and teaching methods

### **School and Early Years Action Plus**

3.17 Provision at School<sup>2</sup> Action Plus will add to and/or change the school strategies for support used under School Action, with specific involvement from external specialist services. Possible arrangements are described in the Kent Criteria (Appendix 3). The need for external agency involvement arises when a child's rate of progress is less than expected/appropriate or where the child has more complex needs requiring direct support from the other external agencies. It is important to realise and accept that children progress at different rates and that increased action does not necessarily achieve better pupil outcomes.

3.18 Support for schools from most LA services is now allocated into Cluster and centrally managed services. Cluster based staff include the following services:

- Local Education Officers
- Educational Psychologists
- Specialist Teachers (including those with specialisms in Cognition and Learning, Communication and Interaction, primary Behaviour, Physical and Sensory and Early Years)
- Education Welfare Officers
- Secondary Behaviour Service, including Pupil Referral Units (from September 2007)
- Alternative Curriculum Service (from September 2007)

3.19 Other services available to schools are:

- Psychology Service
- Adult Education Service
- Special Schools Outreach Services
- Minority Communities Achievement Service
- Joint Commissioning Service

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<sup>2</sup> While references to schools throughout this document normally includes references to early years settings (except where it deals with delegated budgets), there is a specific reference to Early Years settings towards the end of this section.

- Partnership with Parents
  - Schools Advisory Service (ASK)
  - Connexions
  - Youth Service
  - Children's Therapy Services
  - Special Teaching Service Strategic Service
  - Community/Health Services
  - Children's social care
- 3.20 CBRs are now developing well in response to schools' need to target cluster resources. The focus of the review is to provide strategic direction for AEN provision within the cluster, to manage effectively the time allocation for cluster based staff and to support the planning for any child or young person where the school, using all its resources, has not been successful in meeting the needs.
- 3.21 While Early Years Action within **pre-school** settings will meet the needs of many children, if the child does not make adequate progress the SENCO may need advice/support from external agencies. Early Years Action Plus will include additional or different strategies to those provided for the child through Early Years Action and a new IEP will usually be set up. The approach will follow the same outline as described at paragraph 3.16 but strategies and interventions will usually be planned in consultation with external sources of advice and support.
- 3.22 Decisions about individual pre-school pupils are to be taken with other agencies and services at the Multi-agency Early Years Meeting (MAEYM), SBR, Early Support Intake Meeting, or CBR. These reviews are also to be used to develop policy and practice for SEN within the school and pre-school setting by reviewing whole-school/setting practice where there are areas of concern. Information gathered through these reviews will contribute to the needs analysis and business planning process of the schools' cluster groups.
- 3.23 Some of the work of support services will provide the training necessary for school and setting staff to make appropriate provision, to support the development of the curriculum, or to provide more effective learning opportunities for all pupils. Support Service staff may work with individuals, groups or whole classes of children, or more indirectly by providing advice, support or training for individual, groups or whole school/setting staff teams. A recent development has been the Early Support Programme developed in response to a government initiative for children under 5 and their families (see paragraphs 5.26 – 5.27).
- 3.24 If provision is effective, expected pupil progress should be achieved and the need to undertake actions which are additional to or different from the usual differentiated curriculum, reduced. In this way the numbers of pupils requiring intervention at School/Early Years Action or School/Early Years Action plus, should be kept to a minimum. The key indicator for decision making is the progress the pupil makes.

### **Common Assessment Framework (CAF)**

- 3.25 The CAF is a multi-agency assessment tool for use in early intervention. It is a framework that will be used as a tool to support practice and it will enable and

encourage information held by agencies to follow the child. It will help build engagement with families and start the process of change whilst helping practitioners to organise their thinking. Kent is currently in the process of considering draft guidance and procedures with a view to developing a model for piloting within the Children's Trust Pathfinder areas before being rolled out across the county.

### **Lead Professional**

- 3.26 The lead professional is not a new role or job title but a set of functions that need to be incorporated across the children's workforce and carried out for any child or young person receiving integrated support. The function aims to ensure that services are co-ordinated, coherent and achieving intended outcomes. The identified lead professional will act as a single point of contact, reducing overlap and ensuring consistency.

### **Statutory Action**

- 3.27 The support strands set out in the SEN Code of Practice represent a preventative process and for the majority of children with SEN, School/Early Years Action or School/Early Years Action Plus will enable them to make expected progress. For some children, the school/setting may be able to move them from School/Early Years Action Plus to School/Early Years Action or, in some cases, to stop making special educational provision altogether.
- 3.28 There will be a small group of children for whom schools/settings will not be able to meet their needs through School/Early Years Action/Action Plus, even with direct support from the external agencies. In these cases, the LA has a statutory duty to determine whether it is necessary to carry out a statutory assessment of the child's special educational needs.
- 3.29 In accordance with the requirements of the SEN Code of Practice, the LA has developed and implemented criteria (see Appendix 3) for special educational needs based on the four dimensions of need. These criteria assist schools/settings and all professionals concerned, including those from other agencies, to determine whether School/Early Years Action, School/Early Years Action Plus or Statutory Action may be required to meet a child's needs. The process of assessment is on-going, forming the basis of decisions about the actions that need to be undertaken to meet the SEN of individual children/groups of children.
- 3.30 In parallel with the application of these criteria, the LA delegates resources to Kent mainstream schools for supporting pupils at School Action, School Action Plus and at Statutory Action. This obviates the need for a school to make requests to have a child statutorily assessed to secure resources, thus enabling a more efficient, effective and seamless approach to meeting the child's needs. The LA has also introduced a delegated contingency funding scheme for pupils with very severe and complex needs who are on roll in mainstream schools (see paragraph 4.11 and Appendix 4). These arrangements are under review, however, as part of the Units and Designations Review.

- 3.31 A school, setting, parent or other agency can ask the LA to carry out a statutory assessment of a child's special needs. The LA must decide whether a statutory assessment is necessary using evidence provided by the school or setting, and taking account of the parent or carer's views. The evidence is considered by the Area County Panel, which comprises the Area AEN Manager (Chair), a Senior Educational Psychologist, an Area Inclusion and Achievement Adviser, a representative from the Specialist Teaching Service, and a head teacher representative.
- 3.32 In providing evidence for statutory assessment referrals, a school or setting should have regard to the statutory assessment criteria as set out at Appendix 3 and should make evidence available to the County Panel that:
- Describes the child's presenting needs and any diagnosis
  - Sets out clearly the child's levels of attainment and what progress the child has made over the previous 2/3 years, or more if appropriate
  - Demonstrates the strategies and interventions implemented and planned, including the involvement of various professionals and agencies
  - Provides completed Behaviour or Communication and Interaction Scales where the child has behavioural or communication and interaction difficulties respectively

### **Making and maintaining Statements of Special Educational Need**

- 3.33 Once a decision is taken to carry out an assessment, advice is sought from all of the professionals involved with the child:
- The parents/carers
  - The school/setting<sup>3</sup>
  - The educational psychologist
  - The Medical Officer
  - Any other professionals involved eg a speech therapist
  - The child .

Again, the advice and assessments provided are considered by the Area County Panel and a decision is taken on whether to issue a Statement of SEN.

- 3.34 If the Panel agrees the child needs a Statement, it ensures that the Statement appropriately describes the child's needs and the provision required to meet those needs. The LA must then send a proposed Statement to the parent/carer who has a right to make representations about the content of the Statement and to express a preference for a maintained school where the child has reached statutory school age. When appropriate representations have been made and considered, the final Statement, with any necessary changes, is issued to the parent/care and school and also to all professional who provided advice.
- 3.35 If parents express a wish to their child to be educated in a mainstream school, the LA **must** comply with that wish unless it would not be compatible with the

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<sup>3</sup> The school/setting is asked to complete an Appendix B form at the referral stage and need not send any further information for the assessment unless they wish to up-date what has already been provided.

efficient education of other children with whom the child would be educated. Where parents express a wish for their child to be educated in a *specific* maintained school, the LA must comply unless the preference is unsuitable in terms of the child's age, ability or aptitude, or special needs, or it is incompatible with the efficient use of resources or the provision of efficient education for other children with whom the child would be educated.

- 3.36 If a decision is taken not to issue a Statement, the LA will notify the parents within two weeks of that decision and will usually issue a Note in Lieu. This is a document that, whilst not statutory, describes the child's needs and arrangements for meeting those needs and helps to clarify for parents and those who work with the child, his/her needs and how they should be met.
- 3.37 Parents have the right of appeal to the SEN and Disability Tribunal (SENDIST) when a Statement is not issued, or when a Statement is issued and the parent is unhappy with the content of the Statement or the school named. In any cases where there are disagreements with the LA about the decisions taken, the LA continues to work to resolve them through conciliation or mediation, involving the school/setting in this process.
- 3.38 Throughout the process the LA keeps parents informed and listens to their views. If necessary, disagreements are addressed through a process of disagreement resolution and, if the parent wants it, formal external mediation (see paragraphs 2.1 – 2.10).
- 3.39 The process and timetable for carrying out statutory assessment and issuing a Statement are set out in the SEN Code of Practice. Strict timescales have to be adhered to and Kent takes compliance with these timescales very seriously. In summary, LA's should take no more than 18 weeks from the date of referral to the date of issue of the draft Statement (except where there are exceptions as set out in the Code). From referral to the issue of the final Statement should take no longer than 26 weeks. The performance of LAs is measured through national performance indicators and Kent's performs in this respect is in the top quartile of LAs.
- 3.40 The LA maintains<sup>4</sup> some 6,980 Statements of Special Educational Needs, of which just over 600 are for children from other local authorities. Of the 6,980 children with statements, approximately 2,600 attend Kent's Special Schools and approximately 4,100 attend Kent mainstream schools. For the remaining children with statements (approximately 250), Kent Schools cannot fully meet their needs, and they are placed, in line with their parents' wishes, in provision the non-maintained sector both within Kent and in the area of other Authorities.

#### **When Statements are reviewed**

- 3.41 The formal mechanism for reviewing Statements is the Annual Review process and revised guidance on this was issued to schools in March 2004. The process complies with the SEN Code of Practice and the Toolkit on conducting Annual reviews that forms part of the Code. It is important that the objectives are

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<sup>4</sup> Figures as at April 2007

- thoroughly reviewed at this stage to gauge the degree to which they have been met. Where objectives have been met the Statement is rescinded. Where needs have changed, the school/setting should give careful consideration to any adjustments required to teaching strategies and support.
- 3.42 If a school/setting is unable to meet the child's needs, it should call an early Annual Review. In these cases, schools should make use of all of the resources available, including special school and other school outreach services. Schools should also seek advice and support through the CBR where this operates. Where CBRs are not fully operational, and where a child or young person's needs are severe and complex, schools are encouraged to refer them to the DIF for discussion and planning when they need access to resources that are not available through their own or cluster resources.
- 3.43 In all cases, where a Statement is amended following a review, parents have a right of appeal to the SENDIST if they are unhappy with the content of, or the school named in, the Statement. Again, the LA always works through conciliation and mediation to try to resolve any disagreements with parents.
- 3.44 While the LA is committed to working within the SEN Code of Practice and works hard to improve its performance in meeting statutory timescales, it is also aware of the need to incorporate the wider dimensions of social inclusion into its thinking about policy for pupils with SEN.

#### **The need for differentiated and targeted interventions**

- 3.45 Provision is sometimes expressed in terms of hours of support for a child, with less emphasis on who delivers the support and what it is to achieve. However, direct one-to-one support for a child is often not in the child's best interests as it does not support an inclusive approach and encourages dependency. This approach has tended to direct attention to only one strand of the package of provision often provided in school for a child with SEN.
- 3.46 Schools are required to describe more fully within the child's IEP, the variety of actions taken across all the strands and these should represent actions that are set out in the range of provisions that the school makes for children with special educational needs (provision mapping - see paragraphs 3.47 to 3.50). It is not sufficient, therefore, to describe a child's provision in terms of the number of hours of support to which he/she has access, particularly on a one-to-one basis. While the actions must be quantified where necessary and appropriate, the focus should be on what is to be achieved through this investment in time and the use of alternative approaches.
- 3.47 Schools are encouraged to produce a '**provision map**' that sets out the detailed arrangements for the range of 'additional to and different from' support the school gives to children with special educational needs. The ability to target all available resources effectively and efficiently across the whole school in support of individual pupils and groups of pupils, is a fundamental part of the SENCO's role. This is not an easy task. Tracking the use of resources across year groups and evaluating its impact is essential, however, if all children are to be treated

equally. The most recent ‘tool’ available to help SENCOs to do this is ‘provision mapping’.

3.48 Provision mapping is

- A management tool to detail the range of ‘additional to and different from’ support a school gives to children with special educational needs.
- A mechanism to encourage schools to audit children’s needs at all levels of the SEN Code of Practice, and to plan systematically how best to make the provisions that will be required to meet these identified needs.
- A mechanism that enables a school to develop their inclusive provision

3.49 A provision map sets out the resources used in each year group, both adult time and activity. For example, Year 5:

Handwriting skills small group (1x1 hour)	1:1	LSA	1 hour	£219.45 (19 weeks)
Numeracy – small set (5 x 1 hour)	18:1	Teacher (DH)	5 hours	£9064.90
Numeracy – small set (5 x 1 hour)	8:1	Teacher and LSA	5 hours 5 hours	£7071.80 £2194.50

This enables the school to evaluate more effectively and more easily how it is using its resources and reduces bureaucracy by reducing the requirement for detailed IEPs.

3.50 The DfES has produced guidance on Provision Mapping and Management in its document *Leading on Inclusion* which contains a range of examples of good practice. The LA has also written guidance entitled *Provision Mapping and Management for Primary Schools and Provision Mapping and Management for Secondary Schools* and these documents can be found on Clusterweb. The LA offers training to clusters, individual schools and SENCOs through commissions to the Inclusion and Achievement Team and through the ‘ten modules of training’ provided to SENCOs, School Leaders and Managers

3.51 Schools should always consider:

- the relative performance of particular groups of children or individuals against the peer cohort. This may be measured by a broad range of indicators such as making progress against targets based on prior attainment, attendance, exclusion, etc. Each year, schools receive value-added data that compares the progress of pupils with SEN against the whole pupil cohort from one key stage to another. Schools are asked to ensure this information informs their whole school review of pupil achievement to set appropriate school level targets.

- satisfaction of parents (and where appropriate children) with support
- the benefits of early intervention and preventative work as opposed to remedying more advanced difficulties at a later stage
- the improved educational attainment of children in receipt of special educational provision
- the positive relationship between inclusive schools and the improved performance of all children in the school

3.52 Schools should not assume that an increase in a child's SEN (or even their time in school) necessarily calls for an increased level of resource required to meet their needs although this may be the case. All schools need to provide:

- Increased curriculum differentiation and a variety of approaches to maximise the achievement of all pupils. These kinds of arrangements apply to all children and are not confined to special education provision (CoP 5:17 and 6.17).
- Suitable learning challenges which respond to pupil's diverse needs and overcome barriers to learning and assessment (NC 2000).
- A graduated response which makes full use of all available classroom and school resources, including the use of ICT (COP 5:20 and 6.22).

The need for these measures and advice may obviate specific additional resourcing. Advice may also be sought from the Inclusion and Achievement Advisers (ASK), on best use of resources.

3.53 For many children with special needs, particularly those with severe and complex needs, schools and the LA need to work with other agencies to plan carefully provision for children and young people at all transition stages. This is particularly vital when the child or young person is moving from one type of provision to another or out of education to the community or into some form of sheltered or residential accommodation. The LA is currently working with the other agencies to develop protocols and good practice guidelines to improve the process for planning and co-ordinating key transition phases for children and young people and this is reflected as a key target within Kent's *Towards 2010* plan.

3.54 For those children who have statements of Special Educational Needs, the SEN Code of Practice sets out clear guidelines for planning and managing key transition stages in the child or young person's education through the Annual Review process. The LA and schools have a statutory duty to ensure that Statements are subject to effective review and action in advance of these times.



## 4 SEN RESOURCES

4.1 Schools are currently resourced to provide high quality education for all pupils including those with SEN. They are inspected by Ofsted against National Curriculum and Inclusive Education Guidance. The particular needs of pupils with AEN/SEN must be met and schools are expected to use not only the resources directly available through delegation but to collaborate with other schools through the cluster arrangements to use all resources to best effect, including the use of specialist outreach services. Resource deployment will depend on a number of factors. These include:

- size of budget
- size of school
- age range of pupils
- type and level of need within the school
- number of statements and IEPs to be managed
- number of staff to be managed
- management structure
- expertise of staff
- LA resources available to the school

### School based funding arrangements

4.2 The Funding arrangements for SEN in Kent and advice on School Action, School Plus and Statutory Action (through the Kent Criteria, April 2002) are the main determinants of how provision for children with SEN is planned.

4.3 Until April 2001, SEN funding in Kent was allocated according to a SEN profile of needs relative to the 1994 Code of Practice. Each school's profile was calculated from the latest moderated SEN audit submission. From April 2001, funding arrangements have been changed to remove the acknowledged perverse incentive of identifying need to attract additional resources. The changes have been phased in over four years for primary schools and two years for secondary schools. The new formula is based in Additional Educational Needs (AEN) using low prior attainment and range of social factors as a close proxy for SEN.

4.4 **Low prior attainment** is measured from baseline assessment for infant age pupils, end of Key Stage 1 for junior age pupils and end of Key Stage 2 for statutory age secondary pupils. There is no low prior attainment funding for sixth form pupils. Low prior attainment is measured for all children in the relevant age group by matching their attainment using their unique pupil number (UPN). The information is updated each year to take account of the new children and those that have left or transferred to other schools. Children who cannot be identified from their UPN or those who were absent or disapplied from the tests are ignored.

4.5 The resulting percentage of pupils with matched records is applied to the total funded roll for the relevant age group to determine the number of pupils with low prior attainment for the AEN formula. The percentage of infant children with low prior attainment for 2004/05 and 2005/06 has been frozen at the levels used for the 2003/04 budgets (based on the baseline assessment of children in 2000/01

and 2001/02 school years). Low prior attainment funding is allocated on 3 levels in the ratio of 1:5:15 with the highest funding per pupils for those children 3 levels below expected. 75% of the overall delegated funding to schools for AEN is allocated according to low prior attainment.

4.6 **Social factors** take into account six measures:

- Number of pupils eligible for a free midday meal
- Deprivation indices for pupils' home addresses
- Number of children looked after by authority
- Number of children without English as their main language
- Number of traveller children
- Number of refugee children

4.7 The number of pupils eligible for **a free meal** is based on those identified in the annual census divided by the full time roll. The resulting percentage is multiplied by the total funded roll (including sixth form students) to determine the number of pupils for this element of the AEN formula.

4.8 The number of pupils qualifying for the deprivation factor is calculated using local **indices of deprivation**. The **postal address** for each child in the school is matched to its national census super output area. The indices for each child are totalled by the number of children to determine the average for the school. The average indices are weighed on a sliding scale applying a higher weighting to the more deprived areas. The weighted average index for each school is multiplied by the total roll used for pupil-led allocations. The weighted pupil numbers are scaled by a County factor to determine the number of pupils in each school used for this factor. The scaling factor ensures that across the County there are the same numbers of pupils for the deprivation factor as those funded for free school meal eligibility.

4.9 The number of **pupils without English** as a first language, the number of looked after children and the number of **traveller children** are identified from PLASC. The number of **refugee children** are identified from the authority's records. In each case the number of children is multiplied by the funding rate for the appropriate phase. 25% of AEN funding is allocated according to the six social factors.

4.10 The **funding for Teaching Assistants (TA) and Tutors** to support pupils with statements of SEN is allocated separately. All schools receive a fixed lump sum allocation that represents the average costs of supporting a statement in Primary and secondary schools. Schools also receive an allocation using the same low prior attainment and social factors described above.. Funding was first delegated to secondary schools in April 2001 and primary schools from April 2002.

4.11 **Children with statements for very severe and complex needs** are funded according to their band of need. Pupils are identified according to 1 of 12 bands. Funding is allocated as a fixed tariff for the band and represents the average cost of supporting all the children within that band. Funding was initially allocated for children identified from the authority's SEN database according to their primary need type and the hours in the statement. Funding for new children identified

after responsibility was delegated is based on those approved by a panel of head teachers according to published criteria. Funding is initially allocated from a contingency fund in the first year and is included in the formula for each subsequent year that the child remains on the school roll. Very severe and complex needs funding is only recovered if the child transfers school during the first year or is permanently excluded. Very severe and complex needs funding does not transfer with the child when they change school except for transfers between separate infant and junior schools. Schools taking children from other schools would have to reapply to the panel of head teachers (see Appendix 4). The arrangements for supporting children through this funding are the subject of a review as part of the Units and Designations Review.

- 4.12 Funding for **children in SEN units and special schools** is allocated via separate formulae based on the number of places in the unit or school. The arrangements for supporting children in units and designations are currently under review.
- 4.13 Additional funding is allocated to a limited number of **schools with the highest social deprivation**. Funding is allocated to the 60 primary and 20 secondary schools in the most challenging circumstances. Challenging circumstances are determined as those schools with the highest levels of AEN funding per pupil. Funding is allocated to the 20 primary schools and 10 secondary schools with the highest challenge as an equal amount per pupil funded for the average age weighted pupil allocations (excluding sixth form students). The next 40 primary and 20 secondary schools receive a lesser amount per pupil on a tapered scale according to their relative challenge. Additional deprivation funding is also allocated to the 15% of schools with the highest number of pupils eligible for free meals and to those schools with refugee children. In each case funded is allocated according to the number of qualifying pupils.
- 4.14 The SEN CoP (5:35 and 6:38) suggests that it is good practice for the cost of the SENCO to be set against the school's base budget (AWPU) rather than against additional funds delegated to meet SEN.
- 4.15 *The LA expects that school based funding will normally secure appropriate **SENCO provision**, SEN staff training and resources as identified on individual Education Plans.* Governing bodies are required to account for this through Kent's Financial Scheme for delegated management arrangements. The Financial Scheme includes a comprehensive description of all the formula factors including those covered in this guidance.
- 4.16 There is a range of options for schools to take when deciding how to use their SEN delegated budgets. There is no single **spending plan** that would guarantee success or would be appropriate in every case.
- 4.17 The formula for allocating funding to schools uses a method that ensures equitable distribution. It does not reflect a 'cap' on AEN spending. Schools will experience peaks and troughs and are expected to manage these changes from within the totality of their delegated budget, including funds available in reserves that are not earmarked for specific projects. Schools need to ensure that they meet the highest priority need first (see Section 3, paragraphs 3.47 to 3.50).

## **Funding retained by the LA**

4.18 Most of the funding and resources to meet the needs of children with AEN and SEN is already delegated or devolved to schools. The LA remains responsible for:

- Funding LA support services including the Advisory Service Kent, Education Psychology Service, some centrally employed Specialist Teaching Service
- Contributing to the cost of highly specialist equipment for those children and young people whose full access to the curriculum would otherwise be prevented.
- Ensuring that the appropriate statutory agencies provide services to schools, parents and pupils such as speech and language therapy.
- Statutory assessment processes, arranging assessment or other places in special schools, managing the process for the allocation of contingency funding to meet pupils' very severe and complex needs, arranging and managing out-County placement purchase where necessary (a fuller list can be made available on request).
- Commissioning and purchasing special needs transport

## **Expertise and opportunities**

4.19 The LA considers resources in the widest possible sense to include staff time and/or expertise, information, equipment, worksheets, specialist advice, buildings, budgets and so on.

4.20 Independent learning is facilitated by a range of means (CoP 5:49 and 6.57). Support may be delivered individually or in a group setting and may be provided through various routes including:

- Volunteers including parents
- Classroom or teaching assistants and class teachers
- LA Support Service staff e.g. Cognition & Learning, Behaviour Support teachers
- Speech Therapists or Physiotherapists
- Early Years Service e.g. Portage, Child Development Centres
- Liaison time with pupils, parents and other agencies
- Staff training
- Other pupils eg buddies, mentors, older or more able pupils as learning tutors

4.21 As well as special support from Cluster-based LA support staff, expertise and support is commissioned by and provided from sources including:

- LA centrally managed services
- Family Liaison Officers
- Special schools and units/designations outreach/inclusion services

- Adult Education Service
- Advisory Service Kent
- Connexions Service
- Youth Service
- LA funded communication and interaction outreach services
- Children's therapy services
- Community Paediatric, and Child and Adolescent Mental Health Services
- Social Services

4.22 The development of clusters has presented more opportunities for **multi-disciplinary approaches** to the planning and delivery of provision for children and young people. Partners are improving joint working arrangements for individual children, individual schools and groups of schools. The Local Education Officer plays a key role in ensuring the co-ordination, and supporting the development and planning, of local integrated services.

4.23 The LA is committed to delivering the government agenda in respect of the **use of ICT** in the provision for children with special educational needs. An SEN ICT Strategic Manager, through joint working with other partners, delivers a strategy for ICT which promotes the teaching and learning of pupils with SEN and disabilities through the use of ICT and the identification and dissemination of best practice to provide increased curriculum access. The ICT Strategic Manager:

- Works to a ICT development plan
- Leads on planning for capital investment and external funding procurement
- Provides professional leadership in the use of ICT to enhance curriculum access
- Works to establish effective working practices with other services/agencies and divisions
- Is developing and managing an audit of ICT skills

### **Training, advice and support for staff working with children with special educational needs**

4.24 For schools to be inclusive, in line with the statutory statement on inclusion in the National Curriculum 2000, professional development for teachers and teaching assistants is essential. It is essential for teachers to feel confident in personalising the curriculum and their teaching to match pupils' differing needs, learning styles, and linguistic and cultural backgrounds. They require training on alternative ways for:

- pupils to access tasks;
- using flexible grouping arrangements;
- managing pupils that have challenging behaviour;
- organising teaching assistants' support for pupils;
- ensuring development opportunities for support staff through CPD;
- setting targets and tracking pupils' progress toward their goals, including the use of P levels;
- and working in partnership with parents.

- 4.25 Professional development has a key role to play within inclusive education and is promoted through the following:
- professional development to support inclusion is featured in most priorities in Kent's CFE Business Plan
  - LA training for school-based (teaching and non-teaching) staff and governors, parents/carers, LA staff and multi-agency partners, and Members of the County Council
  - the Code of Practice highlights the need for training of all staff to ensure that all teachers are teachers of SEN.
- 4.26 The government's SEN Strategy, Removing Barriers to Achievement (2004), outlines its expectations for teacher training at all levels, ITT to NPQH. Within this it defines three layers of skills; **core** (for all teachers in all schools), **advanced** (for some teachers in all schools) and **specialist** (for teachers in some local schools). Kent's Training Framework incorporates all of these levels.
- 4.27 Kent has published on Clusterweb an SEN Training Manual which concentrates on ensuring an appropriate level of competency in skill, knowledge and understanding to support specific groups of children and young people within the four dimensions of need outlined in the SEN Code of Practice 2001. **Communication and interaction; behaviour, emotional and social development need; cognition and learning; and sensory and/or physical.** It also pays particular attention to the needs of the **Special Educational Needs Co-ordinator and to those responsible for care.**
- 4.28 The Framework informs teachers and support staff of the training opportunities available in Kent. Each dimension is organised in sequence from early foundation or awareness training, through 'core activity' to more advanced or 'specialist' knowledge. These are referred to as development pathways.
- 4.29 It is envisaged that other courses offered by Kent services, such as Special School Outreach Services, Cluster Lead Schools, the Specialist Teaching Service and Kent Psychology Service, or independent providers can be aligned to the 'pathway'. This offers teachers, SENCOs, teaching assistants and care workers, and in some instances parents, greater flexibility in building a portfolio of training.
- 4.30 Other training exists for SEN Governors and for the broader spectrum of additional educational needs, and this is set out elsewhere.
- 4.31 Within the new structure of Children, Families and Education there is a cohesive framework of training in relation to meeting needs of children with an educational and medical dimension e.g. autism, ADHD and where care and educational needs exist. All partners within CFE engage with others in planning for meeting the needs of Looked After Children and providing multi-agency packages of support to meet needs locally.
- 4.32 The LA works closely with Canterbury Christ Church University and other institutes of Higher Education to co-ordinate training delivery. The audience for professional development activity includes Governors and schools (both teaching

and non-teaching staff). Centrally delivered training for non teaching staff is organised by the Learning and Development unit and includes induction for newly appointed Teacher Assistants.

- 4.33 A particular focus of this joint work is the development of SENCOs and to this end Kent LA and Christ Church University College have made a joint appointment. This person works both with lecturers at the University College and within the I and A team of advisers, to develop induction, modular training and advanced courses for SENCOs. These cover a range of needs such as understanding data, tracking pupil progress, provision mapping and a range of programmes associated with meeting communication and interaction needs.
- 4.34 The LA has established a training and support programme “Improving Together Network”. Schools can keep up to date with all matters relating to raising standards, including SEN issues, through regular breakfast and twilight meetings. Schools are free to choose providers beyond Kent. Sessions for school SENCOs are particularly valued.

## **5 AUDITING, MONITORING, REVIEWING AND PROVISION DEVELOPMENT**

- 5.1 Admissions of children with SEN without a statement to maintained schools is covered in the DfES guidance "Code of Practice – School Admissions".
- 5.2 For all community and voluntary controlled schools, a common admissions policy operates. Admissions of children with SEN but without statements are determined and controlled by the LA and, in determining those admissions, the LA does not use special educational needs as a criterion to refuse a place to a child or young person. There is also a duty to ensure that admissions arrangements comply with disability legislation.
- 5.3 For children and young people with SEN but without statements seeking a place in a foundation or voluntary-aided school, the schools determine the over-subscription criteria to be applied in the admissions process. These schools have their own admissions arrangements but they may not refuse to admit a child or young person because he/she has special educational needs and they must comply with the requirements of the legislation on disability in their arrangements for admissions.
- 5.4 The LA arrangements for monitoring the identification of pupils at School Action Plus and the progress that they make is linked to a central database that records data from the Pupil Level Annual Schools Census (PLASC) return. This information is conveyed to schools and officers via the AEN/SEN Annual Return (see paragraph 5.12).
- 5.5 The Admission of children with statements is covered by the SEN Code of Practice and is monitored by the AEN and R Team. If the LA names a school in a Statement, the school must admit, although the LA must consult the school first. If necessary (and as a last resort), the Managing Director of CFE or his representative will instruct a school to admit a pupil with a Statement in order to ensure compliance with the SEN Code.
- 5.6 All admissions authorities give priority to Looked After Children (many of whom have SEN). In addition, joint working between Education, Social Services and Health is taking place within the framework of CFE to streamline and co-ordinate transition planning at various key stages in the child's life.
- 5.7 A fundamental aspect of supporting the aspiration of smooth transition for all children with AEN/SEN is the training of SENCOs Year heads and/or Key Stage managers in both primary and secondary schools to ensure that planning for secondary transfer commences effectively in Year 5.
- 5.8 While the admission of children with SEN to school is an important LA function, the monitoring of attendance and exclusion practices must complement it. A new database is in place to enable the LA to deploy its resources to maximum effectiveness by enabling accurate analysis of a wide range of information about pupils with statements and other needs.
- 5.9 Both the LA and each individual school have a duty to review their provision for SEN. A Self Evaluation Tool Kit for Learners with Learning Difficulties and

Disabilities (learning difficulties covers SEN) has been developed by a group of officers and practitioners to guide and simplify this process.

- 5.10 The process is aligned to the Ofsted Self Evaluation Form(SEF) and the Ofsted inspection framework (Sept 2005). It allows for judgements to be made against a range of criteria and evidence to be identified. An overall profile is produced of strengths and development needs that can feed into the School Improvement planning cycle.
- 5.11 The Inclusion and Achievement advisers scrutinise **OfSTED reports**, national and local performance data and conduct monitoring visits to all educational settings, including out-of-county provision. They provide training on key aspects of strengthening provision.
- 5.12 **Progress rates of pupils with SEN** are set against those for the whole cohort, using national curriculum end of key stage assessments expressed as 'residuals'. There is a robust procedure for the moderation of P levels. Schools are made aware of levels of school performance that can trigger concern and this information is part of the discussion that takes place annually between the LA and the school on school improvement
- 5.13 The **Provision Evaluation Officer's (PEO) role** focuses on children placed in the independent and non-maintained sector, including children who are looked after by the LA. The PEO:
- Monitors the practice, provision and deployment of resources for children and young people with statements of SEN and provide data for evaluation purposes.
  - Monitors and evaluates the outcome of the provision in the Statement of Special Educational (SSEN) on the progress of individual pupils against their educational and non-educational targets.
  - Monitors and inspects schools on behalf of other LAs in the Regional Partnerships as part of joint reciprocal arrangements
- 5.14 **Other officers** that contribute to the auditing, planning, monitoring and reviewing provision include:
- Specialist Teaching Services (representing the four dimensions of SEN with the addition of Education Welfare Officers and the Early Years AEN Service)
  - Care Standards Officer
  - Looked After Children Advisers
  - Drugs Advisers
  - Educational Psychologists

## Special School Review

5.15 Special school provision was reviewed 2002/03 in order to match current and emerging needs to available provision and resources.

5.16 The overall aim of the review was:

“To secure provision for all Kent children with special educational needs that provides them with a quality education meeting their educational, health and social care needs within or as close as possible to their home and community setting”.

5.17 The wider objectives and principles for change are to:

- Provide more special school places in some categories of need.
- Increase in-County provision for children with SEN otherwise needing out-County placements and to reduce the residential placement of pupils.
- Increase inclusion of pupils with lower levels of need in mainstream schools and units and reduce numbers of special school places in parallel.
- Provide pupils with more flexible placements of shorter duration in special schools in partnership with mainstream schools with access for younger children.
- Pool budgets for integrated care, education and health support for meeting children’s needs locally in a much more flexible way than is currently possible.
- Enable special schools and units to be supported operationally by other agencies.
- Create equity of access to special schools across the County in proportion to need trends.
- Recognise and build on quality, including maintaining the skills of excellent staff, within special schools and units attached to mainstream schools and other specialist staff within the LA and other partner agencies.
- Create only that change to the current systems of each of the three main agencies that is needed to bring these aims into play, and generate least disruption for children and their families.

5.18 The review has resulted in a phased process of change, which is currently being implemented. The change, including all building works, is expected to be completed by the Spring 2010. The current capital cost for the review is £105m: the County Council has committed £85m to funding it, the remaining £20m being provided through the rolling out of the Building Schools for the Future programme in Gravesham and Thanet.

## **The role of special school early years and post-16 provision**

- 5.19 The proposal, approved by the Strategic Director in June 2005, was that provision would be made for the 0.5% of pupils with the most profound and severe learning difficulties within the localities of the 11 District Special Schools for profound, severe and complex needs (PSC), as designated in the Special School Review. This provision will ensure greater equity of access to education for 3-5 year old children with profound and severe learning difficulties across the county, and supports responses to the Kent Early Years Strategy for Children with Special Educational Needs consultation document (December 2003).
- 5.20 The provision, governance and accountability arrangements are planned within the context of Kent's development of Clusters, extended schools, children's centres and wider multi-agency collaborative working. The current position shows that of the 11 District PSC Special Schools, 5 have education provision for early years on site, 3 have provision off site, 1 has alternative provision within its locality of which it is involved in governance, and 2 are currently developing proposals for provision.
- 5.21 A further development of the special school review has been the expansion of provision to include post-statutory age children. This development will ensure there is a flexible continuum of provision for this age group across both mainstream and specialist settings. Additionally, it will ensure that specialist provision is aligned and integrated with other developments as part of the 14-19 strategy (see paragraphs 5.28 – 5.29).

#### **Review of Units and Designations in mainstream schools**

- 5.22 In 2003, following the review of special schools across Kent, Members agreed to review units and designations in mainstream schools.
- 5.23 The objectives of this review are to:
- Ensure the organisation of provision reflects the changing learning difficulties and disabilities of children
  - Support mainstream schools in becoming more inclusive and accessible to children
  - Reduce the long distances travelled by many children
  - Ensure complementary provision to that available in special schools
- 5.24 The review is being conducted through a multi-disciplinary approach with all agencies being represented on the steering group. In order to ensure a continuum of provision for all children living within each cluster, the review will also consider the provision available for very severe and complex needs currently funded from the Very Severe and Complex Needs delegated budget. To achieve the objectives of the review, provision will be commissioned from the cluster. The idea of a 'unit' is being refreshed making it more flexible and responsive to cluster needs, through the introduction of a cluster-lead school for each specified need type. The cluster-lead school will be accountable to, and funded through, the cluster Board.

- 5.25 New funding mechanisms are being developed and will be consulted on in the Autumn 2007 and proposals will be put before Cabinet in January/February 2008.

### **Early Support Programme**

- 5.26 Early Support is a central government mechanism for achieving better co-ordinated, family-focused services for young disabled children and their families across England. The programme, funded by DfES through the Sure Start Unit, has been specifically developed for children under the age of five.
- 5.27 Kent has established a strategic working group to lead on and coordinate the implementation of Early Support across the County and local implementation groups in most Districts. Whilst most areas are at an early stage of implementation, there are team around the child reviews and multi-agency assessments happening in a number of Districts. Key working services are also in place in a number of Districts. The service has enabled professionals to work more closely together to provide a more seamless service for families. As part of the local Children's Trust arrangements in Shepway, Early Support will pilot the common assessment framework and lead professional functions (see paragraphs 3.25 – 3.26).

### **14 – 19 Strategy**

- 5.28 The 14-19 Strategy is being implemented in Kent to improve choices and life chances for all young people so that they can have access to more relevant learning for longer to enable them to gain qualifications for entry to employment or further and higher education. It represents a partnership among schools, the LA, FE colleges, the Learning and Skills Council and Work Based Learning providers. The strategy has a number of strands to it that include:
- The development of Specialised Diplomas offered by consortia of providers (schools, colleges and work-based providers) containing pathways to accommodate a wide range of aspirations
  - The development of vocational centres providing pre-vocational and vocational learning for young people to support their route into employment or further learning
  - The introduction of a countywide on-line prospectus to facilitate the search for and application to courses by young people
  - The development of an Information, Advice and Guidance service to ensure that all young people have access to expert and timely information to help them make their choices
- 5.29 The new choices for young people do not replace the national curriculum but offer a much wider choice of options that will enable them to pursue learning that is more relevant to their circumstances. For those young people with learning difficulties and disabilities, this is particularly important. To ensure effective outcomes for these young people, the LA's arrangements for monitoring the

implementation of the strategy includes arrangements for focusing separately on this group.

## **6 COMMITMENT TO HIGH QUALITY SEN PROVISION**

- 6.1 Kent is committed to providing excellent provision and services to ensure the five outcomes for children, as set out in the ECM agenda, are met. For children with special educational needs it has expectations and aspirations that are as ambitious as they are for all other children and it is determined that these children will have the opportunity to achieve their full potential and, in many cases, exceed expectations.
- 6.2 It believes that its current plans and projects are on course to deliver to its expectations and it will continue to achieve excellence through the work that it is doing to:
- Provide special schools that have sufficient places from pre-school to post-16 to meet the range of children's very severe and complex needs in a safe, pleasant and well-equipped environment
  - Develop Children's Trusts and provide a continuum of integrated services for all children and families, underpinned by an effective Early Support Programme, the Common Assessment Framework and lead professional role
  - Implement the 14-19 Strategy to provide those young people of Kent who have learning difficulties with a range of flexible options to prepare them for productive and fulfilled participation in the economy and society
  - Provide excellent mainstream provision for the range of children's severe and complex special needs through the development of cluster lead schools
- 6.3 Kent has made excellent progress towards achieving these goals. However, it sees the work being done as an on-going process where successes are being built on and improvements will continue to be made from which all children, including those with special needs, and their families, will benefit and in which confidence in services can be developed and nurtured.

## **Appendices**

**Appendix 1** National and LA Guidance

**Appendix 2** Cabinet Members' Statement on the education of children and young people with special educational needs – 14 June 2004

**Appendix 3** Criteria for SEN at School Action/School Action Plus and Statutory Action

**Appendix 4** Scheme for Funding Very Severe and Complex Needs

Appendix 1 lists all of the national and LA guidance documents and legislation that informs the LA's arrangements for meeting the needs of children and young people with SEN. Hard copies of the documents referred to in Appendices 1, 3 and 4 are held centrally at County Hall. Further details are available from the office of the Director, Commissioning Division (Specialist Services) (01622 694437).

A copy of Appendix 2 has been attached to this document.

*Joanna Wainwright  
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## National and LA Guidance

- Education Acts 1993, 1996
- The Children Act 2004
- National Curriculum 2000
- SEN and Disability Act 2001
- SEN Code of Practice 2002 and Toolkit
- Inclusive Schooling 2002
- CYPP Plan 2006-2009
- SEN Policy 2002-5 and associated guidance and policies
- Accessible Schools 2002
- Kent LA OfSTED Inspection reports
- Removing Barriers to Achievement: the Government's strategy for SEN 2004
- The Report of the Special Schools Working Group DfES 2003
- Every Child Matters 2003
- Every Child Matters: Next Steps 2004
- "The future of SEN provision in Kent" – Committee paper to Pupil Services Board, & Education and Libraries Committee 1999
- Inclusion Policy 1999
- 14-19 Strategy
- "Next 4 Years" – Kent County Council's strategic plan for the next 4 years
- Cluster Plans 2004
- Towards 2010
- SEN Transport Policy
- LLDD self-evaluation tool for schools
- Meeting the needs of autistic children (November 2000)
- ADHD Policy and Guidance 1999
- Meeting the needs of children with HI, VI and PD (June 1998)
- County Guidance Criteria for Special Educational Needs
- Special School Review (Cabinet Paper December 2001)
- Units and Designations Review paper to Cabinet, March 2007
- Draft Policy for the Future Role of Special Schools 2004
- External evaluation of project work
- Accessibility Strategy Framework
- Policy on the education of children and young people with medical needs 2
- District Inclusion Forum: policy and procedural guidelines document
- National guidance documents (2006) on Common Assessment Framework
- National guidance documents (2006) on Lead Professional role
- Delegated Conditions 2007 (early years free entitlement)

### **Cabinet Member Statement on the Education of Children and Young People with Special Educational Needs**

Over recent years, Kent County Council has devoted significant resources to reorganising its provision in schools and services to better meet the special educational needs of children and young people. The safeguarding and wellbeing of children is at the centre of that agenda combined with enabling every child to achieve their full educational potential and maximise their life chances.

This approach recognises that every child is different, parents have choices and that no single prescriptive solution can be applicable to meeting individual needs. For this reason, we have a wide range of excellent special school based provision in Kent to meet the most severe and complex needs of children together with support strategies for meeting the needs of children in our mainstream schools and to provide support for the schools themselves.

Some children will Learn and thrive in a mainstream school; others will do better if their needs are met in more specialist provision. If a child has needs at School Action or School Action Plus, we are confident that these needs can be met in a mainstream school. We also believe that the majority of pupils with statements of special educational need can be met in a mainstream school with inclusive practice and proper support. This support will often come from special and mainstream schools working together in clusters.

We are firmly committed to the Local Preventative Strategy adopted by the Council which builds on a long standing history of collaborative multi-agency work in delivering preventative and early intervention services for vulnerable children and families. The strategy demonstrates how prevention is everybody's business and details Kent's commitment to provide all children with greater opportunities for Learning, developing and thriving in supportive, nurturing and inclusive environments. These commitments are underpinned through the Next Four Years Targets, Local Public Service Agreement and the organisation's business plans.

Several highly significant strategic initiatives within the Education Directorate have a relationship with the local preventative strategy. All Together Better is a long-standing initiative focused on improving inclusion of children with additional educational needs in mainstream schools.

The recent Best Value Review and implementation plan has seen the LA focus on collaborative working with schools. Schools in each District are organised into clusters with Headteacher representatives making up Cluster Boards. Staff from the LA assists each Cluster Board in drawing up and implementing cluster plans that result in improved outcomes for children within their locality. Within Clusters the identification of different results achieved by similar cohorts has developed working between schools to increase opportunities for all pupils and raise academic attainment.

The recognition by clusters of their responsibility for all children within their community has initiated work around non-attendance, the re-integration of pupils presently out of school and in preventing future school exclusions. Clusters will also be represented on

multi-agency planning forums, which will commission and develop services for children and young people with a primary focus on the implementation of the preventative strategy.

The Special School Review aims to meet the needs of children with disabilities within Kent schools and to decrease the numbers of children who live at long distances from their families. In addition to the Special Schools review there is a greater focus on provision and the delivery of services for children and young people with additional and special educational needs in order to improve outcomes within the broader perspective of improving educational attainment and achievement for all.

Special Educational needs are, of course, changing with societal change and the changes in medical practice in recent years. We are particularly conscious of the growing need in our community for specialist support for children with behavioural emotional and social difficulties and with communication and interaction difficulties. The special school review has reshaped provision to meet these needs in specialist provisions in Kent to avoid the need for more expensive out of county placements.

These important areas of work are continuously evolving, having been underpinned by the delegation of substantial funding to schools in the last 3 years. This enables the needs of pupils to be met while reducing recourse to complex bureaucratic processes. Decisions on support are now made locally and by schools themselves. Delegation of funding has been complemented by the devolution to clusters of staff including specialist teachers, education psychologists, early years Special Educational Needs Co-ordinators (to work with all funded settings) and others. The Local Education Officer for each cluster manages these staff to deliver the cluster action plans and focus on meeting the needs of communities, schools and pupils.

We are now reviewing the Units and other provision attached to mainstream schools to support children with SEN more locally to where they live and to ensure that better support is given to very young children with these needs in nurseries and other pre-school settings. We strongly agree that inclusive practice in settings and schools, combined with making wider educational experiences accessible to all young people is an essential part of our Council's strategy to increase their independence in later life.

Kent County Council is always conscious that parents and carers are the key decision-makers in children's lives. Our Partnership with Parents Service is about to celebrate its tenth "Birthday" and continues to extend links with organisations that support parents, with schools and with the services that work with children and fundamentally with parents themselves.

Our original strategy interpreted inclusion as having five key objectives. These were:

- ◆ *School improvement.* Raising standards for all pupils by supporting classroom teachers to plan lessons that include pupils with a diverse range of educational needs.
- ◆ *Neighbourhood.* Increasing the proportion of pupils taught within their neighbourhood school or group of schools, ensuring contact with their local community.
- ◆ *Locus of responsibility.* Enabling schools to develop competencies by delegating a greater proportion of the resources held by the local authority.

- ◆ *Peer group development.* Recognising that children LArn from each other and that adult structure and intervention are only part of the picture.
- ◆ *Parent expectations.* Enabling parents to have the confidence to choose a mainstream setting for their child's education.

None of these objectives has a defined end point. Instead, we see inclusion as an ongoing process which will develop in line with local needs and priorities. Considerable progress has been made in many of these areas through this approach and we would wish to reinforce these objectives in guiding future work. For example, our policies are being reshaped and redeveloped to identify the future role of our redefined special schools as they work more closely with other local schools in clusters.

This work represents the culmination of many months of collaborative work with special school headteachers in order to ensure that proposals made are realistic and achievable. We think every policy aspiration can be realised that over time but there must be great sensitivity over the pace of implementing changes. We also believe that to be successful, inclusive practice must not be forced but must develop in parallel with the wishes of parents, the professional development of staff, and complementary multi-agency working.

Our key objective of avoiding disruption to individual children's education through the process of change, and indeed the education of and provision of services to other children and young people, must always be borne in mind. We also appreciate that for some parents and partners, the inclusion agenda is not moving quickly enough. There is a balance to be struck between these two perspectives which will be kept under constant review. With care and consultation with parents, schools and all our multi-agency partners we believe that we can continue to improve the education of every child with special educational needs in Kent. The sensitive implementation of KCC policies will continue to generate the changes we need to improve the educational attainment and life chances of all our children.

# Templates for Special Educational Need

## Explanatory Notes

### Criteria for Statutory Assessment/Statutory Action

#### Guidance for School/Early Years Action

#### Guidance for School/Early Years Action Plus

### What are the Templates?

The *templates* are Kent's new documentation to support planning and decision making for SEN.

The SEN Code of Practice (2001) emphasises that SEN provision is appropriate only for pupils requiring action that is *additional to* or *different from* normal activities in the classroom.

The *templates* provide guidance on those actions that are *additional to* or *different from* the variety of approaches that should be employed to maximise the achievement of all pupils and which are not part of special educational provision. At *Early Years/School Action* and *Early Years/School Action Plus* they suggest activities in which the school/setting, Local Learning Group and District may be engaged in response to children's needs. They have moved away from purely individual assessments and resource allocations and look instead at the child or young person's needs in relation the total resource already available in, and to, the school/setting. At the point of statutory assessment, they provide clear threshold criteria and expectations of prior intervention.

The *templates* are designed for easy access and use.

### The structure of the templates

The structure is provided by:

- the four *dimensions* of need (SEN Code of Practice)
- the *gradations* (SEN Code of Practice) or *courses of action*
- 'specific' and 'process' criteria
- the four broad *strands of action* to meet SEN (SEN Toolkit)

#### *The Dimensions*

Seven sets of templates reflect the four dimensions:

- Cognition and Learning
- Behaviour, Emotional and Social
- Communication and Interaction
- (a)Autistic Spectrum Disorders

- (b)Speech and Language difficulties
- Sensory and Physical
  - (a)Hearing Impairment
  - (b)Visual Impairment
  - (c)Physical and Medical difficulties

*The Courses of Action (gradations)*

Guidance and criteria are presented under the dimensions:

- *School/Early Years Action*  
Additional or different action within school or setting to enable independent learning and curriculum access.
- *School/Early Years Action Plus*  
Builds on arrangements for *School/Early Years Action* and enables schools and services to help pupils gain access within the context of co-ordinated action with identified outcomes for the school, the service(s) and the pupil.
- *Statutory Action*

Appropriate only for children with long term needs arising from a major disability in one or more of the four dimensions. The child or young person's SEN indicates a need for the LEA to take responsibility and to become more actively involved. There will be prolonged multi-agency involvement.

*School/Early Years Action and School/Early Years Action Plus* should not be interpreted as Stages 2 and 3 of the old Code of Practice under new names nor as replacements for Kent SEN audit levels 2 and 3. Rather, they should be seen as part of a continuous and systematic cycle of planning, action and review within the school/setting, Local Learning Group and District to help all children/young people to learn and progress. Unlike Kent's old SEN audit descriptors, a movement to *Action Plus* might be necessitated as much by the need of a school for specialist input as by the needs of a child. The range, type and intensity of interventions should not be seen as a fixed state but should be reduced as a child or young person makes adequate progress.

*'Specific' and 'Process' criteria*

Each template has been structured to focus on:

- *Specific Criteria*  
The *specific* element of the templates relates to attainment, progress and description of needs including, where relevant, a diagnosis. No specific attainment thresholds are given for *School/Early Years Action* or *Action Plus*. (It is acknowledged that the point at which a child or young person may require additional or different action will vary between schools/settings depending on the range and extent of differentiation provided.)
- *Process Criteria*

The process element of the templates relates to the continuous cycle of planning, action and review required to address the needs of the child or young person.

### *The four broad strands of action to meet SEN*

The *process* section of each template adopts the four strands of action as a framework. These are:

- *assessment, planning and review*

The new Code defines assessment as a fourfold process that focuses not only on the child or young person's characteristics but also on the learning environment, the task and the teaching style.

- *grouping for teaching purposes*

Grouping depends on the teaching styles adopted and on pupils' preferred learning styles. Where grouping involves spending time outside the classroom, it is always in the context of an inclusive curriculum.

- *additional human resources*

The Code emphasises that class and subject teachers form the major resource in enabling all pupils to learn. It encourages schools and settings to consider 'support' on a broader basis than only that of additional human resources and promotes an examination of the accessibility of the learning environment and adult/child relationships.

- *curriculum and teaching methods*

Guidance given in the templates builds on the considerable flexibility detailed in the statutory National Curriculum statement on inclusion. (The National Curriculum 1999)

## *Decision-making and weighting*

### **Specific Criteria**

**Whatever the level of a child or young person's difficulties, the Code advises that inadequate progress should be the key test of whether *additional* or *different* action should be taken. It also warns, however, that there should be no assumption that all learners will progress at the same rate and that there needs to be a judgement in each case about what it is reasonable to expect the child or young person to achieve.**

'Adequate' progress is defined in the Code as progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers

- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

## **Additional Materials**

Additional materials are provided for use with the *templates* both to clarify decision-making for statutory assessment and to provide supplementary materials for use by schools/settings, services and agencies.

### ***1. Attainment and Progress***

Scales to measure attainment and progress are taken from the *Differentiated Performance Criteria* or '*P*' Scales (QCA 2001). These provide for English and mathematics:

- eight descriptions that lead to Level 1 of the National Curriculum, termed P1 to P8
- three differentiated descriptions within each of Level 1 and Level 2 of the National Curriculum, termed 1C, 1B, 1A and 2C, 2B, 2A

For personal and social development the '*P*' Scales (QCA 1998) provide descriptions numbered 1 – 15 (9 –15 replacing the National Curriculum levels.)

### ***2. Behavioural, Emotional and Social Development***

The *Emotional and Behavioural Development Scale* is adapted for use with individual children/young people from *Supporting School Improvement – emotional and behavioural development* (QCA 2001).

Instructions for completion of the scale are included in the document itself.

### ***3. Communication and Interaction***

Communication and Interaction scales were developed by working groups of education and health professionals.

### ***4. Pre-school educational advice***

This form is used as evidence towards Early Years Action Plus or School Action Plus or in some cases Statutory Assessment.

### ***Statutory Assessment: Attainment thresholds***

Using QCA Scales:

Pre-school	below P3
End of Foundation Stage	P1 – P4
End of Key Stage 1	P1 – P6
End of Key Stage 2	P1 – NC Level 1c
End of Key Stages 3 and 4	P1 – NC Level 2

For general (global) learning difficulties these attainments are likely to apply across the board, i.e. **all nine strands**:

- reading
- writing
- speaking and listening
- number
- using and applying mathematics
- shape, space and measures
- interacting and working with others
- independent and organisational skills
- attention.

For specific learning difficulties, **at least three** out of the nine strands should apply.

Thresholds for Behavioural, Emotional and Social Development and for Communication and Interaction are included with the relevant scales.

Although needs and requirements can usefully be organised into dimensions, individual pupils may well have needs which span two or more areas. A pupil with general learning difficulties, for example, may also have behavioural difficulties or a sensory impairment. In some cases pupils will have needs that are not only complex but also severe. However, this is frequently not the case. The accumulation of low-level difficulties does not in itself equate with higher levels of need.

### **Statutory Assessment: Progress**

For all four dimensions the rationale is 0 or 1 point progress per year on the QCA scales.

## **Process Criteria**

At the threshold for statutory assessment, the LEA will consider not only the significant concern demonstrated by the child but also the process of intervention that has preceded the request.

Before referring for statutory assessment, schools should give careful consideration to the circumstances of a child's low attainment, bearing in mind that these may reveal good progress from a low base and that not all children are expected to progress at the same rate.

In all cases process criteria will be met.

### **An overview of the documentation**

Dimension	Templates	Scales
Cognition and Learning	School Action	All Core Criteria

Behaviour, Emotional and Social Development				Emotional and Behavioural Development Scale
Communication and Interaction	Autistic Spectrum Disorders			Communication and Interaction Scales
	Speech and Language Difficulties			
Sensory and Physical Development	Hearing Impairment			
	Visual Impairment			
	Physical and Medical Difficulties			
<i>For pre-school children</i>				Pre-school Educational Advice: for use with any of the above.



## Cognition and Learning: Statutory Action

<p><b>Specific Criteria</b> Attainment and Progress Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex learning difficulties that require prolonged inter-agency involvement. Very low rate of / no progress: 0 or 1 point on the QCA scales per year. At the end of KS, the following attainment levels may be indicated: Foundation Stage: P1 – P4/5; KS1: NC W (P1 – P6); KS2: NC Level 1(P1 – NC1c); KS3: NC Level 2 (P1 – NC2). (For Pre-school development levels, refer to <i>Pre-school Educational Advice Guidance Notes</i>.) The degree of discrepancy in attainment usually results in additional difficulties involving social communication, social maturity, behaviour or physical/sensory needs.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment<sup>5</sup> and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> <li>▪ greater clarity for the school/setting regarding the objectives of the intervention</li> <li>▪ a longer-term plan for provision to inform shorter-term planning</li> <li>▪ a strengthening of parental involvement in both long and short term review and planning</li> <li>▪ early phase transfer planning</li> <li>▪ formal review process monitored by the LEA</li> <li>▪ Transitional Planning in Year 9 involving Connexions personal adviser</li> <li>▪ greater emphasis on multi-agency planning</li> </ul> <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p><b>Grouping</b></p>	<p><b>Curriculum and teaching</b></p>	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT<sup>6</sup> ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with substantial long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/ setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>The SENCo, an LSA (under guidance), specialist teacher or other specialist may provide individual or small group tuition.</p> <p>An LSA or other adult provides sustained and targeted support in the classroom/setting.</p>
	<p>The child/young person may have access to additional targeted teaching or support in small groups, or individually, on a daily basis.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>This may involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p>	
	<p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p>	<p>The teaching plan also incorporates as appropriate:</p> <ul style="list-style-type: none"> <li>▪ specific programmes to aid progress in cognition and learning</li> <li>▪ support by an additional adult to teach appropriate and/or safe behaviour</li> <li>▪ adapted toileting/personal hygiene areas</li> <li>▪ additional supported social interactions with a wider range of people</li> <li>▪ structured help to develop a sense of reality, establish emotional stability, raise self-esteem and increase concentration and independent work skills, effective communication and a grasp of social/behavioural norms.</li> </ul>	
	<p>There will be equal access to out-of-hours learning opportunities.</p>		
	<p>In some cases, the extent of the changes deemed necessary in structure to the mainstream school/ setting may result in a specialist placement.</p>		

<sup>5</sup> School assessment should be fourfold focusing on: (1) the child/young person's learning characteristics (2) the learning environment (3) the task (4) the teaching style.

<sup>6</sup> In Early Years Settings: headteacher or manager

## Cognition and Learning: School Action Plus/Early Years Action Plus

<p><b>Specific Criteria</b> Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under School Action/Early Years Action, the child/young person:</p> <ul style="list-style-type: none"> <li>▪ has continued to make little or no progress in specific areas over a long period</li> <li>▪ has continued working at National Curriculum/Early Years Curriculum levels substantially below that expected of children/young people of similar age</li> <li>▪ has continued to have difficulty in developing literacy and mathematical skills.</li> </ul>
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<p><b>Process Criteria</b></p>			
<p><b>Assessment<sup>7</sup> and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
	<p>Grouping</p>	<p><b>Curriculum and teaching</b></p>	

<sup>7</sup> School assessment should be fourfold focusing on: (1) the child/young person's learning characteristics (2) the learning environment (3) the task (4) the teaching style.

<p>Assessment will focus on the degree and range of discrepancy between the child/young person's performance and that of the peer group.</p> <p>The child/young person may have additional difficulties in the areas of communication, social integration, behaviour or physical/ sensory needs.</p> <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>External services (specialist support service, educational psychologist) may undertake specialist assessment leading to more specifically focused intervention.</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> <li>▪ within the classroom/setting</li> <li>▪ through limited periods of withdrawal and/or</li> <li>▪ through out-of-hours provision.</li> </ul> <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming may be required to support specific targets.</p> <p>Additional and different activities may include help in:</p> <ul style="list-style-type: none"> <li>▪ processing language, memory and reasoning skills</li> <li>▪ acquiring literacy skills</li> <li>▪ organising and co-ordinating spoken and written English to aid cognition</li> <li>▪ sequencing and organisational skills</li> <li>▪ problem solving and developing concepts</li> <li>▪ improving fine and motor competencies</li> <li>▪ using technical terms and abstract ideas</li> </ul> <p>A variety of practical materials and experience is provided to support the child/young person's learning.</p> <p>Additional access to ICT and to specialist equipment and materials as necessary to meet identified learning outcomes.</p>	<p>School Action Plus/Early Years Action Plus is only evident when the school/setting is engaged with external services on behalf of the child/young person. It builds on arrangements for School Action/Early Years Action and enables schools/settings to help children/young people gain access to the curriculum within the context of a co-ordinated project with identified outcomes for the school/setting, the service and the child/young person.</p> <p>External support service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &amp;/or social and health needs.</p> <p>Small group or Individual intervention may be provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>
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### Cognition and Learning: School Action/Early Years Action

<p><b>Specific Criteria</b> Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>The child/young person, despite receiving differentiated learning opportunities, has made little or no progress even when teaching approaches have been targeted particularly on an identified area of weakness.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment<sup>8</sup> and planning Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>	<p><b>Additional human resources Roles and responsibilities</b></p>	

<sup>8</sup> School assessment should be fourfold focusing on: (1) the child/young person's learning characteristics (2) the learning environment (3) the task (4) the teaching style.

	Grouping	Curriculum and teaching	
<p>Early identification, assessment and provision using pre-school assessment information and/or Baseline Assessment and/or QCA assessment baselines.</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p><b>An individual or group plan will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</b></p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> <li>▪ progress made by the child/young person</li> <li>▪ effectiveness of strategies</li> <li>▪ updated information or advice</li> </ul>	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p><i>School Action/Early Years Action</i> enables curriculum access and independent learning.</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt work to match child/young person's ability at a level of attainment suitable for the individual child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> <li>▪ differentiated learning materials or</li> <li>▪ special equipment</li> </ul> <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class<sup>9</sup> or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies or staff development and training aimed at introducing more effective strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> <li>▪ occasional or routine classroom support</li> <li>▪ small group or Individual intervention</li> <li>▪ time to devise planned interventions</li> <li>▪ time to monitor the effect of interventions</li> </ul> <p>Input from Health or Social Services may be required in particular cases.</p>

<sup>9</sup> In Early Years settings, the practitioner usually responsible for the child.

## Emotional and Behavioural Development Scale

<b>Specific Criteria for Statutory Action</b>
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15 points or less where <b>all</b> ticks fall in the 'not at all' or 'rarely' columns.
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Name:	Age:		Date:	
<i>Desirable behaviour</i>	Not at all	Rarely	Some-times	Fairly often
<b>CONDUCT BEHAVIOUR</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>1. Behaves respectfully towards teacher/practitioner</b> Eg respects teacher/practitioners and answers teacher/practitioners politely, does not interrupt or deliberately annoy, does not show verbal aggression.				
<b>2. Shows respect to other children/young people</b> Eg interacts with other children/young people politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.				
<b>3. Only interrupts and seeks attention appropriately</b> Eg behaves in ways warranted by the classroom/setting activity. Does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking. Does not seek unwarranted attention.				
<b>4. Is physically peaceable</b> Eg is not physically aggressive, avoids fights, is pleasant to other children/young people, is not cruel or spiteful, does not strike out in temper.				
<b>5. Respects property</b> Eg values and looks after property, does not damage or destroy property, does not steal.				
<b>EMOTIONAL BEHAVIOUR</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>6. Has empathy</b> Eg is tolerant of others, shows understanding and sympathy, is considerate.				
<b>7. Is socially aware</b> Eg interacts appropriately with others, is not a loner or isolated, reads social situations well.				
<b>8. Is happy</b> Eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.				
<b>9. Is confident</b> Eg is not anxious, high self-esteem, relaxed, does not fear failure, is not shy or afraid of new things, is robust.				
<b>10. Is emotionally stable and shows self control</b> Eg moods remain relatively stable, does not have frequent mood swings. Patient, not easily flustered, not touchy.				
<b>LEARNING BEHAVIOUR</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>11. Is attentive and has an interest in schoolwork/activities</b> Eg not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork/activities.				
<b>12. Good learning organisation</b> Eg works systematically, at a reasonable pace, knows when to move onto next activity or stage, can make choices, is organised.				
<b>13. Is an effective communicator</b> Eg speech is coherent, thinks before answering.				
<b>14. Works efficiently in a group</b> Eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.				
<b>15. seeks help where necessary</b> Eg can work independently until there is a problem that cannot be solved without the teacher/practitioner's intervention.				

	SCORE
<b>CONDUCT BEHAVIOUR</b>	
<b>EMOTIONAL BEHAVIOUR</b>	
<b>LEARNING BEHAVIOUR</b>	
<b>TOTAL</b>	

## Guidance: using the Emotional and Behavioural Development Scale

Teacher/practitioners/practitioners must focus on positive aspects of children/young peoples' behaviours to effect change. It is only for speed and accuracy of assessment that the examples of negative behaviours are included below.

<b>Conduct Behaviour</b>	
<b>1. Behaves respectfully towards teacher/practitioner</b>	
<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ respects the teacher/practitioner and is cooperative and compliant, responding positively to instruction</li> <li>▪ does not talk back to the teacher/practitioner or aim verbal aggression at the teacher/practitioner</li> <li>▪ interacts politely with the teacher/practitioner</li> <li>▪ will not be quarrelsome or deliberately try to annoy the teacher/practitioner</li> <li>▪ will not interrupt or answer the teacher/practitioner rudely.</li> </ul>	<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ <i>responds negatively to instruction</i></li> <li>▪ <i>is uncooperative with the teacher/practitioner</i></li> <li>▪ <i>aims verbal violence at the teacher/practitioner</i></li> <li>▪ <i>answers the teacher/practitioner rudely</i></li> <li>▪ <i>is quarrelsome with the teacher/practitioner</i></li> <li>▪ <i>deliberately annoys the teacher/practitioner.</i></li> </ul>
<b>2. Shows respect to other children/young people</b>	
<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ respects other children/young people and uses appropriate language, for example, not swearing or calling them names</li> <li>▪ treats other children/young people as equals and does not dominate them with the use of intimidation or abuse</li> <li>▪ respects the views or rights of other children/young people and avoids bullying or intimidation.</li> </ul>	<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ <i>aims verbal violence at other children/young people</i></li> <li>▪ <i>uses psychological intimidation</i></li> <li>▪ <i>shows social aggression</i></li> <li>▪ <i>tries to dominate</i></li> <li>▪ <i>uses unethical behaviour</i></li> <li>▪ <i>uses inappropriate sexual behaviour</i></li> </ul>
<b>3. Only interrupts and seeks attention appropriately</b>	
<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ does not seek to attract inappropriate attention in the classroom/setting;</li> <li>▪ acts in a manner appropriate to the classroom/setting situation and does not play the fool, try to make the class laugh, shout out smart remarks or show off in the classroom/setting;</li> <li>▪ does not display attention-seeking behaviour;</li> <li>▪ does not unnecessarily disrupt or interrupt other children/young people who are working;</li> <li>▪ does not verbally disrupt the class and keeps unauthorised talking to other children/young people to a minimum;</li> <li>▪ does not disrupt other children/young people using physical disruption such as nudging or poking.</li> </ul>	<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ <i>is verbally disruptive</i></li> <li>▪ <i>throws things about during lessons</i></li> <li>▪ <i>climbs on things</i></li> <li>▪ <i>runs around classroom/setting</i></li> <li>▪ <i>shouts in class</i></li> <li>▪ <i>eats, sucks or drinks inedible substances</i></li> <li>▪ <i>is hyperactive and/or excitable</i></li> <li>▪ <i>shows concern for immediate rewards</i></li> <li>▪ <i>needs excessive adult contact</i></li> <li>▪ <i>does dangerous things without thinking</i></li> </ul>
<b>4. Is physically peaceable</b>	
<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ does not show physical aggression towards adults or other children/young people</li> <li>▪ does not physically pick on others</li> <li>▪ is not cruel or spiteful to others</li> <li>▪ avoids getting into fights with others</li> <li>▪ does not strike out in anger, have temper tantrums or aggressive outbursts.</li> </ul>	<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ <i>fights</i></li> <li>▪ <i>aims physical violence at other students</i></li> <li>▪ <i>often loses their temper</i></li> <li>▪ <i>yells and throws things</i></li> <li>▪ <i>bullies</i></li> <li>▪ <i>aims physical violence at teacher/practitioners</i></li> <li>▪ <i>forces other students to do things against their will</i></li> <li>▪ <i>is deliberately cruel</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>is spiteful.</i></li> </ul>
<b>5. Respects property</b>	
<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ respects the property of others – this may be seen by the child/young person taking good care of property</li> <li>▪ does not take part in acts of wilful damage or destruction</li> <li>▪ does not steal from others.</li> </ul>	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> <li>▪ <i>has poor respect for property</i></li> <li>▪ <i>destroys their own things</i></li> <li>▪ <i>destroys others' things</i></li> <li>▪ <i>damages school property</i></li> <li>▪ <i>steals things.</i></li> </ul>

## Emotional behaviour

<b>6. Has empathy</b>	
<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ is tolerant and considerate towards others</li> <li>▪ understands how others are feeling and tries to act in a way appropriate to the situation</li> <li>▪ may try to comfort someone who is upset or hurt</li> <li>▪ displays emotions appropriate to the situation and is not emotionally detached</li> <li>▪ does not laugh at someone who is upset or injured.</li> </ul>	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> <li>▪ <i>is intolerant of others</i></li> <li>▪ <i>is emotionally detached</i></li> <li>▪ <i>has no awareness of others' feelings.</i></li> </ul>
<b>7. Is socially aware</b>	
<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ is conscious of, and understands, the social interactions happening around them</li> <li>▪ interacts appropriately with other people both verbally and non-verbally</li> <li>▪ is not socially isolated and does not spend long periods of time sitting or standing alone</li> <li>▪ has friends among their peers, and is not a loner</li> <li>▪ is not frequently daydreaming and staring into space</li> <li>▪ is actively involved in activities within the classroom/setting</li> <li>▪ does not seem aloof, inactive, passive or withdrawn.</li> </ul>	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> <li>▪ <i>is inactive</i></li> <li>▪ <i>is passive</i></li> <li>▪ <i>is aloof</i></li> <li>▪ <i>is out of touch with reality</i></li> <li>▪ <i>is withdrawn and unresponsive to stimulation</i></li> <li>▪ <i>does not participate in class activities</i></li> <li>▪ <i>lacks accurate perceptions of others</i></li> <li>▪ <i>says or feels they do not have any friends</i></li> <li>▪ <i>stares blankly</i></li> <li>▪ <i>is listless</i></li> <li>▪ <i>shows bizarre behaviours</i></li> <li>▪ <i>lacks self-awareness.</i></li> </ul>
<b>8. Is happy</b>	
<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ appears happy by smiling and laughing when appropriate</li> <li>▪ is able to have fun</li> <li>▪ is generally cheerful and not tearful and upset</li> <li>▪ is not discontented, sulky, morose or miserable.</li> </ul>	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> <li>▪ <i>is depressed</i></li> <li>▪ <i>is discontented</i></li> <li>▪ <i>is unhappy</i></li> <li>▪ <i>is distressed</i></li> <li>▪ <i>talks about not wanting to live</i></li> <li>▪ <i>is prone to emotional upset</i></li> <li>▪ <i>is unable to have fun</i></li> <li>▪ <i>is self-harming</i></li> </ul>
<b>9. Is confident</b>	
<b>Positive</b>	<b>Negative</b>

<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ is not anxious and is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence</li> <li>▪ is not afraid of new things and does not fear failure when taking on new tasks</li> <li>▪ is not self-conscious or shy in most situations and does not feel inferior to other children/young people</li> <li>▪ is willing to read out loud in class and put their hand up to answer or ask appropriate questions</li> <li>▪ is typically forthcoming in group/class discussions.</li> </ul>	<p style="text-align: center;"><b>The child/young person:</b></p> <ul style="list-style-type: none"> <li>▪ <i>acts as if extremely frightened to the point of crying</i></li> <li>▪ <i>is anxious, tense or fearful</i></li> <li>▪ <i>is upset by new people or situations</i></li> <li>▪ <i>lacks confidence</i></li> <li>▪ <i>fears failure</i></li> <li>▪ <i>has feelings of inferiority</i></li> <li>▪ <i>is negativistic</i></li> <li>▪ <i>is afraid of new things</i></li> <li>▪ <i>lacks self-esteem</i></li> <li>▪ <i>is overly submissive.</i></li> </ul>
<p><i>10. Is emotionally stable and shows good self-control</i></p>	
<p><b>Positive</b></p>	<p><b>Negative</b></p>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ remains relatively emotionally stable and does not frequently swing from positive to negative moods</li> <li>▪ soon returns to a stable frame of mind after being upset, shows good emotional resilience and is not moody</li> <li>▪ shows good self-control and is able to manage their feelings and actions to suit the situation</li> <li>▪ is not easily frustrated or flustered and does not show signs of being touchy or uneasy</li> <li>▪ is able to delay gratification when required, and can wait for rewards or pleasurable items for prolonged periods of time.</li> </ul>	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> <li>▪ <i>displays inappropriate emotional reactions</i></li> <li>▪ <i>has difficulty expressing needs and feelings</i></li> <li>▪ <i>has frequent or strong mood changes</i></li> <li>▪ <i>is unable to delay gratification</i></li> <li>▪ <i>has little self-respect</i></li> <li>▪ <i>over-reacts to normal situations</i></li> <li>▪ <i>does not accept punishment or praise</i></li> <li>▪ <i>instigates poor situations</i></li> <li>▪ <i>is unable to accept responsibility for his/her actions.</i></li> </ul>

## Learning behaviour

### 11. Is attentive and has an interest in schoolwork/activities

<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ listens to the teacher/practitioner and is not easily distracted from the task in hand</li> <li>▪ does not find it difficult to work when others around are talking at a reasonable level</li> <li>▪ shows an interest in most schoolwork/activities</li> <li>▪ gets started on tasks without delay and has the motivation to carry them through</li> <li>▪ generally gets enjoyment from tasks and consequently completes them without complaint.</li> </ul>	<p><i>The child/young person</i></p> <ul style="list-style-type: none"> <li>▪ <i>has trouble paying attention</i></li> <li>▪ <i>finds it hard to sit still</i></li> <li>▪ <i>does not concentrate on tasks</i></li> <li>▪ <i>has a short attention span</i></li> <li>▪ <i>is easily distracted</i></li> <li>▪ <i>has a negative approach to schoolwork/activities in general</i></li> <li>▪ <i>responds negatively to school</i></li> <li>▪ <i>is frequently absent or arrives late at lessons</i></li> <li>▪ <i>arrives late at school</i></li> <li>▪ <i>is not keen to achieve.</i></li> </ul>

### 12. Good learning organisation

<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ competently copes with individual learning situations</li> <li>▪ produces tidy work, at a reasonable pace</li> <li>▪ seems to have a good grasp of how to organise learning tasks so that they can be successfully completed.</li> </ul>	<p><i>(This item deals with organisation deficits, which significantly hamper the learning of the individual, rather than motivational deficits.)</i></p> <p><i>The child/young person:</i></p> <ul style="list-style-type: none"> <li>▪ <i>is forgetful</i></li> <li>▪ <i>has trouble organizing schoolwork/activities</i></li> <li>▪ <i>rushes into things without thinking</i></li> <li>▪ <i>appears confused about learning tasks</i></li> <li>▪ <i>worries about things that cannot be changed</i></li> <li>▪ <i>is occupied overly with one activity</i></li> <li>▪ <i>is easily frustrated</i></li> <li>▪ <i>has difficulty in making choices</i></li> <li>▪ <i>complains of not being able to cope with schoolwork/activities.</i></li> </ul>

### 13. Is an effective communicator

<b>Positive</b>	<b>Negative</b>
<p>The child/young person:</p> <ul style="list-style-type: none"> <li>▪ shows good communication skills</li> <li>▪ is able to communicate effectively with adults and peers</li> <li>▪ is coherent</li> <li>▪ knows when it is appropriate to speak</li> <li>▪ is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, for example, eye contact, stance, distance</li> <li>▪ is able to organise communication in both individual and group situations.</li> </ul>	<p><i>This item refers to using or ignoring social communication and not medical problems, for example, stuttering.</i></p> <p><i>The child/young person:</i></p> <ul style="list-style-type: none"> <li>▪ <i>does not use language to communicate</i></li> <li>▪ <i>has repetitive speech</i></li> <li>▪ <i>has incoherent speech</i></li> <li>▪ <i>avoids looking others in the eye</i></li> <li>▪ <i>has difficulty communicating</i></li> <li>▪ <i>has a speech difficulty</i></li> <li>▪ <i>has limited non-verbal support of speech</i></li> <li>▪ <i>has difficulty planning behaviour and feedback and responding to feedback</i></li> <li>▪ <i>has limited non-verbal communication of attitudes and emotions</i></li> <li>▪ <i>talks constantly.</i></li> </ul>

### 14. Works efficiently in a group

Positive	<b>Negative</b>
The child/young person: <ul style="list-style-type: none"> <li>works well in a group situation</li> <li>works collaboratively with others and is an effective communicator in group discussions</li> <li>listens to what others have to say and consequently adds positively to group discussions</li> <li>is willing to take on responsibilities in a group context.</li> </ul>	The child/young person: <ul style="list-style-type: none"> <li>refuses to share with another student</li> <li>has trouble waiting their turn</li> <li>refuses interactive games or tasks</li> <li>is not willing to work collaboratively.</li> </ul>
<b>15. Seeks help where necessary</b>	
Positive	<b>Negative</b>
The child/young person: <ul style="list-style-type: none"> <li>seeks attention from the teacher/practitioner when appropriate</li> <li>works independently unless a problem arises that cannot be solved without the teacher/practitioner's help.</li> </ul>	The child/young person <ul style="list-style-type: none"> <li>is unable to work independently</li> <li>constantly seeks help</li> <li>makes excessive demands</li> <li>does not seek information appropriately</li> <li>does not ask relevant questions.</li> </ul>

## Using the scale

### Instructions for completion

Each item is rated on a four-point scale from 'Not at all' to 'Fairly often' (0 – 3). When completing the assessment, an individual pupil's behaviour should be considered over a period of a term. An appropriate practitioner such as a teacher or LSA should complete the form.

'**Not at all**' should be marked if the pupil has **not** shown the behaviour **at all** during the last three months.

'**Rarely**' should be marked if the pupil has demonstrated the behaviour on only **a few occasions** during the last three months. If schools use the assessment scale with children or young people at School Action or School Action Plus, there should be agreement about the definition of 'sometimes' and 'fairly often'.

Account should be taken of the age of the pupil and consideration given to what is acceptable behaviour for the age group.

It is important to note that this information relates only to the **specific** criteria of Statutory Action and that a referral for Statutory Assessment requires considerable complementary **process** information.

## Behavioural, Emotional and Social Development: Statutory Action

<b>Specific Criteria</b> Performance and Progress Description of needs/diagnosis	<b>Progress is so limited that the usual learning route has become extremely difficult or impossible.</b> <b>End of Foundation Stage – KS4: 15 points or less on the <i>Emotional and Behavioural Development Scale</i>.</b> <b><i>(For Pre-school developmental level, refer to Pre-School Educational Advice Guidance Notes.)</i></b>		
<b>Process Criteria</b>			
<b>Assessment and planning</b> <b>Monitoring and review</b>	<b>Teaching methods and</b> <b>curriculum support</b>	<b>Additional human resources</b> <b>Roles and responsibilities</b>	

<p><b>Specific Criteria</b> Performance and Progress Description of needs/diagnosis</p>	<p><b>Progress is so limited that the usual learning route has become extremely difficult or impossible.</b> <b>End of Foundation Stage – KS4: 15 points or less on the <i>Emotional and Behavioural Development Scale</i>.</b> <b>(For Pre-school developmental level, refer to Pre-School Educational Advice Guidance Notes.)</b></p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>Systematic observation and analysis reveal/Confirm that the child or young person presents several of the following behaviours:</p> <ul style="list-style-type: none"> <li>▪ Distractibility that inhibits the progress of the child/young person even with significant adult support and an increasingly individualised curriculum</li> <li>▪ Unpredictably and intensity of the pattern of behaviours which significantly disrupt the learning of peers and which are beyond what can be managed by the class teacher alone or by limited interventions from the SENCo or other specialists</li> <li>▪ Behaviour which is bizarre and/or self injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the child/young person</li> <li>▪ Significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence associated with an increasing awareness by the child/young person of their situation which has led to a negative attitude towards education.</li> </ul> <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> <li>▪ greater clarity for the school/setting regarding the objectives of the intervention</li> <li>▪ a longer-term plan for provision to inform shorter-term planning</li> <li>▪ early phase transfer planning</li> <li>▪ formal review process monitored by the LEA</li> <li>▪ Transitional Planning in Year 9 involving Connexions personal adviser</li> <li>▪ greater emphasis on multi-agency planning</li> </ul> <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p><b>Grouping</b></p> <p>The child/young person may have access to additional small group or individual support on a daily basis.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>There will be equal access to out-of-hours learning opportunities.</p> <p>In some cases, the extent of the changes deemed necessary in structure to the mainstream school or setting may result in a specialist placement.</p>	<p><b>Curriculum and teaching</b></p> <p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>This will involve the use of specialist techniques to develop a sense of reality, establish emotional stability, raise self-esteem and increase concentration and independent work skills, effective communication and a grasp of social/behavioural norms.</p> <p>The child/young person may also require help for some, or all, of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ help with development of social competence and emotional maturity</li> <li>▪ help in adjusting to school or setting expectations and routines</li> <li>▪ help in acquiring the skills of positive interaction with peers and adults</li> <li>▪ specialised behavioural and cognitive approaches</li> <li>▪ re-channelling or re-focusing to diminish repetitive and self-injurious behaviours</li> <li>▪ provision of class and school/setting systems which control or censure negative or difficult behaviours</li> <li>▪ provision of a safe and supportive environment.</li> </ul>	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT<sup>10</sup> ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with substantial long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is substantial assistance to the school/setting, teacher or child/young person with most aspects of behaviour management and curriculum planning and delivery, supporting the child/young person within his/her classroom/setting.</p> <p>The SENCo, an LSA (under guidance), specialist teacher or other specialist provides individual or small group support.</p> <p>An LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

<sup>10</sup> In Early Years Settings: headteacher or manager.

**Behavioural, Emotional and Social Development: School Action Plus/Early Years Action Plus**

<p><b>Specific Criteria</b> Performance and Progress (May include description of needs/diagnosis)</p>	<p>The child/young person's participation in the curriculum has become increasingly impaired. Despite differentiated learning opportunities together with an individualised behaviour management programme and/or concentrated support under <i>School Action or Early Years Action</i>, the child/young person's difficulties substantially and regularly continue to interfere with his/her own learning or that of the class group.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
	<p><b>Grouping</b></p>	<p><b>Curriculum and teaching</b></p>	

<p><b>Specific Criteria</b> Performance and Progress (May include description of needs/diagnosis)</p>	<p><b>The child/young person's participation in the curriculum has become increasingly impaired. Despite differentiated learning opportunities together with an individualised behaviour management programme and/or concentrated support under <i>School Action or Early Years Action</i>, the child/young person's difficulties substantially and regularly continue to interfere with his/her own learning or that of the class group.</b></p>		
<p>Systematic observation &amp; analysis reveal that the child/young person presents several of the following behaviours:</p> <ul style="list-style-type: none"> <li>▪ increasing difficulty in remaining on task resulting in frequent disruptions to the process of teaching and learning</li> <li>▪ failure to make the progress anticipated across many areas of the curriculum is accompanied by frustration, increasing indications of disaffection or non-attendance</li> <li>▪ increasing problems in sustaining appropriate peer relationships requiring frequent interventions from the teacher or other adult, further disturbing the learning process for the individual and their peers</li> <li>▪ fluctuations in mood and increasing unpredictability over attitudes to learning tasks resulting in substantial periods of uncooperative behaviour or withdrawal.</li> </ul> <p>Children/young people may have additional difficulties in the areas of learning &amp; cognition, communication, social integration or physical/sensory needs</p> <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>External service may undertake specialist assessment leading to a more specifically focused intervention.</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> <li>▪ within the classroom/setting</li> <li>▪ through limited periods of withdrawal and/or</li> <li>▪ through out-of-hours provision.</li> </ul> <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming is required to support specific targets.</p> <p>The child/young person may require help or counselling for some, or all, of the following:</p> <p>Children/young people with communication and interaction difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ help with development of social competence and emotional maturity</li> <li>▪ help in adjusting to school or setting expectations and routines</li> <li>▪ help in acquiring the skills of positive interaction with peers and adults</li> <li>▪ specialised behavioural and cognitive approaches</li> <li>▪ re-channelling or re-focusing to diminish repetitive and self-injurious behaviours</li> <li>▪ provision of class and school/setting systems which reward positive behaviour but control or censure that which is negative or difficult</li> <li>▪ provision of a safe and supportive environment</li> </ul>	<p><i>School Action Plus</i> or <i>Early Years Action Plus</i> is only evident when the school or setting is engaged with external services on behalf of the child or young person.</p> <p>External support service(s) advise on behaviour management, curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &amp;/or social and health needs.</p> <p>Small group or individual intervention provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>

## Behavioural, Emotional and Social Development: School Action/Early Years Action

<b>Specific Criteria</b> Performance and Progress (May include description of needs/ diagnosis)	<b>The child or young person presents persistent emotional or behavioural difficulties that have not been ameliorated by differentiated learning opportunities or by the behaviour management techniques usual employed by the school or setting and has not made the progress anticipated across many areas of the curriculum.</b>		
<b>Process Criteria</b>			
<b>Assessment and planning</b> <b>Monitoring and review</b>	<b>Teaching methods and</b> <b>curriculum support</b>	<b>Additional human resources</b> <b>Roles and responsibilities</b>	

<p><b>Specific Criteria</b> Performance and Progress (May include description of needs/ diagnosis)</p>	<p><b>The child or young person presents persistent emotional or behavioural difficulties that have not been ameliorated by differentiated learning opportunities or by the behaviour management techniques usual employed by the school or setting and has not made the progress anticipated across many areas of the curriculum.</b></p>		
<p>Systematic observation &amp; analysis reveal that the child/young person presents several of the following behaviours:</p> <ul style="list-style-type: none"> <li>▪ difficulties greater than low-level disruption or disaffection that can be addressed by strengthening classroom/setting strategies</li> <li>▪ difficulty in remaining on task resulting in disruptions to the process of teaching and learning</li> <li>▪ failure to make the progress anticipated across many areas of the curriculum is often accompanied by frustration, early indications of disaffection perhaps evidenced by bouts of non-attendance.</li> <li>▪ Emerging problems in sustaining appropriate peer relationships requiring interventions from the teacher or other adult, further disturbing the learning process for the individual and their peers.</li> <li>▪ Fluctuations in mood and unpredictability over attitudes to learning tasks often resulting in short-lived periods of uncooperative behaviour or withdrawal.</li> </ul> <p><b>An individual or group plan will be required only when the child/young person's needs demand additional and different action beyond that which can be managed as part of normal arrangements.</b></p> <p>(In some schools, behaviour management practice will allow for the child/young person's behaviour to be targeted and progress tracked without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> <li>▪ progress made by the child/young person</li> <li>▪ effectiveness of strategies</li> <li>▪ updated information or advice</li> </ul>	<p><b>Grouping</b></p> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p><b>Curriculum and teaching</b></p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt teaching methods and work to match the individual child/young person's needs and ability.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> <li>▪ social skills programmes</li> <li>▪ peer mentoring</li> <li>▪ anti-bullying strategies</li> <li>▪ attendance strategies</li> </ul> <p>The child/young person may require help or counselling for some of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ help with development of social competence and emotional maturity</li> <li>▪ help in acquiring the skills of positive interaction with peers and adults</li> <li>▪ provision of class and school/setting systems which reward positive behaviour but control or censure that which is negative or difficult</li> <li>▪ provision of a safe and support environment.</li> </ul> <p>Further information is included in "Additional Guidance Notes".</p>	<p>School/setting has the responsibility to keep parents fully informed.</p> <p>The child/young person's class or subject teachers<sup>1</sup> are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in staff development and training aimed at introducing more effective.</p> <p>Input from Health or Social Services may be required in particular cases.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> <li>▪ occasional or routine classroom support</li> <li>▪ small group or Individual intervention</li> <li>▪ time to devise planned interventions</li> <li>▪ time to monitor the effect of interventions</li> </ul>

**Communication and Interaction (Speech and Language Difficulties): Statutory Action**

<sup>1</sup> In Early Years Settings, the practitioner usually responsible for the child.

<p><b>Specific Criteria</b>  Attainment, performance and progress  Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex difficulties.  Very low rates of, or no, progress in many areas of the curriculum, particularly literacy.  For performance criteria in communication and interaction, refer either to <i>Communication and Interaction Scales</i> or to <i>Pre-school Educational Advice Guidance Notes</i>.</p>	
<p><b>Process Criteria</b></p>		
<p><b>Assessment and planning</b>  <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>	<p><b>Additional human resources</b>  <b>Roles and responsibilities</b></p>

<p><b>Specific Criteria</b> Attainment, performance and progress Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex difficulties. Very low rates of, or no, progress in many areas of the curriculum, particularly literacy. For performance criteria in communication and interaction, refer either to <i>Communication and Interaction Scales</i> or to <i>Pre-school Educational Advice Guidance Notes</i>.</p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>The child or young person has long-term, severe speech and language difficulties that cause substantial and extensive barriers to learning and severely impede the development of social relationships. For Statutory Action to be appropriate, most of the following criteria would normally apply.</p> <ul style="list-style-type: none"> <li>▪ measurable speech and language behaviours which are long-term and significantly below those of peers</li> <li>▪ speech production that severely limits participation in classroom/setting activities</li> <li>▪ extensive difficulties in meeting the language demands of ordinary learning activities</li> <li>▪ severe difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties</li> <li>▪ a high level of frustration caused by the inability to participate in the classroom/setting or interact with peers</li> </ul> <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> <li>▪ greater clarity for the school/setting regarding the objectives of the intervention</li> <li>▪ a longer-term plan for provision to inform shorter-term planning</li> <li>▪ a strengthening of parental involvement in both long and short term review and planning</li> <li>▪ early phase transfer planning</li> <li>▪ formal review process monitored by the LEA</li> <li>▪ Transitional Planning in Year 9 involving Connexions personal adviser</li> <li>▪ greater emphasis on multi-agency planning</li> </ul> <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p><b>Grouping</b></p> <p>The child/young person may have access to additional small group or individual support on a daily basis.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>There will be equal access to out-of-hours learning opportunities.</p> <p>In some cases, the extent of the changes deemed necessary in structure to the mainstream school or setting may result in a specialist placement.</p>	<p><b>Curriculum and teaching</b></p> <p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>This may involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p> <p>The focus will remain on the educational implications of any difficulties, but there will be tuition targeted at these difficulties delivered either by a specialist or under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access. Teaching interventions will be part of a multi-disciplinary approach.</p> <p>The child or young person may also require help for some, or all, of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ acquiring, comprehending and using language</li> <li>▪ articulation</li> <li>▪ acquiring literacy skills</li> <li>▪ using augmentative and alternative means of communication</li> <li>▪ using different means of communication confidently and competently for a range of purposes</li> <li>▪ organising and co-ordinating oral and written language</li> <li>▪ compensating for the impact of a speech and language difficulty on learning in English as an additional language</li> <li>▪ expressing, comprehending and using their own language, where English is not the first language.</li> </ul>	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT<sup>11</sup> ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with substantial long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is substantial assistance to the school/setting, teacher or child/young person with most aspects of behaviour management and curriculum planning and delivery, supporting the child/young person within his/her classroom/setting.</p> <p>The SENCo, an LSA (under guidance), specialist teacher or other specialist provides individual or small group support.</p> <p>An LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

<sup>11</sup> In Early Years Settings: headteacher or manager.

## Communication and Interaction (Speech and Language Difficulties): School Action Plus/Early Years Action Plus

<p><b>Specific Criteria</b> Performance and Progress (May include description of needs/diagnosis)</p>	<p>Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under <b>School Action</b> or <b>Early Years Action</b>, the child/young person has ongoing speech and language difficulties that cause significant barriers to learning and impede the development of social relationships. Progress: there will be low rates of progress in many areas of the curriculum, particularly literacy.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
<p>School/setting will seek specialist assessment and advice, which may involve health as well as education personnel.</p> <p>The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> <li>▪ measurable speech and language behaviours which are significantly below those of the majority of peers;</li> <li>▪ difficulties with speech production which significantly limit participation in classroom/setting activities;</li> <li>▪ considerable difficulties in meeting the language demands of ordinary learning activities, such as following instructions or using abstract concepts;</li> <li>▪ difficulties in communicating with peers which lead to social isolation and apparent behavioural difficulties;</li> <li>▪ frustration on the part of child or young person at their inability to participate in the classroom/setting or interact with peers.</li> </ul> <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p>	<p><b>Grouping</b></p> <p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> <li>▪ within the classroom/setting</li> <li>▪ through limited periods of withdrawal and/or</li> <li>▪ through out-of-hours provision.</li> </ul> <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p><b>Curriculum and teaching</b></p> <p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming may be required to support specific targets.</p> <p>The focus will remain on the educational implications of any difficulties, but there may be tuition targeted at these difficulties under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access.</p> <p>Children/young people with speech and language difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ help in acquiring, comprehending and using language</li> <li>▪ help in articulation</li> <li>▪ help in acquiring literacy skills</li> <li>▪ help in using augmentative and alternative means of communication</li> <li>▪ help to use different means of communication confidently and competently for a range of purposes including formal situations</li> <li>▪ help in organising and co-ordinating oral and written language</li> <li>▪ support to compensate for the impact of a communication difficulty on learning in English as an additional language</li> <li>▪ help in expressing, comprehending and using their own language, where English is not the first language</li> </ul> <p>Additional access to ICT and to specialist equipment and materials as necessary to meet the outcomes identified in the IEP.</p>	<p>School Action Plus or Early Years Action Plus is only evident when the school or setting is engaged with external services on behalf of the child or young person.</p> <p>External support service(s) advise on behaviour management, curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &amp;/or social and health needs.</p> <p>Small group or individual intervention provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>



## Communication and Interaction (Speech and Language Difficulties): School Action/Early Years Action

<b>Specific Criteria</b> Performance and Progress (May include description of needs/ diagnosis)	Progress: the child/young person has speech and language difficulties and continues to demonstrate progress at a level below that expected to be achieved by differentiated tasks.	
<b>Process Criteria</b>		
<b>Assessment and planning</b> Monitoring and review	<b>Teaching methods and curriculum support</b>	<b>Additional human resources</b> Roles and responsibilities

<b>Specific Criteria</b> Performance and Progress (May include description of needs/ diagnosis)	Progress: the child/young person has speech and language difficulties and continues to demonstrate progress at a level below that expected to be achieved by differentiated tasks.		
<p>Early identification, assessment and provision using pre-school/setting assessment information and/or Baseline Assessment and/or QCA assessment baselines.</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests. The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> <li>▪ measurable speech and language skills which are somewhat below those of the majority of peers;</li> <li>▪ speech which is not easy to understand and which limits the child/young persons' ability to participate in group activities, question-and-answer sessions and other activities involving speech;</li> <li>▪ <b>problems with following instructions or with understanding relational or abstract concepts, requiring additional time for explanation and clarification;</b></li> <li>▪ <b>difficulties with communication with peers and in using appropriate social strategies such as turn taking and rapport in conversation which restrict the social interactions of child/young person;</b></li> <li>▪ <b>participation in most aspects of classroom/setting life and progress within areas of the curriculum which are less language-dependent, but less progress where language skills are important (i.e. towards the lower end of the expected range); this may be particularly evident in a limited acquisition of literacy skills.</b></li> </ul> <p><b>An individual or group plan will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</b></p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> <li>▪ progress made by the child/young person</li> <li>▪ effectiveness of strategies</li> <li>▪ updated information or advice</li> </ul>	<p><b>Grouping</b></p> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p><b>Curriculum and teaching</b></p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child or young persons' immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected speech and language difficulties.</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt work to match child/young person ability at a level of attainment suitable for the individual child or young person's needs.</p> <p>Some specific reinforcement or skill-development activities in support of IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> <li>▪ different learning materials or</li> <li>▪ special equipment</li> </ul> <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child or young person's class<sup>1</sup> or subject teachers are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may be involved in staff development and training aimed at introducing more effective strategies or in providing one-off or occasional advice on strategies or equipment. This may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> <li>▪ occasional or routine classroom support</li> <li>▪ small group or Individual intervention</li> <li>▪ time to devise planned interventions</li> <li>▪ time to monitor the effect of interventions</li> </ul> <p>Input from Health or Social Services may be required in particular cases.</p>

## Communication and Interaction (Autistic Spectrum Disorders): Statutory Action

<sup>1</sup> In Early Years Settings, the practitioner usually responsible for the child.

<p><b>Specific Criteria</b>          Attainment, performance and progress          Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex difficulties. Generally, very low rates of, or no, progress in many areas of the curriculum, particularly literacy. There may, however, be very specific areas of strength.          For performance criteria in communication and interaction, refer either to <i>Communication and Interaction Scales</i> or to <i>Pre-school Educational Advice Guidance Notes</i>.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning          Monitoring and review</b></p>	<p><b>Teaching methods and          curriculum support</b></p>	<p><b>Additional human resources          Roles and responsibilities</b></p>	

<p><b>Specific Criteria</b> Attainment, performance and progress Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex difficulties. Generally, very low rates of, or no, progress in many areas of the curriculum, particularly literacy. There may, however, be very specific areas of strength. For performance criteria in communication and interaction, refer either to <i>Communication and Interaction Scales</i> or to <i>Pre-school Educational Advice Guidance Notes</i>.</p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>The child/young person has difficulties associated with a severe and complex autistic spectrum disorder that seriously impede the development of social relationships and cause substantial and extensive barriers to learning. For Statutory Action to be appropriate, <b>all</b> of the following criteria would normally apply.</p> <ul style="list-style-type: none"> <li>▪ severe difficulties in following instructions, classroom/setting routines and in maintaining attention to task, which make it impossible for child/young persons to participate in most ordinary classroom/setting activities without a high level of adult support and structure</li> <li>▪ highly atypical behaviour, such as obsessive, challenging and/or withdrawn behaviours, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and substantial evidence of distress or emotional disturbance without obvious cause</li> <li>▪ highly inappropriate social behaviour leading to rejection by peers and social isolation</li> </ul> <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> <li>▪ greater clarity for the school/setting regarding the objectives of the intervention</li> <li>▪ a longer-term plan for provision to inform shorter-term planning</li> <li>▪ a strengthening of parental involvement in both long and short term review and planning</li> <li>▪ early phase transfer planning</li> <li>▪ formal review process monitored by the LEA</li> <li>▪ Transitional Planning in Year 9 involving Connexions personal adviser</li> <li>▪ greater emphasis on multi-agency planning</li> </ul> <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p><b>Grouping</b></p> <p>The child/young person may have access to additional small group or individual support on a daily basis.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>There will be equal access to out-of-hours learning opportunities.</p> <p>In some cases, the extent of the changes deemed necessary in structure to the mainstream school or setting may result in a specialist placement.</p>	<p><b>Curriculum and teaching</b></p> <p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>This will involve the use of autism-specific teaching and/or communication techniques, supported by appropriate equipment and materials.</p> <p>The focus will remain on the educational implications of any difficulties, but there will be tuition targeted at these difficulties delivered either by a specialist or under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access. Teaching interventions will be part of multi-disciplinary approach.</p> <p>The child/young person may also require help for some, or all, of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ acquiring, comprehending and using language in structured and unstructured situations</li> <li>▪ articulation</li> <li>▪ acquiring literacy skills</li> <li>▪ organised opportunities to develop appropriate social communication skills</li> <li>▪ using augmentative and alternative means of communication</li> <li>▪ using different means of communication confidently and competently for a range of purposes</li> <li>▪ organising and co-ordinating oral and written language</li> <li>▪ compensating for the impact of a communication difficulty on learning in English as an additional language</li> <li>▪ expressing, comprehending and using their own language, where English is not the first language.</li> </ul>	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT<sup>12</sup> ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with substantial long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is substantial assistance to the school/setting, teacher or child/young person with most aspects of behaviour management and curriculum planning and delivery, supporting the child/young person within his/her classroom/setting.</p> <p>The SENCo, an LSA (under guidance), specialist teacher or other specialist provides individual or small group support.</p> <p>An LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

<sup>12</sup> In Early Years Settings: headteacher or manager.

**Communication and Interaction (Autistic Spectrum Disorders): School Action Plus/Early Years Action Plus**

<p><b>Specific Criteria</b> Performance and Progress (May include description of needs/diagnosis)</p>	<p>Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under <i>School Action</i> or <i>Early Years Action</i>, the child/young person has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause significant barriers to learning. Progress: there will be low rates of progress within the curriculum, except in very specific areas of strength.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources Roles and responsibilities</b></p>
	<p><b>Grouping</b></p>	<p><b>Curriculum and teaching</b></p>	

<p><b>Specific Criteria</b> Performance and Progress (May include description of needs/diagnosis)</p>	<p>Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under <i>School Action</i> or <i>Early Years Action</i>, the child/young person has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause significant barriers to learning. Progress: there will be low rates of progress within the curriculum, except in very specific areas of strength.</p>		
<p>School/setting will seek specialist assessment and advice, which may involve health as well as education personnel.</p> <p>The child or young person's difficulties will include:</p> <ul style="list-style-type: none"> <li>▪ difficulties in following instructions, classroom/setting routines and in maintaining attention to task which make it difficult to participate in most ordinary classroom/setting activities without regular adult support and structure;</li> <li>▪ atypical behaviour, such as: obsessive, challenging and/or withdrawn behaviours, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and signs of distress or emotional disturbance without obvious cause;</li> <li>▪ inappropriate social behaviour leading to rejection by peers and social isolation.</li> </ul> <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> <li>▪ within the classroom/setting</li> <li>▪ through limited periods of withdrawal and/or</li> <li>▪ through out-of-hours provision.</li> </ul> <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming is required to support specific targets.</p> <p>The focus will remain on the educational implications of any difficulties, but there may be tuition targeted at these difficulties under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access.</p> <p>Children/young people with communication and interaction difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> <li>▪ the use of autism-specific teaching and/or communication techniques</li> <li>▪ flexible teaching arrangements</li> <li>▪ help in acquiring, comprehending and using language in structured and unstructured situations</li> <li>▪ help in articulation</li> <li>▪ help in acquiring literacy skills</li> <li>▪ organised opportunities to develop appropriate social communication skills</li> <li>▪ help in using augmentative and alternative means of communication</li> <li>▪ help to use different means of communication confidently and competently for a range of purposes including formal situations</li> <li>▪ help in organising and co-ordinating oral and written language</li> <li>▪ support to compensate for the impact of a communication difficulty on learning in English as an additional language</li> <li>▪ help in expressing, comprehending and using their own language, where English is not the first language</li> </ul> <p>Additional access to ICT and to specialist equipment and materials as necessary to meet the outcomes identified in the IEP.</p>	<p><i>School Action Plus</i> or <i>Early Years Action Plus</i> is only evident when the school or setting is engaged with external services on behalf of the child or young person.</p> <p>External support service(s) advise on behaviour management, curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &amp;/or social and health needs.</p> <p>Small group or individual intervention provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>

**Communication and Interaction (Autistic Spectrum Disorders): School Action/Early Years Action**

<b>Specific Criteria</b> Performance and Progress (May include description of needs/ diagnosis)	Progress: the child/young person has communication and/or interaction difficulties and continues to demonstrate progress at a level below that expected to be achieved by differentiated tasks.		
<b>Process Criteria</b>			
<b>Assessment and planning Monitoring and review</b>	<b>Teaching methods and curriculum support</b>		<b>Additional human resources Roles and responsibilities</b>
<p>Early identification, assessment and provision using pre-school assessment information and/or Baseline Assessment and/or QCA assessment baselines.</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests. The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> <li>▪ participation in most aspects of ordinary classrooms/settings, but with some difficulties in following instructions, classroom/setting routines and in maintaining attention on task;</li> <li>▪ a reliance on teacher support and careful structuring of activities to enable child/young persons to engage successfully in group work and/or social activities;</li> <li>▪ a tendency to display obsessive behaviours and/or inappropriate language likely to result in child/young persons losing friends or distracting teaching staff;</li> <li>▪ progress within the curriculum, but which can be greater in some areas than in others because of difficulties in particular aspects of learning such as writing, language or practical activities.</li> </ul> <p><b>An individual or group plan will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</b></p> <p>(In some schools/settings, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> <li>▪ progress made by the child/young person</li> <li>▪ effectiveness of strategies</li> <li>▪ updated information or advice</li> </ul>	<p><b>Grouping</b></p> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p><b>Curriculum and teaching</b></p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child/young person's immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected autistic spectrum difficulties.</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt work to match child/young person ability at a level of attainment suitable for the individual child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities in support of IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> <li>▪ different learning materials or</li> <li>▪ special equipment</li> </ul> <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class or subject teachers<sup>1</sup> are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may be involved in staff development and training aimed at introducing more effective strategies or in providing one-off or occasional advice on strategies or equipment. This may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> <li>▪ occasional or routine classroom support</li> <li>▪ small group or Individual intervention</li> <li>▪ time to devise planned interventions</li> <li>▪ time to monitor the effect of interventions</li> </ul> <p>Input from Health or Social Services may be required in particular cases.</p>

<sup>1</sup> In Early Years Settings, the practitioner usually responsible for the child.

# Communication and Interaction Scales

Specific Criteria: Autistic Spectrum Disorders/Speech and Language Difficulties

<b>Specific Criteria</b>						
<b>Statutory Action</b>	<b>Social Communication</b>	<b>Social Interaction</b>	<b>Social Imagination</b>	<b>Receptive Language</b>	<b>Expressive Language</b>	<b>Motor/Organisational</b>
End of Foundation Stage	0 – 5 points.	0 – 5 points.	0 – 2 points.	3 points or less.	3 points or less.	0 – 10 points.
End of KS1	5 points or less where all ticks fall in the 'not at all', 'rarely' or 'sometimes'	5 points or less where all ticks fall in the 'not at all', 'rarely' or 'rarely'	2 points or less where all ticks fall in the 'not at all' or 'rarely'	7 points or less.	11 points or less.	10 points or less.
End of KS2	15 points or less.	15 points or less.	10 points or less where all ticks fall in the 'not at all', 'rarely' or 'rarely'	21 points or less.	23 points or less.	20 points or less.
End of KS3/4	22 points or less.	22 points or less.	12 points or less where all ticks fall in the 'not at all', 'rarely' or 'rarely'	24 points or less.	28 points or less.	24 points or less.
Pre-school	Using QCA P Scales: below P3.					

## Specific Criteria: Communication and Interaction

Name:	Age:	Date:
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<i>Desirable behaviour</i>	Not at all	Rarely	Sometimes	Fairly often
<b>SOCIAL COMMUNICATION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Responds when called by name.				
2. Follows verbal instructions in 1:1 setting.				
3. Follows verbal instructions in small group setting.				
4. Follows verbal instructions in whole class setting.				
5. Takes turns in conversations.				
6. Initiates conversation.				
7. Changes topic of conversation.				
8. Maintains an appropriate conversation.				
9. Shows awareness of the listener's needs.				
10. Gives appropriate non-verbal signals as a listener.				
11. Changes the topic or style of a conversation to suit the listener.				
12. Changes appropriately the volume and tone of voice.				
13. Recognises and responds to non-verbal cues eg: a frown.				
14. Understands implied meanings.				
15. Tells or writes an imaginative story.				
16. Relates a sequence of events.				
17. Gives a simple sequence of instructions.				

SOCIAL INTERACTION	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
18. Uses gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation.				
19. Uses gesture, body posture, facial expression and				

<i>eye-to-eye gaze in group interaction.</i>				
<i>20. Follows social cues in 1:1 situation with adults.</i>				
<i>21. Follows social cues in 1:1 situation with other children.</i>				
<i>22. Follows social cues in group interaction.</i>				
<i>23. Shares an activity with other children.</i>				
<i>24. Shares an activity with an adult.</i>				
<i>25. Develops peer friendships.</i>				
<i>26. Seeks comfort/affection when upset.</i>				
<i>27. Offers comfort/affection to others.</i>				
<i>28. Shares in others' enjoyment/pleasure.</i>				
<i>29. Imitates other children.</i>				
<i>30. Imitates adults.</i>				
<i>31. Shows different responses to different people in different situations.</i>				
<i>32. Responds appropriately to social praise.</i>				
<i>33. Responds appropriately to criticism.</i>				

<b><i>Desirable behaviour</i></b>	<b>Not at all</b>	<b>Rarely</b>	<b>Some-times</b>	<b>Fairly often</b>
<b>SOCIAL IMAGINATION &amp; FLEXIBLE THINKING</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<i>34. Has varied interests.</i>				
<i>35. Shares interests.</i>				
<i>36. Changes behaviour according to the situation.</i>				
<i>37. Accepts changes in rules, routines or procedures.</i>				
<i>38. Plays imaginatively when alone.</i>				
<i>39. Plays imaginatively with others.</i>				
<i>40. Accepts others' points of view.</i>				
<i>41. Generalises learning.</i>				
<i>42. Transfers skills across the curriculum.</i>				
<i>43. Plans an event or task.</i>				
<i>44. Suggests possible explanations for events.</i>				
<i>45. Uses inference and deduction.</i>				

RECEPTIVE LANGUAGE	0	1	2	3
46. Listens 1-1.				
47. Listens in a small group.				
48. Listens in classroom context without visual cues.				
49. Follows instructions to carry out an activity step by step without visual cues.				
50. Is able to retain information from one lesson to another.				
51. Shows understanding of an age-appropriate story/text told to a large group of pupils.				
52. Shows understanding of where/when/how questions.				
53. Shows ability to predict outcomes.				
54. Shows ability to make inferences.				
55. Understands abstract concepts of time and				
56. Shows an appropriate understanding of words.				
57. Can understand how words are linked in categories.				

EXPRESSIVE LANGUAGE (including speech production)	0	1	2	3
58. Uses intelligible, connected speech.				
59. Uses familiar vocabulary appropriately.				
60. Uses phrases and statements to comment on ongoing activities.				
61. Finds words and joins them together with appropriate word order.				
62. Uses appropriate grammatical structures, taking into account local dialect.				
63. Recalls and describes in sequence activities that have been recently completed.				
64. Asks appropriate questions to obtain information.				
65. Gives meaningful instructions.				

66. Tells/retells a story or imagined events in chronological order.				
67. Contributes to discussion about behaviour or feelings in different situations.				
68. Gives an explanation of why events occur and predicts alternative endings/outcomes.				
69. Uses language appropriately in a variety of situations.				

<b>MOTOR &amp; ORGANISATIONAL SKILLS</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
70. Finds way around classroom.				
71. Finds way around school.				
72. Sits still.				
73. Sits amongst a small group.				
74. Sits amongst a large group eg: assembly.				
75. Finds and organises the equipment needed for a given task.				
76. Writes legibly and draws accurately.				
77. Gets changed without help eg: for PE.				
78. Organises movements for PE and games.				

	<b>SCORE</b>
<b>SOCIAL COMMUNICATION</b>	
<b>SOCIAL INTERACTION</b>	
<b>SOCIAL IMAGINATION &amp; FLEXIBLE THINKING</b>	
<b>RECEPTIVE LANGUAGE</b>	
<b>EXPRESSIVE LANGUAGE</b>	

<b><i>MOTOR &amp; ORGANISATIONAL SKILLS</i></b>	
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## Sensory and Physical Development (Hearing Impairment): Statutory Action

<p><b>Specific Criteria</b></p> <p>Attainment and Progress Description of needs/diagnosis</p>	<p>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</p> <p>In order to ensure that the child/young person with the most severe hearing impairment maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>.</p> <p>The child or young person has a permanent, severe or profound hearing impairment that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>
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<p><b>Process Criteria</b></p>		
<p><b>Assessment and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>	<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
	<p><b>Grouping</b></p>	<p><b>Curriculum and teaching</b></p>

<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>For <i>Statutory Action</i> to be appropriate, most of the following criteria would normally apply:</p> <ul style="list-style-type: none"> <li>inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without extensive amplification of hearing and the support of visual means of communication (e.g. lip-reading; signed support);</li> <li>significant speech and language difficulties restricting communication with peers and teachers/practitioners and inhibiting language use in the curriculum;</li> <li>difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration;</li> <li>emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting;</li> <li>significant difficulties in maintaining and sustaining concentration in the classroom/setting leading to problems in completing work;</li> <li>a need for adapted materials and a level of support beyond that which is realistic at <i>School Action Plus/Early Years Action Plus</i>.</li> </ul> <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> <li>greater clarity for the school/setting regarding the objectives of the intervention</li> <li>a longer-term plan for provision to inform shorter-term planning</li> <li>a strengthening of parental involvement in both long and short term review and planning</li> <li>early phase transfer planning</li> <li>formal review process monitored by the LEA</li> <li>Transitional Planning in Year 9 involving Connexions personal adviser</li> <li>greater emphasis on multi-agency planning</li> </ul> <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping should take account of the needs of the HI child/young person in curricular and extra-curricular activities. (Teachers/practitioners will have regard to the isolating nature of HI.)</p> <p>The child/young person may have access to additional targeted teaching<sup>13</sup> in small groups, or individually, on a daily basis.</p> <p>Equal access to out-of-hours learning opportunities.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>In some cases, the extent of the changes deemed necessary in structure/adaptation to the mainstream school/setting may result in a specialist placement.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>The child or young person will require some or all of the following:</p> <ul style="list-style-type: none"> <li>flexible teaching arrangements</li> <li>appropriate seating</li> <li>appropriate acoustic environment</li> <li>adaptations to school policies and procedures</li> <li>access to alternative forms of communication</li> <li>access to additional amplification systems</li> <li>access in all areas of the curriculum through specialist aids, equipment or adaptations</li> <li>regular and frequent access to specialist support<sup>2</sup></li> <li>visual reinforcement</li> </ul> <p>and help with</p> <ul style="list-style-type: none"> <li>acquiring, comprehending and using speech and language in structured and unstructured situations</li> <li>developing literacy skills</li> <li>using chosen means of communication confidently and competently</li> <li>organising and co-ordinating oral and written language</li> <li>compensating for the impact of a hearing impairment on learning if English is not the home language</li> </ul>	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT<sup>3</sup> ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications<sup>4</sup> will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>A teacher of the deaf, specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist may provide individual or small group tuition.</p> <p>A qualified facilitator may be required to provide sign support.</p> <p>A trained LSA or other adult may provide sustained and targeted support in the classroom/setting.</p>
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### ***Senory and Physical Development (Hearing Impairment): School Action Plus/Early Years Action Plus***

<p><b>Specific Criteria</b></p> <p>Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p><b>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</b></p> <p>At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>
<p><b>Process Criteria</b></p>	

<sup>13, 2, 4</sup> Should include access to a specialist teacher for hearing impairment.

<sup>3</sup> In Early Years Settings: headteacher or manager.

<p><b>Specific Criteria</b> Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p><b>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</b></p> <p>At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>		
<p><b>Assessment and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
<p>Despite receiving an individualised programme and/or concentrated support under <i>School Action</i>, the child/young person requires specialist equipment and/or regular advice/visits by the specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> <li>▪ inability to make progress within the curriculum without amplification of hearing and the support of visual means of communication (eg. lip-reading);</li> <li>▪ speech and language difficulties restricting communication with peers and teachers and restricting language use in the curriculum;</li> <li>▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration;</li> <li>▪ emotional and/or behaviour difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school;</li> <li>▪ some difficulties in maintaining and sustaining concentration in the classroom/setting leading to difficulties in completing work</li> <li>▪ a need for adapted materials and a level of support beyond that which is realistic to expect from the class/subject<sup>14</sup> teacher.</li> </ul> <p>School/setting explores the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>There is systematic monitoring of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p><b>Grouping</b></p> <p>Grouping should take account of the needs of the HI child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of HI.)</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> <li>▪ within the classroom/setting</li> <li>▪ through limited periods of withdrawal</li> <li>▪ through part-time or time-limited placement in specialist provision</li> <li>▪ through out-of-hours learning opportunities</li> </ul> <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p><b>Curriculum and teaching</b></p> <p>There is an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming is required to support specific individual targets.</p> <p>The child or young person may require some of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ appropriate seating</li> <li>▪ good listening conditions</li> <li>▪ adaptations to school/setting policies and procedures</li> <li>▪ access to alternative forms of communication</li> <li>▪ access to additional amplification systems</li> <li>▪ access in all areas of the curriculum through specialist aids, equipment or adaptations</li> <li>▪ regular access to specialist support</li> <li>▪ visual reinforcement</li> </ul> <p>and help with</p> <ul style="list-style-type: none"> <li>▪ acquiring, comprehending and using speech and language in structured and unstructured situations</li> <li>▪ developing literacy skills</li> <li>▪ using chosen means of communication confidently and competently</li> <li>▪ organising and co-ordinating oral and written language</li> <li>▪ compensating for the impact of a hearing impairment on learning if English is not the home language.</li> </ul>	<p><b><i>School Action Plus/Early Years Action Plus</i> is only evident when the school/setting is regularly engaged with external services on behalf of the child/young person.</b></p> <p>External support service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A teacher of the deaf, specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

<sup>14</sup> In Early Years Settings, the practitioner usually responsible for the child.

## Sensory and Physical Development (Hearing Impairment): School Action/Early Years Action

<p><b>Specific Criteria</b> Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</p> <p>At <i>School/Early Years Action</i>, however, the child/young person's ability to make adequate progress within the curriculum is dependent on additional or different action being taken.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
<p>The child/young person has a hearing impairment and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> <li>▪ progress within the curriculum but at lower levels than might be expected from measures of cognitive skills;</li> <li>▪ progress at lower levels than might be expected from performance on tasks where hearing ability is not central to learning;</li> <li>▪ tonal changes in speech, progressive failure to respond to verbal cues or increasing requests for the repetition of instructions;</li> <li>▪ physical changes such as persistent discharges from the ears, tilting of the head to maximise aural input or excessive efforts to focus on the teacher's face when instructions are being given;</li> <li>▪ increased reliance on peers for the understanding or relaying of instructions;</li> <li>▪ signs of frustration leading to emotional or behavioural problems not previously observed and for which there are no obvious causes;</li> <li>▪ signs of frustration and difficulty in forming relationships with peers and evidence of isolation during social times.</li> </ul> <p><b>An individual education plan is required only when the child/young person's needs demand additional and/or different arrangements beyond the existing differentiated curriculum plan within normal activity in the classroom/setting.</b></p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions.</p>	<p><b>Grouping</b></p> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning. (Teachers will have regard to the isolating nature of HI.)</p> <p>Classroom/setting management responds to the child/young person's hearing impairment.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p><b>Curriculum and teaching</b></p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher/practitioner will adapt teaching methods and work to meet the child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> <li>▪ specific teaching methods that are appropriate to the needs of a child/young person with hearing impairment</li> <li>▪ differentiated learning materials</li> <li>▪ specialist equipment</li> <li>▪ visual reinforcement</li> </ul> <p>The child/young person may require:</p> <ul style="list-style-type: none"> <li>▪ a good listening environment</li> <li>▪ appropriate seating</li> <li>▪ opportunities to develop communication skills</li> <li>▪ help to develop language and literacy skills</li> </ul> <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class<sup>15</sup> or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>A teacher of the deaf, specialist teacher or educational psychologist may be involved in providing advice on strategies or staff development and training aimed at introducing more effective strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> <li>▪ occasional or routine classroom support</li> <li>▪ small group or Individual intervention</li> <li>▪ time to devise planned interventions</li> <li>▪ time to monitor the effect of interventions</li> </ul> <p>Input from Health or Social Services may be required in particular cases.</p>



## Sensory and Physical Development (Physical and Medical Difficulties): Statutory Action

<p><b>Specific Criteria</b> Attainment and Progress Description of needs/diagnosis</p>	<p>Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. In order to ensure that the child/young person with the most complex physical needs maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>. The child or young person has a permanent, severe and/or complex physical disability or serious medical condition that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
	<p><b>Grouping</b></p>	<p><b>Curriculum and teaching</b></p>	

<p><b>Specific Criteria</b> Attainment and Progress Description of needs/diagnosis</p>	<p><b>Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs.</b> In order to ensure that the child/young person with the most complex physical needs maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>. The child or young person has a permanent, severe and/or complex physical disability or serious medical condition that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>For <i>Statutory Action</i> to be appropriate, most of the following criteria would normally apply:</p> <ul style="list-style-type: none"> <li>▪ inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without the extensive use of specialist materials, aids, equipment, furniture and/or adaptations to the physical environment of the school/setting;</li> <li>▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration;</li> <li>▪ emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting;</li> <li>▪ significant difficulties in maintaining and sustaining concentration in the classroom/setting leading to problems in completing work;</li> <li>▪ a need for adapted materials and a level of support beyond that which is realistic at <i>School Action Plus/Early Years Action Plus</i>;</li> <li>▪ attainment levels in most tasks and curriculum areas significantly depressed by irregular attendance brought about by the nature of the physical difficulty and/or the need for regular therapy.</li> </ul> <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> <li>▪ greater clarity for the school/setting regarding the objectives of the intervention</li> <li>▪ a longer-term plan for provision to inform shorter-term planning</li> <li>▪ a strengthening of parental involvement in both long and short term review and planning</li> <li>▪ early phase transfer planning</li> <li>▪ formal review process monitored by the LEA</li> <li>▪ Transitional Planning in Year 9 involving Connexions personal adviser</li> <li>▪ greater emphasis on multi-agency planning</li> </ul> <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping should take account of the needs of the child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of disability.)</p> <p>The child/young person may have access to additional targeted support<sup>16</sup> in small groups, or individually, on a daily basis.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>In some cases, the extent of the changes deemed necessary in structure/adaptation to the mainstream school/setting may result in a specialist placement.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>The child or young person will require some or all of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ appropriate seating</li> <li>▪ adaptations to the physical environment of the school</li> <li>▪ adaptations to school policies and procedures</li> <li>▪ access to alternative forms of communication</li> <li>▪ access in all areas of the curriculum through specialist aids, equipment or adaptations</li> <li>▪ regular and frequent access to specialist support<sup>1</sup></li> <li>▪ therapy programmes</li> <li>▪ care plan<sup>17</sup></li> <li>▪ targeted interventions in areas of particular difficulty or to develop specific skills</li> <li>▪ strategies to reduce the impact of physical and/or medical difficulties on learning</li> <li>▪ strategies to promote independent learning</li> </ul>	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT<sup>18</sup> ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with long-term support from appropriate professionals and visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN<sup>4</sup>. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>A specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist may provide small group or individual tuition.</p> <p>One or more trained LSAs or other adults may provide primary care and/or sustained and targeted support in the classroom/setting.</p>

## Sensory and Physical Development (Physical and Medical Difficulties): School Action Plus/Early Years Action Plus

<sup>16 4</sup> Should include access to advice from an advisory teacher for physical disability and/or the Hospital School Service.

<sup>17</sup> May include feeding programme, toileting, moving and handling, risk assessment, independence skills, medication.

<sup>18</sup> In Early Years Settings: headteacher or manager.

**Specific Criteria**

Attainment and Progress

(May include description of needs/diagnosis)

**Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs.**  
*At School/Early Years Action Plus, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.*

**Process Criteria**

**Assessment and planning**  
Monitoring and review

**Teaching methods and curriculum support**

**Additional human resources**  
Roles and responsibilities

**Specific Criteria**  
Attainment and Progress

(May include description of needs/diagnosis)

**Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs.**  
At *School/Early Years Action Plus*, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.

	<b>Grouping</b>	<b>Curriculum and teaching</b>	
<p>Despite receiving an individualised programme and/or concentrated support under <i>School Action</i>, the child/young person requires specialist equipment and/or regular advice/visits by the specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> <li>▪ inability to make progress within the curriculum without the use of specialist materials, aids, equipment, furniture and/or adaptations to the physical environment of the school/setting;</li> <li>▪ some difficulties in maintaining and sustaining concentration in the classroom leading to problems in completing work</li> <li>▪ a need for adapted materials and a level of support beyond that which it is realistic to expect from the class/subject<sup>19</sup> teacher;</li> <li>▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration;</li> <li>▪ emotional and/or behavioural difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school/setting;</li> <li>▪ attainment levels in most tasks and curriculum areas significantly depressed by irregular attendance brought about by the nature of the physical difficulty and/or the need for regular therapy.</li> </ul> <p>School/setting explores the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>There is systematic monitoring of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p>Grouping should take account of the needs of the child/young person in curricular and extra-curricular activities. (Teachers/practitioners will have regard to the isolating nature of disability.)</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements are made:</p> <ul style="list-style-type: none"> <li>▪ within the classroom/setting</li> <li>▪ through limited periods of withdrawal</li> <li>▪ through part-time or time-limited placement in specialist provision</li> <li>▪ through out-of-hours learning opportunities</li> </ul> <p>Equal access both to the curriculum and to out-of-hours learning opportunities.</p>	<p>There is an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming may be required to support specific individual targets.</p> <p>The child or young person will require some of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ appropriate seating</li> <li>▪ adaptations to the physical environment of the school</li> <li>▪ adaptations to school policies and procedures</li> <li>▪ access to alternative forms of communication</li> <li>▪ access in all areas of the curriculum through specialist aids, equipment or adaptations</li> <li>▪ regular access to specialist support<sup>20</sup></li> <li>▪ therapy programmes</li> <li>▪ care plan<sup>21</sup></li> <li>▪ targeted interventions in areas of particular difficulty or to develop specific skills</li> <li>▪ strategies to reduce the impact of physical and/or medical difficulties on learning</li> <li>▪ strategies to promote independent learning</li> </ul>	<p><b><i>School Action Plus/Early Years Action Plus</i> is only evident when the school/setting is regularly engaged with external services on behalf of the child/young person.</b></p> <p>External support service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained LSA or other adult may provide primary care and/or sustained and targeted support in the classroom/setting.</p>

<sup>19</sup> In Early Years Settings, the practitioner usually responsible for the child.  
<sup>20</sup> Should include access to advice from an advisory teacher for physical disability and/or the Hospital School Service.  
<sup>21</sup> May include feeding programme, toileting, moving and handling, risk assessment, independence skills, medication.

## Sensory and Physical Development (Physical and Medical Difficulties): School Action/Early Years Action

<p><b>Specific Criteria</b></p> <p>Attainment and progress</p>	<p>Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. At School/Early Years Action, however, the child/young person's ability to make adequate progress within the curriculum is dependent on additional or different action being taken.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
<p>The child/young person has physical or medical difficulties and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> <li>▪ progress within the curriculum at lower levels than might be expected from measures of cognitive skills;</li> <li>▪ progress at lower levels than might be expected from performance on tasks or at times where the physical or medical difficulty has less impact;</li> <li>▪ ability to participate in most classroom/setting activities but with difficulties in undertaking some tasks;</li> <li>▪ difficulties in working at the same pace as other children/young people</li> <li>▪ signs of increasing fatigue towards the end of the school day or setting session;</li> <li>▪ signs of frustration in the classroom/setting;</li> <li>▪ difficulty in forming relationships with peers;</li> <li>▪ isolation during lunch and other social times.</li> </ul> <p><b>An individual education plan is required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</b></p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions.</p>	<p><b>Grouping</b></p>	<p><b>Curriculum and teaching</b></p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class<sup>22</sup> or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies or in providing staff development and training aimed at introducing more effective strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> <li>▪ occasional or routine classroom support</li> <li>▪ small group or Individual intervention</li> <li>▪ time to devise planned interventions</li> <li>▪ time to monitor the effect of interventions</li> </ul> <p>Input from Health or Social Services may be required in particular cases.</p>
<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning. (Teachers will have regard to the isolating nature of disability.)</p> <p>Classroom/setting management responds to the child/young person's physical and/or medical difficulties.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>		<p>Emphasis on differentiation for curriculum access. It is expected that the teacher/practitioner will adapt teaching methods and work to meet the child/young person's needs using the resources and strategies available in the ordinary classroom/setting.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> <li>▪ specific teaching methods that are appropriate to the needs of a child/young person with physical and/or medical difficulties</li> <li>▪ strategies to promote independent learning</li> </ul> <p>The child/young person may require:</p> <ul style="list-style-type: none"> <li>▪ specialist equipment</li> <li>▪ some modification of classroom routines and organisation</li> <li>▪ differentiated learning materials</li> <li>▪ appropriate seating</li> <li>▪ risk assessment</li> </ul> <p>There will be clear information on child/young person and parent involvement.</p>	

<sup>22</sup> In Early Years settings, the practitioner usually responsible for the child.

## Sensory and Physical Development (Visual Impairment): Statutory Action

<p><b>Specific Criteria</b>          Attainment and Progress          Description of needs/diagnosis</p>	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.          In order to ensure that the child/young person with the most severe visual impairment maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>.          The child or young person is blind or has a severe visual impairment that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning</b>  <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b>  <b>Roles and responsibilities</b></p>
	<p><b>Grouping</b></p>	<p><b>Curriculum and teaching</b></p>	

<p><b>Specific Criteria</b>  <b>Attainment and Progress</b>  <b>Description of needs/diagnosis</b></p>	<p><b>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</b>  In order to ensure that the child/young person with the most severe visual impairment maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>.  The child or young person is blind or has a severe visual impairment that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>For Statutory Action to be appropriate, most of the following criteria would normally apply:</p> <ul style="list-style-type: none"> <li>▪ inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without the use of specialist materials and equipment;</li> <li>▪ mobility problems impacting significantly on participation in school and classroom activities;</li> <li>▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration;</li> <li>▪ the visual impairment leads to significant difficulties in maintaining and sustaining concentration in the classroom and in completing work;</li> <li>▪ emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting;</li> <li>▪ a need for adapted materials and a level of support beyond that which is realistic at <i>School Action Plus/Early Years Action Plus</i>.</li> </ul> <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> <li>▪ greater clarity for the school/setting regarding the objectives of the intervention</li> <li>▪ a longer-term plan for provision to inform shorter-term planning</li> <li>▪ a strengthening of parental involvement in both long and short term review and planning</li> <li>▪ early phase transfer planning</li> <li>▪ formal review process monitored by the LEA</li> <li>▪ Transitional Planning in Year 9 involving Connexions personal adviser</li> <li>▪ greater emphasis on multi-agency planning</li> </ul> <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping should take account of the needs of the VI child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of VI.)</p> <p>The child/young person may have access to additional targeted teaching<sup>23</sup> in small groups, or individually, on a daily basis.</p> <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>In some cases, the extent of the changes deemed necessary in structure/adaptation to the mainstream school/setting may result in a specialist placement.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>The child or young person will require some or all of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ appropriate seating and lighting</li> <li>▪ adaptations to school policies and procedures</li> <li>▪ provision of tactile and kinaesthetic materials</li> <li>▪ access to low vision aids</li> <li>▪ access in all areas of the curriculum through specialist aids, equipment, ICT or adaptations</li> <li>▪ regular and frequent access to specialist support<sup>2</sup></li> <li>▪ teaching<sup>3</sup> in specialist curriculum areas e.g. Braille, mobility, touch typing, daily living skills</li> <li>▪ verbal reinforcement</li> <li>▪ strategies to reduce the impact of a visual impairment on learning</li> </ul> <p>and help with</p> <ul style="list-style-type: none"> <li>▪ choosing the most appropriate medium for accessing and recording work</li> <li>▪ developing literacy and mathematical skills</li> <li>▪ sequencing and organisational skills</li> <li>▪ developing spatial awareness and understanding</li> <li>▪ problem solving and developing concepts</li> <li>▪ social communication and interaction</li> </ul>	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT<sup>4</sup> ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications<sup>5</sup> will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>A specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist may provide individual or small group tuition.</p> <p>A trained LSA or other adult may provide sustained and targeted support in the classroom/setting.</p>

***Sensory and Physical Development (Visual Impairment): School Action Plus/Early Years Action Plus***

<sup>23, 2, 3, 5</sup> Should include access to a specialist teacher for visual impairment and to a mobility officer.

<sup>4</sup> In Early Years Settings: headteacher or manager.

<p><b>Specific Criteria</b> Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p><b>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</b></p> <p>At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>
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<b>Process Criteria</b>			
<b>Assessment and planning Monitoring and review</b>	<b>Teaching methods and curriculum support</b>		<b>Additional human resources Roles and responsibilities</b>
	<b>Grouping</b>	<b>Curriculum and teaching</b>	
<p>Despite receiving an individualised programme and/or concentrated support under <i>School Action</i>, the child/young person requires specialist equipment and/or regular advice/visits by the specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> <li>▪ inability to make progress within the curriculum without the use of those specialist materials and equipment available at <i>School/Early Years Action Plus</i>;</li> <li>▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration;</li> <li>▪ emotional and/or behavioural difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school;</li> <li>▪ mobility problems impacting on participation in school and classroom activities;</li> <li>▪ the visual impairment leads to some difficulties in maintaining and sustaining concentration in the classroom and in completing work</li> <li>▪ a need for adapted materials and a level of support beyond that which is realistic to expect from the class/subject<sup>24</sup> teacher.</li> </ul> <p>School/setting explores the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>There is systematic monitoring of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p>Grouping should take account of the needs of the VI child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of VI.)</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements are made:</p> <ul style="list-style-type: none"> <li>▪ within the classroom/setting</li> <li>▪ through limited periods of withdrawal</li> <li>▪ through part-time or time-limited placement in specialist provision</li> <li>▪ through out-of-hours learning opportunities</li> </ul> <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>There is an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming may be required to support specific individual targets.</p> <p>The child or young person will require some of the following:</p> <ul style="list-style-type: none"> <li>▪ flexible teaching arrangements</li> <li>▪ appropriate seating and lighting</li> <li>▪ adaptations to school policies and procedures</li> <li>▪ provision of tactile and kinaesthetic materials</li> <li>▪ access to low vision aids</li> <li>▪ access in all areas of the curriculum through specialist aids, equipment, ICT or adaptations</li> <li>▪ regular access to specialist support<sup>2</sup></li> <li>▪ teaching in specialist curriculum areas eg. Braille, mobility, touch typing, daily living skills<sup>25</sup></li> <li>▪ verbal reinforcement</li> <li>▪ strategies to reduce the impact of a visual impairment on learning</li> </ul> <p>and help with</p> <ul style="list-style-type: none"> <li>▪ developing literacy and mathematical skills</li> <li>▪ sequencing and organisational skills</li> <li>▪ developing spatial awareness and understanding</li> <li>▪ problem solving and developing concepts</li> <li>▪ social communication and interaction</li> </ul>	<p><b><i>School Action Plus/Early Years Action Plus is only evident when the school/setting is regularly engaged with external services on behalf of the child/young person.</i></b></p> <p>External support service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

<sup>24</sup> In Early Years Settings, the practitioner usually responsible for the child.

## Sensory and Physical Development (Visual Impairment): School Action/Early Years Action

<p><b>Specific Criteria</b></p> <p>Attainment and progress</p>	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. At <i>School/Early Years Action</i>, however, the child/young person's ability to make adequate progress within the curriculum is dependent on additional or different action being taken.</p>		
<p><b>Process Criteria</b></p>			
<p><b>Assessment and planning</b> <b>Monitoring and review</b></p>	<p><b>Teaching methods and curriculum support</b></p>		<p><b>Additional human resources</b> <b>Roles and responsibilities</b></p>
<p>The child/young person has a visual impairment and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> <li>▪ progress within the curriculum but at lower levels than might be expected from measures of cognitive skills;</li> <li>▪ progress at lower levels than might be expected from performance on tasks where visual acuity is not central to learning;</li> <li>▪ <b>ability to take part in most classroom activities but difficulties in undertaking tasks or participating in those activities dependent on vision</b></li> <li>▪ <b>difficulties in working at the same pace as other children/young people;</b></li> <li>▪ <b>signs of increasing fatigue towards the end of the school day;</b></li> <li>▪ <b>signs of frustration in the classroom;</b></li> <li>▪ <b>difficulty in forming relationships with peers;</b></li> <li>▪ evidence of isolation during lunch and social times.</li> </ul> <p><b>An individual education plan is required only when the child/young person's needs demand additional and/or different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</b> (In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions.</p>	<p><b>Grouping</b></p>	<p><b>Curriculum and teaching</b></p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class<sup>26</sup> or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> <li>▪ occasional or routine classroom support</li> <li>▪ small group or Individual intervention</li> <li>▪ time to devise planned interventions</li> <li>▪ time to monitor the effect of interventions</li> </ul> <p>Input from Health or Social Services may be required in particular cases.</p>
<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning. (Teachers will have regard to the isolating nature of VI.)</p> <p>Classroom/setting management responds to the child/young person's visual impairment.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>		<p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt teaching methods and work to meet the child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> <li>▪ specific teaching methods that are appropriate to the needs of a child/young person with visual impairment</li> <li>▪ specialist equipment</li> <li>▪ verbal reinforcement</li> </ul> <p>The child/young person may require:</p> <ul style="list-style-type: none"> <li>▪ differentiated learning materials</li> <li>▪ appropriate seating and lighting</li> </ul> <p>There will be clear information on child/young person and parent involvement.</p>	

<sup>25</sup> Should include access to a specialist teacher for visual impairment and/or mobility officer.

<sup>26</sup> In Early Years settings, the practitioner usually responsible for the child.



**To:** All mainstream Headteachers  
**Purpose:** To advise Headteachers about the further application process for Schools' Contingency Fund 2002/03  
**Priority:** High  
**Reply requested:** Yes, if applicable

**Invicta House  
County Hall  
Maidstone  
Kent ME14 1XX**

Tel: (01622) 605729  
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:  
E-Mail AEN.resources@kent.gov.uk  
Ask for: Colin Feltham  
Your  
Ref:  
Our Ref: PS/AEN-R/CF/LR  
Date:

Dear Colleague

### **Schools' Contingency Fund 2002/2003 – Further Applications**

A number of schools have identified pupils with Statements of SEN who have recently joined their school roll and who may meet the criteria for very severe and complex need funding.

This letter, together with the enclosed notes and proforma, should be referred to and used to make an application for contingency funding for any such pupils. Please note that applications can only be made for pupils with current Statements and on the roll of the school. Applications cannot be made for any pupils without a Statement, previously referred and considered for contingency funding or on the roll of the school prior to 1 April 2002.

Should you wish to make an application, please complete and return the proforma to Susanne Baillie, Finance & Information Officer, at Clover House, John Wilson Business Park, Whitstable, Kent CT5 3QZ.

Once this information has been verified with the SEN database, the form will be returned to you to add the criteria sheets and supporting evidence. Four copies of all the documentation should be delivered to the AEN & Resources Department at your area office. The submitted application **must** include:

- A completed proforma for each pupil;
- Completed criteria sheets ticked appropriately; and
- Supporting evidence

Once the completed application has been received it will be timetabled for consideration by Headteacher representatives immediately prior to the next County Panel meeting in your area. Please see attached dates of County Panel meetings in your area for the remainder of the financial year.

PTO

It is essential that Headteachers manage the decision-making process as it is schools' money that is being allocated. If you would like to be on the Headteacher panels, please contact your Local Learning Group chair and AEN & R Manager.

These arrangements were agreed by the Delegated Formula Funding Group on 17 January 2003.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Colin Feltham', followed by a period.

**Colin Feltham**  
**Head of AEN & Resources**

Encs.

# CRITERIA FOR VERY SEVERE AND COMPLEX NEED

## PHYSICAL DEVELOPMENT

<b>PHYSICAL DISABILITY AND MEDICAL NEEDS</b>
<b>SPECIFIC CRITERIA: ACCESS, ATTAINMENT &amp; PROGRESS</b>
The pupil has very severe and complex long-term needs and can achieve equal access and maintain adequate progress <b>only</b> with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Without this provision, there are likely to be significant health and safety issues for the pupil and/or peers.

<b>SPECIFIC CRITERIA: ASSESSMENT*</b>		<b>PROCESS CRITERIA: ADDITIONAL RESOURCES</b>
<b>MOBILITY</b>	<b>Band 1</b> Independent mobility is extremely limited by motor difficulties. Extensive dependence on adult assistance and generally a wheelchair user.	Additional resources to: 1. select and use appropriate specialised equipment 2. support access to school life 3. support primary care needs 4. provide high degree of human resource needed to aid curriculum access and response 5. provide manual handling 6. support risk assessment
	<b>Band 2</b> A wheelchair user with no independent mobility. Total dependence on adult assistance.	Additional resources to: 1. select and use appropriate specialised equipment 2. provide a structured, personalised curriculum (within the context of an inclusive curriculum) to promote and maintain functional mobility 3. enable access to all aspects of school life 4. meet primary care needs 5. provide extensive human resource needed to aid curriculum access and response 6. provide two-person manual handling 7. support risk assessment
<b>MOTOR CONTROL</b>	<b>Band 1</b> Significant fine motor skill / hand control difficulties. Is dependent on the adult to support hand control tasks. Uses a range of specialist individualised equipment on a number of occasions during the day.	Additional resources to: 1. select and use appropriate specialised equipment 2. provide high degree of human resource needed to aid curriculum access and response
	<b>Band 2</b> Profound fine motor skill / hand control difficulties. Is totally dependent on the adult to perform hand control tasks. Uses a range of specialist individualised equipment throughout the day.	Additional resources to: 1. select and use appropriate specialised equipment 2. provide high degree of human resource needed to aid curriculum access and response 3. provide a structured, personalised curriculum to promote and maintain fine motor skill control.
<b>HEALTH CARE</b>	<b>Band 1</b> Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires regular support / intervention.	Additional resources to: 1. follow health care programmes encouraging students to participate and take responsibility when able 2. support the use of specialised personal health care resources to promote student participation.
	<b>Band 2</b> Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires regular direct intervention.	Additional resources to: 1. administer specialised personal health care resources, promoting student participation whenever feasible.
<b>MEDICAL NEEDS</b>	<b>Band 1</b> Has a complex medical condition that requires regular monitoring and medical intervention throughout the school day.	Additional resources to: 1. manage complex and critical health care needs on a daily basis.
	<b>Band 2</b> Has an unstable and unpredictable medical condition requiring frequent monitoring and medical intervention throughout the school day.	Additional resources to: 1. manage complex and critical health care needs on a daily basis 2. manage highly specialised individual health care resources that are immediately available to address emergency requirements which occur frequently.

- \* Some pupils with severe and complex physical and/or medical needs will also have severe and complex emotional, behavioural and social difficulties.

# SENSORY DEVELOPMENT

<b>VISUAL IMPAIRMENT and HEARING IMPAIRMENT</b>	
<b>SPECIFIC CRITERIA: ACCESS, ATTAINMENT &amp; PROGRESS</b>	
The pupil has very severe and complex long-term needs and can achieve equal access and maintain adequate progress <i>only</i> with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Without this provision, there are likely to be significant health and safety issues.	

<b>SPECIFIC CRITERIA: ASSESSMENT*</b>	<b>PROCESS CRITERIA: ADDITIONAL RESOURCES</b>
<p><b>VISUAL IMPAIRMENT</b></p> <p>Profound visual impairment often allied with other difficulties. Independent mobility is extremely limited by visual difficulties. Unable to orientate self or negotiate objects in the environment despite training. Extensive dependence on adult assistance. Uses a range of specialist individualised equipment throughout the day.</p>	<p>Additional resources to:</p> <ol style="list-style-type: none"> <li>1. enable access to school life for the child or young person with profound sensory impairment</li> <li>2. provide a facilitator for equal access and response to the curriculum including the use of aids, specialised equipment or personal support</li> <li>3. support the modification, development and delivery of schemes of work</li> <li>4. provide a structured, personalised programme (within the context of an inclusive curriculum) to promote and maintain functional mobility</li> <li>5. support the development and delivery of specialised individual sensory and / or tactile programmes including the use of Braille</li> <li>6. provide planned inclusion activities with sighted/hearing peers during break times</li> <li>7. support risk assessment</li> </ol>
<p><b>HEARING IMPAIRMENT</b></p> <p>Profound hearing impairment often allied with other difficulties. Is dependent on the adult to support tasks. Uses a range of specialist individualised equipment throughout the day.</p>	<p>Additional resources to:</p> <ol style="list-style-type: none"> <li>1. support the modification, development and delivery of schemes of work</li> <li>2. support the development and delivery of specialised individual programmes</li> <li>3. select and use appropriate specialised equipment</li> <li>4. provide high degree of human resource needed to aid curriculum access and response</li> <li>5. provide facilitator with signing skills in all lessons</li> </ol>

- \* Some pupils with severe and complex visual and/or hearing impairment will also have severe and complex emotional, behavioural and social difficulties.

# COGNITION & LEARNING

## VERY SEVERE & COMPLEX LEARNING DIFFICULTIES

### SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS

The pupil has very severe and complex learning difficulties and can achieve equal access and maintain adequate progress **only** with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Academic attainment is likely to be two key stages below the usual statutory assessment threshold.

### SPECIFIC CRITERIA: ASSESSMENT\*

### PROCESS CRITERIA: ADDITIONAL RESOURCES

SEVERE LEARNING DIFFICULTIES			
SEVERE LEARNING DIFFICULTIES	Band 1	Has very severe difficulties across all areas of the curriculum and displays learning only when a highly personalised approach is used. Generalisation of learning only occurs when carefully planned in the programme.	Additional resources to provide: <ol style="list-style-type: none"> <li>1. the development and delivery of age-appropriate educational programmes at pre-level one of the National Curriculum</li> <li>2. the resourcing of pre-Level One materials in all subjects, highly personalised to maximise access to subject areas</li> <li>3. in-depth analysis and delivery of skills within every curriculum subject</li> <li>4. mediation and reinforcement of learning</li> </ol>
	Band 2	Has such significant difficulties that is only able to access the curriculum when an adult is available to organise all resources for all tasks.	Additional resources to support: <ol style="list-style-type: none"> <li>1. a highly personalised approach to curriculum access</li> <li>2. the modification of ongoing individual activities within a specialist teaching approach in direct response to the pupil's actions</li> <li>3. the use of specific programmes and equipment to support specialist teaching approaches, including, as appropriate, tactile materials, sign language and / or symbols which can be used flexibly to access the curriculum</li> <li>4. mediation and reinforcement of learning</li> </ol>

\* Some pupils with severe and complex learning difficulties will also have severe and complex emotional, behavioural and social difficulties.

Note

***For pupils with very severe and complex long-term needs who may have a diagnosis of a syndrome (e.g. Down Syndrome), relevant aspects of any of the criteria described in this document should be used where applicable.***

## COMMUNICATION AND INTERACTION

### SPEECH & LANGUAGE DIFFICULTIES

#### SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS

The pupil has very severe and complex speech and language difficulties and can achieve equal access and maintain adequate progress only with the allocation of resources additional to those that can be provided from within the school's existing delegated budget.

#### SPECIFIC CRITERIA: ASSESSMENT

#### PROCESS CRITERIA: ADDITIONAL RESOURCES

SPEECH & LANGUAGE DIFFICULTIES		SPECIFIC CRITERIA: ASSESSMENT	PROCESS CRITERIA: ADDITIONAL RESOURCES
SPEECH & LANGUAGE DIFFICULTIES	Band 1	Has very severe or complex difficulties in understanding the language of tuition. Needs communication using sounds, signs/symbols or signing.	Additional resources to provide:  1. multi-sensory approaches to communication
	Band 2	Has very severe or complex difficulties in understanding the language of tuition. Needs communication using sounds, signs/symbols and signing.	Additional resources to provide:  1. multi-sensory approaches to communication 2. extensive one-to-one support
	Band 1	Extreme communication difficulty.	Additional resources to provide:  1. personal teacher and/or 2. support in using sophisticated technology and/or 3. augmentative and alternative communication strategies
	Band 2	Extreme communication difficulty allied with other difficulties.	Additional resources to provide:  1. personal teacher and 2. support in using sophisticated technology and 3. augmentative and alternative communication strategies

- \* Some pupils with severe and complex speech and language difficulties will also have severe and complex emotional, behavioural and social difficulties.

# VERY SEVERE AND COMPLEX COMMUNICATION AND INTERACTION DIFFICULTIES

## VERY SEVERE AND COMPLEX EMOTIONAL DISTURBANCE AND SOCIAL DYSFUNCTION

### *Explanatory note*

The SEN Code of Practice (2001) identifies four areas or dimensions of special educational need. It does not assume that these are hard and fast categories, however, but recognises that there is a wide spectrum of needs that are frequently inter-related. Nevertheless, it also acknowledges that there are specific needs that usually relate to particular types of impairment. The templates that follow should be interpreted with this guidance in mind.

There are differences in the underlying causes of the difficulties experienced by children with Autistic Spectrum Disorders and those who have severe emotional difficulties but no neurological impairment. The causes of the difficulties experienced by the latter group will be in the area of disrupted development, often resulting in serious mental health issues and severe social dysfunction. At the same time, it is clear that some children with Autism also have very severe emotional needs.

Although the underlying causes may be different, however, they often result in similar observable behaviours in the classroom and around the school. For this reason, there is a similarity between the 'specific criteria' in the templates for Autistic Spectrum Disorders and for Severe Emotional Disturbance. Likewise, the 'process criteria' section identifies a number of interventions that appear to be the same. What will be different, however, will be the content and/or style of these interventions depending on the individual needs of the child. For example, a 'highly structured programme' for an autistic child might well draw heavily on the 'TEACCH' approach whilst a severely disturbed child would require a different strategy.

These templates do not aim to provide a detailed inventory of teaching and support strategies. Rather, they are intended to establish the threshold at which to allocate additional and long-term funding to support children with this very severe level of need. When applying the criteria, it will be important to consider the specific needs of the individual and consequently the extent to which an additional human resource is, or is not, required.

# VERY SEVERE AND COMPLEX COMMUNICATION AND INTERACTION DIFFICULTIES

<b>AUTISTIC SPECTRUM DISORDERS</b>
<b>SPECIFIC CRITERIA: ACCESS, ATTAINMENT &amp; PROGRESS</b>
The pupil has very severe and complex long-term needs and can achieve equal access and maintain adequate progress <b>only</b> with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Without this provision, there are likely to be significant health and safety issues for the pupil and/or peers.

<b>SPECIFIC CRITERIA: ASSESSMENT*</b>		<b>PROCESS CRITERIA: ADDITIONAL RESOURCES</b>	
<b>AUTISTIC SPECTRUM DISORDERS</b>	Band 1	<p>Mostly sees the world from own perspective. Tends to withhold contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict self-injury. May be unaware of danger. May run away. May damage property.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> <li>1. the development and delivery of a variety of individual behaviour and / or emotional management approaches</li> <li>2. containment procedures</li> <li>3. extensive programmes to respond to highly individualised behavioural and / or emotional needs which have priority in daily curriculum planning</li> <li>4. risk assessment</li> </ol>
	Band 2	<p>Mostly sees the world from own perspective. Withholds contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict serious self-injury. Is unaware of danger. May continually run away. May cause extensive damage to property.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> <li>1. the development and delivery of a variety of individual behaviour and / or emotional management approaches</li> <li>2. containment procedures requiring 2 support staff</li> <li>3. extensive individual programmes to respond to highly individualised behavioural and / or emotional needs which have priority in daily curriculum planning and which are exclusively adult-directed and managed</li> <li>4. risk assessment</li> </ol>
	Band 1	<p>Shows predictable physical aggression towards peers/adults.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> <li>1. the design and delivery of highly structured programmes aimed at establishing appropriate interaction with other children/adults</li> <li>2. containment procedures</li> <li>3. the promotion of social contact with other children/adults as a priority for curriculum access</li> <li>4. access to a safe, secure environment where short periods of time can be spent supervised e.g. with another pupil to develop acceptance of social contact</li> </ol>
	Band 2	<p>Shows unpredictable physically aggressive behaviour towards peers/adults without obvious cause.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> <li>1. the design and delivery of highly structured programmes aimed at establishing appropriate interaction with other children/adults</li> <li>2. containment procedures requiring 2 support staff</li> <li>3. the promotion of supported social contact with other children/adults as a priority for curriculum access</li> <li>4. access to a safe, secure environment where short periods of time can be spent supervised e.g. with another pupil to develop acceptance of social contact</li> </ol>
	Band 1	<p>Is often able to concentrate on what is relevant only when attention is directed and maintained by an adult in a one-to-one situation.</p>	<p>Additional resources to provide:</p> <ol style="list-style-type: none"> <li>1. the development and monitoring of strategies to maintain appropriate levels of concentration</li> <li>2. access to flexible learning stations situated in close proximity to teaching areas to support the development of concentration skills</li> </ol>

	Band 2	Is able to concentrate on what is relevant only when attention is directed and maintained by an adult in a one-to-one situation.	<p>Additional resources to provide:</p> <ol style="list-style-type: none"> <li>1. the development and monitoring of strategies to maintain appropriate levels of concentration</li> <li>2. access to flexible learning stations situated in close proximity to teaching areas to support the development of concentration skills</li> <li>3. one-to-one support</li> </ol>
	Band 1	Requires preparation and training before being able to participate in any recreational activities.	<p>Additional resources to:</p> <ol style="list-style-type: none"> <li>1. set up opportunities to develop leisure skills</li> <li>2. take an essential leading role in developing leisure skills</li> <li>3. allow for highly structured, adult-led opportunities to develop essential leisure skills</li> </ol>
	Band 2	Requires substantial preparation and training before being able to participate in any recreational activities.	<p>Additional resources to:</p> <ol style="list-style-type: none"> <li>1. set up opportunities to develop leisure skills</li> <li>2. take an essential leading role in developing leisure skills</li> <li>3. allow for highly structured, adult-led opportunities to develop essential leisure skills supported by specialist equipment to address the range of individual needs and / or self esteem.</li> </ol>

# VERY SEVERE AND COMPLEX EMOTIONAL DISTURBANCE AND SOCIAL DYSFUNCTION

## VERY SEVERE AND COMPLEX EMOTIONAL DISTURBANCE

### SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS

The pupil has very severe and complex long-term needs and can achieve equal access and maintain adequate progress **only** with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Without additional provision, there are likely to be significant health and safety issues for the pupil and/or peers.

There will be a long history (in the context of the child's age) of observable behaviours, which may result from, for example, a history of emotional trauma, a psychotic illness, experience of extreme abuse or highly disrupted home circumstances.

It is likely that pupils with very severe and complex emotional difficulties who meet the criteria for additional resources will also be deemed to be disabled under the guidance contained in the Disability Discrimination Act 1995 Part 4: *Code of Practice for Schools*. This guidance is reproduced at the end of this document.

SPECIFIC CRITERIA: ASSESSMENT		PROCESS CRITERIA: ADDITIONAL RESOURCES	
VERY SEVERE AND COMPLEX EMOTIONAL DIFFICULTIES	Band 1	<p>Tends to withhold contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict self-injury. May disregard danger. May run away. May damage property.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> <li>the development and delivery of a variety of individual emotional and / or social management approaches</li> <li>containment procedures</li> <li>extensive programmes to respond to highly individualised emotional and / or social needs which have priority in daily curriculum planning</li> <li>risk assessment</li> </ol>
	Band 2	<p>Mostly sees the world from own perspective. Withholds contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict serious self-injury. Disregards danger. May continually run away. May cause extensive damage to property.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> <li>the development and delivery of a variety of individual emotional and / or social management approaches</li> <li>containment procedures requiring 2 support staff</li> <li>extensive individual programmes to respond to highly individualised emotional and / or social needs which have priority in daily curriculum planning and which are exclusively adult-directed and managed</li> <li>risk assessment</li> </ol>
	Band 1	<p>Shows predictable physical aggression towards peers/adults.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> <li>the design and delivery of highly structured programmes aimed at establishing appropriate interaction with other children/adults</li> <li>containment procedures</li> <li>the promotion of social contact with other children/adults as a priority for curriculum access</li> <li>access to a safe, secure environment where short periods of time can be spent supervised e.g. with another pupil to develop acceptance of social contact</li> </ol>

	Band 2	Shows unpredictable physically aggressive behaviour towards peers/adults without obvious cause.	Additional resources to support: <ol style="list-style-type: none"> <li>1. the design and delivery of highly structured programmes aimed at establishing appropriate interaction with other children/adults</li> <li>2. containment procedures requiring 2 support staff</li> <li>3. the promotion of supported social contact with other children/adults as a priority for curriculum access</li> <li>4. access to a safe, secure environment where short periods of time can be spent supervised e.g. with another pupil to develop acceptance of social contact</li> </ol>
	Band 1	Is often able to concentrate on what is relevant only when attention is directed and maintained by an adult in a one-to-one situation.	Additional resources to provide: <ol style="list-style-type: none"> <li>1. the development and monitoring of strategies to maintain appropriate levels of concentration</li> <li>2. access to flexible learning stations situated in close proximity to teaching areas to support the development of concentration skills</li> </ol>
	Band 2	Is able to concentrate on what is relevant only when attention is directed and maintained by an adult in a one-to-one situation.	Additional resources to provide: <ol style="list-style-type: none"> <li>1. the development and monitoring of strategies to maintain appropriate levels of concentration</li> <li>2. access to flexible learning stations situated in close proximity to teaching areas to support the development of concentration skills</li> <li>3. one-to-one support</li> </ol>
	Band 1	Requires preparation and training before being able to participate in any recreational activities.	Additional resources to: <ol style="list-style-type: none"> <li>1. set up opportunities to develop leisure skills</li> <li>2. take an essential leading role in developing leisure skills</li> <li>3. allow for highly structured, adult-led opportunities to develop essential leisure skills</li> </ol>
	Band 2	Requires substantial preparation and training before being able to participate in any recreational activities.	Additional resources to: <ol style="list-style-type: none"> <li>1. set up opportunities to develop leisure skills</li> <li>2. take an essential leading role in developing leisure skills</li> <li>3. allow for highly structured, adult-led opportunities to develop essential leisure skills supported by specialist equipment to address the range of individual needs and / or self esteem.</li> </ol>

## Disability Discrimination Act 1995 Part 4: Code of Practice for Schools

This Code cannot determine which pupils do or do not have a disability but the following considerations may be relevant:

- a child may have significant behaviour difficulties and these may relate to an underlying physical or mental impairment which amounts to a disability as defined by the Act. If they do, the child will be covered by the Act by reason of the underlying impairment;
- in addition, a behaviour difficulty may arise from a mental illness. The Act says that mental impairments resulting from or consisting of a mental illness are not covered by the legislation unless that illness is clinically well-recognised, that is, 'recognised by a respected body of medical opinion'. It is therefore likely that, in respect of such illnesses, the extent to which a condition is well-recognised will determine whether or not a child has a disability, for the purposes of the Act;
- where a child has a behaviour difficulty for a reason other than a disability, for example arising from social or domestic circumstances, it is likely that such a difficulty is not covered by the legislation.

*Disability Rights Commission 2002*

This is not to say that all children who have a disability in terms of the guidance set out above will necessarily meet the criteria for additional resources for very severe and complex need.

**VERY SEVERE AND COMPLEX NEEDS** - To be completed by the School

Form : VSCN 2

District:		School:	
Pupil Name:		NC Year	
DoB:		NC Levels	Literacy
UPN:		(Including	Numeracy
Pupil Admission Date:		P Levels)	Science
Final Statement Date:		S/ment Hours	

Very Severe and Complex Need Type	Tick Primary Need Type	SEN Database Verification	Date	Signature of FIO / Data Check
Autism				
Hearing Impairment				
Physical Disability				
Speech & Language				
Visual Impairment				
Learning Difficulties				
Emotional & Social				

\* Shaded area for Office use only

Specific Criteria	Band (where appropriate)	Process Criteria Numbers	Process Criteria Met	Comments

**SUMMARY OF EVIDENCE OF ADDITIONAL SEVERITY AND COMPLEXITY OF SEN**

**Please refer to the specific and process elements of the criteria for very severe and complex needs and indicate types and level of provision using 4 strands of action identified in the SEN Code of Practice.**

**1. Assessment, planning and review:**

**2. Grouping for teaching purposes:**

**3. Additional resources:**

**4. Curriculum and teaching methods:**

**Signature: Headteacher** \_\_\_\_\_

**Date** \_\_\_\_\_

**TO BE COMPLETED BY HEADTEACHER PANEL**

Additional Evidence presented:

- 1.
- 2.
- 3.
- 4.

**Additional Notes / Comments**

<b>Criteria met:</b>	Yes / No	<b>Band</b>
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<b>Agreed by Headteacher Chair:</b>	<b>Name:</b>
	<b>Signature:</b>
<b>District Development Officer:</b>	<b>Name:</b>
	<b>Signature:</b>

Original passed to Finance on \_\_\_\_\_ for Contingency payment from \_\_\_\_\_

Need Type \_\_\_\_\_ Band \_\_\_\_\_ Full Year Amount \_\_\_\_\_ Pro-rata  
Amount \_\_\_\_\_

SEN Database updated by \_\_\_\_\_ on  
\_\_\_\_\_

Finance & Information Officer

Name:

Signature:

Date:

\* Shaded box to be completed by FIO