



**Shropshire guidance booklet for  
ALL school practitioners working  
with children and young people**

# **Shropshire Provision for SEND - A Guide for Mainstream Schools**

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*Version 2  
January 2020*



## **Special educational provision in schools**

*(Numbers in brackets refer to chapters in the SEND Code of Practice where relevant)*

The SEND Code of Practice identifies that;

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.” (1.24)*

Any provision or support should be provided in line with the needs of the child or young person and is not dependent on any formal diagnosis. This guidance aims to provide advice to **all school practitioners** with the support of the school’s special educational needs co-ordinator (**SENCo**).

*(6.36) Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

*(6.37) High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.*

There are recommendations and prompts to ensure effective and consistent provision for Shropshire children and young people with SEND. Enabling them to achieve the best possible educational outcomes and to be effectively prepared for adulthood, including independent living and employment. This document is not exhaustive and provides guidance and suggestions that can be adapted and implemented to create a personalised response to meeting the specific needs of each individual. Whilst acknowledging that all settings are different and the resources and expertise that they have available to them varies, it is important to ensure that the provision that is made for each learner is not compromised.

*Shropshire SEN Team would like to acknowledge the support and co-operation provided by Warwickshire SENDAR in creating this document.*

## **Further Reading/Guidance**

### **Teachers Standards**

<https://www.gov.uk/government/publications/teachers-standards>

### **Ofsted framework**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)

### **Statutory Guidance/policies for schools**

<https://www.gov.uk/government/collections/statutory-guidance-schools>

<https://www.gov.uk/government/publications/statutory-policies-for-schools>

### **SEND Code of Practice**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Element 1: Universal Provision

### Expectations of all settings

*“...SEND pupils are not someone else’s problem. Every school is a school for pupils with SEND and every teacher is a teacher of SEND pupils.”*

*Damian Hinds Education Secretary 5<sup>th</sup> July 2018*

This section outlines the expectations on all Shropshire schools, according to the needs of the child/young person. Much of this section will be an integral part of the school’s provision for all children. The provision and strategies outlined in this section may be required for children and young people with SEN and/or disabilities but will undoubtedly be of benefit to many of the learners in the setting.

Expectations of all settings	Strategies
A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress	<ul style="list-style-type: none"> <li>● Pupil’s difficulties in learning and behaviour are observed and monitored in different contexts to inform planning.</li> <li>● Staff are aware of pupil’s starting points so that expected progress can be measured.</li> <li>● Assessment is used to inform planning and interventions</li> </ul>
Formative assessment and feedback are a feature of lessons and evident in marking and assessment policy	<ul style="list-style-type: none"> <li>● A range of assessment strategies are used to ensure a thorough understanding of learners</li> <li>● The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes for the learners</li> </ul>
The setting works in partnership with parents, carers and learners.	<ul style="list-style-type: none"> <li>● Formal and informal events take place to seek views in relation to SEN provision</li> <li>● Parents/carers are signposted towards Shropshire’s local offer</li> <li>● Learners are helped to understand their own barriers to learning</li> </ul>
The setting recognises, and responds to, the need for pastoral support for learners with SEND and recognises that behaviour is a means of communication and may indicate an unmet need	<ul style="list-style-type: none"> <li>● Peer awareness and sensitivity towards difference are raised at a whole school level.</li> <li>● PSHE is used to develop wellbeing and resilience</li> <li>● Awareness that learners with SEND are vulnerable to bullying</li> </ul>

<b>Element 1: Universal Provision</b>	<b>Teaching and Learning</b>
	1.1 A culture that values and supports the learning and wellbeing of all learners; <i>an Inclusive School ethos</i>
	1.2 Activities, materials and communication which take into account their individual needs and interests ensuring access to an appropriately differentiated curriculum and approaches that enable individuals to be taught effectively. Classroom arrangements which ensure they have enough time to complete work.
	1.3 Class based teaching with differentiated group work as appropriate within class setting with curriculum access facilitated by modification of task presentation.
	1.4 teaching that demonstrates a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
	1.5 Class wide approaches to develop and promote social and emotional wellbeing, <i>for example, use of Circle Time, use of SEAL resources,</i>
	1.6 Teaching that will inspire, motivate and stretch them to achieve their expected outcomes.
	1.7 Short periods of specific extra support to fill gaps in their learning, <i>for example by following one-off, structured programmes which have been shown to be effective.</i>
	1.8 Regular access to practical, hands-on activities in the classroom to help them learn.
	1.9 A positive classroom climate where self-esteem is maintained and enhanced through developing areas of strength and frequent use of praise and positive reinforcement.
	1.10 Systems of self-assessment and evaluation which are used to inform personalised learning targets which are set for all learners.
	1.11 Encouragement to take a responsible and conscientious attitude to their own work and study.
	1.12 On-going monitoring of progress using formative assessments related to the curriculum, with additional standardised and/or diagnostic tests when needed.
	1.13 Differentiated support systems for recording and completing homework
	1.14 Support to ensure understanding and support appropriate learning strategies, <i>for example, alternatives to copying from whiteboard, allow additional processing time, recording homework, to inform of social 'norms'.</i>
<b>Physical Environment</b>	
1.15 Learners sensory needs are known and used to plan seating arrangements, room layout and surroundings and the use of movement breaks. <i>Considering sensory and physical needs, organisation and labelling of teaching materials, consistent and meaningful use of timetables that may be individualised and/or visual, 'Now and Then' boards</i>	

Element 1: Universal Provision	1.16 Active, meaningful use of extra supports and resources for learning in the classroom, <i>for example laptops, symbols, iPads.</i>
	1.17 Access to designated quiet areas in school and playground.
	<b>Staffing</b>
	1.18 School staff who have ongoing training in meeting the needs of learners with the most frequently occurring special educational needs and disabilities, <i>for example difficulties with communication and interaction, literacy, or sensory processing.</i> <b>ALL Shropshire schools should access the Autism Education Trust, Tier 1 training – Making Sense of Autism.</b>
	1.19 One-off assessment by an external specialist if needed, <i>for example, Specialist Advisory Teacher, Educational Psychologist, Speech and Language Therapist.</i>
	1.20 Targeted and planned support from teaching assistants in the classroom when needed.
	1.21 Time set aside for teaching assistants and teachers to plan and review learners' needs together.
	1.22 Trained staff available to support learners at break times and lunch times.
	1.22 Support for basic eating, medical or personal care tasks, <i>for example assisting with toileting.</i>
	<b>Systems</b>
	1.23 A Special Educational Needs Co-ordinator (SENCo) who is a qualified teacher and has completed the National SENCo qualification or worked as a SENCo for at least 12 months before 1 <sup>st</sup> September 2009.
	1.24 Systems to be in place for staff to routinely seek the children's views about their strengths and difficulties and adults' concerns. <i>(for example, using 1-page profile)</i> Regular communication and engagement between staff and parents incorporating <b>person centred approaches.</b>
	1.25 An effective behaviour management policy, using a range of strategies which acknowledges behaviour as a means of communication and could be a response to unmet need.
	1.26 A well-planned and structured PSHE (Personal, Social and Health Education) curriculum which is stimulating and effectively delivered. Including a programme that develops peer awareness and understanding of SEN.
	1.27 PSHE is used to develop well-being and resilience
	1.28 Regular anti-bullying activities across the whole school which means that learners feel safe and confident in reporting incidents.
	1.29 Effective communication between adults during the school day, <i>for example, pastoral lead, SENCo, LAC co-ordinator, office staff, classroom staff and lunchtime supervisors.</i>
	1.30 Systems for learners to support each other, for which they are given appropriate training and on-going adult support, <i>for example 'playground buddies', peer mentoring.</i>
	1.31 Opportunities to take responsibilities in school, <i>for example as school council representatives, prefects or classroom monitors.</i>
	1.32 Equal access to off-site activities, school trips and visits.
1.33 Arrangements for storing and administering medicines, <i>for example inhalers.</i>	

	1.34 School policies and reports which are up to date, openly available on the school website, and which meet all current national requirements, <i>for example Safeguarding, Behaviour, Anti-bullying, Health and Safety, Accessibility Plan, SEN Information Report.</i>
	1.35 The SEND information report is co-produced with parents and carers
	1.36 Systems for monitoring and reporting concerns about learners' health, safety and well-being
	1.37 Full records of attendance, internal and external exclusions.
	1.38 Access to extended school provision, <i>for example breakfast club, homework club, lunchtime clubs.</i>
	1.39 Learners are helped to understand their own barriers to learning and to value their achievements

## Element 2/3: Targeted Provision

### SEN Support – ‘Some learners’

Every school is required to identify and address the special educational needs (SEN) of the children or young people they support. They should have a clear approach to identifying and responding to any identified additional needs.

Where concerns are raised that a child may not be making expected progress in their learning, schools are expected to intervene early to implement appropriate and effective support to overcome the barriers to learning. This *SEN Support* should take the form of a 4-part cycle to develop a growing understanding of the pupils’ needs, and identify what support is required to ensure the pupil secures good outcomes and makes good progress. This is known as the ‘[Graduated Approach](#)’.

#### The Graduated Approach

The four stages are;

**Assess** – A thorough and holistic assessment is essential to ensure that the ‘needs’ are accurately identified to ensure that the most appropriate and effective interventions are implemented.

Assessments may be carried out by school staff (e.g. Dyslexia, Early Help – ‘*Family Webstar*’) or may involve external agencies (Educational Psychologists, Specialist Outreach Support, Sensory Inclusion Service )

**Plan** – Once the key barriers to learning have been identified it is possible to plan the most effective interventions. The teacher and SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place. All teachers and support staff who work with the pupil should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Outcomes and provision should consider the holistic needs of the child; these may be academic outcomes but are likely to also include social and emotional interventions to support resilience and emotional (self-) regulation.

**Do** – As detailed in the SEN Code of Practice, the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any TA’s to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class teacher and provide advice on the effective implementation of support.





**Review** – The impact and quality of the support and interventions should be evaluated, along with the views of the parent and child. The class teacher, working with the SENCo, should revise the support in light of the pupil’s progress and development.

Learners who make less than expected progress with Universal Provision will receive some more-specialist and targeted support, appropriate to their assessed needs. Where possible, interventions and support should take place within the classroom to compliment the QFT which is taking place and to ensure those children with SEN are able to access the curriculum and learning opportunities in-line with their peers. For the majority of children and young people, schools will be able to meet their additional needs using the resources generally available to all schools. For a small number of pupils, the cost of identified targeted or specialist provision may exceed that which is available through the notional SEN budget (Element 2 - £6,000). Schools may request top-up funding from the high-needs block (Element 3) through the Graduated Support Pathway.

To request additional funding schools are required to complete the Graduated Support Request Form and a Graduated Support Plan (GSP) for the child or young person.

<b>Element 2: Targeted Provision</b>	<b>Provision <u>additional to</u> and different from element 1</b>
	<b>Teaching and Learning</b>
	2.1 The use of language in the classroom which is simplified, and supported as necessary by pictures, symbols and /or objects of reference. Allowance is made for additional processing time with possible need for repetition and simplification of instructions.
	2.2 A plan which is personal to the learner (Person Centred Plan and/or a Graduated Support Plan) on which specific, measurable outcomes are described and progress towards those outcomes is recorded.
	The learner and parents are involved in setting and monitoring the outcomes which are continually reviewed and up-dated by teaching staff. School will communicate with parents regularly and meet with them at least three times a year.
	2.3 Access regular, structured teaching or interventions which should be well-founded, evidence based interventions that should last a minimum of one term and are delivered to a small group of learners by trained staff to help them meet clearly defined targets.
The progress of the learner will be tracked, monitored and recorded through-out the delivery of the identified programme.	
Programmes will be monitored to measure their effectiveness in supporting learners to overcome their barriers to learning and measure the progress made towards achieving their expected outcomes.	

	2.4 Individual support to access the curriculum using strategies which are known to be effective, <i>for example teaching key vocabulary in advance, precision teaching of literacy or numeracy skills, TEACCH approaches to structuring learning, over-learning, access to fiddle toys or ear defenders, coloured overlay, activity breaks and timed activities.</i>
	2.5 Extra support from adults to follow consistent, regular, daily routines, <i>for example visual reminders, instructions broken down into small chunks, organising equipment, differentiated support when copying from whiteboard, reading support, use of comic strip conversations and social stories.</i>
	2.6 Preparation for changes in routines/activities/staffing at a small group or individual level.
	2.7 Where appropriate, explicit teaching of study skills, collaborative learning approaches, listening skills and strategies for recording and completing homework, <i>for example, lunchtime homework support</i>
	<b>Physical Environment</b>
	2.8 Changes to the school or classroom environment based on advice from external agencies, <i>for example access to an individual workstation or quiet area, reduction of light/ sound/noise distractions, adaptations for visual impairment or responding to guidance provided by sensory audit or autism-friendly audit.</i>
	2.9 Regular access to supervised areas at unstructured times of the day, <i>for example a quiet space at lunchtime</i>
	2.10 Appropriate environment for medical interventions and meeting personal hygiene needs.
	2.11 Alternative provision made available for learners with sensitivities for example, alternative place to eat lunch, change for PE.
	2.12 Learner-specific changes to the school or classroom environment, following advice from an external specialist.
	2.13 Regular, frequent access to a calm place when needed, for example when the learner is overwhelmed by noise or distractions.
	2.14 Access to a Quiet Room, <i>for example, to help the learner to manage their own emotional state, reduce risks to staff or other learners and/or reduce the need for prolonged use of physical intervention.</i>
	2.15 Consider use of low-tech 'comfort' aids, <i>such as fiddle toys, lap weight.</i>
	<b>Staffing</b>
	2.16 Support from staff who have received training which is matched to the specific needs of the learner, <i>for example in working with children with attachment difficulties.</i>
<b>Element 2:</b>	2.17 Involvement of external specialists agencies to assess, provide advice and review the learners' progress over time, <i>for example training, monitoring and review by the appropriate specialist to support staff to implement suggested programme for speech and language/occupational therapy/physiotherapy.</i>
	2.18 on-going support, advice and training from appropriately trained practitioners, for example; <i>Speech and Language Therapist, Educational Psychologist, Specialist Teachers</i>

2.19 Assessment by appropriately qualified staff of whether the learner is entitled to additional support for examinations, <i>such as additional time, reader, a scribe or use of ICT.</i>
2.20 Extra individual support for the learner at lunchtimes for a specific purpose, <i>for example 30 minutes a day to offer social support.</i>
2.21 Support for medical/nutritional/personal care as advised by a suitably qualified practitioner, <i>for example giving insulin injections, use of epi-pens.</i>
2.22 Support for physical movement (Manual Handling) as advised by a suitably qualified practitioner.
2.23 Non-directive, supportive and impartial counselling by an adult with appropriate training and regular professional supervision.
2.24 Regular liaison between external practitioners and school staff (which should usually be termly) about specific programmes and targets for the learner. This may be coordinated through the Early Help system.
<b>Systems</b>
2.25 Involvement of parents/carers in identifying learners' strengths, difficulties and areas in which support is needed.
2.26 Regular, scheduled, solution-focused meetings with parents/carers as part of a personalised plan working towards identified outcomes.
2.27 Information about the learners' strengths, needs, targets and successful strategies is shared with all relevant staff, including supply and non-teaching staff. Parental and/or learner consent is sought to share sensitive information. All staff to know the individual outcomes for the learner they support. <i>This can be done using a one-page profile and /or a learner passport.</i>
2.28 A clear and consistently applied hierarchy of rewards and sanctions with a possible personalised or cumulative reward system which is separate from sanctions and which is known to all staff who have contact with the learner.
2.29 Extra arrangements for communication and/or transitions between home and school, <i>for example 'meet and greet', emotional check-ins, use of home/school book, face to face updates between parent/carer and teacher/ TA.</i>
2.30 Access to a nurture group provision ( <i>Preferably run by trained and accredited staff</i> ).
2.31 Use of 'Early Help' system to bring together multiple professionals who are working with the child, or child protection procedures to support the family.
2.32 Support for the learners' family/carers, which might be accessed through the Early Help System, or through safeguarding procedures.
2.33 Frequency records of behaviour which are kept over time and analysed to consider triggers/patterns. Where appropriate an individual behaviour plan can be developed and regularly reviewed, with appropriate goals and incentives to reduce the frequency of the behaviours. Use of <b>Restorative Approaches</b> to build, maintain and repair relationships and support behaviour modification.
2.34 When a learner's behaviour can put themselves or others at risk of harm, a positive-handling plan and risk assessment needs to be carried out by staff with appropriate training in order to minimise risks and keep the situation as safe as possible. This needs to be reviewed regularly.

	DfE guidelines on the 'Use of Reasonable Force and Physical Intervention 2013' need to be followed at all times and clear records <b>must</b> be kept.
	2.35 Careful planning for moves between key stages (primary to secondary school and secondary school to college) Extra support for these transitions, <i>for example additional visits, advanced photographs of key staff, locations – eg dining room, classroom, toilets, etc</i>
	2.36 Enhanced transition arrangements between home and school, <i>for example, hand to hand transfer at beginning and end of day.</i>
	2.37 A plan for how adults will manage issues of extreme concern (This might be called a 'Care Plan'), <i>for example, absconding, self-harming.</i>
	2.38 Flexible and personalised routines, <i>for example, early access to designated area in the morning, personalised access to lunch, flexible PE changing arrangements.</i>
	2.39 Extra pastoral care support to enable the learner to take part in extra-curricular activities, <i>for example, a peer buddy.</i>
	2.40 Develop <b>attachment awareness strategies</b> (Training available through Virtual School / EPS)

## Element 3: Higher Needs Provision

### EHCP – ‘Few learners’

The types of support that a few learners may receive in addition to ‘Targeted’ support, if ‘Targeted’ provision alone does not enable them to make consistent progress.

Reference to the child’s EHCP should inform the provision that is necessary to support the child or young person to make progress towards their identified outcomes.

### Communication and Interaction

Element 3: Higher Needs Provision – Communication and Interaction	Provision additional to and different from the previous element. <b>Also consider provision detailed under Social, Emotional and Mental Health</b>
	Teaching and Learning
	3.1 On-going, regular, structured small group or 1:1 teaching or activities delivered 3 or more times per week by specialist staff.
	3.2 Activities and teaching to help learners with very low levels of cognitive ability a use skills in different situations throughout the day, following on-going advice and review from an external specialist, <i>for example, use of word banks, sentence planners, symbols, picture exchange systems (PECS) Makaton signs.</i>
	3.3 Highly structured routines with individual support and/or prompts, <i>for example, the use of objects of reference, personalised (visual/symbolised) timetable.</i>
	Physical Environment
	3.4 Frequent access to, or exclusive use of, a Quiet Room, <i>for example, to help the learner to manage their own emotional state, reduce risks to staff or other learners and/or reduce the need for prolonged use of physical intervention.</i>
	3.5 Consider use of ‘hi-tech’ aids, <i>such as switch supported technology, eye-gaze equipment</i>
	Staffing
	3.6 A high ratio of appropriately trained staff to pupils, available throughout the school day.
Systems	
3.7 A consistent and structured, whole school approach to supporting the identified needs of all children.	

### Element 3: Higher Needs Provision

The types of support that a few learners may receive in addition to Targeted Support, if Targeted provision alone does not enable them to make consistent progress.

#### Cognition and Learning

<b>Element 3: Higher Needs Provision –Cognition and Learning</b>	Provision <u>additional to</u> and different from the previous element
	<b>Teaching and Learning</b>
	3.14 Highly personalised curriculum which is reviewed and monitored each half term, needed because the learner is working significantly below expected age/stage
	3.15 Specific teaching and practice of skills that are needed to achieve Preparation for Adulthood(*1) outcomes
	3.16 Intensive, on-going, 1:1 support for learning, likely to involve individually targeted teaching for significant parts of the school day, <i>for example, direct teaching of 1 skill at a time, daily practice, and learning tasks broken down into their smallest steps.</i>
	3.17 Highly structured routines with individual support and/or prompts, <i>for example, using objects of reference, symbols.</i>
	<b>Physical Environment</b>
	3.18 Regular, active and creative use of specialist ICT.
	<b>Staffing</b>
	3.19 A high ratio of appropriately trained staff to pupils, available throughout the school day.
<b>Systems</b>	
3.20 A consistent and structured, whole school approach to supporting the identified needs of all children.	

### Element 3: Higher Needs Provision

The types of support that a few learners may receive in addition to Targeted Support, if Targeted provision alone does not enable them to make consistent progress.

#### Social, Emotional and Mental Health

<b>Element 3: Higher</b>	Provision additional to and different from the previous element
	<b>Teaching and Learning</b>
	3.21 A highly personalised approach to the curriculum informed by the social, emotional and mental health needs of the learner which is reviewed half-termly to ensure progress is being made towards specified outcomes. This is likely to include significant adaptation to teaching style and provision.

	<p>3.22 A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which may include temporary withdrawal from some activities (<i>such as assembly and non-core lessons</i>) and off-site opportunities that focus on developing the learner’s resilience and ability to engage in learning.</p> <p>In years 10 and 11, this may include access to alternative curriculum opportunities such as college / vocational placements and may also include non GCSE exam options.</p> <p>The timetable is reviewed and monitored half-termly to ensure progress towards specified outcomes.</p>
	<p>3.23 Daily teaching of skills by experienced staff to address agreed targets on the learner’s pastoral support/behaviour action plan, <i>for example, 1:1 observations of the learner’s social interactions with immediate helpful feedback.</i></p>
	<p>3.24 Access to on-going, 1:1 therapeutic support from suitably trained practitioner, <i>such as, art therapy, play therapy or cognitive behaviour therapy</i></p>
	<p>3.25 A personalised PSHE programme, including (as age-appropriate) drugs education, internet safety, sex and relationship education, practical life skills.</p>
<b>Physical Environment</b>	
	<p>3.26 Highly structured routines communicated with visual supports and prompts.</p>
	<p>3.27 Access to a workstation to reduce emotional and sensory arousal when appropriate.</p>
	<p>3.28 Prioritised and structured access to an attractive, small space which feels safe to the learner and which is never used as a punishment.</p>
	<p>3.29 Frequent access to, or exclusive use of, a quiet room, <i>for example, to help the learner to manage their own emotional state, reduce risks to staff or other learners and/or reduce the need for prolonged physical intervention.</i></p>
	<p>3.30 A tailor-made environment at break and lunchtimes. This could include, ‘zoning-off’ particular areas of space, or access to structured play areas inside the school building.</p>
<b>Staffing</b>	
	<p>3.31 Access to a key member of school staff in the classroom with relevant training and/or experience who is emotionally available to the learner, able to remain attentive and to ‘tune-in’ to their emotional and safety needs.</p>
	<p>3.32 Access to a trusted adult at break and lunchtimes to enable and support appropriate social interaction with peers, <i>for example, through the provision of structured activities that develop the learner’s social skills/experience.</i></p>
	<p>3.33 Opportunities for staff working with the learner to build relationships with them away from learning demands.</p>
	<p>3.34 On-going assessment, support, advice and training for school staff from appropriately qualified practitioners, for example, Specialist Advisory Teachers, Educational Psychologists, or CAMHS, as appropriate.</p>

<b>Systems</b>	
	3.35 Enough time and space dedicated to joint planning ( <i>for example, Early Help meeting</i> ) with the learner, parents/carers, staff and other agencies to make a family-centred approach possible.
	3.36 Enhanced transition arrangements between home and school.
	3.37 A pastoral support plan and/or behaviour management plan in place, which is followed by all relevant staff, and reviewed at least half-termly.
	3.38 Extra planning and support for changes of school or key stage (“transitions”) including a personalised transition plan from Year 9 to 14 which is updated at least annually.
	3.39 Individual risk assessments to identify any dangers and inform when, and how, the learner needs extra support.
	3.40 Proactive planning for non-routine situations, to inform individual adaptations or preparation, <i>for example, educational visits, Christmas productions, Fire alarms.</i>
	3.41 A network to support the adults who are supporting the learner, to increase the resilience of the system, for example the School Pastoral Lead and/or SENCo supports the teachers and teaching assistants; a multi-agency team supports the School and family to plan and review interventions.
	3.42 Flexible and sensitive approach when applying whole school policies, <i>for example, behaviour policy, school uniform policy.</i>



### Element 3: Higher Needs Provision

The types of support that a few learners may receive in addition to Targeted Support, if Targeted provision alone does not enable them to make consistent progress.

#### Hearing Impairment

Hearing impaired children in this category will be supported by SIS under the `Support` or `Support Plus` package at a 1/f or 1/w + visit schedule (This visit is calculated through the Natsip formulae)

(Hearing and multisensory impairment)

#### Introductory Notes :

Hearing loss is largely detected through the newborn hearing screening programme / early community testing. CYP and their families have therefore prior to any `educational placement` received a graduated response to their needs. This will include :

1. Support at point of diagnosis alongside health to support hearing aid fitting and onward referral to other agencies.
2. Support at diagnosis to ensure families are supported to meet needs.
3. Support to families / settings in the understanding of the nature and implication of hearing loss and able to make informed choices.
4. Families and settings supported to ensure the effective use of devices.
5. Work collaboratively with families and settings to develop positive communication strategies within the home
6. Use evidence over time (from observations and tracking documents) to monitor progress.
7. Progress reports use to develop shared outcomes with families through Family Service Plans.
8. Recommendations for onward referral if primary need is not considered to be hearing loss.

These responses are detailed within the `Support` and `Support plus` packages:

Subsequent to this initial support and observation period post diagnosis `Specialist Support` would be requested if it was felt that the CYP continues to require a highly differentiated level of support which may include:

<b>Teaching and Learning</b>	
3.43	<p>Fundamental changes to teaching and learning methods to meet the individual needs of the learner, which takes into account levels of hearing loss and linguistic progress.</p> <p>On-going, regular, structured small group or 1:1 teaching or activities delivered 3 or more times per week by trained staff with on-going advice and guidance from a Teacher of the Deaf</p> <p>Highly structured routines with individual support and/or prompts such as daily testing of audiological equipment / compilation of diary and calendars to establish routines / completion of home school books to foster independent communication at home.</p> <p>Targeted support may have been offered to meet the social, emotional, mental health needs of the HI learner – this may have been delivered by Social Inclusion Facilitator or Teacher of the Deaf.</p>
3.44	<p>Certain aspects of the PSHE programme may be adapted to take account of linguistic delay, including (as age-appropriate) drugs education, internet safety, sex and relationship education, practical life skills.</p>
3.45	<p>Individual teaching of skills which are specific to the learner. This will be delivered by adults trained and guided by Teachers of the deaf / or directly by a teacher of the deaf dependent on visit rate.</p>
3.46	<p>Significant individual adaptations to curriculum and/or learning materials <i>reviewed and monitored each half term because the HI learner has severe linguistic delay as measured by standardised and normative data and presents ongoing barriers to curriculum access and progress.</i></p>
3.47	<p>Hearing loss has resulted in significant linguistic delay which presents a significant barrier to communication and curriculum access resulting in the need for high level specialised intervention</p>
3.48	<p>Intensive support for social interactions. For example significant language delay results in the need for increased peer to peer contact/ support at transition phases and social inclusion facilitator support to access / facilitate community inclusion / foster independent living.</p>
<b>Physical Environment</b>	
3.49	<p>Learner-specific changes to the school or classroom environment to enable the learner to access the whole curriculum both on and off site, <i>for example, in response to an acoustic audit/ risk assessment</i></p>
3.50	<p>Access to assistive listening devices which may include hearing aid / cochlear implants /BAHA/ FM devices.</p>

	<p>3.51 Frequent access to a quiet room for individual/ group teaching to minimise detrimental impact of reverberation and ambient noise on the acquisition of language and access to the curriculum</p>
	<p><b>Staffing</b></p>
	<p>3.52 Access throughout the day to staff who are trained to meet the specific needs of the learner and increase their independence for example be able to support the use of any assistive listening devices used by the CYP.</p>
	<p>3.53 Individual or small group support used to facilitate the delivery of a differentiated curriculum in good acoustic conditions</p>
	<p>3.54 On-going assessment, support, advice and training for school staff from Teachers of the Deaf</p>
	<p>3.55 Regular liaison between Teachers of the Deaf and school staff to facilitate inclusion and set outcomes for the learner.</p>
	<p><b>Systems</b></p>
	<p>3.56 Extra planning and support in all periods of transition including a personalised transition plan to year 9-14 which is updated at least annually</p>
	<p>3.57 Individual risk assessments to inform when and how the learner needs extra support, including proactive planning for non-routine situations, <i>such as educational visits, Christmas productions, Fire Alarms</i>, to inform individual adaptations or preparation.</p> <p>Involvement of appropriate multi-agency partners to address specific needs, audiology/ paediatrics / external providers such as implant centres careers advice and services to promote independently.</p> <p>Settings access bespoke INSET for CYP who require specialised support and offered places on SIS 1 day course annually</p> <p>CYP given placement support and risk assessment for any workplace provider as part of work experience whilst in education</p> <p>CYP require Linguistic Assessments used to inform exam access arrangements and other external assessments such as SATs</p> <p>Family's access increased support in order to make informed decisions at annual reviews.</p>

(\*1) Preparing for Adulthood (PfA) Outcomes:

- Employment
- Independent Living
- Community Inclusion
- Health

[www.preparingforadulthood.org.uk/outcomes](http://www.preparingforadulthood.org.uk/outcomes)