Primary: 5-11years

Teachers' Handbook: Identification and Provision For Pupils with SEND

**Cognition and Learning Team
West Berkshire**

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Contents

1. Introduction

This handbook is written for schools, SENCos and particularly class teachers to help them identify a pupil's special educational needs. Early identification of need is vital to successfully removing barriers to learning and maximising a pupil's potential to achieve.

The SEND Code of Practice (2015) forms the basis for the protocols, processes and procedures described in this handbook. When a class teacher suspects that a pupil is experiencing difficulties due to a special educational need, it can be a challenge to pinpoint the possible reasons for that difficulty. Only when we understand the nature and severity of those barriers to learning can we begin to remove them.

Easily accessible checklists are provided to help the class teacher understand the difficulty or range of difficulties that the child is facing. Once this has been established, a selection of approaches and resources are suggested as a way forward to providing appropriate support for the pupil. The handbook also contains ways in which SEN provision and progress towards desired outcomes can be recorded. Reviewing progress against outcomes is an important part of the SEN graduated approach and this document provides support and guidance on how best to achieve and embed the assess, plan, do and review cycle.

It is sometimes the case that a child's difficulties do not neatly fall into one particular category, making identification of need all the more perplexing. In these situations, it may prove helpful to consult other adults who work with the child, their parents or carers as well as the child themselves. Discuss the child's profile with the SENCo before any firm conclusions are drawn. Indeed, it may take a number of assess, plan, do and review cycles to fully understand the details of the child's needs. Working in this way, teachers have the very best chance of accurately matching need with provision and removing those barriers to success.

2. Special Educational Needs

Introduction to Special Educational Needs

Every school is required to identify and address the Special Educational Needs (SEN) of the pupils that they support (Code of Practice 2015, p. 92 para 6.2)

The majority of pupils and young people with Special Educational Needs (SEN) will have their needs met in a mainstream setting and will not need an Education, Health and Care Plan. This is called SEN Support level.

Many pupils with complex needs have these identified very early. For other pupils difficulties may only become evident as they grow and develop, and as they learn and interact in new and different environments. Some pupils and young people have special educational needs that result from an illness or accident. The approach to identifying a special educational need should be part of a school or setting's overall approach to monitoring the development and progress of all learners.

This handbook provides guidance on identifying and supporting these pupils and young people in line with the SEND Code of Practice (2015).

Definitions

The Special Educational Needs and Disability (SEND) Code of Practice (2015) sets out guidance and expectations in relation to identifying, assessing and providing for pupils and young people with special educational needs.

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.

A pupil of compulsory school age or a young person is considered to have a learning difficulty or disability if he or she:

- *'has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools…'*

Code of Practice 2015, p.15 para xiv

Special educational provision goes beyond normal differentiated teaching and learning approaches. It is '*provision that is different from or additional to that normally available to pupils for the same age.*'

Code of Practice 2015, p.94 para 6.15

The four broad areas of need

These four broad areas give an overview of the range of needs a teacher may see in a typical classroom. The purpose of identification is to work out what action the teacher and the school need to take, not to fit a pupil into a category. In practice, individual pupils or young people often have needs that cut across all these areas and their needs may change over time.

A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.

The support provided should always be based on a full understanding of their particular strengths and needs and seek to address them all using:

- classroom adaptations including curriculum
- appropriate approaches e.g. communication
- well-evidenced interventions targeted at their areas of difficulty
- specialist equipment/software where appropriate
- The following descriptions have been taken from the SEND Code of Practice, 2015

Communication and interaction

6.28 Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Pupils and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support pupils and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.38 Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind pupils and young people is available through the Social Care for Deafblind Pupils and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SEND Code of Practice 2015, pp97 – 98 paras 6.28 – 6.35

3. Roles and responsibilities

Role of the teacher

Teachers are responsible and accountable for:

- high quality teaching, adapted for individual pupils and those with SEND

- the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff

- planning additional intervention and support

- regularly and carefully monitoring and reviewing pupil progress

- high quality and accurate formative assessment

- using effective tools and early assessment materials

- deciding whether to make special educational provision

- communicating with parents/carers

Key responsibilities of the SENCO may include:

- developing a vision for inclusion and SEND within the setting

- communicating that vision and aspiration through each of the school's policies

- communicating the school's approach to SEND and the provision it offers to the community through the SEN Information Report and Local Offer (see link in glossary)

- working with the Headteacher, SLT and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- working with the Headteacher, SLT and school governors to ensure that the school meets its responsibilities under the SEND Code of Practice (2015)

- working with the Headteacher and SLT to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- keeping an up to date register of all those pupils who require provision additional to or different from the majority of their peers

- ensuring that the school keeps the records of all pupils with SEND up to date, including monitoring, tracking and progress information

- advising on the graduated approach to providing SEND support

- co-ordinating provision for pupils with SEND

- liaising with parents of pupils with SEND

- liaising with the relevant designated teacher where a pupil with SEND is a Child in Care

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, such as the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

4. Identifying SEND in schools

Less than expected progress

Class teachers…….. should undertake regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

> *• is significantly slower than that of their peers starting from the same baseline*
>
> *• fails to match or better the pupil's previous rate of progress*
>
> *• fails to close the attainment gap between the pupil and their peers*
>
> *• widens the attainment gap*

SEND Code of Practice 2015, p.95 para 6.17

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

SENC Code of Practice 2015, p.95 para 6.18

Where progress continues to be less than expected, the teacher, supported by the SENCO should assess whether the pupil has SEND.

Whilst gathering evidence the school should not delay in putting appropriate teaching or evidenced based interventions into place designed to secure better progress. The pupil's response to such support can help identify their particular needs. The first response to such progress should be high quality teaching targeted at their areas of weakness.

> *Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made.*

SEND Code of Practice 2015 p.100 para 6.43

Attendance

When staff are gathering information regarding less than expected progress being made, consideration should be given to the pupil's attendance. In 2012, the DfE published a report entitled 'Improving Attendance at School'. The report explains that there is a clear link between poor attendance at school and lower academic achievement. Dealing with irregular learning patterns can have an influence on class teaching and support programmes that need to be implemented. Absence at any stage leads to gaps in a pupil's learning which in turn can mean that they fall behind in work and their motivation, enjoyment of learning and confidence can be affected.

5. In the classroom - High quality teaching

The first response to less than expected progress should be high quality teaching targeted at their areas of weakness.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of pupils and young people.

The pupil's response to such support can help identify their particular needs.

Additional intervention and support cannot compensate for a lack of good quality teaching.

Observation and evaluation of class teaching will enable the identification of any adjustments that could be made to support the pupil's learning.

The two documents on the following pages from the Education Endowment Foundation (published in 2020) provide recommendations on how to support pupils with SEND through high quality teaching.
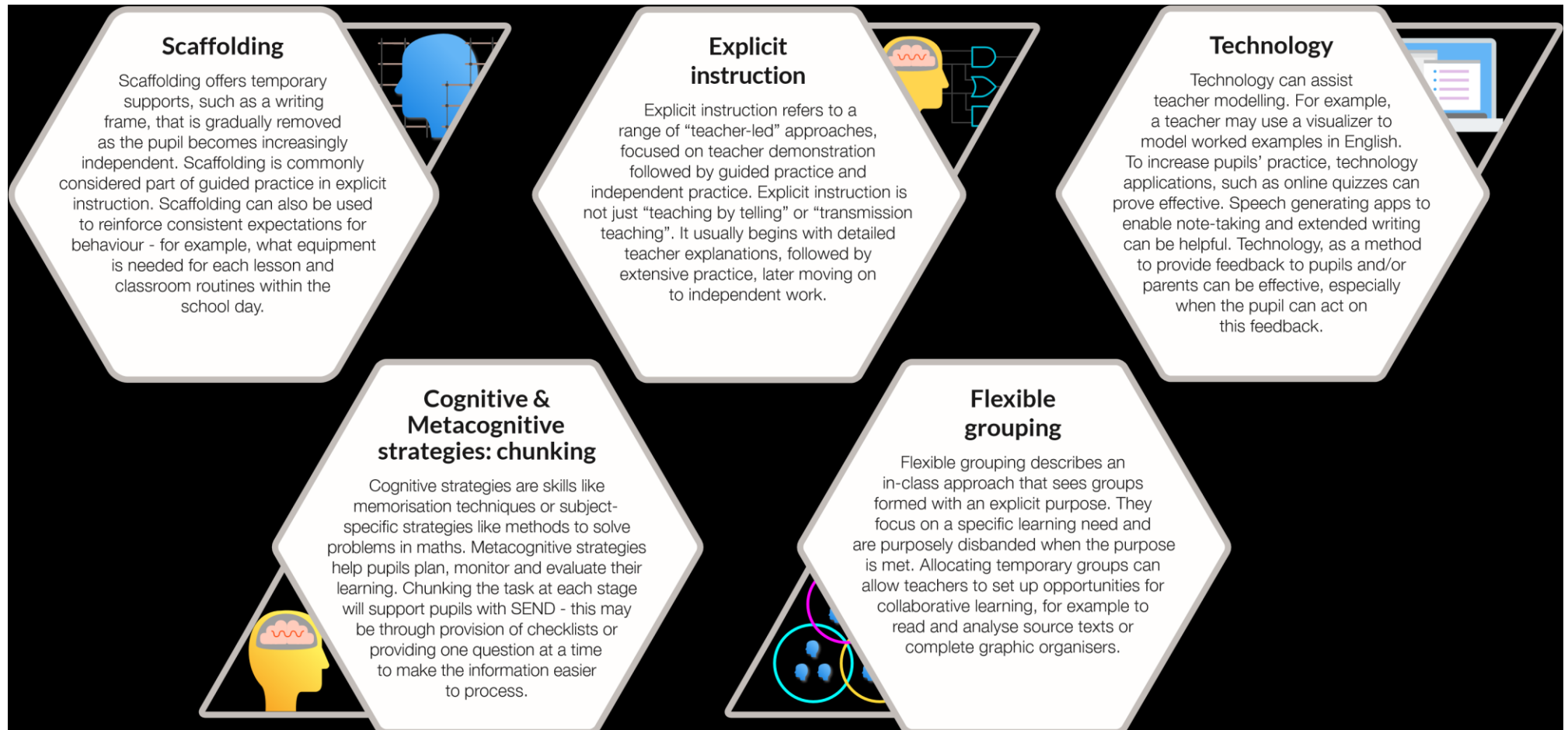
SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS
High-quality teaching for pupils with SEND

Education Endowment Foundation

The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that 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."

Rachel Rossiter, Assistant Head and SENCo in a school in Suffolk

Scaffolding

Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day.

Explicit instruction

Explicit instruction refers to a range of "teacher-led" approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work.

Technology

Technology can assist teacher modelling. For example, a teacher may use a visualizer to model worked examples in English. To increase pupils' practice, technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.

Cognitive & Metacognitive strategies: chunking

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Chunking the task at each stage will support pupils with SEND - this may be through provision of checklists or providing one question at a time to make the information easier to process.

Flexible grouping

Flexible grouping describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

Education Endowment Foundation

1

Create a positive and supportive environment for all pupils, without exception

- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs

- Schools should aim to understand individual pupils' learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching

- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
  – flexible grouping;
  – cognitive and metacognitive strategies;
  – explicit instruction;
  – using technology to support pupils with SEND; and
  – scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions

- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.

5

Work effectively with teaching assistants

- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report Making Best Use of Teaching Assistants provides detailed recommendations.

eef.li/send

Intervention

High quality teaching should reduce the need for extra support for pupils. However, it is likely that some pupils will require additional support in the form of well evidenced, structured intervention in order to make progress.

Intervention is effective when appropriate teaching strategies are used with a more intense focus on a smaller number of learning goals. This approach can be powerful but should complement rather than replace high quality teaching.

It is important that consideration is given to the amount of time and the number of occasions per week that the pupil is withdrawn from the classroom. It should be a prerequisite of any intervention programme that it at least compensates for time spent away from class. Try to avoid removing pupils from subjects they enjoy and consider the social impact of not participating in whole class activities.

Questions to ask before beginning an intervention
- Is this the right intervention for the pupil and their needs?
- Can we provide the support required for our staff to deliver the intervention well?
- Are we able to dedicate the time and resources required to implement the intervention well?
- How will the skills and strategies learnt in the intervention be transferred to the classroom?

Interventions are most effective when the adult delivering the programme has been appropriately trained and when fidelity to the programme is maintained.

Developing independence

Ensure that learners are not overly dependent on adults. Research shows that learners need to develop independence in order to learn effectively to avoid the risk of developing 'learned helplessness'. Plan carefully for learners to move from dependence on an adult, through modelled, shared and guided group activities to a point where they are sufficiently skilled and confident to work independently on their own.

Model to show the idea of intervening systematically at a number of levels through progressively more tailored teaching and provision
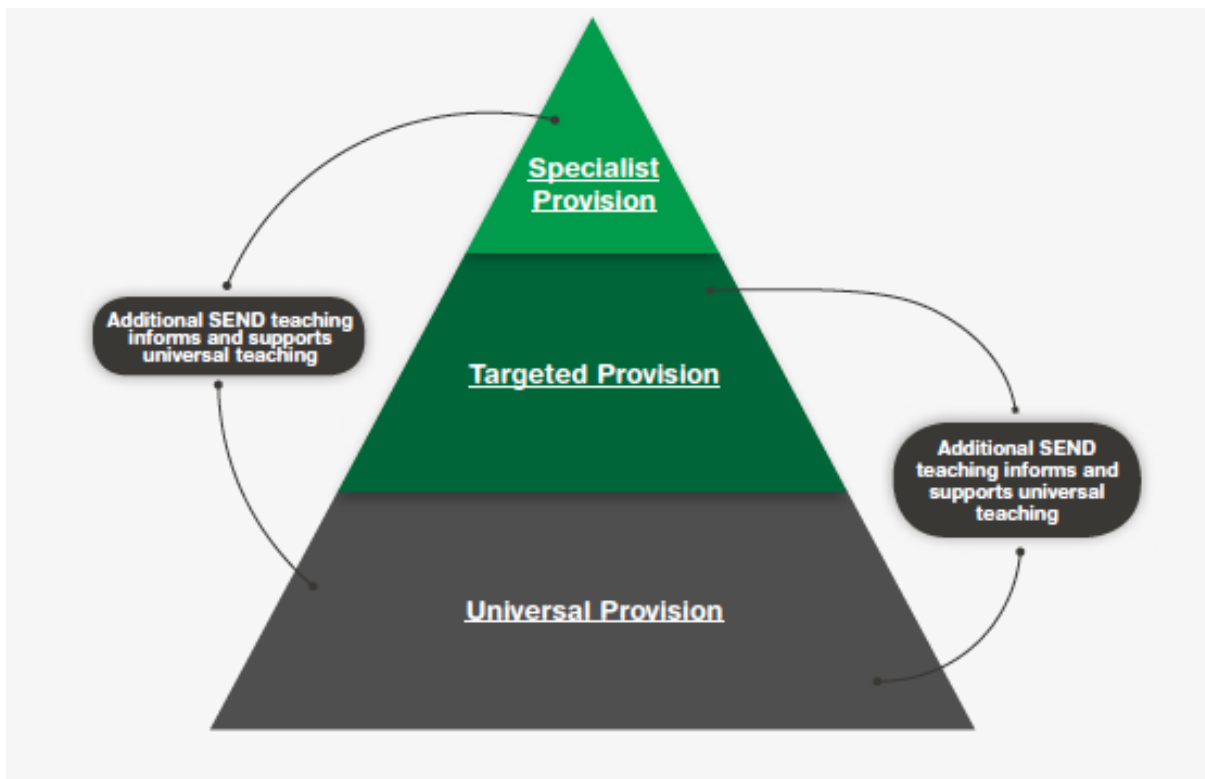
Universal provision: High quality classroom teaching available for all pupils.

Targeted provision: In addition to high quality teaching these pupils may have specific time limited, evidenced based intervention/support

Specialist provision: These pupils will have very individual needs. In addition to high quality classroom teaching, outside agencies and specialist are often involved. Support/intervention is more likely to be longer term, daily, very personalised and more intensive.

6. Graduated Approach: Assess Plan Do Review

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of pupils and young people.

SEND Code of Practice 2015 p.100 para 6.44

Assess

To

- identify barriers to learning
- match the support to the need

In identifying the pupil as needing SEN support the teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs, drawing on:

- teacher assessment
- previous attainment and progress and comparison to their peers and national data
- observation and experience of the pupil
- views of colleagues, professionals and parents

Plan

- when it is decided to provide a pupil with SEN support, parents <u>must</u> be informed if this has not already taken place
- adjustments, interventions and expected impact on progress are agreed by staff, parents. Pupils where appropriate and recorded
- date for review is set
- support and intervention should be based on reliable evidence of effectiveness and delivered by staff with sufficient knowledge and expertise

Do

- the class teacher remains responsible for working with the pupil on a daily basis
- the class teacher retains responsibility even when even when pupil has interventions/1:1 teaching
- class teacher (supported by the SENCO) works closely with staff to plan and assess impact of support

Review

Impact and quality of support should be evaluated

- views of pupil and parent sought
- revise/amend the support in light of progress and development

Holding a review meeting

Schools are required to meet with parents when their pupil is receiving SEN support. Three meetings a year aligned with the normal cycle of discussions with parents of all pupils is recommended. These meetings will, however, be longer than most parent-teacher meetings. The information gathered from using this document can feed into the review meetings.

Some points to consider:

Before the meeting

- Choose a time and venue that works for everyone.
- Allow sufficient time to meet so the views of parents and pupils can be explored.
- Choose a setting that is private enough for confidential conversations.
- Include the views of the parents/carers and pupil/young person by including them in as much of the meeting as is appropriate or by gathering their views beforehand.

At the meeting

- The meeting should be led by someone who knows the pupil well; this would usually be the class teacher. The SENCO may provide some support before or during the meeting if appropriate.
- Be clear about the purpose of the meeting e.g. to review progress, set goals together, agree the activities and support that will help to achieve those outcomes.
- Highlight the things that are going well.
- Make sure everyone has the opportunity to contribute including parents/carers

After the meeting

- Complete and provide the updated Graduated Approach Plan (GAP) or Support and Achievement Plan (SAP) to parents/staff as appropriate (see below).
- Communicate any actions/next steps to staff as necessary.

7. Record keeping

It is for schools to determine their own approach to record keeping in line with current data protection guidelines.

Records should be:
- accurate
- up to date
- focused on outcomes
- documenting progress
- detailing provision that is additional to or different from that made generally for other pupils of the same age

In West Berkshire
- The Graduated Approach Plan (GAP) provides a template schools can choose to use for those not on the SEN register but where there are concerns i.e. less than expected progress.
- The Support and Achievement Plan (SAP) provides a template schools can choose to use for those pupils on the SEN register.

In addition to the usual systems in place the school should also consider the pupils identified need and select from:
- termly use of Salford Sentence Reading Test or equivalent standardised assessment for word accuracy and comprehension
- termly use of Hodder Diagnostic Spelling Test or equivalent standardised assessment
- termly use of the diagnostic assessments from Literacy Assessment Pack for SENCOs (LAPS) or Numeracy Assessment Pack for SENCOS (NAPS) (Available from the Cognition and Learning Team)

The Graduated Approach Plan (GAP)

Highlight the appropriate level of support

Class/subject teacher support

Class/subject teacher and SENCo support

Class/subject teacher, SENCo and external agency support

Stage	Date	Actions/comments/next steps
Assess **Code of Practice p 94: Identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil**		List assessments used and results Highlight current focus
Plan **Code of Practice p101;** **Support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge**		Intervention/resources and staff Frequency/timing of delivery Expected learning/outcomes
Do **Code of practice p101** **The class /subject teacher should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.**		Arrangements for monitoring and feedback
Review **Code of practice p102** **The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly in line with the agreed date.**		Outcomes of impact/monitoring(quantitative and qualitative) Outcome of review: highlight as appropriate Continue with class/subject teacher support OR Move to class/subject teacher/SENCo support

Support and Achievement Plan: Statutory School Age

Name					Male/Female	DOB		Year Group/Class

Name of school/setting		Admission date			Date placed on SEN Register	SAP date and number		SAP review date

Primary SEN *(Circle/highlight)*	Speech Language & Communication Needs	Autistic Spectrum Disorder	Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulties	Social Emotional & Mental Health Difficulty	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability
Additional SEN											
Key staff *Eg: Teachers, Teaching assistants, Key workers*								**Sight Test** *(date and outcome):*			
Agencies involved								**Hearing Test** *(date and outcome):*			

Profile *Circle or highlight relevant group (as appropriate)*	Special Educational Need Stage			Pupil Premium	Looked After Pupil	Gypsy Roma Traveller	Other ethnic group	Gifted and Talented	Other (what?)
	SEN Support (SENS)	EHC Assessment	Statement/ EHC Plan						
	Strengths *(with parents/carers, include strengths at home and in school/setting)*					**Difficulties** *(with parents/carers, include difficulties at home and in school/setting)*			
1. **Communication**									
2. **Learning and development**									
3. **Behaviour and emotions**									
4. **Health**									
5. **Everyday life**									
6. **Family and community**									

Individual healthcare plan	*Is this SAP incorporating an 'Individual Healthcare Plan' as defined in 'Supporting pupils with medical conditions' Sept 2014?* ***YES/NO***
	If 'yes' refer to DfE guidance 'Supporting pupils with medical conditions' when completing this SAP and include information below.

Individual healthcare plan information (complete if relevant)
Additional information needed to support medical conditions

Medical condition/diagnosis:
Medication details (name of medication/dose/when and who administers medication/ side effects:
(A daily record of medicine administered must also be made)
Daily care requirements:
What constitutes an emergency?
Who is responsible in an emergency?
Arrangements for off-site activities:
Staff training:

Attainment tracking		Reading Age (RA) / Standardised Score (SS)					Spelling Age (SA) / Standardised Score (SS)			
Include a baseline, and compare to age-related expectation / national standard, and end data.		At start of SAP	+/- difference	At end of SAP	+/- difference		At start of SAP	+/- difference	At end of SAP	+/- difference
	RA					SA				
	SS					SS				

Attainment tracking		Reading	Writing	Maths
For National Curriculum attainment measure will need to be expressed using school's own assessment terminology	At start of SAP			
	At end of SAP			

Attendance tracking		Autumn		Spring		Summer	
Termly attendance figures in %	Previous year's total	1 Term	Term 2	Term 3	Term 4	Term 5	Term 6

• **Pupil's Comments** • *What is working? What is not working?* • *What is important **to** me? What is important **for** me?*	• **Parents'/Carers' Comments** • *What is working? What is not working?* • *What is important **to** us? What is important **for** us?*
•	•

• **What are joint outcomes for the pupil?** • *Long term aspirations/outcomes identified by parents/carers in conjunction with school or setting*
•

Short Term Outcomes (small steps)	What will need to happen? Include quantity and frequency	Who	Timescales	Review of progress towards outcomes
I will be able to...	*What will happen, when and how often?*	*Who will do this?*	*When will this start?*	*You will know I have made progress because....*

	Signature	Print name	Date	Contact details: address/phone number/email
Parent				
Pupil/Young Person				
Practitioner(s) involved				

People with whom SAP has been shared

8. How to use the checklists

The purpose of the KS1/KS2 checklist is to provide a starting point when trying to identify a pupil's primary need.

1. Photocopy the Key Stage checklist relevant to the pupil.

2. Carefully consider the statements in the left hand column and indicate/highlight whether any of them, at least in part, describe the pupil's difficulties. It may be helpful to discuss this with the SENCo as individuals rarely fit neatly into descriptions and definitions.

3. Once each item on the list has been considered look at the third column. This will provide an indication of the primary need i.e.

    - Communication and Interaction (C&I)
    - Cognition and Learning (CAL: MLD/SpLD)
    - Social Emotional and Mental Health (SEMH)
    - Sensory/Physical (Sens/Phys)

4. Consider the prevalence of each broad area of need for this pupil. Is there a pattern emerging?

5. Once the broad area of need has been identified, photocopy and use the more detailed checklist for the area identified to establish the pupil's difficulties more precisely.

6. The suggestions for next steps will give ideas for putting appropriate support in place in the classroom as a result of identifying the pupil's need i.e.

    - advice
    - gathering further information
    - points to consider when planning
    - strategies and resources
    - things to consider beyond the classroom

7. Two columns are provided for you to be able to review and update the needs of the pupil in light of progress made following a period of implementation.

N.B

These checklists could also be used to carry out a class analysis to gain an overall picture of the SEND in the class. This would enable the selection of effective whole class/small group teaching strategies, using techniques which would benefit many pupils (see Section 11, page 63)

Checklist to help identify the broad area of need at KS1

Additional support needs may be indicated if the pupil:	Date/Tick	Broad Need
Has a known difficulty or impairment that may impact on his/her learning		As appropriate to difficulty/impairment
Was 'emerging' across all/most areas of the EYFSP		CAL C&I Sensory SEMH
Had a markedly uneven Profile at the end of the Foundation Stage		CAL C&I Sensory SEMH
Is likely to fail/has failed phonics screening		CAL C&I Sensory
Has a standardised score of 84 or less in standardised tests of language, literacy or numeracy		CAL C&I Sensory
Has difficulty in sequencing events and tasks		CAL C&I
Has difficulty remembering instructions and information		CAL C&I
Has difficulty in retaining new learning		CAL
Shows significant or sustained unhappiness, stress or disaffection.		SEMH CAL C&I
Emotional, social and/or behavioural development impacts on own learning and that of others		SEMH CAL C&I
Has difficulties with communication that inhibit learning, understanding and participation		C&I Sensory
Finds it challenging to participate in whole class/group or unstructured activities		C&I SEMH Sensory
Appears not to listen/respond to questions or instructions		C&I Sensory SEMH
Has significant difficulty in making and maintaining relationships		C&I SEMH Sensory
Has marked difficulty with tasks requiring the use of fine or gross motor skills		Physical Sensory CAL
Has difficulty concentrating and/or is easily distracted		CAL C&I SEMH Sensory
Is tired after sustained concentration at school and/or at home		Sensory CAL Physical

Checklist to help identify the broad area of need at KS2

Additional support needs may be indicated if the pupil:	Date/Tick	Broad Need
Has a known difficulty or impairment that may impact on his/her learning		As appropriate to difficulty/impairment
Did not reach the expected standard in the Phonics screening test at the end of Year 2		CAL C&I Sensory
Has a standardised score of less than 84 in non-verbal reasoning, language, literacy or numeracy		CAL C&I Sensory
Making less than expected progress despite appropriate intervention/support		SEMH CAL C&I
Has difficulty in sequencing tasks and events		CAL C&I
Has difficulty remembering instructions and information		CAL C&I
Has difficulty in retaining new learning		CAL
Has difficulty in understanding new / abstract concepts and generalising from experience		CAL C&I
Shows significant or sustained unhappiness, stress or disaffection		SEMH CAL C&I
Emotional, social and/or behavioural development impacts on own learning and that of others		SEMH CAL C&I Sensory
Has difficulties with communication that inhibit learning, understanding and participation		C&I Sensory
Finds it challenging to participate in whole class/group or unstructured activities		C&I SEMH Sensory
Has significant difficulty in making and maintaining relationships		C&I SEMH Sensory
Self-organisation skills impact on their learning		CAL C&I
Has marked difficulty with tasks requiring the use of fine or gross motor skills		Physical Sensory CAL
Finds it difficult to follow or copy work on whiteboard		Sensory CAL
Has difficulty concentrating and/or is easily distracted		CAL C&I SEMH Sensory
Is tired after sustained concentration at school and/or at home		Sensory CAL Physical
Has an uneven learning profile and a learning style that does not follow the usual developmental patterns		C&I

10. Detailed checklists for each broad area of need

Communication and Interaction (C&I)

Pupils with communication and interaction needs may have difficulty in expressing themselves, in understanding language, and with interacting with others and the world around them.

Some pupils with C&I difficulties will have had their needs identified at an early age and may already have received support. For others needs may not become apparent until the difficulties begin to impact on the pupil's learning. Pupils need help to acquire language skills in order to develop their thinking as well as their ability to communicate.

Pupils with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have difficulties with fluency, forming sounds, words or sentences (expressive language) that impacts upon their ability to produce spoken or written language, or they may have difficulty in understanding spoken language that they hear or read (receptive language). They may have difficulty understanding, using and/or remembering words that they want to use. It may be a combination of these needs.

Pupils with an autistic spectrum condition (ASC) have difficulty in making sense of the world in the same way as their peers. They may have difficulties with social communication, social interaction and imagination. They may have difficulty with flexibility of thought. In addition, they may be easily distracted or upset by certain sensory stimuli, have problems with change to familiar routines or have difficulties with co-ordination and fine motor skills.

Name of pupil	

Communication and Interaction

The pupil needs support with some of the following:		
	Date/Yr.	Date/Yr.
Listening and attention		
Listening actively in a small group or the whole class		
Sustained concentration in a small group or the whole class		
Listening to an instruction whilst carrying out a task		
Focusing independently on an adult initiated task for 5-10 minutes or more		
Speaking		
Articulating words clearly		
Recalling known words in conversation		
Making themselves understood by an adult (this may lead to frustration or withdrawn behaviour)		
Constructing sentences verbally		

The pupil needs support with some of the following:		
Making needs and wants known appropriately to adults and/or peers		
Explaining what words mean		
Describing their own experiences and events in detail and sequential order		
Understanding and processing		
Following 2/3 step instructions		
Recalling information e.g. remembering instructions, following the sequence of a story		
Understanding abstract terms or concept, e.g. time, space, quantities		
Comprehending tasks involving literacy skills e.g. are they able to focus on the key points in a sentence in order to answer a question		
Seeking clarification when they are unsure		
Understanding what they have read		

Interaction and social communication		
Interacting appropriately with others, understanding the accepted rules of social interaction		
Joining in with group and whole class activities		
Taking turns in a two way conversation		
Sharing resources e.g. books, games, learning equipment		
Understanding that communication is a shared process		
Interpreting non-literal language e.g. idiom		
Establishing and maintaining appropriate friendships		
'Reading' the physical clues of non-verbal language e.g. facial expressions, gestures		
Knowing what to do at unstructured times of the day		
Managing changes in routine		
To alter what they say depending on who they are talking to		
Are they able to talk about things that they may not be particularly interested in and stick to the topic of conversation		

Other indicators		
Managing stress and anxiety		
Managing sensory responses (these maybe hyper or hypo)		
Being organised for learning		

Next steps - provision for pupils with Communication and Interaction Difficulties (C&I)

It is important to build an in-depth picture/profile of the pupil's strengths and difficulties so support can be tailored appropriately.

Consider the following suggestions as appropriate to your role and setting
Next steps – gathering additional information from: • careful observation of the pupil • use of an individually administered standardised comprehension test e.g. Salford Sentence Reading Test • other tests of comprehension e.g. PIRA (Rising Stars assessment) • communication trust: progression tools, universally speaking checklist https://www.thecommunicationtrust.org.uk/resources/resources/

Next steps – advice:
• discuss with the SENCO who may wish to refer to outside agencies e.g. speech and language therapist
• the SENCO may also consider administering the BPVS, SDQ (see glossary)
• the SENCO may wish to consider appropriateness of interventions e.g. Talking Partners
• Berkshire Healthcare website & Toolkits (includes links to support and advice, and to Speech and Language Therapy Service, Physiotherapy Service and Occupational Therapy Service)
https://cypf.berkshirehealthcare.nhs.uk/our-services/therapy-services-cypit/
https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/
• Autism Team: contact email: learningsupportteam@westberks.gov.uk or use Local Offer to find details
    o A wide range of training is provided by the Autism Team, including a comprehensive five week course about Autism
    o The West Berkshire Autism School Toolkit: contact the Autism Team (learningsupportteam@westberks.gov.uk)
• Educational Psychology Service (a traded service):
https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4
• Child and Adolescent Mental Health Services (CAMHS):
https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/
• The Communication Trust: https://www.thecommunicationtrust.org.uk/
• ICAN: https://ican.org.uk/
• Autism Education Trust: https://www.autismeducationtrust.org.uk/
• Autism Berkshire: https://www.autismberkshire.org.uk/2020/12/22/register-berkshire-autism-adhd-workshops/
• National Autistic Society: https://www.autism.org.uk/
• Council for Disabled Children
https://councilfordisabledchildren.org.uk/early-years-send-partnership/training-resources-and-support/early-years-send-partnership-resources#SLCN

Next steps in the classroom - planning
- when planning think ahead about the learning each week and how the pupil will be supported to access it
- pre-teaching
- a well organised learning environment
- well-structured lessons
- clarity/adaptation of learning objectives/outcomes
- using models, images and multi-sensory resources
- building on prior learning
- careful adaptation of questioning
- seeking opportunities to develop metacognitive thinking
- developing positive relationships adult/pupil and pupil/pupil
- use of specific/descriptive praise
- opportunities for application, consolidation and generalisation of skills
- support from adults as appropriate
- ensuring good communication with all adults involved
- focusing on the process of learning rather than the product
- breaking tasks down into manageable steps
- involve good peer role models
- opportunities for adults to model good language
- use the pupil's special interests to provide motivational learning tasks

Strategies and resources

Strategies

Speaking and listening
- plus one rule- adding one additional word/piece of information to a spoken sentence e.g. Pupil "It's a ball." Adult "Yes it's a huge ball."
- sensitive correction a pupil's language where the adult repeats what pupil said but using the correct sentence structures or pronunciation
- the think, pair, share strategy
- give processing time
- show and tell with pupils questioning

Vocabulary and Processing Time
- the think, pair, share strategy
- use of barrier games
- modify the language that adults use-kiss (keep it short and simple)
- allow extra processing time
- pre-teaching of for example new/technical vocabulary, concepts
- opportunities to overlearn and revise new vocabulary
- whenever possible introduce new vocabulary using real experiences

Social communication
- use small group opportunities to use language skills and to teach social skills
- establish and maintain classroom routines
- indicate when change is about to happen and prepare for transitions from one activity to another
- modify environment to minimise sensory overload e.g. quiet area of classroom
- keep expectations clear and consistent
- use of literal language
- circle time ,

- use of specific feedback around social communication e.g. "Well done you waited your turn."

Resources
- use of visuals such as visual timetables (class and individual), task bars/planner, vocabulary mats with visual prompts, visual tools for planning(see appendix)
- use of scaffolds e.g. writing frame, task planner, sentence starters etc. however remove scaffolding appropriately with the aim of encouraging independence
- display of class rules
- use of picture prompts
- use of timers
- barrier games
- new vocabulary book divided into topic areas with accompanying visual prompts
- word maps
- pre-reading where a text is summarised and new vocabulary explained
- social stories

Beyond the classroom-
- all staff should be aware of implications of the pupil's needs and how to respond appropriately
- a whole school approach using consistent strategies and approaches throughout the school day
- consider any support needed for the pupil to access out of school activities i.e. clubs/visits/sports etc.
- consider if any Personal Emergency Evacuation Plans or Risk Assessments are required
- advice support and information for parents and carers is available from school website
- West Berkshire's local offer can be access at: https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localoffer channel=0

Cognition and Learning - Specific Learning Difficulty (SpLD)

The term 'specific learning difficulty' describes a collection of difficulties related to the way that information is learned and processed. Specific learning difficulties may impact on literacy, maths, and activities that involve fine and gross motor skills i.e. dyslexia, dyscalculia and dyspraxia. Pupils of all intellectual abilities can have specific learning difficulties. Learners with SpLD are seen to have difficulties in one or more specific aspect of their learning, but not all of them. The severity of the difficulty can range from mild to very severe.

Name of pupil

Specific Learning Difficulty (SpLD)		
The pupil needs support with some of the following:		
	Date/Yr.	Date/Yr.
English		
Language and literacy skills		
Sequencing: alphabet, days, months etc.		
Being able to formulate and talk about their ideas		
Developing and acquiring new vocabulary		
Comprehending oral and written language		
Instructions • Remembering 1,2,or 3 step instructions • Following instructions		
Retaining and recalling auditory information		
Reading continuous text		
Organisation e.g. thoughts, writing, equipment, personal items etc.		
Word level skills		
Understanding print: knows that print conveys meaning/follows print from left to right		
Rhyme: • Recognising rhyme, learning nursery rhymes and generating rhyming strings		
Phonological awareness: (oral) • Identifying first/last/medial sound • Clapping syllables of a word		
Phonics • Can identify and recall phoneme/grapheme correspondence		

The pupil needs support with some of the following:		
• Using phonic skills to decode new words i.e. segmenting and blending		
Irregular words		
• Reading and spelling high frequency sight vocabulary words quickly and accurately		
Spelling		
• Hearing and recording all the sounds sequentially in a regular (phonic) word		
• Accurate sequential recall of the letters in an irregular(tricky/sight) word		
Handwriting		
Using a pencil comfortably and effectively		
Copying his/her own name from a model		
Forming letters correctly and using the appropriate case		
Appropriate placement on the line		
Leaving spaces between words		
Writing recognisable letters independently		
Writing		
Tackling writing tasks with confidence		
Writing for a sustained period		
Being able to organise and communicate their ideas in a coherent way on a page		
Maths		
Number skills		
Tackling number activities confidently		
Mental arithmetic		
Recalling number facts e.g. number bonds, multiplication facts		
Number sense:		
Seeing, without counting, dot patterns to 6 (subitising)		
Making reasonable estimates		
Identifying/continuing/generating patterns and sequences(e.g. numbers, objects, shapes, colours)		
Ordering numbers between e.g. 0-10/0-20/0-100		

The pupil needs support with some of the following:		
Counting		
Counting on from <u>any</u> given number between 0-10/0-20/0-121		
Counting backwards from <u>any</u> given number between 0-10/0-20/0-121		
Seeing a written number and saying its name correctly 0-10/0-121		
Hearing a number and writing it down accurately 0-10/0-121		
Place value		
Identifying which is the H or T or O digit in a 2/3 digit number e.g. 352, the 5 is the tens digit		
Knowing the value of a digit in a 2/3 digit number i.e. the 3 in 36 is worth 30/3 tens		
Using/explaining how to exchange and redistribute in 2/3 digit calculations		
Calculation		
Correctly identifying symbols e.g. + - x ÷ =		
Using mathematical symbols correctly		
Talking about/explaining a simple calculation		
Word problems		
Solving 1 or 2 step word problems		
Co-ordination		
Getting dressed/undressed		
Building a small tower of bricks		
Using scissors		
Walking/running/jumping/skipping		
Throwing and catching		
Confidently joining in with physical activities		
Visual skills		
Keeping track of his/her place when reading		
Discriminating between 2 similar letters/numbers		

The pupil needs support with some of the following:		
Completing a 3/4/5/6 piece jigsaws		
Copying from the board		
Writing numerals/letters in the correct orientation		
Associated needs: social, emotional and behavioural factors		
Building self confidence		
Sustaining concentration		
Joining in with activities		
Staying on task		
Interacting with others appropriately		
Managing feelings e.g. anxiety, anger, frustration		
Self-regulation e.g. Impulsivity		
Persevering		
Other factors to consider		
Does the pupil have a history of ear infections/glue ear?		
Do any members of their close family have literacy difficulties?		

Next steps - provision for pupils with a Specific Learning Difficulty (SpLD)

It is important to build an in-depth picture/profile of the pupil's strengths and difficulties so support can be tailored appropriately.

Consider the following suggestions as appropriate to your role and setting
Next steps – gathering additional information from: • standardised assessments e.g. Salford Sentence Reading Test, PIRA, PUMA (Rising Stars assessments), Hodder Diagnostic Spelling Test, NFER tests. These can also be used diagnostically. • book scrutiny • classroom observation • teacher assessments • parent and pupil voice
Next steps– advice • discuss with the SENCo The SENCo may also consider administering • Literacy Assessment Pack (LAP) – contact Cognition and Learning Team • Numeracy Assessment Pack (NAP) - contact Cognition and Learning Team • Graduated approach: graduated response to literacy difficulties and numeracy difficulties (See section 12, page 65) • ABC checklist Motor Control assessment • SDQ (see glossary) • DCDQ https://www.dcdq.ca/ The SENCO may also consider appropriateness of interventions e.g. • Structured Approach to Reading (STAR) • Precision Teaching • FFT Wave 3/Sprint • Sound Linkage • Acceleread Accelewrite • Structured Approach to Writing (STRAW) • SNAP on 2 Maths • Breaking Barriers with Numicon • Talking Partners • SNIP Cognition and Learning Team (CALT): learningsupportteam@westberks.gov.uk • A wide range of training is available from CALT in relation to Cognition and Learning Needs Educational Psychology Service (a traded service): https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4

Next steps in the classroom- planning
- activities that are suitable and accessible to the pupil's physical and learning needs
- adapting the curriculum and environment as appropriate
- pre teaching
- opportunities for independent work
- a well organised learning environment
- well-structured lessons
- clarity/adaptation of learning objectives/outcomes
- using models, images and multi-sensory resources
- building on prior learning
- careful adaptation of questioning
- seeking opportunities to develop metacognitive thinking
- developing positive relationships adult/pupil and pupil/pupil
- use of specific/descriptive praise
- opportunities for application, consolidation and generalisation of skills
- support from adults as appropriate
- ensuring good communication with all adults involved
- focusing on the process of learning rather than the product
- breaking tasks down into manageable steps

Strategies and resources
- sit the pupil where s/he can see/focus best on the activity
- develop and keep routines the same
- use visual cues to support with remembering and organisation i.e. visual timetables/checklists
- use auditory, visual and kinaesthetic approaches to learning
- provide opportunities/activities for overlearning
- use ICT to support personalised learning i.e. text to speech
- teach pupils how to use spell checker
- use alternatives to writing to record thinking i.e. visual tools- see appendices?
- model and teach use of mind mapping
- use methods such as Simultaneous Oral Spelling (SOS)
- use mnemonics for irregular spellings
- where copying from the board can't be avoided use different colours (not yellow) to distinguish between different paragraphs/sections of information
- keep worksheets and whiteboards uncluttered and clear
- provide reference materials i.e. alphabet strips/word banks etc. on the pupil's table not the wall
- when using the whiteboard, print a copy off for a pupil to have on the table

Literacy- resources may include:
- plastic letters
- small personalised word/sound mats
- personalised word lists/banks i.e. key words/tricky words
- writing frames to scaffold written tasks
- line trackers/book marks
- spelling dictionary i.e. ACE

Numeracy- resources may include
- 10 trays /double sided counters
- Bead strings
- Base 10 (Dienes)
- Numicon
- Cuisenaire

Motor skills – resources might include:
- sloping desk
- pencil grips
- concentration tool (tangle toy)
- wobble cushion

Beyond the classroom-
- consider any support needed to access out of school activities i.e. clubs/visits/sports etc.
- advice and support information for parents and carers available from school website
- the Local Offer access at:
  https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0

Cognition and Learning-Moderate Learning Difficulties (MLD)

Learning is significantly more difficult for these pupils. They may experience difficulties in acquiring basic literacy and numeracy skills and understanding concepts. Learners with MLD will have difficulties in learning across the curriculum, requiring support in all or most areas of the curriculum. Attainment for these learners is well below that expected of their peers in all or most areas of the curriculum despite appropriate adaptation and intervention. They are likely to have additional difficulties in speech and language development, immature social skills, memory and/or processing difficulties, with limited concentration and attention.

Name of pupil		
Moderate Learning Difficulty (MLD)		
The pupil needs support with some of the following:		
	Date/Yr.	Date/Yr.
Speaking and listening		
Carrying out a 1/2 + step instruction		
Retelling a simple story in their own words		
Retelling an event in chronological order		
Making up a story		
Reciting a rhyme		
Listening, responding and joining in appropriately on a 1:1 basis/small group		
Naming everyday objects correctly		
Asking questions to find out information and listening to the answer		
Developing and explaining an idea		
Speaking in grammatically correct sentences		
Reading		
Identifying a rhyming pair/continuing a rhyming string		
Identifying the first/last/short medial vowel sound in a word		
Understanding the difference between words and sounds and letters		
Segmenting/blending simple CVC words		
Recognising familiar words		
The pupil needs support with some of the following:		
Reading and understanding simple sentences		

Checking that the story makes sense as they read		
Making predictions		
Making inferences based on the text		

Writing		
Ascribing meaning to the marks they make		
Writing their first name independently		
Writing recognisable letters other than those in their name		
Linking sounds to letters		
Verbalising the sentence they want to write		
Writing simple sentences using phonetically plausible words		
Spacing letters and words correctly		
Writing sentences with basic punctuation e.g. capitals and full stops		
Sequencing simple stories		
Using conjunctions		

Maths		
Estimation		
Sorting objects according to size e.g. small to big		
Using appropriate language to compare two numbers/sets of objects		
Sorting by shape e.g. 1 or 2 attributes		
Recognising and naming 2D/3D shapes		
Identifying the value of coins		
Seeing without counting (subitising) a dot pattern to 6		
Counting objects to 10/20 showing 1:1 correspondence		

The pupil needs support with some of the following:		
Counting to 10/20/121 from any number		

Saying the number that is 1 more/less than any number to 20		
Counting backwards from 10/20		
Reading and writing numerals to 20/100		
Step counting in 2s,5s,10s from 0/from 1		
Recalling number facts for numbers to 10/20		
Using structured apparatus to represent a 1/2 digit number		
Adding /subtracting numbers to 10/20/100		
Understanding basic fractions i.e. half/quarter		
Cognitive skills		
Problem solving		
Making predictions		
Recognising patterns		
Making connections		
Generalising and applying		
Visual/motor skills		
Completing a jigsaw with 3-8 pieces		
Drawing a recognisable picture		
Identifying colours		
Tracing simple shapes		
Forming upper and lower case letters correctly		
Other indicators		
Appropriate social interaction		
Self-help skills		
Adapting /managing change		
The pupil needs support with some of the following:		
Developing resilience		

Next steps - provision for pupils with Moderate Learning Difficulties (MLD)

It is important to build an in-depth picture/profile of the pupil's strengths and difficulties so support can be tailored appropriately.

Consider the following suggestions as appropriate to your role and setting
Next steps– gathering additional information from; • standardised assessments e.g. Salford Sentence Reading Test, PIRA, PUMA (Rising Stars assessments), Hodder Diagnostic Spelling Test, NFER tests. These can also be used diagnostically. • book scrutiny • classroom observation • teacher assessments • parent and pupil voice
Next steps – advice • speak to the SENCO The SENCo may also consider administering: • Literacy Assessment Pack (LAP) • Numeracy Assessment Pack (NAP) • ABC checklist Motor Control Assessment • SDQ (see glossary) • DCDQ https://www.dcdq.ca/ The SENCO may also consider appropriateness of interventions/programmes of support e.g. • Structured Approach to Reading (STAR) • Precision Teaching • FFT Wave 3/Sprint • SNAP on2 Maths • Breaking Barriers with Numicon • Talking Partners intervention • Structured Approach to Writing (STRAW) • Sound Linkage • Acceleread Accelewrite • SNIP Cognition and Learning Team (CALT): learningsupportteam@westberks.gov.uk • A wide range of training is available from CALT in relation to Cognition and Learning Needs Specialist Inclusion Support Service (SISS): learningsupportteam@westberks.gov.uk • Referrals can be made by schools for learners with significant needs in relation to Cognition and Learning • The service supports schools in their planning of provision for these learners Educational Psychology Service (a traded service): https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4

Next steps in the classroom- planning
- activities that are suitable and accessible to the pupil's physical and learning needs
- adapting the curriculum and environment as appropriate
- pre teaching
- opportunities for independent work
- a well organised learning environment
- well-structured lessons
- clarity/adaptation of learning objectives/outcomes
- using models, images and multi-sensory resources
- building on prior learning
- careful adaptation of questioning
- seeking opportunities to develop metacognitive thinking
- developing positive relationships adult/pupil and pupil/pupil
- use of specific/descriptive praise
- opportunities for application, consolidation and generalisation of skills
- support from adults as appropriate
- ensuring good communication with all adults involved
- focusing on the process of learning rather than the product
- breaking tasks down into manageable steps

Strategies and resources
- establish and maintain routines supported by visual cues e.g. visual timetable, task bar, class rules
- use pre-teaching to prepare the pupil for learning that will take place later in a whole class activity
- overlearning to reinforce concepts already covered
- involve good peer role models e.g. language modelling
- have writing supports available on the pupil's table- not just the wall e.g. number lines, spellings, alphabet etc.
- provide individualised work mats e.g. key words, common spellings, number track etc.
- focus on the process of learning not the end product i.e. quality rather than quantity

Literacy- resources may include:
- plastic letters
- small personalised word/sound mats
- personalised word lists/banks i.e. key words/tricky words
- writing frames to scaffold written tasks
- line trackers/book marks
- talking tins

Numeracy- resources may include
- 10 trays /double sided counters
- Bead strings
- Base 10 (Dienes)
- Numicon/
- Cuisenaire

Beyond the classroom-

- consider any support needed for the pupil to access out of school activities i.e. clubs/visits/sports etc.
- advice support and information for parents and carers is available from school website
- the local offer-access at:
  https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0
- all staff should be aware of implications of the pupil's needs and how to respond appropriately

Social Emotional and Mental Health Needs (SEMH)

This section describes pupils who have greater needs than most of their peers for support with their social and emotional development and wellbeing. It contains:
- descriptors to help identify pupils with a social, emotional or mental health difficulty
- guidance on supporting pupils with social emotional and mental health needs

Pupils who have difficulties with emotional and social development may find it difficult to make and maintain appropriate and healthy relationships. Sometimes these difficulties may present in withdrawn behaviour and sometimes in challenging or disruptive behaviour.

These behaviours may reflect mental health needs such as anxiety or depression, or other medically unexplained conditions like eating disorders.

Some pupils will have recognised disorders, like attention deficit disorder (ADD), attachment disorder and autism that impact upon their mental health and social and emotional wellbeing.

A small number of pupils will have social, emotional and mental health needs identified at a very young age. For many pupils needs may go unrecognised until they reach a group setting and are exposed to a bigger peer group and a highly interactive environment. In the first instance it may be the pupil's behaviour that raises concern, perhaps behaviour that is:
- anxious
- very active
- controlling
- aggressive
- excessively shy
- withdrawn

These can be normal behaviours during a settling in period so monitoring over time is important.

When pupils display behaviour that is of continuing concern it is essential to try to address any underlying social or emotional need or a mental health need and not just the presenting behaviour.

Close observation will help to show when and where the behaviours are triggered:
- Discussion with parents may help to explore what the pupil may be communicating through this behaviour.
- Behaviour that is different to normal developmental patterns can be an indicator of underlying learning difficulties e.g. a pupil with a language delay or disorder may exhibit frustration when he/she is unable to communicate effectively.

Assessment, planning and provision for a pupil with social emotional and mental health needs should be located within a whole school approach that includes an actively supported whole school behaviour policy, consistent use of positive strategies with training for all staff on these.

Name of pupil

Social, Emotional or Mental Health Needs

A pupil need may:

	Date/Yr.	Date/Yr.
Observations		
Have difficulty following some school rules/routines around behaviour in the school environment		
Frequently display inappropriate behaviour as a coping strategy linked to learning, communication and interaction or sensory needs		
Experience some difficulties with social skills and appear to isolate and/or be rejected by others		
Struggle to maintain positive relationships with adults or peers		
Have regression in his/her learning		
Frequently display immature emotional responses e.g. they may show signs of stress and anxiety and/or difficulties managing emotions on occasions		
Display behaviours that are dangerous or damaging to him/herself, to others or to property		
Show patterns of stress/anxiety related to specific times of the day		
The pupil needs support with the following:		
Managing frequent inappropriate behaviours that occur in more than one setting		
Managing particular behaviours that occur in only one setting		
Managing frequent behaviours that impact on the learning of others/him/herself		
Listening to and following instructions		
Settling and starting a task		
Sustaining concentration		
Completing tasks successfully with some independence		
Joining/engaging/interacting in a group		
Controlling emotional and subsequent behavioural responses		
Building and sustaining positive relationships with peers and/or adults		

The pupil needs support with the following:		
Developing emotional resilience to find solutions		
Being able to recognise and understand his/her own feelings and behaviours		
Being able to explain the reasons for his/her own feelings and behaviours		
Managing unpredictable extremes of mood		
Managing incongruent or disproportionate responses		
Managing unpredictable responses to praise and/or criticism		
Other factors to consider:		
School attendance record		
Whether there are other agencies involved with the family		
Whether there are things happening out of school that may impact on the pupil's social, mental and emotional health, e.g. bereavement, family circumstances		

Next steps - provision for pupils with Social Emotional and Mental Health Needs (SEMH)

It is important to build an in-depth picture/profile of the pupil's strengths and difficulties so support can be tailored appropriately.
All pupils should be educated in a socially and emotionally differentiated learning environment and taught the social and emotional skills which underpin good behaviour.

Consider the following suggestions as appropriate to your role and setting
Next steps – gathering additional information from: • further observation of the pupil • Antecedent Behaviour Consequences checklist (ABC) • timed observations of the pupil in 2 or more different contexts • home-school diaries • SDQ (Strengths and Difficulties Questionnaire) • 'Mental health and behaviour in schools' (DFE 2015) outlines what a school can do to identify and support pupils who may have an unmet mental health need. The risk and resilience section helps schools to consider the factors that put pupils at risk. https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Next steps – advice: • discuss the pupil with the SENCo who may then wish to refer to outside agencies e.g. Educational Psychology Service, Emotional Health Academy, Therapeutic Thinking Team, CAMHs – see below • keep records up to date e.g. observations and assessments of context, structured and unstructured times, frequency, triggers, ABCs • regularly track and review any changes in behaviour and learning • use assessments and observations to inform a programme of support which also involves the pupil voice, i.e. setting and monitoring their own targets • ensure parents are involved on a regular basis and encouraged to support targets at home Educational Psychology Service (a traded service): https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4 Examples of support offered include: • A wide range of therapeutic interventions based on various approaches including: Cognitive Behavioural Therapy, Compassion Focused Therapy, and Solution Focused Brief Therapy, Video Interaction Guidance (VIG), Mindfulness, Anxiety and Low Mood/Depression. • Group 'Coping with worries' interventions for secondary pupils and whole class 'Coping with worries' primary sessions are offered using a CBT approaches. • Staff interventions include 'Circle of Adults' for emotional and professional advice when working with emotionally challenging children. Developing actions and next steps to move the situation forward. Other interventions also on offer include PATHS, Solution Circles and Staff wellbeing sessions. • A wide variety of training for staff and or parents in areas such as ADHD, Emotion Coaching, Mental Health First Aid, Parenting, • Emotionally based school avoidance (EBSA) Toolkit: developed by EPS

For further information please contact: Hazel.Loomes@westberks.gov.uk (Admin officer) or cate.wilkes@westberkshire.gov.uk (Senior Educational Psychologist).

Emotional Health Academy:

https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=upYcDgaijYw

Therapeutic Thinking Team

https://www.westberkseducation.co.uk/Services/4716

Child and Adolescent Mental Health Services (CAMHS):

https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/

Berkshire NHS website (includes links to support and advice)

https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/

Little Blue Book of Sunshine: A mental health booklet aimed at teenagers produced by local NHS

https://www.berkshirewestccg.nhs.uk/media/4705/littlebluebookofsunshine-2020-final.pdf

Mental health resources for children and young people:

www.berkshirewestccg.nhs.uk/coping

Free Online counselling and emotional well-being support service providing young people aged 11-18 years (up to 19th birthday)

www.Kooth.com

Next steps in the classroom - planning
- consider how a pupil with SEMH will need to be supported when accessing planned learning e.g. Individual or small group work to pre-learn, reinforce or work on specific targets or where the pupil will sit for particular activities.
- develop an individual plan, which may be called an Individual Behaviour Plan or a Pastoral Support Plan, tailored to support the pupil's specific needs.
- consider adult support that may be required for maintaining progress with learning and for emotional and social development.
- plan any support that is needed at lunchtimes and playtimes to help the pupil to join in, perhaps as part of a small group or with a buddy.
- consider whether or not there is a need for any risk assessments relating to any health and safety or safeguarding issues.'
- create a nurturing classroom environment where pupils feel safe, cared for and builds trust.

Next steps use of staff:
- ensure staff have support and training on issues related to emotional, social development and behaviour.
- ensure appropriately skilled additional adults are used to support flexible groupings, observe pupils, adaptation and some 1:1.

Strategies and resources:

Physical environment
- use quiet areas to give the pupil calm down time.
- make resources easily accessible for the pupil to prevent frustration e.g. accessible storage, pictorial labels.
- sit the pupil where he/she can focus on the adult and on the task in hand.
- if needed arrange a place where the pupil can work for part of the day in a different environment when needed e.g. a reciprocal arrangement with another class.

Teaching and learning – resources/strategies

- use visual timetables to prepare the pupil for changes of routine.
- use circle time and whole class PSHE activities, and small group activities to develop self-esteem and confidence.
- consider use of the ELSA intervention to build in opportunities for the pupil to develop emotional literacy so that he/she can verbally communicate and understand the feelings that they and others have.
- use specific strategies consistently, for example praise for behaviour ('I like the way you…..') and praise for doing something ('thank you for tidying up the book corner; that was really helpful').
- ensure all adults use positive, enabling language.
- reinforce appropriate behaviours through praise.
- consider use of SEAL (Social and Emotional Aspects of Learning); archived at: https://webarchive.nationalarchives.gov.uk/20110812101121tf /http://nsonline.org.uk/node/87009

Adapted learning

- organisation and pupil groupings as follows:
- provide opportunities for small group work based on identified need e.g. listening/thinking/social skills
- consider small group work to develop appropriate behaviours and emotional regulation
- create a quiet area in the classroom available for individual work or to support pupils to calm/refocus

Beyond the classroom

- all staff should be aware of the implications of the pupil's needs and how to respond appropriately e.g. lunchtime staff having knowledge of a pupils behaviour/support plan/strategies.
- support may be needed for the pupil to access out of school activities including clubs, sports and trips.
- prepare for any change and the need for clear routines so that pupils feel safe e.g. transition
- consider if any Risk Assessments are required
- advice support and information for parents and carers is available from; West Berkshire's Local offer https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0

Sensory and/or Physical Needs (S&P)

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties may be age related and may fluctuate over time. Many pupils with Hearing Impairment (HI), Visual impairment (VI), Multi-sensory impairment (MSI) or Physical disability (PD) will require specialist support and/or equipment to access/support their learning.

Hearing Impairment (HI)

Many pupils with hearing difficulties will have their needs identified early and will be supported by Sensory Consortium Service. Some pupils with a hearing impairment will require ongoing specialist teaching support from to access the curriculum. Pupils with a hearing impairment range from those with a mild hearing loss to those with a profound hearing loss. The impairment can be temporary or permanent, and may affect one ear or both ears. Some pupils may have needs that go unrecognised until they reach a group setting or are undertaking a task requiring hearing skills in a different context. It is also possible for pupils to acquire a hearing impairment during their time at school.

Name of pupil

Hearing Impairment (HI)

	Date/Yr.	Date/Yr.
A pupil with hearing impairment may:		
Find difficulty in expressing him/herself clearly		
Appear loud, raising his/her voice in conversation		
Experience difficulty when activities involve listening, following instructions		
Often ask for clarification or repetition particularly in a noisy environment		
Use less language than peers in play		
Find it difficult to sustain concentration		
Use gesture more than peers		
Appears dreamy/distracted		
The pupil needs support with some of the following:		
Listening in a small group/whole class		
Articulating words clearly		
Making themselves understood		

Expanding their vocabulary		
Age appropriate language structures		
Confidence tackling new activities		
Initiating conversations with adults/peers		
Interacting with others e.g. turn taking		
Following whole class introductions/discussions		
Managing anxiety/frustration		
Establishing/maintaining appropriate peer relationships		
Developing age appropriate play		
Building self esteem		

Next steps - provision for pupils with a Hearing Impairment (HI)

It is important to build an in-depth picture/profile of the pupil's strengths and difficulties so support can be tailored appropriately.

Consider the following suggestions as appropriate to your role and setting
Next steps – gathering additional information from: - if a pupil appears to have a hearing difficulty that has not been previously identified a hearing check should be sought   - standardised assessments e.g. Salford Sentence Reading Test, PIRA, PUMA (Rising Stars assessments), Diagnostic Spelling Tests (Hodder), NFER tests. These can also be used diagnostically.   - book scrutiny   - classroom observation   - teacher assessments   - parent and pupil voice   - external professionals reports/guidance if available
Next steps – advice: - discuss with the SENCo, other services may include: - Sensory Consortium Service (SCS):   https://berkshirescs.btck.co.uk/   - Educational Psychology Service (a traded service):   https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4   Examples of support offered include: :Assessment, clarification of need and intervention to support emotional wellbeing and learning.
Next steps in the classroom - planning   - joint planning with Sensory Consortium Service (SCS) if they are involved   - think how the pupil will be supported to access the learning   - how background noise will be minimised   - good lighting, including natural light   - any specialist equipment needed   - adult support   - where the pupil should be seated for particular activities   - access to quiet withdrawal area when necessary   - reasonable expectations i.e. time that might be required to complete a task   - access arrangements for any assessments/national testing   - be prepared for inconsistencies in hearing level   - early planning for transition to Y7 where applicable
Strategies and resources   - create a visually helpful environment e.g. word banks, displays   - use specialist materials and it to support personalised learning and consolidate previous learning   - clear and simple instructions reinforced with visual cues   - involvement of good peer role models e.g. language   - short specific activities involving listening, turn taking, following instructions   - manage pace of learning to allow additional time for completion of work and for auditory fatigue. Learning breaks may be needed.

Beyond the classroom-
- consider any support needed for the pupil to access out of school activities i.e. clubs/visits/sports etc.
- consider if any Personal Emergency Evacuation Plans or Risk Assessments are required
- advice support and information for parents and carers available from local offer-access at: https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0
- all staff should be aware of implications of the pupil's hearing needs and how to respond appropriately

Visual Impairment (VI)

Pupils/young people with VI range from those with a mild visual impairment to those with a significant visual impairment. The impairment can affect one eye or both eyes. The impairment can be degenerative. VI is often identified at an early age and is supported by the Sensory Consortium team. Many pupils have their vison corrected by glasses being prescribed. Some pupils may have needs that go unrecognised and some acquire a visual loss through illness or accident.

Name of pupil

Visual Impairment (VI)		
	Date/Yr.	Date/Yr.
A pupil with visual needs may		
Tilt his/her head to one side		
Bring eyes close to an object/book		
Blink frequently		
Touch rub or cover eyes		
Appear sensitive to light/glare		
Have eye pain/headaches		
Find it difficult to track movement i.e. ball rolling left to right		
Find scanning difficult e.g. visually searching for detail in text		
Find scanning difficult i.e. visually searching for an object		
Bump into things		
The pupil needs support with some of the following:		
Moving safely round school		
Following work on the white board		
Drawing with age appropriate accuracy		
Developing reading and writing skills		
In following whole class discussions		
Being confident to tackle new activities		

The pupil needs support with some of the following:		
Joining in physical playground activities		
Activities requiring co-ordination and/or gross motor skills i.e. catching a ball		
Managing anxiety/frustration		
Establishing/maintaining appropriate friendships		

Next steps - provision for pupils with a Visual Impairment (VI)

It is important to build an in-depth picture/profile of the pupil's strengths and difficulties so support can be tailored appropriately.

Consider the following suggestions as appropriate to your role and setting
Next steps – gathering additional information from: • if a pupil appears to have a visual difficulty that has not been previously identified a sight check should be sought • standardised assessments e.g. Salford Sentence, PIRA, PUMA (Rising Stars assessments), Diagnostic Spelling Tests (Hodder), NFER tests. These can also be used diagnostically. • book scrutiny • classroom observation • teacher assessments • parent and pupil voice • external professionals reports/guidance if available
Next steps – advice: • discuss with the SENCo, other services may include: • Sensory Consortium Service (SCS): https://berkshirescs.btck.co.uk/ • Educational Psychology Service (a traded service): https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4 Examples of support offered include: ○ Assessment, clarification of need and intervention to support emotional wellbeing and learning.
Next steps in the classroom- planning points to consider: • joint planning with Sensory Consortium Service (SCS) if they are involved • think how the pupil will be supported to access the learning • adaptations needed to written or pictorial resources • how the pupil will be supported, adaptations to the environment to enable the pupil to move around the classroom/school e.g. decluttering, coat hook at the end • support at lunchtimes/playtimes to manage independently/join in with peers • support for e.g. dressing personal care • good lighting, including natural light • any specialist equipment needed e.g. IT • adult support • where the pupil should be seated for particular activities • reasonable expectations i.e. time that might be required to complete a task • access arrangements for any assessments/national testing • encourage the pupil to wear their glasses and if possible keep a spare pair in school • early planning for transition to Y7 where applicable
Strategies and resources • use contrasting surfaces to make things more visible e.g. dark background on notice board • use contrasting pen and well-spaced clear writing on the whiteboard- provide a personal copy where appropriate

- avoid shadows, glare and reflected light
- use clear verbal instructions and explanations to accompany a learning activity
- written and pictorial materials should use appropriate print size, line and word spacing, clear labels, contrasting colours and have an uncluttered layout
- provide a range of sensory experiences to support learning e.g. a real object rather than a picture
- manage pace of learning to allow additional time for completion of work and for visual fatigue. Learning breaks may be appropriate.

Beyond the classroom for VI
- consider any support needed for the pupil to access out of school activities i.e. clubs/visits/sports etc.
- consider if any Personal Emergency Evacuation Plans or Risk Assessments are required
- advice support and information for parents and carers available from school's website
- advice support and information for parents and carers available from local offer access at: https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0
- all staff should be aware of implications of the pupil's visual needs and how to respond appropriately

Physical Disability (PD)

Some physical disabilities are short-term and respond to treatment, others are permanent. Some pupils and young people with physical disabilities will have been disabled since birth while others may have become disabled, perhaps after an accident. Some pupils with physical needs require only minor adaptations to the learning environment. Some physical disabilities will get worse with age and some can be life-limiting. The severity of the difficulty can range from mild to very severe.

Name of pupil

Physical Disability		
	Date/Yr.	Date/Yr.
A pupil with a physical need may:		
Move awkwardly or require aids to walk		
Try to avoid or have difficulty with some practical activities		
Become tired very easily		
Have a medical diagnosis of a physical condition		
Have difficulty manoeuvring in a moving environment		
The pupil needs support with some of the following:		
Mobility		
Moving safely around the school		
Moving around on uneven ground		
Managing stairs		
Accessing physical activities e.g. trikes, climbing frames		
Developing a sense of danger		
Carrying out controlled movements e.g. in PE		
Independence		
Managing eating and drinking safely /efficiently		
Getting dressed		
Self-care e.g. getting to/using the toilet		

The pupil needs support with some of the following:		
Accessing learning		
Attending and listening in small group/whole class		
Following instructions		
Processing and recalling information		
Articulating clearly		
Being organised e.g. putting lunchbox away, accessing books or equipment		
Organising thoughts and ideas to express them coherently		
Activities with fine motor skills e.g. holding a pencil, using scissors or keyboard		
Crossing the mid line e.g. passing an object from 1 side of the body to the other		
Stabilising the body to participate in learning activities e.g. sand tray, painting		
Having confidence to join in group/whole class activities		
Other indicators		
Building self esteem		
Managing anxiety/frustration		
Establishing/maintaining appropriate friendships		

Next steps- provision for pupils with Physical Disabilities (PD)

It is important to build an in-depth picture/profile of the pupil's strengths and difficulties so support can be tailored appropriately.

Consider the following suggestions as appropriate to your role and setting
Next steps – gathering additional information from: • standardised assessments e.g. Salford Sentence Reading Test, PIRA, PUMA (Rising Stars assessments), Diagnostic Spelling Tests (Hodder), NFER tests. These can also be used diagnostically. • book scrutiny • classroom observation • teacher assessments • parent and pupil voice • external professionals reports/guidance if available
Next steps – advice • discuss with the SENCo, other services/sources of information may include: • Educational Psychology Service (a traded service): https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=ZTkXbcXX_D4 Examples of support offered include: ○ Assessment, clarification of need and intervention to support emotional wellbeing and learning. • Berkshire Healthcare Toolkit (includes links to Speech and Language Therapy Service, Physiotherapy Service and Occupational Therapy Service) https://cypf.berkshirehealthcare.nhs.uk/our-services/therapy-services-cypit/ https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/ • School nursing https://cypf.berkshirehealthcare.nhs.uk/our-services/public-health-nursing-health-visiting-school-nursing-immunisation/school-nursing/
Next steps planning- points to consider • using information/advice from OT/Physio where available e.g. to adapt PE • using information/advice from school nurse where appropriate • think how the pupil will be supported to access the learning • adaptations to the environment to enable the pupil to move around the classroom/school • space for privacy for personal care needs and physiotherapy/OT programme • support at lunchtimes/playtimes to manage independently/join in with peers • support for personal care e.g. dressing, going to the toilet • any specialist equipment needed e.g. supportive seating, IT • adult support needed • where the pupil should be seated for particular activities • reasonable expectations e.g. time needed to eat lunch, to remain in a particular position for any length of time, tiredness from wheel chair use • access arrangements for any assessments/national testing • training needed for any staff supporting the pupil • early planning for transition to Y7 where applicable

Strategies and resources

Mobility

- individual programmes to maintain and develop fine and gross motor movement
- adaptation of PE lesson to participate safely
- involve the pupil in alternative ways e.g. refereeing

Independence

- provide discrete support to manage personal care e.g. dressing, toileting aimed at developing independence
- provide discrete support to manage self-care activities e.g. eating and drinking aimed at developing independence
- remove clutter and obstacles from the learning environment
- put coat hook at the end of the row for easy access

Accessing learning

- provide extra time when needed e.g. to speak, complete activity
- reduce or reframe tasks to accommodate slower processing and recording
- seat the pupil where they can see and hear without any unnecessary discomfort
- use visual prompts to support memory and independence e.g. visual timetables, prompts
- use peers/work partners for co-production
- provide suitable IT e.g. laptop, software
- make homework manageable and accessible

Beyond the classroom-

- consider any support needed for the pupil to access out of school activities i.e. clubs/visits/sports etc.
- arrange additional time for eating if appropriate
- Consider and plan for medical needs:
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf
- consider if any Personal Emergency Evacuation Plans or Risk Assessments are required
- advice support and information for parents and carers available on school's website
- advice support and information for parents and carers available from Local Offer-access at:
  https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0
- all staff to be aware of the pupil's physical needs and how to respond appropriately

11. Class analysis for SEND

The idea of the class analysis is to gain an overall picture of the SEND in your class. This enables you to identify and select effective classroom teaching strategies and techniques which would benefit many of your pupils. For example, if you were to identify a significant proportion of pupils with Speech Language and Communication Needs then you may consider such strategies as Think, Pair, Share, response partners, barrier games, pre-teaching of topic specific vocabulary etc.

To complete the analysis you will need to label all the circles with the initials or names of the pupils in your class. Then you colour (see colours below) each circle according to their needs. If a pupil is on the Autistic Spectrum they will be coloured purple. However if a pupil has more complex needs, for example they have Social and Emotional Needs and a Specific Literacy Difficulty you will colour the circle half pink and half red.

- Speech, Language, Communication Needs
- Autistic Spectrum Disorder
- Specific Learning Difficulty: Literacy
- Specific Learning Difficulties: Maths
- Moderate Learning Difficulties
- Social, Emotional, Mental Health (inc. ADHD)
- Sensory/Physical Difficulties (inc. VI, HI)

Once completed, look at the most dominant colours and with colleagues consider strategies and approaches to augment your high quality teaching that would also support those needs. This information may also shape your classroom management and everyday routines.

Class Analysis of SEND   Class_____

12. Graduated Approach: *graduated response for literacy and numeracy*

	The Graduated Response: Literacy Stage 1 **Early identification**
Assess	**Information gathering about the pupil to consider their strengths and weaknesses** • Use existing school assessment • Background information i.e. attendance, attainment in other curriculum areas, health, previous attainment in literacy • Gather the views of parent, pupil and teacher
Plan	**Adapting the daily lesson** • Use the information gathered and select 2 areas of focus (e.g. high frequency reading and spelling) adapt daily lessons accordingly • Set targets/outcomes • Consider if pre-teaching or consolidation is necessary
Do	**Implementing the adjustments** • Over several weeks implement the teaching adjustments (e.g. use multisensory overlearning activities) • Keep adjustments under review; adapt or replace adjustments as necessary working towards greater independence • Implement models of pre teaching for potential gaps • Continue to find opportunities for consolidation and application
Review	**Consider the impact** • Revisit the information gathering - are there any changes? • Has the pupil made (sufficient/more) progress? • Are the adjustments having an impact? • If the pupil has made good progress, repeat the cycle. • If the pupil has not made sufficient progress move to the next stage of support

The Graduated Response: Literacy Stage 2
Next steps if the pupil is not making sufficient progress

Assess	**Further assessment** • More detailed individual assessment to identify the gaps/underlying difficulties if needed i.e. The Literacy Assessment Pack (LAP) • Further feedback from class teacher • Further consultation with parent • Target/outcome setting with pupil
Plan	**Continue/consider further adaptations within the classroom and intervention** Targeted intervention • Make further adaptations to the lesson to support the pupil (e.g. resources such as a personalised word list) • Select intervention according to the needs of the pupil • Focus on specific gaps or areas of difficulty (e.g. retention of graphemes or high frequency spellings) • Organise a timetable of support/intervention
Do	**Implementing the intervention** • Deliver an appropriate intervention 1:1 or small group (e.g. STAR, Precision Teaching, STRAW,SNIP,FFT Wave 3) • Monitor quality of delivery and attendance by pupil • Pre teaching • Opportunities for same day support/consolidation • Plan for opportunities to practice/transfer skills from the intervention into the classroom • Continue to make adjustments to daily teaching sessions
Review	**Consider the impact** • Can the pupil apply their learning across the curriculum? • Has the pupil made (sufficient/more) progress, if so repeat the cycle with appropriate adjustment? • Are the adjustments having an impact? • Consider if more support is needed • If significant progress pupil may return to Stage 1 • If pupil is not making sufficient progress move to the next stage of support

The Graduated Response: Literacy Stage 3

If Stage 2 strategies are not working it is likely that schools will need to seek specialist help

Assess	**Revisit assessment** • Consult parents • Consult pupil • Consider further assessment • Consider using standardised test diagnostically (e.g. Salford/Hodder/PIRA) • Consider a referral to external professional i.e. CALT or EP or SALT
Plan	**Consultation with specialists** • Plan interventions according to further assessment within the classroom and beyond • Referral to other agencies if appropriate • Consider creating/reviewing SAP outcomes using the information in reports and recommendations from external professionals
Do	**Implementing recommendations** • Recommendations from specialist reports put into practice • Existing interventions continue if appropriate • Continue to make adjustments to daily teaching sessions
Review	**Consider the impact** • Has the pupil made (sufficient/more) progress? • Are the adjustments having an impact? • If the pupil has made good progress return to Stage 2 and monitor • If pupil has not made progress seek further advice from professionals • Is a referral to other agencies required?

The Graduated Response: Numeracy Stage 1
Early identification

Assess	**Information gathering about the pupil to consider their strengths and weaknesses** • Use existing school assessment and information • Background information i.e. attendance, attainment in other curriculum areas, health, previous attainment in maths • Gather the views of parent, pupil and teacher
Plan	**Adapting the daily lesson** • Use the information gathered and select 2 areas of focus (e.g. maths vocabulary and memory) - adapt daily lessons accordingly • Set targets/outcomes • Consider if pre teaching or additional consolidation is necessary
Do	**Implementing the adjustments** • Over several weeks implement the teaching adjustments (e.g. use of appropriate concrete materials) • Keep adjustments under review, adapt or replace as necessary working towards greater independence • Implement models of pre teaching for potential gaps • Continue to provide opportunities for consolidation and application
Review	**Consider the impact** • Revisit the information gathering - are there any changes? • Has the pupil made (sufficient/more) progress? • Are the adjustments having an impact? • If the pupil has made good progress, repeat the cycle. • If the pupil has not made sufficient progress move to the next stage of support

The Graduated Response: Numeracy Stage 2	
The Graduated Response: Numeracy Stage 2 **Next steps if the pupil is not making sufficient progress**	
Assess	**Further assessment** • More detailed individual assessment to identify the gaps/underlying difficulties if needed i.e. Numeracy assessment Pack (NAP) • Further feedback from class teacher • Further consultation with parent • Target/outcome setting with pupil
Plan	**Continue/consider further adaptations within classroom and intervention** Targeted intervention • Select intervention according to the needs of the pupil • Focus on specific gaps or areas of difficulty (e.g. estimation, place value, sequencing) • Develop skills and understanding of concepts rather than just rote learning and recall of a process • Organise a timetable of support/intervention
Do	**Implementing the intervention** • Deliver an appropriate intervention, 1-1 or small group (e.g. SNAP, Numicon, STAN) • Monitor quality of intervention delivery and attendance by pupil • Pre teaching • Opportunities for same day support/consolidation • Plan for opportunities to practice and transfer skills from the intervention into the classroom • Continue to make adjustments to daily teaching sessions
Review	**Consider the impact** • Can pupil demonstrate understanding and apply their learning in different contexts? • Has the pupil made (sufficient/more) progress, if so repeat the cycle with appropriate adjustment? • Are the adjustments having an impact? • Consider if more support is needed • If significant progress pupil may return to Stage 1 • If pupil is not making sufficient progress move to the next stage of support

The Graduated Response: Numeracy Stage 3
If Stage 2 strategies are not working it is likely that schools will need to seek specialist help

Assess	**Revisit assessment** • Consult parents • Consult pupil • Consider further assessment • Consider using standardised tests diagnostically (e.g. PUMA/ MALT/ Sandwell) • Consider referral to external professional i.e. CALT or EP or SALT
Plan	**Consultation with specialists** • Plan interventions according to further assessment within the classroom and beyond • Referral to other agencies if appropriate • Consider creating/reviewing SAP outcomes using the information in reports and recommendations from external professionals
Do	**Implementing recommendations** • Recommendations from specialist reports put into practice • Existing interventions continue if appropriate • Continue to make adjustments to daily teaching sessions
Review	**Consider the impact** • Has the pupil made (sufficient/more) progress? • Are the adjustments having an impact? • If the pupil has made good progress return to Stage 2 • If pupil has not made progress seek further advice from external professional • Is a referral to other agencies required?

13. Glossary

Acronym, word or phrase	Definition or information
ADD and ADHD	Attention Deficit (Hyperactivity) Disorder A diagnosis based upon difficulties with attention and impulsiveness.
ASD or ASC	Autistic Spectrum Disorder or Condition Learners with ASD find it difficult to: - understand and use non-verbal and verbal communication - understand social behaviour, which affects their ability to interact with pupils and adults - think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities - moderate their responses to sensory inputs such as noise, visual distractions or tactile experiences.
Assessment	An ongoing process of finding out a learner's progress, achievements, strengths and needs.
CAMHS	Children and Adolescent Mental Health Service.
CiC	Child/Children in Care
C o P or SEND C o P	Code of Practice for SEN and Disability
C&I	Communication and Interaction This includes speech language and communication difficulties and Autism Spectrum Conditions.
CAL	Cognition and Learning This describes a wide range of difficulties with thinking and learning. It includes moderate (MLD), severe, and profound and multiple difficulties as well as specific difficulties with one of more particular aspects of learning (SpLD).
Adaptation	The way in which teaching and learning opportunities are adapted to meet a range of needs.
Dyscalculia	Learners with dyscalculia have difficulty in acquiring mathematical skills. Learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures
Dyslexia	Learners with dyslexia have a marked and persistent difficulty in learning to read and/or write and/or spell, despite progress in other areas. They may also have difficulties in concentration and organisation, and in remembering sequences of words.
Dyspraxia	Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.) Their articulation may also be immature and their language late to develop. They may lack awareness of body position and have poor social skills. Specific learning difficulties in movement may also be referred to as Developmental Coordination Disorder (DCD)
EAL	English as an Additional Language.

EHCP	Education Health and Care Plan.
EP(S)	Educational Psychologist/y (Service) Educational Psychologists are trained in psychology, learning and pupil development. They give specialist support and advice to settings, schools, parents and learners.
EYFS	Early Years Foundation Stage The EYFS provides the statutory framework for learning in the foundation years.
HI	Hearing Impairment Learners with HI range from those with a mild hearing impairment to those who are profoundly deaf. They cover the whole ability range.
Local Offer	The Local Offer brings together in one place information, advice and support for parents and young people about SEN and disability. It is also useful for professionals. West Berkshire's Local Offer can be accessed at: https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0
MSI	Multi-Sensory Impairment. Learners with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Learners with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation.
National Curriculum	The National Curriculum sets out the statutory entitlement to learning for all pupils of school age.
Occupational Therapist (OT)	Occupational Therapists are trained to advise on aids and adaptations that will help with daily living and curriculum access.
Paediatrician	A doctor with specialist expertise in babies and pupils. Community paediatricians are often involved with the early identification of additional needs.
Parent	A parent is any person with parental responsibility for a pupil or who cares for him/her as set out in Section 576 of the Education Act 1996.

PD	Physical Disability.
	There is a wide range of physical disabilities and learners cover the whole ability range. Some learners are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.
	In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs.
	There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Learners with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.
	Some learners are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.
Phonics Screening Test	An assessment of phonic knowledge, completed by pupils in Year 1.
Physiotherapist (PT)	Physiotherapists are trained to help with physical disabilities. They advise on and support special exercise programmes and provide specialist equipment.
SALT	Speech and Language Therapist
SDQ	Strengths and Difficulties Questionnaire is an evidence based tool to help schools to judge whether a pupil has a mental health need. It is available free of charge from https://sdqinfo.org/
SEMH	Social Emotional and Mental Health Needs
SEND	Special Educational Need and Disability
SENCo	Special Educational Needs Co-ordinator
	The member of staff of a setting or school who has responsibility for coordinating SEN provision within that setting school. In a small school the Headteacher or deputy may take on this role. In larger schools there may be an
	SEN coordinating team.
SENDIASS	Special Educational Needs and Disability Information Advice and Support Service (formerly Parent Partnership) SENDIASS provides impartial advice and information to parents whose pupils have special educational needs. They offer support on all aspects of SEN to help parents play an informed and active role in their pupil's learning.
SEN Information Report	The SEN Information Report must be published by schools and academies on their websites and must contain information about the setting's policy for pupils with SEN.

Simultaneous oral spelling	Simultaneous oral spelling is a useful way of learning spelling patterns and individual words. At its simplest it involves asking the learner to say the word, spell it aloud while looking at it, cover it up and spell it aloud a few times as needed, then write it down.
SpLD	Specific Learning Difficulty Dyscalculia, Dyslexia and Dyspraxia are all Specific Learning Difficulties.
Specialist or Advisory Teacher	A teacher with specialist expertise who works across the authority giving support ant advice to settings and schools.
TA	Teaching Assistant
VI	Visual Impairment Learners have a visual impairment if their sight is not correctable by wearing glasses or contact lenses.

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