Education
Health
Social Care

SEND 2014

Swindon
BOROUGH COUNCIL

SGPG2014

Swindon Good Practice Guide for Early years, Schools & Colleges

This guidance is important to schools because:

- All Swindon pupils attending a mainstream school should have the same minimum quality provision for special educational needs and SEN support;
- Parents should have a source of guidance about what provision can be expected if their child has special educational needs;
- School and LA staff need a joint understanding to support their dialogue about individual pupils.

Purpose of this guide:

This document should be viewed as a good practice guidance which early years providers, schools and colleges are expected to work towards. The appendices contain a full list of statutory polices and guidance documents that providers need to adhere to.

What is a special educational need?

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

A child of compulsory school age or a young person has 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 or mainstream post-16 institutions. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by registered early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

SEND Code of Practice: 0-25 years (DfE & DoH 2014)

The following diagram summaries page 5 of the SEND Code of Practice 2014:

		Post 16 →25
	Aged two-plus →compulsory school age	Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LLD.
Under compulsory school age A child under compulsory school age has special educational needs if he or she is likely to fall within the definition below when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). *For a child under two years of age, special educational provision means educational provision of any kind.*	For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions, or by relevant early years providers.	

A child or young person has 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disability: (Equality Act 2010): '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

What should be in place in all schools?

Every setting in Swindon has its own distinctive character, ethos and structure. Any service which provides care for children and young people as well as those who provide education and skills training for learners of all ages are held to account by Ofsted, an inspection and regulatory independent body.

All children and young people have an entitlement to access and this is universally recognised through the United Nations Conventions on the Rights of the Child (1990). Universal provision within a setting should take into account these entitlements for the majority of our children and young people. A few, however, will need additional support and access to resources above the universal entitlement. This may be for a variety of reasons, including having a special educational need and/or a disability. In this document we outline our expectations of providers and the provision they provide in relation to the Children & Families Act (2014) and the subsequent SEND Code of Practice (2014). A complete summary of **statutory policies for schools, sixth forms and Further Education colleges:** Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law **(DfE 2014)** is provided in **Appendix 1.**

Provision 0-25

Early Years	Schools	Further Education
All children are entitled to an education that enables them to: • achieve the best possible educational and other outcomes, and • become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education	All children and young people are entitled to an education that enables them to make progress so that they: • achieve their best • become confident individuals living fulfilling lives, and • make a successful transition into adulthood, whether into employment, further or higher education or training	The post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector. The range of available study programmes is broad and includes AS/A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported

		internships and bespoke packages of learning.

All providers under these sector headings have a statutory duty to comply with the Children & Families Act 2014, The Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. A specific summary is provided in **Appendix 2**.
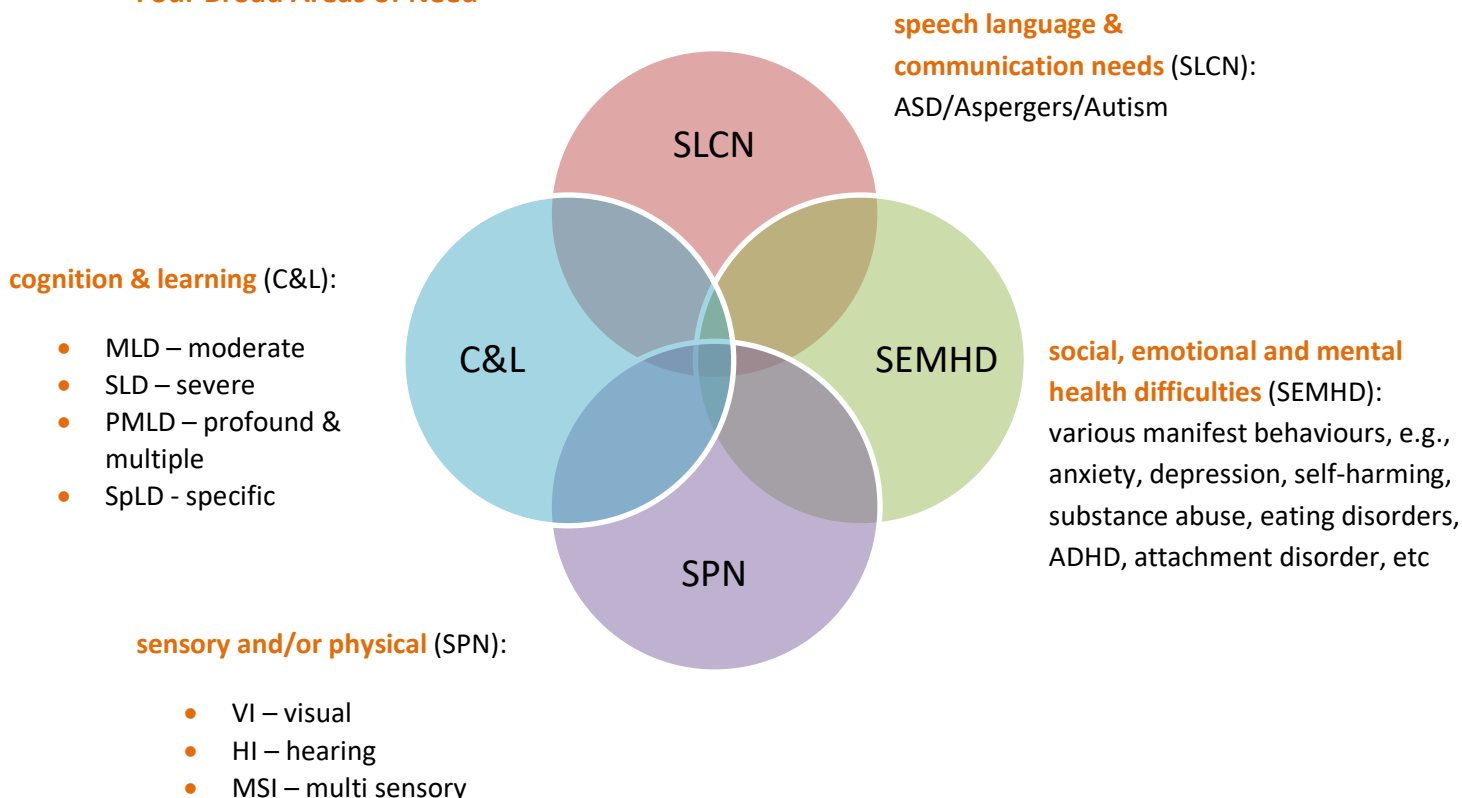
Medical needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual health care plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way.

Statutory Guidance

What are the areas of special educational need?

Four Broad Areas of Need

speech language & communication needs (SLCN): ASD/Aspergers/Autism

cognition & learning (C&L):

- MLD – moderate
- SLD – severe
- PMLD – profound & multiple
- SpLD - specific

SLCN

C&L

SEMHD

SPN

social, emotional and mental health difficulties (SEMHD): various manifest behaviours, e.g., anxiety, depression, self-harming, substance abuse, eating disorders, ADHD, attachment disorder, etc

sensory and/or physical (SPN):

- VI – visual
- HI – hearing
- MSI – multi sensory
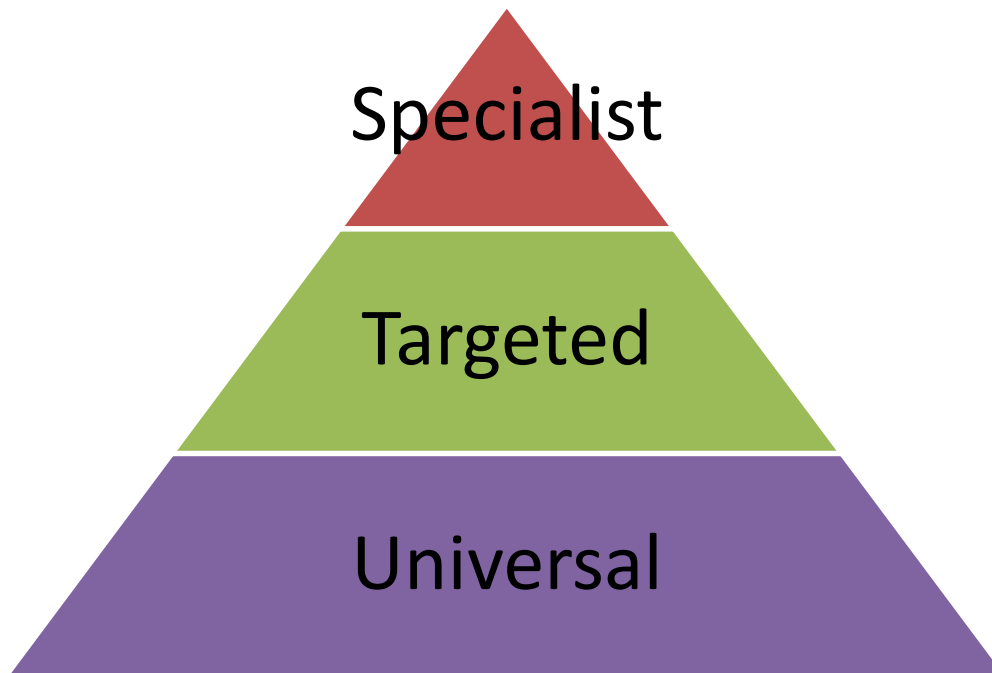
The graduated approach

Under 'Changes from the SEN Code of Practice 2001', the SEND Code of Practice 2014 (page 3) stipulates:

There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).

Most schools/settings have structured their provision into three layers, in order to connect provision with funding streams within the school/setting budget:

Good data management, monitoring of progress and impact is a central thread running through all three levels of provision. It is central to embedding a whole institution ethos of the graduated approach (see below).

- **Universal provision** is what is available to all children and young people in the setting. This includes any reasonable adjustments made to meet needs as well as inclusive provision, such as dyslexia-friendly classrooms. Generally speaking, universal provision covers

    o Learner strategies

    o Teaching strategies

    o Support staff strategies

    o Environment

    o Curriculum

    o Resources

    *"High quality teaching that is **differentiated and personalised** will meet the individual needs of the majority of children and young people. Some children and young people need*

*educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."*

SEND Code of Practice (0-25 years) 2014 p14

Differentiation is an approach to teaching that attempts to ensure that <u>all</u> students learn well, despite their many differences. Differentiation is very much about identifying for each learner the most effective strategies and teaching methods for achieving agreed targets.
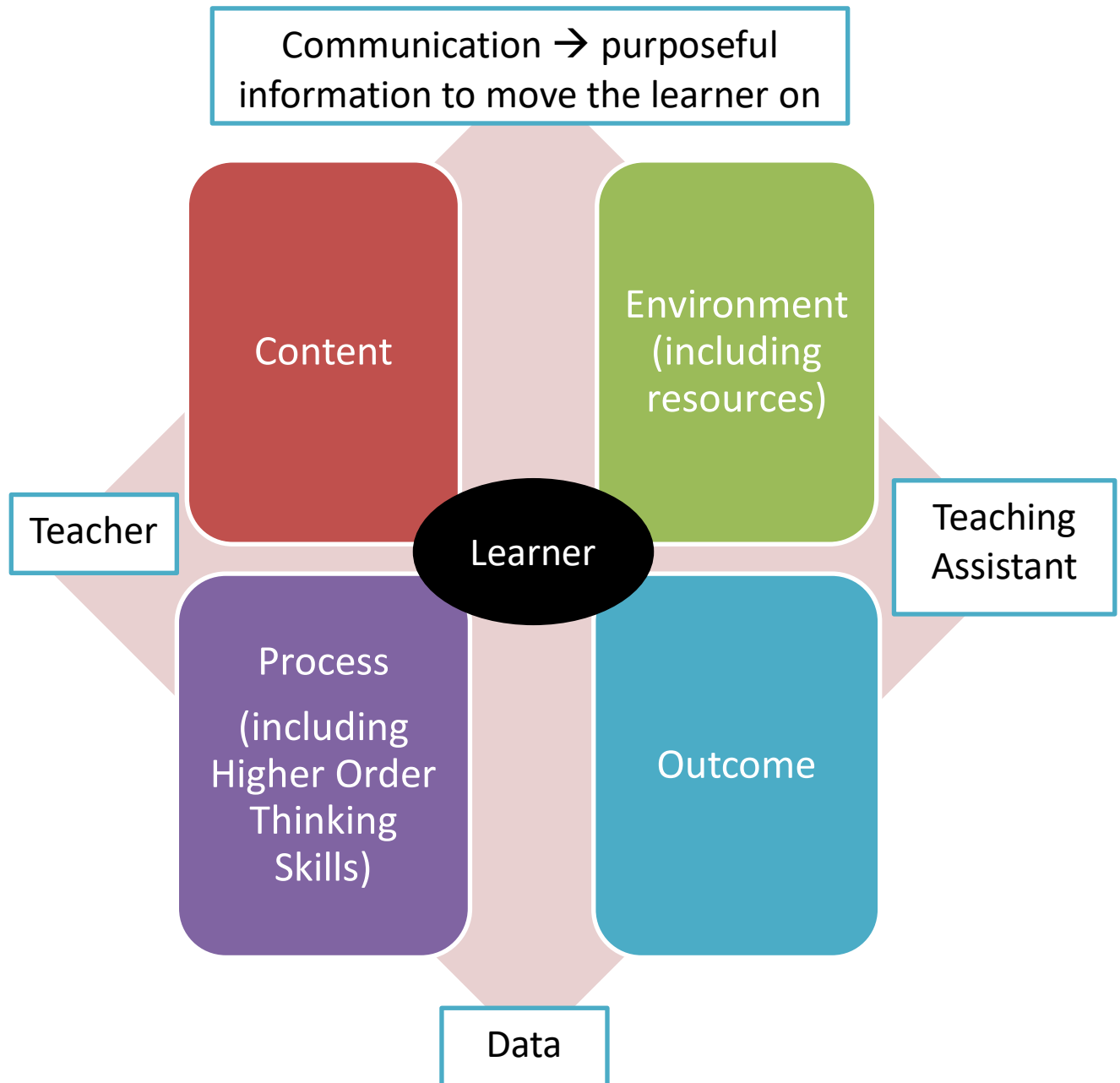
Personalised learning is a highly structured and responsive approach to learning for each individual child and young person. It creates an ethos in which all pupils are able to progress, achieve and participate. It strengthens the link between learning and teaching by engaging pupils and their parents as partners. (National College of School Leadership May 2012)

Suggested Framework for Differentiation – factors to take into consideration

A learner-centred approach ensures differentiation is at the heart of what is taught (i.e., content and curriculum), the learning environment (including additional resources to support learning), the process of learning and the appropriate use of questioning skills as well as the outcome.

All learners should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Teachers and Teaching Assistants/Support Staff form an important part of the structure that supports effective differentiation. Teachers/lecturers are responsible and accountable for the progress and development of the learners in their care, including where additional support from Teaching Assistants or specialist staff is accessed. For more information on how to maximise the impact of teaching assistants visit Mencap's Inspired Educators project.

Communication → purposeful information to move the learner on

Content

Environment (including resources)

Teacher

Learner

Teaching Assistant

Process (including Higher Order Thinking Skills)

Outcome

Data

- **Targeted provision** is additional provision <u>within a defined time limit</u> to the support. There is a clear assessment at the beginning and end of the intervention to monitor whether the support has had any impact. This type of support is usually to help children and young people bridge a gap in learning, catch up or develop a skill they need. A child or young person receiving targeted provision will continue to receive universal provision. This type of intervention is supported by 'entry data' and 'exit data', i.e., measurable information about the progress and impact, as a result of the additional provision.

  Schools/settings are advised to record any support provided for children and young people, for example, by using a Group Provision Map or possibly on an Early Help Record.

- **Specialist provision** is <u>usually (though not always) long-term</u>. Once it has been determined that a child or young person has a special educational need, it is usually this level of provision and support that is provided. However, some children with special educational needs and a disability can still access the curriculum and wider learning opportunities through the universal provision the setting offers.

Additional SEN Support put in place needs to be evidence-based and authentic, and there needs to be a rationale for the resource/methodology chosen. Interventions without clarity of focus, purpose and measurement will not effectively support the needs of children and young people in helping them to progress.

Hierarchy of Language *(model developed by Anita Devi in 2008)*

When choosing visual resources to support quality first inclusive practice or targeted support it is useful to remember the hierarchy of language:

Hierarchy of Language
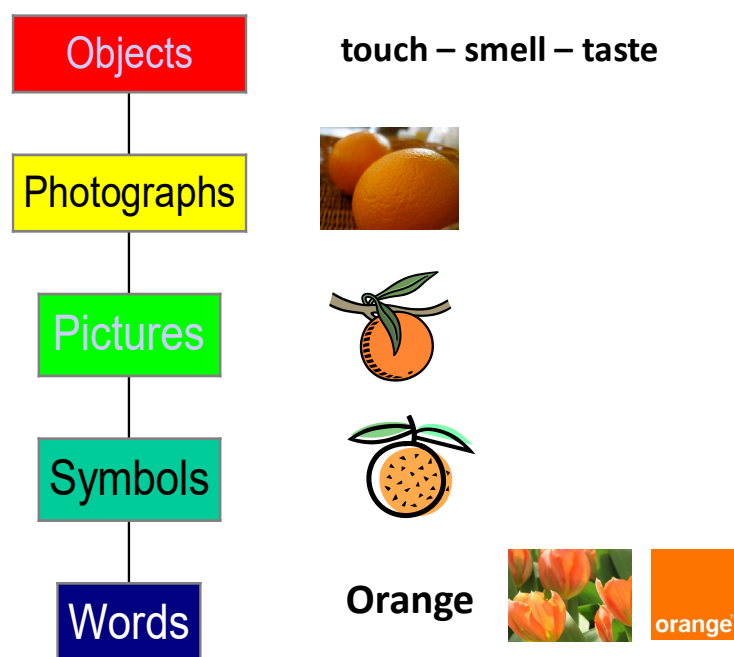
Initially children use all five senses to identify the orange. In time, they begin to associate 2-D real photos with 3-D concrete objects. Further development leads to an understanding that a realistic picture represents the same as the photo, which in turn represents the actual object. Symbolic understanding comes next, followed by word association. At the word understanding level, children use contextual cues to discern whether 'orange' refers to the fruit, colour or the mobile phone company. In effect it is important to ascertain which type of visuals work best for each child and young person.

The Graduated Approach

The graduated approach involves a four step cycle that continues across universal, targeted and specialist provision:

Schools/settings are required to publish their core offer as part of Swindon's Local Offer. Each school/setting will include on their website an explanation of their universal, targeted and specialist provision. These are updated on an annual basis and at the end of each year schools/settings must publish their SEND Information Report.

Outcomes-based approach

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. They will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage. An outcome for a child of secondary school age might be, for example, to make sufficient progress or achieve a qualification to enable him or her to attend a specific course at college.

An outcome should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided. Outcomes are not a description of the service being provided – for example, the provision of three hours of speech and language therapy is not an outcome. In this case, the outcome is what it is intended that the speech

and language therapy will help the individual to do that they cannot do now and by when this will be achieved.

When agreeing outcomes, it is important to consider both what is important *to* the child or young person – what they themselves want to be able to achieve – and what is important *for* them as judged by others with the child or young person's best interests at heart. In the case of speech and language needs, **what is important to the child** may be that they want to be able to talk to their friends and join in their games at playtime. **What is important for them** is that their behaviour improves because they no longer get frustrated at not being understood.

Reasonable adjustments

All early years providers, schools and colleges have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

What constitutes a reasonable adjustment or step will depend on all the circumstances of the individual case. The following are some of the factors that may be taken into account:

- Whether taking the step would be effective in removing the incompatibility

- The extent to which it is practical for the early years provider, school, college or local authority to take the step

- The extent to which steps have already been taken in relation to a particular child or young person and their effectiveness

- The financial and other resource implications of taking the step, and

- The extent of any disruption that taking the step would cause

The following are examples of reasonable steps that might be taken in different circumstances:

- Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include:
    - ✓ addressing factors within the class that may exacerbate the problem, for example, using circle time to discuss difficult relationships and identify constructive responses
    - ✓ teaching the child alternative behaviour, for example, by taking quiet time in a specially designated area at times of stress
    - ✓ providing the child with a channel of communication, for example, use of peer support

- ✓ using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers

- ✓ ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage

- ✓ drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation, and

- ✓ ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others, or damage to property, that relevant staff have had training in appropriate techniques, that these have been carefully explained to the child, and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers

- Reasonable steps taken to ensure that the inclusion of a child with autistic spectrum disorder who is distracting and constantly moves around in a mainstream secondary school is not incompatible with the efficient education of others may include:

  - ✓ ensuring all possible steps are taken to provide structure and predictability to the child's day, for example, by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks

  - ✓ ensuring that the child is taught a means of communicating wants and needs using sign, symbol or spoken language

  - ✓ working with a member of staff on a structured programme of activities designed to prepare him or her for joining in class or group activities, for example, by using 'social scripts' to rehearse appropriate behaviour

  - ✓ an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence, and

  - ✓ ensuring that all staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early

- Reasonable steps taken to ensure that the inclusion of a young person with a learning disability who does not use verbal communication in a mainstream course at a further education college is not incompatible with the efficient education of others may include:

  - ✓ the involvement of staff from the college's learning support team in the school-based transition reviews

  - ✓ an orientation period during the summer holidays, to enable the student to find his or her way around the college campus and meet the learning support staff

- ✓ opportunities to practise travelling to and from college

- ✓ the development of an individual learning programme outlining longer term outcomes covering all aspects of learning and development, with shorter term targets to meet the outcomes

- ✓ supported access to taster sessions over a first year in college

- ✓ a more detailed assessment of the young person's needs and wishes provided by learning support tutors during a 'taster' year

- ✓ staff development to ensure an understanding of the student's particular method of communication

- ✓ use of expertise in access technology to identify appropriate switches or communication boards to facilitate the student's involvement in an entry-level course, and

- ✓ courses normally covered in one year planned over two years to meet the young person's learning needs

Related documents/links

Early Help Record

Identifying Special Educational Needs

Education Health Care Plan

Assessing Progress Towards Outcomes

Early Years

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities, and to promote equality of opportunity for children in their care. These requirements are set out in the Early Years Foundation Stage (EYFS) framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. In addition, the 'Early years Outcomes' is an aid for practitioners, including child-minders, nurseries and others, such as inspectors, to help them to understand the outcomes they should be working towards.

The Early Support Pathway supports the better delivery and co-ordination of services for disabled children and their families, including training for professional or trained independent volunteers providing a single point of contact or key working.

The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and when the child turns five – which are detailed below.

Progress check at age two

When a child is aged between two and three, early years practitioners **must** review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development, and personal, social and emotional development. This progress check **must** identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals, such as, for example, the setting's SENCO or the Early Years Consultant/ SENCO, as appropriate. The summary **must** highlight areas where:

- good progress is being made

- some additional support might be needed, and

- there is a concern that a child may have a developmental delay (which may indicated SEN or disability)

It **must** describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

Health visitors currently check children's physical development milestones between ages two and three as part of the universal Healthy Child Programme. From 2015, it is proposed to introduce an integrated review that will cover the development areas in the Healthy

Child Programme two-year review and the EYFS two-year progress check. The integrated review will:

- identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development

- enable appropriate intervention and support for children and their families, where progress is less than expected, and

- generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes

Assessment at the end of the EYFS – the EYFS profile

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is usually completed for children in the final term of the year in which they turn five. It is particularly helpful for children with SEN and should inform plans for future learning and identify any additional needs for support.

In providing SEN support EY settings are required to implement a graduated approach. The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting, and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resource.

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

The role of the SENCO in early years provision

Early years providers are expected to identify a SENCO. Child-minders are encouraged to identify a person to act as SENCO and child-minders who are registered with a child-minder agency or who are part of a network may wish to share that role between them.

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN

- advising and supporting colleagues

- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and

- liaising with professionals or agencies beyond the setting

Resources

Statutory framework for the Early Years Foundation Stage
Setting the standards for learning, development and care for children from birth to five
(Published March 201/ Effective September 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf

Foundation Years http://www.foundationyears.org.uk/

National Children's Bureau http://www.ncb.org.uk/

Swindon SENCO Handbook for Early Years Settings:
www.schoolsonline.swindon.gov.uk/resources/SEN

Schools

Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which include maintained schools and academies that are not special schools, maintained nursery schools, 16 to19 academies, alternative provision academies and Pupil Referral Units (PRUs), **must**:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN

- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO. (This does not apply to 16 to 19 academies.)

- inform parents when they are making special educational provision for a child

- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Schools support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access.

Schools are also encouraged to collaborate with other local education providers to explore how different needs can be met most effectively. They **must** have due regard to general duties to promote disability equality.

Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions.

For further information visit: http://medicalconditionsatschool.org.uk and https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions

Careers Advice

Maintained schools and PRUs must ensure that pupils from Year 8 until Year 13 are provided with independent careers guidance. Academies are subject to this duty through their funding agreements.

Schools are advised to refer to Chapter 8 of the SEND Code of Practice (0-25 years) 2014.

Identifying SEN in Schools

All schools should have a clear approach to identifying and responding to SEN. This needs to be clearly reflected in the school's SEND policy, Local Offer and SEND Information Report.

Class and subject teachers, supported by the senior leadership team, should make 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 child's previous rate of progress

- fails to close the attainment gap between the child and their peers

- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors, such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN. Further guidance on dealing with bullying issues can be found at http://www.anti-bullyingalliance.org.uk/

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

SEN Provision in Schools

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. 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. Arrangements for appropriate support should be made through the school's approach to SEN support.

SEN Support in Schools

The table below distinguishes support from SEN Support within the single SEN category system:

Whole School Graduated Approach: Outcomes-based					
No SEN		SEN			
Children and young people able to access and progress through quality first provision	Children and young people able to access and progress through quality first provision but who may need **short-term** 'additional' provision to support learning or development. This support may be in-house or accessed through the Local Offer. Successful provision outcomes would be a return to Wave 1 or the next level, Wave 2, i.e., increased independence or greater complexity of learning.	Children and young people able to access and progress through quality first provision	Children and young people able to access and progress through quality first provision but who may need **short-term** 'additional' provision to support learning or development. This support may be in-house or accessed through the Local Offer. Successful provision outcomes would be a return to Wave 1 or the next level, Wave 2, i.e., increased independence or greater complexity of learning.	Children and young people able to access and progress through quality first provision but who may need **long-term** 'additional' provision to support learning or development. This support may be in-house or accessed through the Local Offer without a statement or EHC Plan	Children and young people who have had a statutory assessment and have a statement or EHC Plan
Universal	Universal and targeted	Universal	Universal and targeted	Universal, targeted and specialist across Education, plus Health and/or Social Care	
	Support		SEN Support		

The structure is underpinned by the graduated approach cycle of assess, plan, do and review.

Assess:

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and a clear picture of the interventions put in place and their effect is developed.

Plan:

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do:

The class or subject teacher should remain responsible for working with the child 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. They should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and in advising on the effective implementation of support.

Review:

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The Local Offer provides a useful reference point for considering what other services are available.

It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes, and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines.

Ofsted School Inspection Handbook (updated July 2014)
http://www.ofsted.gov.uk/resources/school-inspection-handbook

The role of the SENCo in Schools

The SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must**

achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

The key responsibilities of the SENCO may include:

➢ overseeing the day-to-day operation of the school's SEN policy

➢ co-ordinating provision for children with SEN

➢ liaising with the relevant Designated Teacher where a Looked After pupil has SEN

➢ advising on the graduated approach to providing SEN support

➢ advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

➢ liaising with parents of pupils with SEN

➢ 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, especially 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

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

➢ ensuring that the school keeps the records of all pupils with SEN up to date

SEN Funding in schools see LA's Expectations of Education Providers

Resources

P scales: attainment targets for pupils with SEN (July 2014)
https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

Further Education

Further education colleges, sixth form colleges, 16-19 academies and independent specialist colleges approved under Section 41 of the Children and Families Act 2014 (the Act) have the following specific statutory duties:

- **The duty to co-operate with the local authority on arrangements for children and young people with SEN.** This is a reciprocal duty. It means that, in carrying out their functions under this part of the Act, a local authority **must** co-operate with the named bodies that, in turn, **must** co-operate with the local authority.
- **The duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan.** Young people have the right to request that an institution is named in their EHC plan and local authorities have a duty to name that institution in the EHC plan unless, following consultation with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.
- **The duty to have regard to the SEND Code of Practice (0-25 years) 2014**
- **The duty to use their best endeavours to secure the special educational provision that the young person needs.** This duty applies to further education colleges, sixth form colleges and 16-19 academies. Its purpose is to ensure that providers give the right support to their students with SEN. It does not apply to independent specialist colleges or special schools, as their principal purpose is to provide for young people with SEN. They **must** fulfil this duty for students with SEN whether or not the students have EHC plans. This duty applies in respect of students with SEN up to age 25 in further education, including those aged up to 14-16 recruited directly by colleges. The duty encompasses students on a wide variety of study programmes (including some on short programmes) and at every level from entry level upwards. It does not apply to any students on higher education courses, who can access the Disabled Students Allowance (DSA).

Colleges should be ambitious for young people with SEN, whatever their needs and whatever their level of study. They should focus on supporting young people so they can progress and reach positive destinations in adult life. These destinations include higher education, further training or employment, independent living (which means having choice and control over the support received), good health, and participating in the community. Colleges are encouraged to spend time considering Chapter 8 of the SEND Code of Practice (0-25 years) 2014.

Identifying SEN

Colleges should be involved in transition planning between school and college, so that they can prepare to meet the student's needs and ensure a successful transition into college life.

Students who fell behind at school, or who are studying below Level 2, should have their needs identified and appropriate support should be provided. It should not be assumed that they have SEN just because they have lower attainment levels than the majority of their peers. They may do but this should be identified specifically and supported. Equally it should not be assumed that students working on higher level courses do not have any learning difficulty or disability that may need special educational provision.

Special educational support might include, for example:
- assistive technology
- personal care (or access to it)
- specialist tuition
- note-takers
- interpreters
- one-to-one and small group learning support
- habitation/independent living training
- accessible information such as symbol-based materials
- access to therapies (for example, speech and language therapy)

The governing bodies of colleges should ensure that all staff interact appropriately and inclusively with students who have SEN or a disability, and should ensure that they have appropriate expertise within their workforce.

They should make sure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools. This person should contribute to the strategic and operational management of the college. Curriculum and support staff in a college should know who to go to if they need help in identifying a student's SEN, are concerned about their progress or need further advice.

Colleges should ensure they have access to external specialist services and expertise. These can include, for example, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment services, and therapists. They can be involved at any point for help or advice on the best way to support a student with SEN or a disability. Specialist help should be involved where the student's needs are not being met by the strong, evidence-based support provided by the college.

Colleges should keep a student's profile and record of support up to date to inform discussions with the student about their progress and support. This should include accurate information to evidence the SEN support that has been provided over a student's time in college and its effectiveness. They should record details of what additional or different provision they make to meet a student's SEN and their progress towards specified outcomes. This should include information about the student's SEN, interventions and the support of specialists. The information should be used as part of regular discussions with the student, and, where appropriate, the family, about the student's progress, the expected outcomes and planned next steps.

Funding for SEN Support

Examples of Good Practice

The following tables have been constructed across the four areas of need and through the age bands of 0-5, 5-11, 11-16 and 16-plus. They demonstrate some of the strategies providers could use under their universal, targeted and in-house specialist provision. By no means is the list exhaustive but they have been designed in this format to ensure SEND provision is progressive. Many of the universal strategies can be adapted and delivered differently to support targeted provision and specialist provision. It is also important to note in the four broad areas of need diagram, some children and young people fall in to the overlap between two or more types of need.

Providers are encouraged to use this as an opportunity to reflect on current practice, as well as consider areas for development. The tables can be used in conjunctions with in-house Provision Management/Provision Mapping systems.

Please see the Early Years Good Practice Guide to the Graduated Approach (Universal/Targeted Support) in section 4 of the Swindon SENCO Handbook for Non-Maintained Settings
www.schoolsonline.swindon.gov.uk/resources

Cognition & Learning

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
5-11 years	**Learner Strategies**	• Clarity on next steps for personal improvement • Engagement in learning dialogues • Pupil progress meetings	• Peer tutoring/mentoring • Thoughtful consideration with regard to grouping and seating
	Teaching strategies	• Making learning purposeful – application: real outcome for real audience or linked to personal aspirations • Clearly defined learning outcomes • Learning supported through enquiry • Key vocabulary identified, shared, understood and applied • Varied purposeful seating and grouping to support learning • Ongoing assessment for learning and feedback	• Precision Teaching • Pre/post-tutoring • Developing personalised strategies to support working memory difficulties • Focussed intervention groups with defined outcomes and strategies for transferability
	Support staff strategies	Support staff focussed on increasing independence and confidence, and promoting high expectations	When leading intervention groups, due care is given to recording: • attendance in session • behaviour/attitude • progress • increasing independence

			• transferability of learning to classroom context
	Environment	• Effective utilisations of space and location • Working walls • Thinking walls • Culture of learning from mistakes • Opportunities for celebration	Multi-sensory

Cognition & Learning

		Universal provision/ **Quality first inclusive practice and provision**	**Targeted & specialist provision/** **SEN Support/** **'additional to and different from'**
5-11 years (continued)	**Curriculum**	• Whole school approach to phonics and mathematics • National Curriculum meaningfully applied to local context and cohort in a broad and balanced way • Extra-curricular learning opportunities and pastoral support	Additional resources for teaching literacy and mathematics which differ from whole school approach
	Resources	• Access to concrete materials to support learning and independence • Use of scaffolds to break down learning • Alternative methods of recording used to demonstrate progress • Access to assistive technology (where appropriate) • Community links	Access to additional subject-specific resources to enhance learning and understanding of new concepts

Cognition & Learning

11-16 years		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
	Learner Strategies	• Seating plans • Each student with correct and appropriate equipment • Attendance and punctuality • Student planners • Rules and routines consistently applied and displayed • Appropriate behaviour is noticed, praised and rewarded • Consistency of high standards expected • Peer support and assessment	• Organisational skills • Following instructions (increasing capacity to follow more multiple-step, complex instructions independently – may include support in developing working memory strategies)
	Teaching strategies	• Key word lists used, clarified and re-visited • Assisted reading support in class • Assessment for learning activities • Visual stimuli (concrete objects) • Clear learning outcomes with identified success criteria and assessment approaches	• Word mats, key word posters, boards, lists in planner • Pre/post-tutoring • Learning skills development • Thinking skills • Problem solving skills

| | | • Variety of teaching approaches to suit students and topic
• Interactive approach to learning – students valued as co-constructors of knowledge and learning
• Tasks and instructions clearly explained
• Stated links to previous learning
• Increased opportunities for independent learning and enquiry
• Development of skills for learning | |

Cognition & Learning

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
11-16 years (continued)	**Support staff strategies**	Working partnership approach with focus on increasing independence	Subject specific specialised support
	Environment	• Accessible • Students feel a 'sense of belonging' and autonomy	Colour co-ordinated books and map for students who struggle with orientation around a large site
	Curriculum	• National Curriculum with real life application and opportunities (e.g., problem solving) • Progress 8: English, mathematics, three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages) and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification • Extra-curricular opportunities	
	Resources	Community links	

Cognition & Learning

16+ years		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
	Learner Strategies	• Peer learning focus groups • Pre-session tasks • Self-assessment	• Visual cues • Opportunities for articulating learning (verbally and visually)
	Teaching strategies	Structured tasks and recording methods	
	Support staff strategies	Instruction prompts	• Pre/post-tutoring • Precision Teaching
	Environment	• Small groups • Working walls • Additional resources on intuition VLE	Consider different sensory experiences to stimulate learning
	Curriculum	• Appropriately paced and challenging • Practical • Life application and skills-based	Concrete opportunities for repetition and making connections
	Resources	• Stimulating and relevant • High-interest – low ability based (i.e., age appropriate but relevant to learning ability of the learner)	Community input especially with regard to careers advice and preparing for adulthood

Speech Language & Communication Needs

0-5 years		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
	Learner Strategies		
	Teaching strategies		
	Support staff strategies		
	Environment		
	Curriculum		
	Resources		

Speech Language & Communication Needs

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
5-11 years	**Learner Strategies**	• Talking partners • Articulating task or learning visually or orally • Whole class/group listening games • Follow the leader games in PE	• Visual cues • Choice activities • Talking Mats • Recording devices, e.g., talking tins
	Teaching strategies	• Eye contact and cueing in • Check for understanding • Key vocabulary lists • Random response strategies (e.g., named lollipop sticks or named pebbles in a pot) • Chunked instructions • Modelling and encouraging repetition and practice	• Pre/post-tutoring • Personalise working memory strategies
	Support staff strategies	• Use of scaffolds and prompts • Structured instructions including repetition • Use of higher order thinking skills • http://www.schoolsworld.tv/node/315?terms=64,240	• Following instructions action activity • Following instructions drawing/colouring activity • Speaking & listening games
	Environment	• Visual timetable • Labelled resources • Appropriately stimulated to support learning – ask the children what asks of the environment support their learning	Audio and/or video recording for playback
	Curriculum	Opportunities for learners to express curiosity questions around curriculum areas	Same/different activities

Speech Language & Communication Needs

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'

5-11 years (continued)	**Resources**	• 5Ws and H question activities
		• Verbal countdown for change in activity
		• Sand timers
		• Story sacks/concrete resources
			• Personalised visual timetable
			• Conversational prompts
			  o *What we have to do is...*
			  o *In my opinion...*
			  o *I think...*
			  o *I believe...*
			  o *I prefer...*
			  o *An example of this would be...*
			  o *What about...?*
			  o *What if ...?*
			  o *So if that means..., then surely this means...*
			  o *Does that mean...?*
			  o *The facts show...*

Speech Language & Communication Needs

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
11-16 years	**Learner Strategies**	• Colour co-ordinated books and timetable • Effective use of planner • Talking buddy/subject	• Use of Dictaphone/recording devices • Use variety of verbal/non-verbal cues
	Teaching strategies	• Eye contact and cueing in • Discussion and debate opportunities • Time to articulate ideas • Structured activities • Key word lists • Use of QR Codes to share homework or learning outcomes	• Preparation vocab activities • Mnemonics • Working memory strategies
	Support staff strategies	• Drama • Process diagrams to understand complex cause and effect relationships	• Repetition • Pre/post-tutoring
	Environment	• Working walls • Whole school focus on language for learning	Developing and adapting speaking skills and strategies in formal and informal contexts

	Curriculum	Enriched with speaking and listening focus that encourages
		  o Understanding and reasoning
		  o Vocabulary enhancement
		  o Sentence structure and narration
		  o Social interaction
			Distinctions are made between CYP with persistent language difficulties and aspects of poor language development associated with social deprivation

	Resources	• Audio books • Short video clips	

Speech Language & Communication Needs

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
16+ years	**Learner Strategies**	Progressive listening skills o Identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers. o Explain the effect of specific features of speech, the skills and strategies used by speakers, and identify areas for improvement. o Respond to speakers and give constructive feedback, analysing skills, subject matter, intended listeners and the purpose of talk. o Analyse, compare and contrast features of speech in a range of contexts and relate them to their own speech. o Make detailed and informed judgements about the effects of features of speech, and apply this knowledge in a range of familiar and unfamiliar contexts. o Draw on their understanding of the dynamic and influential nature of spoken language in a range of contexts, and how speakers deploy skills in inventive and original ways.	• Giving feedback activities • Exploring verbal/non-verbal cues

Speech Language & Communication Needs

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
16+ years (continued)	**Teaching strategies**	• Eye contact and cueing in • Use of organisational features of particular types of spoken text (e.g., to direct/instruct, to explain, to persuade, to amuse/entertain and to argue)	To direct/instruct: o overall statement of purpose/location o suitable pace with repetition for clarity o sequencing marked by adverbials o use of imperatives and/or second person o future tense and/or modal verbs occasionally used to help the listener o review to check understanding To explain: o clear exposition achieved by straightforward vocabulary and syntax o staged and logical order, indicated by adverbials o clarification of technicalities o present tense, often second person and use of imperatives o monitoring of understanding o visual aids when appropriate To persuade: o emotive language o rhetorical questions o strong images o use of quotations (continued

Speech Language & Communication Needs

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'

16+ years (continued)	**Teaching strategies (continued)**	• Eye contact and cueing in
		• Use of organisational features of particular types of spoken text (e.g., to direct/instruct, to explain, to persuade, to amuse/entertain and to argue)
			To persuade (continued):
			
			  o supporting evidence, statistical, tangible proof
			  o illustrative examples, accounts of specific case, testimony
			  o use of rhetorical devices, e.g, exaggeration, alliteration, repetition, balanced or contrasting couplets, lists in threes
			
			To amuse/entertain:
			  o wordplay
			  o jokes and comic anecdote
			  o surprise/incongruity
			  o exaggeration and strong verbal images
			  o sarcasm, irony
			  o using a particular type of language in an inappropriate setting
			
			To argue a case:
			  o clear structure: opening premise, arguments to substantiate, conclusion
			  o use of discourse markers: first, furthermore, in conclusion
			 (continued)

Speech Language & Communication Needs

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'

16+ years (continued)	**Teaching strategies (continued)**	• Eye contact and cueing in
		• Use of organisational features of particular types of spoken text (e.g., to direct/instruct, to explain, to persuade, to amuse/entertain and to argue
			To argue a case (continued):
			  o referring to opponents' arguments to contrast own views
			  o use of rhetorical questions
			  o use of supporting evidence, statistics, facts, technical terms
			  o use of examples, illustration, testimony
			  o use of humour, sarcasm, irony

	Support staff strategies	Giving feedback activities: even better if…	Relating feedback given to others to improvements in their own skills
	Environment	Learning from mistakes culture/ethos	Developing and adapting speaking skills and strategies in formal and informal contexts
	Curriculum	Life skills/application	
	Resources	Age appropriate and ability based mini clips – language stimulation prompts	

Social, Emotional & Mental Health

0-5 years		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
	Learner Strategies		
	Teaching strategies		
	Support staff strategies		
	Environment		
	Curriculum		
	Resources		

Social, Emotional & Mental Health

5-11 years		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
	Learner Strategies	• Peer interaction • Two-way dialogue observed by third person – feedback	Circle of Friends
	Teaching strategies	• Modelling how to learn and develop resilience from failure • 2-4-8-16 widening circles discussions on topical issue • Restorative Justice • Relaxation training/biofeedback	• Nurture groups • Activities to develop awareness of emotions spectrum • Bubble Time
	Support staff strategies	• Mirroring games • Art activities to stimulate dialogue • Self-esteem and self-confidence activities	Scenario cards – appropriate behaviour and inappropriate behaviour
	Environment	• Opportunities and freedom to discuss views and feelings • Agreed shared rules/boundaries • Playground resources	• Sensory/ memory walk • Focussed activities during un-structured times
	Curriculum	• PSHE embedded • Emotional Literacy • Values based	Thinking skills games/activities
	Resources	• Friendship benches/stops • Social Emotional Aspects of Learning (SEAL)	Sensory

Social, Emotional & Mental Health

11-16 years		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
	Learner Strategies	Small group discussion during tutor times	Awareness of personal triggers and enablers
	Teaching strategies	• Relaxation training/biofeedback • Modelling how to learn and develop resilience from failure • Restorative Justice	• Nurture groups • Empathetic listening • Taking social context into account when expressing feelings
	Support staff strategies	• Growth Mindsets • Defining self-concept	• Open door drop in sessions • Self-esteem and self-confidence activities
	Environment	Clear signposting about topical issues and where to get help	
	Curriculum	• Citizenship • Sex and relationship education • Dealing with and managing stress	
	Resources		

Social, Emotional & Mental Health

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
16+ years	**Learner Strategies**	• Articulating views and feelings • Problems solving skills • Big picture or detail approach? • Greater autonomy	• Increasing independence • Risk vs. security discussions/activities
	Teaching strategies	• Drama/scenarios/life applications • Arts • Music • Life application – career/CV writing/preparing for adulthood	
	Support staff strategies	Modelling	
	Environment	Empowering	
	Curriculum	• Current affairs • Topical issues • Social Enterprise	
	Resources		

Physical and/or sensory

0-5 years		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
	Learner Strategies		Sound boxes
	Teaching strategies		
	Support staff strategies		
	Environment		
	Curriculum		
	Resources		

Physical and/or sensory

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
5-11 years	**Learner Strategies**		
	Teaching strategies	Write Dance	Sensory stimulation
	Support staff strategies	• Gross motor skills • Fine motor skills • Co-ordination • Hand-eye co-ordination	• Gross motor skills • Fine motor skills • Co-ordination • Hand-eye co-ordination
	Environment	• Seating – position/place/vision/hearing • Posture – equipment • Assistive Technology	
	Curriculum	• PE • Music • Art	• Extra-curricular • Clubs
	Resources	• Concrete/sensory • Big, large and chunky, to fine, delicate and controlled	Personalised

Physical and/or sensory

11-16 years		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
	Learner Strategies	Organisational skills	Working memory skills
	Teaching strategies		
	Support staff strategies	• Gross motor skills • Fine motor skills • Co-ordination • Hand-eye co-ordination	• Gross motor skills • Fine motor skills • Co-ordination • Hand-eye co-ordination
	Environment	• Seating – position/place/vision/hearing • Posture – equipment • Assistive Technology	Accessible
	Curriculum	• PE • Music • Art	• Extra-curricular • Clubs
	Resources	Big, large and chunky, to fine, delicate and controlled	

Physical and/or sensory

		Universal provision/ Quality first inclusive practice and provision	Targeted & specialist provision/ SEN Support/ 'additional to and different from'
16+ years	**Learner Strategies**	Organisational skills	Working memory skills
	Teaching strategies		
	Support staff strategies	• Gross motor skills • Fine motor skills • Co-ordination • Hand-eye co-ordination	• Gross motor skills • Fine motor skills • Co-ordination • Hand-eye co-ordination
	Environment	• Seating – position/place/vision/hearing • Posture – equipment • Assistive Technology	Accessible
	Curriculum	Extra-curricular	
	Resources	Big, large and chunky, to fine, delicate and controlled	

Useful links:

4Children

http://www.4children.org.uk/Home

Sutton Trust - EEF Toolkit

http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/

Appendix 1

Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law **(February 2014)**

Key:

MS	Maintained schools (including maintained special schools)
Acad	Academies
FS	Free schools, including university technical colleges and studio schools
IS	Independent schools (not state-funded)
SFC	Sixth-form colleges
FE	Further education colleges with 16 to 19 provision
PRU	Pupil referral units
NMSS	Non-maintained special schools
GB	Determined by Governing in Body
LA	Determined by LA
HT	Head teacher or proprietor
Live	Active document kept up to date

The following table is an **amended** summary of the advice produced by the DfE. To view the whole document visit
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

		Review	MS	Acad	FS	IS	SFC	FE	PRU	NMSS
Education Legislation	Capability of Staff	GB	✓						✓	
	Charging & remissions	GB	✓	✓	✓					
	School behaviour	HT	✓	✓	✓	✓			✓	✓
	Sex education (not maintained nurseries)	GB	✓	✓	✓				✓	
	Special educational needs (The Special Education Needs and Disability Regulations 2014)	Full GB	✓	✓	✓		✓	✓	✓	
	Teacher appraisal	GB	✓						✓	
	Teachers' pay		✓							
Other	Data protection	2 years	✓	✓	✓	✓	✓		✓	✓
	Health & safety	GB/LA	✓	✓	✓	✓			✓	
Statutory Documents	Admissions arrangements	Annually	✓	✓	✓					
	Accessibility plan	3 years	✓	✓	✓	✓	✓		✓	✓
	Behaviour principles written statement	GB	✓						✓	✓
	Central record of recruitment and vetting checks	Live doc	✓	✓	✓	✓	✓		✓	✓
	Complaints procedure	GB	✓	✓	✓	✓			✓	✓
	Freedom of Information	GB	✓	✓	✓				✓	
	Governor Allowances	GB	✓							
	Home school agreement document (not applicable to maintained nursery schools)	GB	✓	✓	✓					
	Instrument of Government	Full GB	✓							
	Minutes of and papers considered by governing body and its committees	n/a	✓	✓	✓	✓			✓	
	Premises management documents	n/a	✓	✓	✓	✓	✓	✓	✓	✓
	Equality information and objectives	4 years	✓	✓	✓				✓	
	School information published on website	Live	✓	✓	✓					
	Register of business interests of head teachers and governors	GB	✓							
	Register of pupils' admission to school	Live	✓	✓	✓	✓			✓	✓
	Register of pupils' attendance	Live	✓	✓	✓	✓			✓	✓
	Staff discipline and grievance procedures	GB	✓	✓	✓	✓	✓	✓	✓	✓
Statutory Guidance	Child protection policy and procedures	Annually	✓	✓	✓	✓	✓	✓	✓	✓
	Early Years Foundation Stage (EYFS)	Varies	✓	✓	✓	✓				✓

	Statement of procedures for dealing with allegations of abuse against staff	GB	✓	✓	✓	✓	✓	✓	✓	✓
	Supporting pupils at school with medical conditions	GB	✓	✓						

Appendix 2

Relevant legislation pertaining to different providers

Early Years

Children & Families Act 2014:
- Co-operating generally: governing body functions: Section 29
- Children and young people with SEN but no EHC plan: Section 29
- Children with SEN in maintained nurseries: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The Equality Act 2010
Regulations
- The Statutory Framework for the Early Years Foundation Stage
- The Special Educational Needs and Disability Regulations 2014

Schools

Children & Families Act 2014:
- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The Equality Act 2010
Regulations
The Special Educational Needs and Disability Regulations 2014

Further Education

Children & Families Act 2014:
- Co-operating generally: local authority functions: Section 28
- Co-operating generally: governing body function: Section 29
- Children and young people with SEN but no plan: Section 34
- Independent specialist schools and special post-16 institutions – approval: Section 41
- Schools and other institutions named in EHC plan: duty to admit: Section 43
- Using best endeavours to secure special educational provision: Section 66
- Code of Practice: Section 77

The Equality Act 2010
Regulations
The Special Educational Needs and Disability Regulations 2014