

Banded Funding Guide

Bromley Inclusion Support Service



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PLEASE NOTE:

This document may be subject to revision once the Children & Families Bill becomes law and the final Code of Practice is issued.

Bromley Local Offer – Mainstream SEN Banded Funding Levels

<p>Universal Funding</p>	<p>Entitlement for all pupils funded through the AWPU (up to approx £4000 pa).</p> <p>Characterised by the 'Quality First Teaching' concept designed to include all pupils</p>
<p>Targeted Funding</p> <p>Band 1 Notional SEN Budget</p>	<p>The Notional SEN budget</p> <p>Local authorities must allocate funding for <i>low cost, high incidence SEN</i>, and are required to give mainstream schools a notional SEN budget.</p> <p>The formula for this allocation has been agreed by Schools Forum and notional budgets have been sent to schools. It is from this notional budget that mainstream schools will be expected to:</p> <ul style="list-style-type: none"> a. meet the needs of all pupils with low cost, high incidence SEN; and b. contribute up to £6000 towards the costs of provision for pupils with higher needs (including those with high cost, low incidence SEN ie those pupils with a <i>Statement of SEN</i>). <p>This is broadly equivalent to Bromley matrix level 5 and 12 hours of individual support from an LSA.</p>
<p>Specialist Funding</p> <p>Band 2 - £2000 High Needs Block</p>	<p>Top up funding from the LA for pupils with more complex, high cost needs.</p> <p>NB: <i>From this point an EHC Plan should be considered for pupils whose needs are wider than education.</i></p>
<p>Band 3 - £4000 High Needs Block</p>	<p>Further top up funding from the LA for pupils with significant complex, high cost needs.</p>
<p>Band 4 - £6000 High Needs Block</p>	<p>Further top up funding from the LA for pupils with severe complex, high cost needs.</p> <p>NB: <i>From this point an EHC Plan should be considered for all pupils.</i></p>

Autistic Spectrum Disorder (ASD)/Social Communication Difficulties (SCD) (Universal and Targeted Funding)

Common Characteristics

Persistent deficits in social communication and interaction; restrictive, repetitive and stereotyped patterns of behaviour, interests and actions and reactive to sensory input or unusual interest in sensory aspects of the environment leading to anxiety within the school setting.

Assessment, Targets & Review:

- Assessment to include observation in a variety of situations during the school day and across the school environments, and may include information from before and after school provisions and extra-curricular activities. All significant adults including parents, should contribute and share key information as part of assessment process
- Individual provision map / IEP shows all “additional to” and “different from” provision
- Request for additional advice/support from Specialist Support Services for example Social Communication Service and Educational Psychology Service
- Referrals to appropriate services for example, Speech and Language Therapy Service, Occupational Therapy Service, Community Paediatric Team
- School co-ordinates involvement of range of agencies to facilitate good communication and sharing of information between all agencies involved with child and parents/carers

Thresholds: Universal

Deficits in social communication and interaction

Marked impairment in

- use of non-verbal communicative behaviours e.g. eye contact, facial expression, body language, gesture
- conversation skills
- aspects of speech e.g. unusual intonation, volume, rate, echolalia and idiosyncratic phrases
- literal use and interpretation of language
- processing information leading to difficulties in understanding and following instructions
- establishing and maintaining peer relationships
- spontaneous seeking to share enjoyment, interests or achievements and tendency to withdraw from social situations
- spontaneous imaginative or co-operative play
- understanding and responding to social situations and usual environmental cues
- negotiating and compromising in social situations
- the awareness of the emotions of themselves and others

Restrictive, repetitive and stereotyped patterns of behaviour interests and actions

- Repetitive motor mannerisms
- Fixated and/or obsessional interests
- Difficulty in coping with change and with transitions
- Unusual sensory interests or sensitivities
- Strong desire to follow own agenda
- Frequently unresponsive to adult direction
- Difficulty in generalising skills and knowledge from one context to another
- Inflexible thought patterns
- Unresponsive to social praise and usual reward systems
- Highly egocentric behaviour

Possible accompanying difficulties:

- Movement, motor coordination, clumsiness
- Attention

Autistic Spectrum Disorder (ASD)/Social Communication Difficulties (SCD) (Universal Funding)

Intervention, Equipment and Resources:

Given the wide range of presenting features of pupils with ASD/SCD the following is designed as a guide and is neither definitive nor exhaustive.

Universal

- School has clear development plan for whole school staff training in ASD/SCD
- School staff have undertaken relevant training and are demonstrating a clear understanding of the individual needs of the young person with ASD
- Appropriate strategies and approaches have been implemented by the school to support the pupils with ASD/SCD
- Consistency established/created within the learning environment, unstructured times and when pupil is participating in extra-curricular activities
- Use of visual support systems including visual timetables, checklists, symbols and objects of reference
- All school staff are aware of the need to use simple language and emphasise key points and allow the pupil time to process verbal information
- All school staff to adapt their teaching to take account of pupil's literal interpretation of language/difficulty with inference
- All school staff are aware of the need for consistency in routines, rules, and the language used to explain these as well as the need for preparation for change
- All school staff are aware of the need for clear expectations for behaviour and consistent systems for specific praise and consequences
- Staff awareness of pupil sensory sensitivity and linked behaviour. Appropriate adaptations are made to the environment
- Recognition of the stress/anxiety that ASD pupils may experience. Appropriate support systems are in place.
- Understanding of vulnerability to bullying and the need to monitor this carefully
- School and parents work in partnership in order to share information

Autistic Spectrum Disorder (Targeted funding)

Intervention, Equipment and Resources:

- Curriculum to be differentiated to take into account specific areas of difficulties e.g. tasks that involve imagination and understanding of feelings
- Classroom supports including use of visual timetable, visual prompts and/or instruction sheets, visually identified expectations and teaching outcomes, such as the use of task modelling and work frames
- Support to develop comprehension skills, including prediction and inference in reading
- Careful scaffolding of curricular language and subject specific vocabulary
- Support in organising and coordinating written work and opportunities for use of alternative methods of recording
- Access to small group work with an additional adult
- Specific teaching of subject specific vocabulary, inference, attention and listening skills and knowing when to respond

- Access to 'safe-space' for difficult times
- Access to a dedicated space e.g. work station or particular activity for difficult times e.g. a known activity that is calming for the child
- Strategies to reduce unusual responses to sensory or information overload, such as work breaks
- Strategies to promote social awareness and understanding such as social stories and comic strip conversations
- Strategies to facilitate transitions within the school day
- Well developed and planned strategies to support and facilitate transition from one setting (year group, teacher, key stage, school) to another eg use of pupil profiles/pen portraits/files of coping strategies
- Use of meaningful and motivating rewards linked to their areas of special interests and recognition of achievements

- Peer support systems and/or additional adult support, particularly at unstructured times e.g. buddy systems or circle of friends
- Flexible grouping arrangements to promote social interaction, language use and understanding
- Consideration of needs when out of school in unfamiliar environments and provision of appropriate support and preparation
- Direct teaching of social skills within a small group setting with support to generalise skills into the wider school environment
- Specific teaching of social skills and enhanced pastoral and break/lunchtime support to ameliorate social interaction difficulties
- Specific teaching of play

Autistic Spectrum Disorder (Band 2)

<p>Assessment, Targets & Review:</p> <ul style="list-style-type: none">• Reviews of progress, at least twice yearly to include parents/carers, young person, support service personnel and any other agencies involved• Typically appropriate for interventions to take place over a minimum of 2 terms with young person	<p>Thresholds: Needs as previously listed under Universal and Targeted funding and in addition:</p> <p>Access</p> <ul style="list-style-type: none">• Pupil's progress is not in line with age and ability• Limited ability to work independently• Limited ability to work with a partner or small group• Limited ability to access the social environment of the school• Limited ability to follow adult direction and engage in adult led task• Poor listening and concentration <p>Barriers</p> <ul style="list-style-type: none">• Pupil may have limited communication skills• Pupil's sensory sensitivities present a barrier to their learning and ability to function within the school• Pupil's obsessional behaviour presents a barrier to their learning and ability to function within the school• Limited ability to manage and regulate their own emotions• Limited ability to recognise emotions in others• Limited ability to understand the impact of their actions on others• Pupil tends to be socially isolated and is vulnerable• Pupil's anxiety presents a barrier to their learning and ability to function within the school• Pupil may withdraw into their own world <p>Modifications</p> <ul style="list-style-type: none">• Pupil will require modifications to the learning environment• Pupil will require modifications to the social environment• Evidence that strategies recommended by the SCS and EP have been put in place <p>Impact on other pupil's learning</p> <ul style="list-style-type: none">• Pupil's behaviour impacts on other learners
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Autistic Spectrum Disorder (Band 2)

Intervention, Equipment & Resources

Given the wide range of presenting features of pupils with ASD/SCD the following is designed as a guide and is neither definitive nor exhaustive.

As previously listed in Universal and Targeted Funding and in addition:

- Teaching and learning strategies informed by professional advice e.g. specialist advisory teacher, SALT, EP
- Staff working directly with the pupil have undertaken an enhanced level of ASD training
- Access to a designated workstation for focused work/activities
- Use of an individualised visual timetable that is simplified into a 'now.../next...' format
- Alternative methods of recording work
- Daily opportunities to discuss young person's own planning, organisation and task-completion skills. Teaching of strategies to enable young person to become increasingly self-organised and independent. Support to implement these strategies in different environments
- Strategies to ensure that the pupil has understood information and whole class instructions

- Daily mentoring to discuss/review day
- Designated time to work on specific programmes recommended by supporting professionals
- Heightened level of rewards/reinforcements
- Regular opportunities for school staff to observe behaviour, analyse this and modify teaching strategies
- Regular opportunities for relaxation sessions
- Support plan in place for less structured times of the school day which address the pupil's individual needs
- Strategies in place to support the pupil to understand and manage their own emotions and resulting behaviour

- Use of a social skills programme which is tailored to meet the pupil's individual needs focusing on specific targets

Autistic Spectrum Disorder (Band 3)

<p>Assessment, Targets & Review:</p> <ul style="list-style-type: none">• Reviews of progress, at least twice yearly to include parents/carers, young person, support service personnel and any other agencies involved with young person• Typically appropriate for interventions to take place over a minimum of 2 terms	<p>Thresholds: Needs as previously listed under Universal and Targeted funding and in addition:</p> <p>Access</p> <ul style="list-style-type: none">• Pupil's progress is significantly below level expected on basis of age and ability• Severely limited ability to work independently• Severely limited ability to work with a partner or small group• Severely limited ability to access the social environment of the school• Severely limited ability to follow adult direction and engage in adult led task• Severe difficulties with listening and concentration <p>Barriers</p> <ul style="list-style-type: none">• Pupil may have limited communication skills which could have an impact on access to the curriculum and social relationships• Pupil experiences an extreme level of sensory sensitivity which presents a significant barrier to their learning and ability to function within the school• Pupil's marked obsessional behaviour presents a significant barrier to their learning and ability to function within the school• Severely limited ability to manage and regulate their own emotions leading to outbursts of challenging and severely disruptive behaviour• Severely limited ability to understand the impact of their actions on others• Severely limited ability to recognise emotions in others leading to extreme difficulty in forming relationships• Pupil is socially isolated, may be easily led and is vulnerable to bullying• Pupil's marked anxiety and resulting distress presents a significant barrier to their learning and ability to function within the school• Pupil frequently withdraws into their own world <p>Modifications</p> <ul style="list-style-type: none">• Pupil will require significant modifications to the learning environment• Pupil will require significant modifications to the social environment• Evidence that strategies recommended by the SCS and EP have been put in place <p>Impact on other pupil's learning</p> <ul style="list-style-type: none">• Pupil's behaviour has a significant impact on other learners
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Autistic Spectrum Disorder (Band 3)

Interventions, Equipment and Resources

Given the wide range of presenting features of pupils with ASD/SCD the following is designed as a guide and is neither definitive nor exhaustive

- Individualised curriculum based on assessment of needs and informed by professional advice
- Strategies to begin to develop areas of independence when working
- Level of need indicates a specialist environment may be necessary
- Help in using augmentative and alternative means of communication (Makaton/Use of symbols/PECS)
- Opportunities for staff training for positive management of challenging behaviour
- Strategies in place to reduce anxiety levels
- Strategies in place to promote active social inclusion within the whole school environment
- Structured programme in place to develop the pupil's social skills throughout the school day
- Support to develop self-help skills where necessary

Autistic Spectrum Disorder (Band 4)

<p>Assessment, Targets & Review:</p> <ul style="list-style-type: none">• Reviews of progress, at least twice yearly to include parents/carers, young person, support service personnel and any other agencies involved with young person• Typically appropriate for interventions to take place over a minimum of 2 terms	<p>Thresholds: Needs as previously listed under Universal and Targeted funding and in addition:</p> <p>Access</p> <ul style="list-style-type: none">• Pupil's progress is severely below level expected on basis of age and ability• Inability to work independently• Inability to work with a partner or small group• Inability to access the social environment of the school• Inability to follow adult direction and engage in adult led task• Profound difficulties with listening and concentration <p>Barriers</p> <ul style="list-style-type: none">• Pupil has limited communication skills which has a significant impact on access to the curriculum and social relationships• Pupil experiences an extreme level of sensory sensitivity which presents a severe barrier to their learning and ability to function within the school• Pupil's extreme obsessional behaviour presents a severe barrier to their learning and ability to function within the school• Inability to manage and regulate their own emotions leading to outbursts of challenging and severely disruptive behaviour• Inability to understand the impact of their actions on others• Inability to recognise emotions in others leading to extreme difficulty in forming relationships• Pupil is socially isolated, easily led and vulnerable to bullying• Pupil's extreme anxiety and resulting distress presents a severe barrier to their learning and ability to function within the school• Pupil withdraws into their own world <p>Modifications</p> <ul style="list-style-type: none">• Pupil will require substantial modifications to the learning environment• Pupil will require substantial modifications to the social environment• Evidence that strategies recommended by the SCS and EP have been put in place <p>Impact on other pupil's learning</p> <ul style="list-style-type: none">• Pupil's behaviour has a severe impact on other learners• Heightened levels of anxiety resulting in physical and/or aggressive outbursts
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Autistic Spectrum Disorder (Band 4)

Interventions, Equipment and Resources:

Given the wide range of presenting features of pupils with ASD/SCD the following is designed as a guide and is neither definitive nor exhaustive.

- Individualised curriculum based on assessment of needs and informed by professional advice
- Needs would be best met within a specialist environment

Social, Emotional and Mental Health (Universal and Targeted Funding)

Common Characteristics

Social, emotional and mental health needs are multi-variant and often complex and can indicate unmet emotional, developmental and educational needs. These may include lack of emotional containment due to complex and/or chronic family difficulties this may include: domestic violence, abuse, sexualised behaviour and other childhood traumas. Challenging and disruptive behaviour can be a reflection of social, mental and emotional health needs. Social, emotional and behavioural development needs change over time and across different settings. Behaviour is dependent on the context in which it occurs and will change from one context to another. The differences in responses from situation to situation can usefully highlight the environmental factors that influence a CYP's behaviour and inform the development of strategies to manage it.

- Underdeveloped skills in listening and verbal communication
- failure to make progress accompanied by signs of mood swings, frustration, non-co-operation, withdrawal or isolation, disillusionment or non-attendance
- difficulty with social relationships including peer/group relationships which affect classroom dynamics and require teacher intervention
- difficulty acquiring and applying basic social skills
- emotional immaturity
- low self-esteem
- lack of confidence in ability to cope with new demands and change to routines

Assessment, Targets & Review:

Class/form teacher in discussion with SENCo takes lead in assessment of

- difficulties
- school/classroom context
- need for different approaches to learning
- peer relationships and interactions eg in relation to seating arrangements

Assessment to include:

- Learning difficulties including speech & language screening
- Vulnerability rating
- observations, ABC charts, shadowing and checklists, questionnaires and profiles (see suggested tests)
- Possible one-off consultation advice from external specialist with monitoring and reviewing as appropriate
- Consultation / advice sought from EP
- Information from parents / carers sought so that schools can work in partnership from outset

Individual targets set

Thresholds: Universal

Progress through NC affected by social and/or behavioural difficulties due to:

- Lack of range of social skills (turn taking, working co-operatively, accepting ideas from others)
- Poor view of self and low self-confidence, difficulty in working independently
- Unsettled behaviour in class, limited concentration and organisation in relation to age expectations
- May avoid or become upset when faced with new/unfamiliar tasks or people
- May frequently challenge teachers' requests but will back down
- Frequent attention-seeking behaviour, often inappropriate or mildly challenging
- Seeks to gain and maintain frequent close physical contact with adults (generally primary aged children)
- Overreacts when disapproval is shown, attention withdrawn or when thwarted
- Appears to lack motivation, requiring frequent encouragement to stay on task
- Flits between activities and materials with little attention (younger children)
- No regular group of friends
- Reluctance to attend school

Targeted Funding

- Unsettled & disruptive behaviour in class interrupting progress of lesson
- Loss of temper or tantrums
- Difficulty maintaining relationships with members of staff eg more than once daily refuses to complete work, challenge teachers' requests but sometimes backs down
- Difficulty retaining relationships with pupils eg minor scuffles in playground or classroom
- Victim of bullying or intimidation or bullies or intimidates others
- Social isolation, usually appearing to be on the edge of activities
- High demand of adult attention
- Easily rebuffed and sensitive to disapproval
- Sullen, resentful and unhappy attitude and mood
- High self-criticism; puts self down
- Lack of self-regulation
- School refuser

Pupils who internalise may exhibit fewer symptoms but be equally vulnerable

Social, Emotional and Mental Health (Universal and Targeted Funding)

Interventions, Equipment and Resources:

All staff working with the student must have access to, and evidence of, at least basic training in meeting the needs of pupils with social, emotional and mental health needs.

Given the wide range of presenting features of pupils with social, emotional and mental health difficulties, the following is designed as a guide and is neither definitive nor exhaustive.

- School has clear policy for promoting social, emotional, mental health and behaviour which is based on positive reinforcement and applied consistently by all staff
- Policy highlights importance of valuing all young people and establishing relationships
- School ensures that sanctions for inappropriate behaviour do not compromise a pupil's entitlement to a broad and balanced curriculum
- School has common language to describe behaviour
- School has clear, positively worded Code of Conduct agreed by staff, pupils and parents
- Senior Leaders and all staff model positive behaviour and social skills they expect pupils to use
- Induction of new staff includes specific introduction to the policy for promoting positive social, emotional and mental health and behaviour
- All staff supported to know how to exercise individual responsibility in implementation of school behaviour policy
- Staff understand how to modify and differentiate whole school policy for promoting positive social, emotional and mental health, behaviour and attendance to take account of individual needs. This is applied in all areas of schools life, including extended services, out of school learning and study support
 - Provide access to broad, balanced curriculum
 - Active learning approaches
 - Additional opportunities for physical activity
 - Access to grouping that enables pupil to work with peers who provide good role models for social interaction and appropriate behaviour
 - Evidence of appropriate differentiation to ensure CYP who experience social, emotional, mental health difficulties do not experience curricular barriers to learning
 - Alternative or reduced methods of recording such as voice recording or amended worksheets
 - Specific short-term project targeted at skill development (eg anger management, self-esteem)
 - Specific skill developmental of individual targets (eg complete tasks within a given time, co-operate in turn taking game)
 - Record keeping on regular basis of input and progress (eg behaviour diary, home-school book)
 - Access to specialist equipment and ICT as necessary
 - Staff adapt teaching approaches (eg cuing young person in with name and individual instruction)
 - CYP provided with the opportunity to adapt and reflect on own behaviour (eg use of self-monitoring diary)
 - Routine use of peer support (eg circle of friends, peer mentoring, buddy system)
 - Adult support on 'ad hoc' basis (eg occasional mentoring or pastoral support)
 - Form tutor/learning mentor or equivalent responsible for working with CYP on daily basis (eg couple of minutes before school to outline day, checking right equipment etc)
 - Planning / delivering individualised programme (eg individual behaviour targets programme)
 - Parental reinforcement at home (eg rewards to support behaviour programme etc)
 - Supervision outside lesson time (eg doing 'job' for admin staff)
 - Individual praise from HT, SMT as appropriate, for work, targets met etc
 - Liaison with and involvement of midday supervisors to ensure consistency of approach and implementation of targets
 - SEAL small group activities
 - Access to therapeutic intervention in individual/small group setting (eg counsellor, play therapist)
 - Other small group activities

Social, Emotional and Mental Health (Band 2)

Common Characteristics

Covers a range of social, emotional, mental health needs identified through formal assessment and may include diagnosed specific conditions requiring significant, regular additional adult support and professional intervention to access the majority of learning activities and to sustain concentration.

Assessment, Targets & Review:

- Monitoring and tracking system in place
- External services undertake specialist assessments, discuss progress and give advice
- Preferably ½ termly, but at least termly review of targets and progress with advisory teacher or EP through discussion or more in-depth review
- Longer term planning with shorter individual targets
- Relevant staff to plan, record and evaluate progress on weekly basis

Thresholds:

- Unsettled, disruptive behaviour in class (eg fights with other pupils with little provocation or deliberately shouts above teacher to gain attention)
- Frequently loses temper or has tantrums (younger pupils)
- Has difficulties maintaining relationships with members of staff (eg avoids engaging in work, may challenge teachers in verbally aggressive manner)
- Frequent aggressive confrontation with peers
- Remembers confrontations, 'bears a grudge' seeks revenge
- Seeks affection, approval and reassurance repeated but appears to remain insecure
- Highly competitive in search for attention
- Destroys own work or hard won social achievements
- Demonstrates extremely low self-esteem and emotional neediness through social withdrawal
- Demonstrates anxiety; clings, is tearful
- Self-harm
- Emotional trauma
- Attendance may need to be monitored

Interventions, Equipment & Resources

- Teaching should take account of identified barriers to learning
- Specifically focussed individual programmes targeted at areas of difficulty
- Targeted group work (social skills, emotional well-being, self-esteem) devised in conjunction with Inclusion Support and/or other agencies
- Individualised arrangements for break, lunchtimes and other less supervised times (eg lunchtime club)
- Parents involved so that they can support targets in the home
- Regular time with named member of staff for pastoral/mentoring support, specific praise or feedback about any improved behaviour
- Active provision management to meet a range of young people's needs within reasonable time frame
- Targeted support for longer periods of time via individual, paired or small group work
- Therapeutic stories
- Circle of friends
- Nurture groups
- Therapeutic intervention as recommended by CAMHS

Social, Emotional and Mental Health (Band 3)

Common Characteristics

Social, emotional, mental health needs requiring planned positive/restrictive intervention/uncontrolled mental health disorder (eg ADHD, OCD, ASD, GAD- General Anxiety Disorder, CD-Conduct Disorder) ie medication required or taken but not effectively controlling behaviour in school.

Assessment, Targets & Review:

- Behaviour management based on detailed analysis of antecedents and contextual factors which inform a regularly updated programme
- Preferably ½ termly, but at least termly review of targets and progress with advisory teacher, health professional or EP through discussion or more in-depth review
- Implementation of the programme should be supported by regular consultation with parents/carers and professionals as appropriate

Thresholds:

- Frequent and significantly challenging and disruptive behaviour which includes refusal to accept teachers' sanctions
- Behaviour outbursts generally on a daily basis
- Has significant difficulty in following basic classroom routines and is exceptionally restless and inattentive for much of the school day
- Aggressive confrontations with peers at least daily or less frequent but particularly volatile. Has few constructive relationships with peers and seems isolated
- Unpredictable emotional outbursts including temper tantrums when thwarted, criticised or touched
- Withdrawn; relating to others at minimal level tending to resist attempts to engage pupil
- Response to praise is to disparage or sometimes destroy work for which pupil is being complemented
- Shows evidence of very frequent need for reassurance but remains anxious after this has been provided
- Shows high level of disaffection or anxiety which impacts on attendance
- Planned programmes have significant resource implications for the school (including diagnosed ADHD)

Equipment & Resources

All staff will have access to, and evidence of, regular opportunities for enhanced training in social, emotional and mental health needs. Staff should have access to support facilities eg work discussion groups.

- Teachers' curriculum delivery recognises emotional needs of particularly vulnerable pupils
- Very detailed guidance to all staff who work with pupil, facilitating development of coherent and consistent approaches
- Regular opportunities for individual or small group withdrawal sessions to address needs
- Adult support available at times of difficulty to prevent escalation of problems. Flexible deployment of staff at moments of crisis may be necessary
- Intensive adult support to develop and maintain consistent and on-task behaviour
- Key worker to plan and monitor structured behaviour programmed and meet pupil daily

Social, Emotional and Mental Health (Band 4)

Common Characteristics

Severe social, emotional, mental health needs including Attention Deficit Hyperactivity Disorder (uncontrolled) with significant challenging behaviour. Pupil requires constant supervision to ensure their own safety and that of peers and/or adults with positive, restrictive intervention strategies employed on a regular basis. This band includes pupils with diagnosed ADHD not effectively medically controlled and requiring regular, one-to-one adult support to access the majority of learning activities and to sustain concentration.

Assessment, Targets & Review:

- More complex analysis of problems leading to tightly structured behavioural targets
- At least ½ termly review of targets and progress with advisory teacher, health professional or EP through discussion or more in depth review.
- Regular consultation with parents/carers to develop consistent approaches

Thresholds:

- Positive, restrictive interventions strategies employed on regular basis
- Progress through NC levels very seriously affected by emotional, social and behavioural difficulties
- Very provocative, aggressive and confrontational behaviour which can include verbal and physical aggression towards peers and staff
- Loses temper frequently during the day or in younger children, has frequent tantrums. Outbursts can be prolonged and difficult for staff to manage
- Poor relationships with most staff, disruptive in most lessons and unwilling to comply with teachers' requests
- Refuses to acknowledge responsibility for inappropriate behaviour despite objective evidence
- Has very few positive relationships with peers, has frequent disputes and fights and is known to bully
- Lacks confidence and independence and dependent on other children. Very rarely volunteers a positive response in class
- Very withdrawn, social contact with other pupils is very limited; appears isolated and has no friendship group in school
- Readily shows signs of anxiety if demands are made or routines change
- Evidence of being bullied

Equipment and Resources:

- Detailed programme to which all agencies concerned with the pupil contribute
- Intensive adult support to develop and maintain consistent and on-task behaviour
- Attendance monitored if necessary
- Access to small group teaching to address significant needs
- Access to key member of staff on daily basis who can monitor, support and be available in a crisis
- Staff with knowledge, skills and understanding of the emotional needs of challenging pupils
- Adult support may need to be deployed flexibly to support reintegration in cases of chronic non-school attendance

Cognition and Learning (Universal and Targeted Funding)

Common Characteristics

Mild and moderate Learning Difficulties (MLD)

- Significant problems across the majority of the curriculum. General level of development and academic attainment significantly below that of their peers. In many cases difficulties will include speech and/or language developmental delay. May also have poor social skills and/or signs of emotional and behavioural difficulties.

Severe or Profound

- Normally identified before statutory school age. Most likely to be working at P levels or L1 up to school leaving age.

Specific Learning Difficulties (SpLD)

- See separate guidance

Assessment, Targets & Review:

Class/form teacher in discussion with SENCO takes lead in assessment of

- difficulties
- school/classroom context
- need for different approaches to learning

Assessment to include:

- Continuous assessment. Standardised tests, diagnostic tools, routine screening
- Possible 1-off consultation from external specialist
- Individual targets set
- Information from parents/carers

Thresholds:

Universal:

- Standardised scores of 81 / 10th centile or below on a range of recognised tests
- Slow acquisition of reading, writing and numeracy skills after minimum of two terms in full-time education
- Delays in language acquisition in line with overall academic development
- Difficulty acquiring and applying new skills.
- Unable to generalise new skills without support

Core:

- Standardised score of 76 / 5th centile or below on a range of recognised tests
- Persistent delay in acquisition of basic skills

Cognition and Learning (Universal and Targeted Funding)

Intervention, Equipment and Resources:

All staff working with the student must have access to, and evidence of, at least basic training in meeting the needs of pupils with learning difficulties

Given the wide range of presenting features of pupils with general learning difficulties the following is designed as a guide and is neither definitive nor exhaustive.

- Nurturing environment with opportunities for learning through play (EY/primary) and small group experiences in safe, secure place (secondary)
- Quiet, low sensory environment to assist concentration and learning
- Extra take-up time to respond to questions or contribute to group discussion
- Extra time for activities (including self-help)
- Practical, experiential learning including work with concrete/visual materials and objects of reference to establish concepts and skills
- Opportunities to transfer/generalise learning in different contexts
- Access to groups where working with peers of similar level
- Access to grouping enabling CYP to work with peers providing good role models for language and communication skills and for co-operative and independent application to task
- Clear class room routines supported by visual cues
- Strategies to develop and extend listening and attention
- Flexibility in timetabling (reduced movement from different classes or leaving classes to avoid crowds at transition points)
- Access to simple, everyday assistive devices to aid access to the curriculum (dycem, sloping writing surface, pencil grips, range of scissors)
- Additional activities to develop fine/gross motor skills where these are part of general pattern of difficulties
- Strategies to support problem solving and development of concepts
- Programmes to help with sequencing and organisational skills
- Additional activities to develop mark making / fluent handwriting / word processing skills
- Alternative forms of recording to enable CYP to demonstrate knowledge without need for extended written work
- Tutor/mentor to support organisational skills
- Strategies and support materials to compensate for weak memory skills
- Alternative accreditation
- Timetable allows for reduced options
- Access to homework support
- Time-limited intervention groups
- Recognition of stress and unhappiness that learning needs can cause

Cognition and Learning (Band 2)

<p>Assessment, Targets & Review:</p> <ul style="list-style-type: none">• Specialist assessment by external service, discuss progress and give advice• EP report• Possible medical diagnosis• Parents/carers and young person to be included at least twice a year.• At least twice yearly review of individual targets• Longer term planning with shorter targets to ensure progress• Time available weekly for relevant staff to plan, record and evaluate progress• Focussed targets / programme devised in conjunction with Inclusion Support and/or other agencies (eg SALT)• SENCO to be fully aware of programme content and teaching approaches to monitor delivery	<p>Thresholds:</p> <ul style="list-style-type: none">• Standardised scores of 70 / 2nd centile or below on a range of recognised tests• Significantly greater difficulties in most developmental and curricular areas than at universal or Targeted thresholds <p>In addition, significant difficulty with:</p> <ul style="list-style-type: none">• rate of progress• retaining skills and information• generalising skills• staying on task / attention• confidence• organisation
<p>Interventions:</p> <ul style="list-style-type: none">• Extra individual direct teaching sessions for short periods with focus on core skills and collaborative learning• Individually prepared materials using some pictorial presentation in place of written text• Small group support to develop basic curriculum skills• Wider ranging support to address global difficulties• Developmental programme to develop pre-requisite skills eg pencil and scissor control• Developmental programme to enhance personal and self-help skills• Advice and support from outside agencies to develop programmes, strategies and approaches in collaboration with school• Physical environment methodically organised, well-defined and labelled using writing, visuals and tactile markers• Additional communication strategies use of augmentative sign systems (eg Makaton) and use of symbols• Opportunities for small group work within classroom or withdrawal to address learning needs as appropriate• Well developed and planned strategies to support and facilitate transitions within school day• Focus on development of social skills, emotional well-being and enhancement of self-esteem• Careful choice of working and social partners and groups to facilitate social interaction• Rewards and recognition for effort• Dedicated space or particular activity for difficult times• Provision and use of specialist ICT for access and communication• Access Arrangements, together with time to develop discrete skills associated with their use	

Cognition and Learning (Band 3)

<p>Assessment, Targets & Review:</p> <p>Individual targets will need to address:</p> <ul style="list-style-type: none">• Self-organisation, following routines• Immature behaviour and social skills• Fine or gross motor control• Self-confidence and independence• Attention and concentration• Expressive and receptive language• Independence and choice	<p>Thresholds:</p> <p>Standardised scores of 67 (1%) or below on a range of recognised tests</p> <p>In addition to characteristics at Band 2, pupils will have difficulties in most areas of the National Curriculum.</p> <p>May also have difficulties with:</p> <ul style="list-style-type: none">• Self-organisation, following routines, managing equipment• Immature behaviour and social skills• Fine or gross motor control• Self-confidence and independence• Attention, concentration• Expressive and receptive language
<p>Interventions:</p> <ul style="list-style-type: none">• All strategies previously outlined will be consulted• School engages in significant training re general learning needs• School co-ordinates the involvement of a range of agencies to facilitate the provision of all educational and non-education provision• School engages in joint planning and provision of differentiated approaches and materials in advance of lessons• School support provision of different types of learning experience, individual, small group, review and reflection to ensure curriculum access and discrete skills teaching can take place• May need alternative means of communication to access the curriculum• Will need more 1:1 or small group work• Will need support for presentation of new tasks• Will need higher level of support in class to access the curriculum, stay on task and achieve• May require adults skilled in alternative means of communication	

Cognition and Learning (Band 4)

Assessment, Targets & Review:

Individual targets will need to address:

- Self-organisation, following routines
- Immature behaviour and social skills
- Fine or gross motor control
- Self-confidence and independence
- Attention and concentration
- Expressive and receptive language
- Independence and choice

Thresholds: SLD / PMLD

FSIQ <60 (0.5%)

Working at pre-NC levels in some or all areas

In addition to characteristics at Band 3, pupils will have significant cognitive difficulties and developmental delay in a number of areas. May have additional needs including basic self-help. May have severe difficulty in accessing most areas of the curriculum independently.

Will also have significant difficulties with one or more of the following:

- Self-organisation
- Social competence
- Attention, concentration
- Expressive and receptive language
- Self-care

Interventions:

- All strategies previously outlined will be consulted
- Curriculum access and response achieved through high levels of adult support
- Sophisticated task analysis for individual targets; ie finely graded steps with carefully controlled cues and rewards
- Highly structured predictable routine in which work is presented in very small incremental steps
- Programmes should have in-built opportunities for choice, success reward
- Weekly review and consultation on individual teaching plans to set and monitor attainable targets
- May need to use sensory approaches across the curriculum
- Needs frequently met in special school provision
- Likely to need some forms of therapy
- Will need adult support to understand impact of their behaviour and social interaction and to develop greater social competence
- Will need considerable training and support to develop independent self-help, mobility and communication
- Very likely to need access to specialist resources eg speech and language therapy, physiotherapy, hydrotherapy etc

Specific Learning Difficulties (Universal Funding)

Common Characteristics

Children and Young People (CYP) with specific learning difficulties vary in terms of the nature and severity of their difficulties. They will display a variety of patterns of difficulty and achievement. CYP are likely to experience difficulties in word reading and spelling and/or developing mathematical abilities and/or motor skills and coordination.

Many experience difficulties working with sounds in words (phonological processing) and/or information processing which may affect progress in other areas such as mathematics. Labels such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD) may be used.

- Organising what they want to say to convey meaning
- Following instructions
- Very poor organisational skills
- Great problems retaining basic sight vocabulary
- Very weak phonological skills
- Great difficulty with spelling, writing and presentation of work
- Difficulty developing basic number concepts
- Short term and working memory difficulties
- Poor fine and/or gross motor skills
- Poor visual discrimination
- Problems with sequencing
- Poor metacognitive awareness
- Poor self-esteem

Assessment, Targets & Review:

- Recognised individual reading, spelling, numeracy test
- Use recognised assessment of underlying cognitive skills (eg speed of processing, working memory, phonological awareness).
- Additional support /advice from specialist teacher and/or EP
- Individual targets incorporating advice from specialist or EP
- Alternative methods of assessment

Thresholds: Universal

Standardised score(s) of between 65 and 85 or equivalent with evidence of one or more within normal range (using range of recognised tests) to suggest difficulties are not of a more general nature

Literacy

- Developing sight vocabulary
- Weak phonological skills/difficulty applying phonological skills to decoding or spelling
- Difficulty expressing and/or recording ideas
- Sequencing
- Organising written work

Numerical skills

- Difficulty understanding specific mathematical language
- Difficulty moving to a symbolic level of understanding (eg using symbols to count and compute, relying on objects/hands)
- Difficulty remembering or lack of fluency recalling number facts
- Use of unhelpful computational strategies

Coordination

- Poor balance and coordination
- Poor handwriting and fine motor skills
- Lack of awareness of social space and related social difficulties

General

- Discrepancy between oral skills and other areas of the curriculum
- Difficulty retaining verbal instructions
- Slow response
- Self-organisation
- Poor self-esteem

May have co-occurring difficulties with language impairment and/or ADHD (please see other categories)

Specific Learning Difficulties (Universal Funding)

Interventions, Equipment and Resources:

All staff working with the student must have access to, and evidence of, at least basic training in meeting the needs of pupils with specific learning difficulties

Careful assessment of the individual needs of the CYP will identify the most appropriate menu of strategies to be used at any one moment in time. Given the wide range of presenting features of pupils with SpLD, the following is designed as a guide and is neither definitive nor exhaustive.

- A nurturing environment with opportunities for learning through play in the early years and primary phase to provide foundation for early literacy and numerical skills, with opportunities for small group experiences in a safe and secure space for young people in the secondary phase.
- Quiet environment to assist concentration and learning.
- Planning of differentiated work to ensure effective inclusion in the daily literacy and numeracy lessons, in English and mathematics lessons and in all areas of the curriculum.
- Positive, specific praise and feedback
- Clear classroom routines supported by visual cues.
- Strategies to develop and extend listening, attention and retention. This may include learning breaks.
- Alternative forms of recording which enable CYP to demonstrate knowledge without the requirement for extended written response.
- Marking and assessment should be related to learning objective and knowledge acquired
- Teaching and learning which is multi-sensory and well-structured with opportunities for repetition and consolidation of skills in literacy and numeracy.
- Programmes to help with sequencing and organisational skills.
- Activities to assist with developing fluent handwriting via a structured programme and addressing underlying fine motor skills, and/or opportunities to develop word processing skills.
- Support for study skills and work planning, mind mapping techniques etc.
- Homework to be differentiated and time-managed.
- Support around organisation of homework and arrangements to ensure that tasks are clearly recorded.
- Support to develop personal organisation in response to timetabling and managing possessions and equipment.
- Access to curriculum groups where CYP are working with peers of similar levels.
- Access to grouping that enables CYP to work with peers who will provide good role models for co-operative and independent application to task.
- Provision of appropriate, readily available equipment to allow access to and participation in the curriculum eg pencil grips, range of scissors, writing slopes, coloured paper, coloured overlay
- Access to "light touch" support from additional adult in class
- Access to programmes such as: 1:1 tuition for underachieving children/young people, Literacy Plus, Reading and Writing Challenge, Fischer Family Trust interventions
- At Key Stage 4, a focus on Functional Literacy and Numeracy Skills from 2010.

Specific Learning Difficulties (Targeted Funding)

Common Characteristics

Assessment, Targets & Review:

- Recognised individual reading, spelling, numeracy test
- Use of recognised assessment of underlying cognitive skills (eg speed of processing, working memory, phonological awareness)
- Additional support / advice from specialist teacher and/or EP
- Individual targets incorporating advice from specialist or EP.
- Alternative methods of assessment

Thresholds: Targeted

Standardised score(s) of between 65 and 85 or equivalent with evidence of one or more within normal range (using range of recognised tests) to suggest difficulties are not of a more general nature

Shows difficulties across a wider range of areas

Literacy

- Greater difficulty organising what they want to say to convey meaning, orally and in writing
- Great problems retaining basic sight vocabulary
- Very weak phonological skills
- Great difficulty with spelling, writing and presentation of work

Numerical skills

- Significant difficulty remembering and/or applying number facts
- Greater difficulty moving to a symbolic level of mathematical understanding
- Greater difficulty understanding mathematically specific language

Coordination

- Very poor coordination affecting participation in physical activities and/or making handwriting effortful

General

- Greater difficulty following instructions
- Very poor organisational skills
- Very low self-esteem and self-confidence

Specific Learning Difficulties (Targeted Funding)

Interventions, Equipment and Resources:

All staff working with the student must have access to, and evidence of, at least basic training in meeting the needs of pupils with specific learning difficulties

Careful assessment of the individual needs of the CYP will identify the most appropriate menu of strategies to be used at any one moment in time.

- Provision and use of specialist ICT for access.
- Modification of curriculum for literacy and numeracy according to individual need.
- Small group or individual teaching using structured cumulative materials to develop basic skills, with opportunities for overlearning and revision. Tutor/mentor offering regular support for organisational skills.
- Mentoring (Learning Mentor/Peer Mentor) eg self-esteem and confidence in learning
- Strategies to support weak memory skills, both teacher-led and developing independent strategies.
- Support for homework and arrangements to ensure that tasks are clearly recorded and that lesson based materials are available to CYP who have difficulty with recording.
- Strategies to facilitate transitions within the school day (transition from one teacher to another/ one subject class to another/from classrooms to outside areas/dining room)
- Well developed and planned strategies to support and facilitate transition from one setting to another/from setting to school/from primary to secondary school/from school to post-16 provision) (e.g. the use of personal passports or files of coping strategies)
- In Key Stages 3 and 4, it is sometimes helpful for CYP to have opportunities to follow oral based MFL courses.
- In Key Stage 4 – small group teaching for Award Courses/Alternative Curriculum through Entry Level Course, alternative accreditation, work-related learning and college opportunities, programmes to develop life skills.
- Timetabling that allows for reduced options in Key Stage 4 in order to facilitate supported study options in other subjects.

Specific Learning Difficulties (Band 2)

<p>Common Characteristics</p>	
<p>Assessment, Targets & Review:</p> <ul style="list-style-type: none"> • Specialist assessment by external service, discuss progress and give advice • EP report • Parents/carers and young person to be included at least twice a year. • At least twice yearly review of individual targets • Longer term planning with shorter targets to ensure progress • Time available weekly for relevant staff to plan, record and evaluate progress • Focussed targets / programme devised in conjunction with Inclusion Support and/or other agencies (eg SaLT) • SENCO to be fully aware of programme content and teaching approaches to monitor delivery 	<p>Thresholds:</p> <p>Consideration for SpLD provision</p> <ul style="list-style-type: none"> • Needs to show a complexity of need across a range of areas eg speech and language, behaviour (including internalising) • Profound and persistent difficulties in areas identified at Universal and Targeted levels, despite systematic, structured intervention incorporating advice from specialist teacher, Educational Psychologist, OT/Physiotherapist or speech and language therapist as appropriate
<p>Intervention, Equipment & Resources</p> <p>Access to and evidence of, more advanced training for staff involved</p> <p>Minimum requirement of intervention little and often ie minimum of 3 times / week. Intervention may be delivered by TA but must be under supervision of teacher.</p> <ul style="list-style-type: none"> • Extra individual direct teaching sessions for short periods with focus on specific skills • Individually prepared materials using some pictorial presentation in place of written text • Small group support to develop basic curriculum skills • Wider ranging support to address specific areas of difficulty • Developmental programme to develop pre-requisite skills eg pencil and scissor control • Advice and support from outside agencies to develop programmes, strategies and approaches in collaboration with school • Physical environment methodically organised, well-defined and labelled using writing, visuals and tactile markers • Opportunities for small group work within classroom or withdrawal to address learning needs as appropriate • Focus on development of social skills, emotional well-being and enhancement of self-esteem • Careful choice of working partners and groups • Rewards and recognition for effort • Provision and use of specialist ICT for access and communication • Access arrangements, together with time to develop discrete skills associated with their use 	

Speech, Language and Communication (Universal and Targeted Funding)

Common Characteristics

Children and young people with significant speech, language and communication needs will generally be identified before school age or early in their school career. Some children may have late onset SLCN (e.g. due to head injury / illness) Children with less severe needs are often less easy to identify and may appear to be developing normally at an early age. Children and young people with speech, language and communication needs are at particular risk of experiencing literacy difficulties and behavioural, emotion and social development needs.

• difficulties understanding meaning of language • difficulties in articulation and phonology • difficulties with expressive language, putting words into meaningful sentences and/or forming structured sentences appropriate to age and development • difficulties with vocabulary acquisition • difficulties with listening and attention skills difficulties with auditory memory • consequential difficulties of social interaction with peers, pragmatic skills and social communication

Assessment, Targets & Review:

- Consult with parents and suggest/request referral to speech & language therapies if necessary
- Regular reviews (minimum 2x per year) to include parents/carers and young person

Thresholds: Universal

Language - could have difficulties with:

- Comprehension
- Asking/answering questions
- Understanding basic concepts
- Able to follow simple instructions in context but has problems with understanding more abstract or complex information
- Some difficulties experienced in conveying more abstract and complex thoughts
- Difficulty giving accounts of events e.g. retelling stories.

Social Communication and Interaction:

- Mostly confidence with occasional difficulty integrating or in fulfilling social activity
- Mild, occasional upset, frustration, anger, distress, embarrassment, concern, withdrawal
- Can show reluctance to comment in class/group situations

Speech sounds:

- Persistent immaturities into Key Stage 2
- Some problems with sound development but generally intelligible and able to make needs known through speech
- Capable of clear speech when prompted but clarity deteriorates in spontaneous speech
- Intelligible to familiar listeners
- Variable intelligibility to non-familiar listeners

Fluency:

- May have a stammer which is causing the child, parent or school staff any degree of concern.

May require regular input from speech and language therapist with advice for specific programmes to be followed in school

Specialist input and/or additional resources required to access curriculum

NB. Communication skills are significantly below the level of other skills

Speech, Language and Communication (Universal and Targeted Funding)

Interventions, Equipment and Resources:

School takes advantage of general training available relating to needs of children and young people with speech, language and communication needs (SLCN)

School has clear development plan for staff training identifying continuing development needs in the area of SLCN

Given the wide range of presenting features of pupils with SLCN the following is designed as a guide and is neither definitive nor exhaustive.

Staff are aware of how the curriculum can be modified for children and young people with SLCN and differentiate appropriately

- Reducing background noise when talking to the group as a whole – awareness of importance of acoustic environment
- Positioning and grouping of child in class
- Adults simplify language and emphasise key points
- Adults ‘chunk’ information and allow time for processing
- Allow extra time for speaking and listening activities
- Avoid pressuring children to respond quickly
- Use peer support when grouping and when appropriate during the school day
- Allow time for development of social interaction through group work
- Adult support for unstructured times of the day and extended school services
- Create quiet, distraction free space for small group activities
- Teaching methods include visual aids, signalling and alternative modes of communication to support understanding
- Awareness of power of natural gesture to support communication
- Using practical activities and experiential learning, including adults modelling learning and the provision of real objects
- Careful consideration of complexity of pictures used to support learning – some illustrations are too complex to help
- Visual timetables and individual checklists to support organisation and promote independence
- Identifying and consistently using key vocabulary, including basic terms, for topic and displaying with visual prompts
- Teaching generalisation of specific vocabulary and explicitly linking to other areas of the curriculum
- Encouragement for pupil to be aware of own learning style
- Awareness of speech, language and communication difficulties on self-esteem and behaviour
- Time-limited targeted intervention groups for specific teaching of vocabulary, comprehension and inference, use of language, sentence structures, speech sound system, sequencing, active listening skills and social skills as appropriate
- Organised, well defined physical environment with labels using text and visual prompts
- Appropriate seating in all learning situations
- Positioning of key adults to enable effective support and access to the curriculum
- Use of visual prompts and symbols to support both written and spoken language in the classroom and around the school
- Use of photographs and sound recording to record work and help children recall vocabulary and events and support sequencing
- Teacher uses prompts and ‘scaffolding’ tasks to promote independent working e.g. writing frames, task timetables.
- Encourage the pupil to seek clarification and teach strategies to ask for help
- Allow time for pre teaching and review of key curriculum vocabulary and concepts
- Use of basic signing, colour coding and symbol programmes e.g. Communication in Print

Speech, Language and Communication (Band 2)

Common Characteristics

- Problems establishing curriculum concepts eg in mathematics and science
- May have difficulty understanding some texts due to poor auditory and comprehension/prediction skills
- May rely on visual prompts or following peers rather than verbal instructions
- May only process part of instructions eg last sentence / last phrase
- May have difficulty explaining events, thoughts and feelings
- Speech may be difficult to understand by familiar listeners much of the time.

Assessment, Targets & Review:

- SALT assessment and recommendations for individual targets
- Parents/carers to continue programme at home
- Regular review of learning
- Reviews with parents and young person at least 2x per year

Thresholds:

- Complex, long-term speech and language difficulties causing barriers to learning and social relationships
- Severe/moderate language impairment with problems in some areas which may involve one severe predominant area involving use/comprehension/ expression/ phonology

Language:

- Needs clear context and visual support to follow instructions
- Marked difficulty understanding concepts, vocabulary or grammar
- Considerable difficulty organising expressive language and making meaning clear

Speech:

- Free spontaneous speech often unintelligible
- Good use of consonants and vowels at a single word level but poor transfer of sounds into sentences
- Single words clear but connected speech poor
- Intelligible to familiar listeners in context but partly unintelligible in context with unfamiliar listeners

Social Communication and Interaction:

- Self-confidence and social integration limited by communication difficulties
- Selective mutism leading to behavioural difficulties and deteriorating
- Able to achieve some limited social integration with educational activities
- May not understand social situations and may respond inappropriately

Fluency:

- Severe stammer severely affecting confidence and peer relationships
- Specialist input and/or additional resources required to access the curriculum
- Requires regular input from SALT with advice for specific programmes to be carried out by school
- Requires significant additional time from adults to facilitate effective communication
- Continuing over reliance on teacher support in order to engage successfully in group work and / or social activity
- Specialist input and/or additional resources required to access the curriculum

NB. Communication skills are significantly below the level of other skills

Speech, Language and Communication (Band 2)

Interventions, Equipment & Resources

See also Band 1 Intervention, Equipment & Resources

- Regular programme of 1:1 support to implement targets provided by SALT
- May need small group support in some areas of the curriculum, particularly literacy
- Small group work to within classroom or withdrawal to address speech, language and communication needs
- Differentiated approaches and materials in advance of lessons
- School reviews skills and knowledge of staff and engages in appropriate training relating to individual needs of young person with SLCN
- Physical environment methodically organised and well-defined and labelled using written and visual prompts
- Clear, predictable daily routines supported by range of strategies (visual timetable, lists, verbal reinforcement)
- Strategies to facilitate transitions within school day (between subject classes, class to lunch, one teacher to another)
- Well-developed and planned strategies to support and facilitate transition from one setting to another
- Careful choice of groupings to facilitate social interaction and support establishment of friendships
- Provision and use of specialist ICT for access and communication
- Recognition of potential stress, anxiety, confusion and unhappiness SLCN can cause and provide positive support
- Recognise that stress and anxiety may be expressed through unusual behaviour and specific teaching to address these needs

Speech, Language and Communication (Band 3)

Common Characteristics

- Depends very heavily on contextual cues and example of peers
- Needs curriculum highly differentiated
- Unable to work independently 50% of time
- Significant difficulties accessing and participating in some aspects of the curriculum
- More abstract concepts will need to be presented through practical demonstration

Assessment, Targets & Review:

- SALT assessment and recommendations for individual targets
- Parents/carers to continue programme at home
- Regular review by SALT

Thresholds:

Language:

- Severe receptive and / or expressive language disorder i.e. understanding and / or use of language are severely affected. Language skills are significantly below the level of other skills
- Severe language impairment, involving more than one component of language eg use/comprehension/ expression

Speech:

- Severely reduced sound systems
- Not intelligible except to familiar adults in context

Social, Communication and Interaction:

- Self-esteem generally low
- Difficulty establishing social integration and friendships with peers
- Likely to withdraw from communication in class
- Likely to misunderstand social situations and respond inappropriately
- May show signs of distress and confusion
- Impacts significantly on learning in most / all subjects
- Requires regular input from SALT with advice for specific programmes to be carried out by the school
- Requires significant additional time from adults to facilitate effective communication

NB. Communication skills are significantly below the level of other skills

Speech, Language and Communication (Band 3)

Intervention, Equipment & Resources

See also Band 1 and 2 Intervention, Equipment & Resources

- 1-1 speech and language programme, demonstrated by an SLT and carried out on a daily basis by school staff
- Significant support in the classroom in areas where particular difficulties are experienced
- Advice from a trained member of staff on developing social awareness
- School reviews skills and knowledge of staff and engages in appropriate training relating to individual needs of young person with SLCN
- Space provided to house any additional specific equipment and resources
- School supports provision of different types of learning experience, individual, small group etc to ensure curriculum access and discrete skills teaching can take place
- Advice from SLT or specialist language teacher on differentiating curriculum
- Use of signing and visual support

Speech, Language and Communication (Band 4)

Common Characteristics	
Assessment, Targets & Review: <ul style="list-style-type: none">• EHC level- intensive• Minimum 3 times week individual/group SLT	Thresholds: <ul style="list-style-type: none">• Severe and complex language disorder
Equipment and Resources: <ul style="list-style-type: none">• Small group specialist language teaching for all key curriculum areas	

Sensory – Hearing Impairment (Universal and Targeted Funding)

Common Characteristics

Pupil attends mainstream school with support from The Hearing Team, Sensory Support Service

For support from the Hearing Team a child must meet the Service's Criteria; advised by NatSIP; each child is considered individually and specific support is put in place as appropriate; NB Level of hearing loss is not the only indicator used to determine the level of support required. A child's needs may change throughout an academic year or from year to year and is dependent on many factors. The child's needs are reviewed regularly and support is revised accordingly.

The Hearing Team supports:

- Children with a permanent bilateral hearing loss.
- Children with a sensorineural mon-aural/unilateral hearing loss greater than 40dB in the affected ear
- Children with Auditory Neuropathy Spectrum Disorder (ANSO) and a permanent hearing loss
- Children with a conductive hearing loss who are prescribed a Bone Conduction Hearing Aid or Hearing Aids.
- Written general advice is provided, on request, to parents and pre-schools/nurseries/and schools in Bromley about children with a conductive loss (e.g. Glue Ear). These children are not seen on a regular basis by a Teacher of the Deaf (ToD) and are not added to the caseload unless they are referred to Sensory Support by an Audiologist, ENT or an associated consultant as their loss is not considered to be permanent in nature. These children can access language communication groups at Griffins and families are welcome to speak to the ToD during these sessions.
- The child must be resident or looked-after in Bromley or in a Bromley school. Out of Borough children will not be supported in a Private School in Bromley.

The Hearing Team provides:

- Support, assessment and advice to the child, family and School from the time that a hearing impairment is diagnosed. Referrals are taken from Audiologists and ENT consultants and must meet the Service's Criteria for intervention by a ToD.
- On-going assessment of the functional use of hearing which informs the advice offered to parents and those working with the child.
- Parents, carers, paediatricians, therapists, SENCOs, School staff and other professionals may contact the Hearing Team for advice at any time.
- Visits to the child at school. An Inclusion Plan will be provided to School staff, parents and all other professionals working with the child. The ToD will provide the School with a record of issues addressed during visits.
- Advice regarding the use of hearing aids and cochlear implants.
- Attendance at Audiology appointments if and when required by families or professionals.
- Advice to develop communication, language, listening and social skills.
- Assessment of the child's communication skills and general progress using the National Curriculum levels and language assessments as appropriate; e.g. BPVS, ACE.
- Advice on Educational Audiology and appropriate equipment requirements.
- Advice on resources for families, class teachers and teaching assistants.
- Advice on the delivery of National Curriculum Key Stage Tests, GCSEs, 'A' levels and NVQs.
- Information regarding Sign Supported English, British Sign Language and Makaton.

Sensory – Hearing Impairment (Universal and Targeted Funding)

Common Characteristics (cont.)

- Deaf awareness training and advice to Schools, families and other professionals working with the child to raise awareness on how to overcome barriers to learning.
- Advice and support with the organisation and implementation of classroom management strategies to enable optimum access to learning and activities.
- Support and advice regarding the child's transition to primary school, secondary school, 6th Form, College and University.
- Referrals to other professionals and agencies as required.
- Joint working with other services and therapists including contributions to or attending multi-agency meetings.
- Opportunity to meet with other families through 'Tea at Griffins'; a drop-in session held termly, workshops at Griffins, signposting to Voluntary sector groups eg BDCS, NDCS, REMARK, Deaf Access, and, the 'Friends of Griffins' social events.
- Key-working for the families of children who have hearing loss as their only difficulty.
- Input to EHC plans.
- Referral to Specialist Speech and Language Therapist as required.
- Discussion with the Specialist Educational Psychologist as required.

Assessment, Targets & Review:

- Pupils with difficulties suspected to be related to hearing loss:
 - Referrals to School Nurse for a standard sweep and referral made to Audiology Clinic if appropriate.
 - Parents advised to request a GP referral to Community Audiology.
 - Hearing Test done by a ToD and referral to Audiology Clinic
- Referral made to Hearing Team by Audiologist at CA or Tertiary Audiology Service.
- Further and on-going audiological assessment by ToD and Audiologist
- Individual recommendations and targets based on audiological assessment advised by ToD.
- Regular review of needs arising from impairment

Thresholds:

Mon-aural/Mild/ sensori-neural or permanent conductive hearing loss

- With or without hearing-aids pupil has usable hearing for auditory development
- Pupil may have some immaturities of speech, but is understood by most adults
- Pupil may mis-hear and misunderstand oral information in the classroom or the playground. This will need to be monitored carefully.
- Pupil may have additional needs, for example:
 - Auditory Neuropathy
 - Conductive overlay causing HI to fluctuate
 - Learning difficulties
 - Social Communication difficulties

Moderate/Severe hearing loss

- With hearing aids pupil has usable hearing for auditory development
- Language and oral communication skills are within age appropriate norms
- Pupil may have some immaturities of speech, but understood by most adults
- Pupil may mis-hear and misunderstand oral information in the classroom or the playground. This will need to be monitored carefully.
- Pupil may have additional needs, for example:
 - Refusal to wear hearing aids
 - Social Communication difficulties
 - Learning difficulties
 - Auditory Neuropathy

Sensory – Hearing Impairment (Universal and Targeted Funding)

Interventions, Equipment and Resources:

Pupil with mon-aural/mild/ sensori-neural and permanent conductive hearing loss requires:

- Access to and input from a qualified Teacher of the Deaf to address hearing and learning needs, as advised by the NatSIP Eligibility Criteria.
- Advice and support with the organisation and implementation of classroom management strategies to enable optimal access to learning and activities
(Recommendations on Inclusion Plan and subsequent memos)
- Small group work on a regular basis to enhance learning and develop social skills
- A Soundfield System or personal Soundfield System (if appropriate at Secondary School)
- Advice and support with Audiological Management

Moderate/Severe hearing loss requires:

- Regular access to and input from a qualified Teacher of the Deaf to address hearing needs, as advised by the NatSIP Eligibility Criteria.
- Advice and support with the organisation and implementation of classroom management strategies to enable optimal access to learning and activities
(Recommendations on Inclusion Plan and subsequent memos)
- Small group work on a regular basis to enhance learning and develop social skills
- A Soundfield System and/or Radio Aid system
- May need/benefit from Pre and Post tutoring
- Advice and support with Audiological Management

Advice and recommendations provided by the Hearing Team should be incorporated into classroom practice
Staff require Deaf Awareness training

Sensory – Hearing Impairment (Band 2 and Band 3)

Common Characteristics	
<p>Assessment, Targets & Review:</p> <ul style="list-style-type: none"> • Continuing assessment, advice and intervention by qualified Teacher for the Deaf • Specific targets related to hearing impairment • Regular review of needs 	<p>Thresholds:</p> <p><u>Moderate/Severe/Profound hearing loss</u></p> <ul style="list-style-type: none"> • With hearing aids/cochlear implant has usable hearing for auditory development • Language and oral communication skills are delayed or within age appropriate norms* • May have a good range of speech sounds (intelligible) although their access to some high frequency speech sounds may be limited • Likely to misunderstand oral information in the classroom or playground. Requires regular CT or TA intervention and a high level of visual input • May have additional needs, for example: <ul style="list-style-type: none"> ○ Specific learning difficulties ○ Social Communication difficulties disorder/ASD ○ Learning difficulties ○ Auditory Neuropathy ○ Language Disorders <p>* Language and communication skills are within normal limits as a result of continuous direct intervention. Without this level of support, the child may not be able to maintain progress and achieve their potential.</p>
<p>Interventions, Equipment & Resources</p> <p><u>Moderate/Severe/Profound hearing loss requires:</u></p> <ul style="list-style-type: none"> • Weekly or regular access to and input from a qualified Teacher of the Deaf • Advice and support with the organisation and implementation of classroom management strategies to enable optimal access to learning and activities (Recommendations on Inclusion Plan and subsequent memos) • Trained TA or note-taker to facilitate inclusion in mainstream classroom and understanding of the mainstream curriculum • Pre and Post tutoring with a trained Teaching Assistant (TA) • Small group work on a regular basis to enhance learning and develop social skills • A Soundfield System and/or Radio Aid system. Soundfield System advised by ToD or Audiologist and provided by the School. Radio Aid advised by ToD or Audiologist and provided by Sensory Support Service (SSS) • Advice and support with Audiological Management <p>Advice and recommendations provided by the Hearing Team should be incorporated into classroom practice Staff require Deaf Awareness training</p>	

Sensory – Hearing Impairment (Band 4)

High Needs Level 4 for Hearing Impairment equates to an EHC Plan but is recognised as being at a higher level of funding than in other areas of need

Common Characteristics

Eligibility Criteria: Bromley's Resource Bases for Deaf Children: Griffins, Primary Provision, accessing Darrick Wood Infant and Darrick Wood Junior Schools and the Deaf Centre at Darrick Wood Senior School.

A severe to profound hearing loss with a significant delay in language development. Children with a moderate loss who have had a late diagnosis or poor audiological management causing a significant language delay or a potentially progressive loss may also attend the Provision to boost early language skills and confidence, with a view to eventually being in a mainstream class with support from the Hearing team.

Children with a moderate and progressive deteriorating loss who may need to be considered for Cochlear Implant (CI) or who need to learn British Sign Language (BSL) for their future communication mode may be advised to attend Griffins Primary Provision or the Deaf Centre.

The Primary Resource Base provides:

- Opportunities for parents (and children) to visit the Resource Base so they can make informed choices for their child's education
- Support and advice to the family once the pupil is placed at the Resource Base. This includes:
 - attending mainstream meetings for the parents of new intakes (Nursery and Reception) and giving a brief talk to them about the Resource Base
 - Ensuring all forms are completed by parents and routine information about the school and its procedures is known to them (and also for the base)
- Opportunities for parental liaison with mainstream class teachers each term to discuss the child's inclusion Plan, setting and reviewing targets
- Opportunities for parental liaison with Speech and Language Therapist each term to devise a programme and set targets for the IEP
- Request for EHC Plan initiated as/when in place organise annual reviews, transition reviews
- Opportunities for parental liaison with Educational Psychologist
- Opportunities for parents to attend workshops
- Opportunities for parents to meet together
- Opportunities to liaise with other professionals, in particular SEND colleagues, CI team
- Timetables devised to support the individual language and communication and learning needs of the pupil (range of pupils within the base).
- Base: Lessons planned, appropriate to the range of pupil's needs
- Completion of baseline assessments as required (locally and nationally)
- On-going assessment of the child's general progress using NC levels
- On-going assessment of the child's listening, speech and language development using DLS, DASL, BPVS, MPT, ACE, Renfrew, and other specialist assessments
- ToD Supports pupils throughout the year in mainstream lessons when appropriate
- Pastoral support to support pupils and families
- Support with home learning
- Access to SaLT as appropriate

Sensory – Hearing Impairment (Band 4)

Common Characteristics (cont.)

- Advice on Audiological management
- Provision Team work closely with SaLT/EP/CI ToD/Audiologists/Mainstream Teachers/Staff
- Opportunities for Peers to learn about Deafness
- BSL lessons and a Deaf Studies Curriculum
- Live English sessions to support local and emotional development and PHSE programmes
- Access to Deaf adults working in the Provision or visiting

Assessment, Targets & Review:

Thresholds:

Moderate, progressive hearing loss

- With hearing aids, pupil currently has usable hearing for auditory development
- Pupil may have some immaturities of speech production but can be understood by most adults
- Pupil may be a reluctant speaker
- Pupil may mis-hear and misunderstand some oral information
- Pupil may have additional needs, for example:
 - Specific Learning Difficulties
 - Auditory Neuropathy
 - Visual impairment
 - Language Disorder
 - May NOT have language for learning

Severe/Profound hearing loss – Oral communicators

- With hearing aids/cochlear implant(s) pupil has usable hearing for auditory development though will require a systematic programme to optimise listening skills
- Pupil may have some immaturities of speech production but is understood by familiar adults or through context
- Pupil mis-hear and misunderstand some oral information
- Pupil need some visual cues and/or knowledge of signed supported English (SSE) to scaffold their language and communication skills
- Pupil may have additional needs, for example:
 - Auditory Neuropathy
 - Specific learning difficulties
 - Visual impairment
 - EAL
 - Language Disorder
 - Oro-motor difficulties

Sensory – Hearing Impairment (Band 4)

Intervention, Equipment and Resources:

Moderate, progressive hearing loss, requires:

- Advice and support from Base ToD and TA's concerning the child's specific needs with particular regard to Inclusion and targeting of areas for
- Support
- Small group work on a regular basis to extend language and communication skills and to develop social skills and confidence
- Access to Speech and Language Therapy as appropriate
- Mainstream staff require Deaf Awareness training and opportunities to visit the Provision, observing small group learning and SaLT activities
- Soundfield/Radio Aid
- BSL Lessons
- Deaf Studies Curriculum. Additional Social, Emotional Programmes.

Severe/Profound hearing loss – Oral communicators, requires:

- Daily access to input from a qualified Teacher of the Deaf
- Access to a broad and balanced curriculum
- Access to specialist TA support within a mainstream class across most curriculum areas
- Advice and support from Base staff concerning the child's specific needs with particular regards to Inclusion and optimising use of residual hearing
- Small group work most days to enhance learning which may include pre and post tutoring
- A programme of Speech and Language Therapy delivered daily in small group or 1:1
- A Soundfield system within the classroom and/or a Radio Aid system
- SSE for scaffolding learning and communication
- BSL Lessons
- Mainstream staff require Deaf Awareness training and opportunities to visit the Base, observing small group learning and SaLT activities
- Deaf Studies Curriculum
- Additional Social, Emotional Programmes

Abbreviations

NatSIP	National Sensory Impairment Partnership previously known as SERSEN
ToD	Teacher of the Deaf
TA	Teaching Assistant
SaLT	Speech & Language Therapy
BSL	British Sign Language
EAL	English as Additional Language
SSE	Signed Supported English

Sensory – Visual Impairment (Universal and Targeted Funding)

Common Characteristics

There is a wide spectrum of visual impairment ranging from minor and temporary to severe

- Pupils with moderate visual impairment which impedes access to curriculum and necessitates use of appropriate strategies
- Young person has significantly reduced visual acuity (6/18 or worse) in both eyes which cannot be corrected by glasses
- Some pupils may have better than 6/18 vision but there may be other factors contributing to visual difficulties e.g. nystagmus, photophobia
- A defect in field of vision e.g. tunnel vision or loss of central vision
- Deteriorating eye condition

Assessment, Targets & Review:

- School discuss needs with parents and involve them in identifying action
- A pupil may already be known to the Vision Team
- Discussion with Sensory Support Service will support assessment of educational needs
- If the pupil has not been seen by an ophthalmologist in the first instance young people should be referred to an optician
- Advisory teacher to assess functional vision in the education setting and identify action to supplement clinical information
- Individual provision map/IEP
- Vision Team to provide a visual inclusion plan giving information about vision, strategies to be used, frequency of support from Vision Team
- Targets to maintain appropriately high expectations in terms of progress and achievement
- Regular reviews (at least twice yearly) to include parents/carers and young person
- Advisory teacher to carry out an environmental assessment/audit

Thresholds:

- Pupils with moderate visual impairment access to curriculum and necessitate use of appropriate strategies
- Pupil will generally have a visual acuity range between 6/18 and 6/36
- Some pupils may have better than 6/18 vision but there may be other factors contributing to visual difficulties e.g. nystagmus, field loss
- May have a condition only partially corrected by wearing glasses
- May have tracking, scanning, depth, speed of work difficulties.
- May have difficulties with spatial awareness e.g. PE
- May have significant difficulty in the use of standard text and pictorial materials e.g. maps and graphs

May also lead to

- An ability to communicate with peers socially, especially 1:1 but may be on fringe, or unable to follow rules of social interaction in a group

Sensory – Visual Impairment (Universal and Targeted Funding)

Interventions, Equipment and Resources:

School has procedures for effective multi-professional working

School takes advantage of any training and ongoing support offered by the Vision Team re: needs of young people with visual impairments and differentiation of the curriculum to increase access for young people with special educational needs

The Disability Equality Statement, School Accessibility Plan and the School Special Educational Needs Policy includes consideration of how to access the curriculum and physical environment can be improved for young people with visual impairment

Environmental considerations re new build/ school refurbishment

- Well organised classrooms with clear routeways
- Contrast eg between carpet and skirting, skirting and walls, walls and doors
- Lighting
- Tactile markers, yellow paint marking on steps etc
- Clearly signed routes
- Window blinds in classrooms
- Doors with both push plates and handles
- Hazardous, immovable/fixed objects should be highlighted eg playground furniture, pupil lockers

Staff aware of how curriculum can be modified for young people with visual impairments and differentiate appropriately

- Best seating arrangements in relation to the teacher/teaching focus and light source
- Teachers verbalising work that is on the board
- Learning materials clearly presented in an optimum print size
- Large print books obtained if necessary
- Teachers talking to young person about their optimum/preferred learning styles
- Pupil reminded to use their specialist equipment e.g. low vision aids, dark pencil, sloping desk tops

Targeted Funding

Advisory teacher to work with class teacher/subject teachers to facilitate curriculum access. May include advice on adaptations or use of aids and equipment

Special arrangements where necessary for internal and external examinations with advice from Vision Team

Withdrawal sessions for small group work may be necessary to:

- Provide extra time to complete tasks
- Prepare young person for class activity / learning experience
- Reinforce aspects of the curriculum
- Provide additional hands on experience of materials, artefacts or equipment
- Learn particular skills to improve curriculum access e.g. touch typing or use of magnifiers and other low tech specialist equipment
- Increase social interaction with peers
- Learn mobility skills after initial assessment by mobility and habilitation officer
- Develop independent living skills if required

Appropriate equipment may be recommended by Vision Team

Low Vision Aids may be prescribed and supplied by a hospital Low Vision Aid clinic where appropriate

Some adaptations to school environment may be necessary e.g. vertical blinds, highlighting of hazards

Some printed materials or other learning materials/equipment may need to be modified to individual needs and time allocated for this purpose

Support for Access Arrangements, ensuring time is allowed for young person to develop discrete skills associated with their use

Sensory – Visual Impairment (Band 2)

Common Characteristics

Severe Vision Loss

Less than 6/36 – 6/60 Snellen/Kay (LogMAR 0.8 – 1.00)

Functional Severe loss due to Cerebral VI

Assessment, Targets & Review:

- Regular reviews of progress, at least twice a year to include parents/carer and young person
- Vision Team to provide specialist equipment and training in it's use (see Auxiliary aids for Children guidance 2012)

Thresholds:

- Severe visual impairment (partially sighted – 6/36 to 6/60)
- Some pupils may have better than 6/36 to 6/60 vision but there may be other factors contributing to visual difficulties e.g. nystagmus, field loss
- May be registered as sight impaired
- Significant visual loss
- Will have reading and recording difficulties using standard materials
- Visual difficulty impairs mobility, emotional and social development, access to the curriculum and ability to take part in school activities without adaptation

May also lead to:

- Reduced social integration
- Poor self-confidence and low self esteem
- Lack of awareness in social situations
- Gaps in social development

Inability to accept sensory loss

Sensory – Visual Impairment (Band 2)

Interventions, Equipment & Resources

Needs as previously listed under Universal and Targeted funding and in addition:

- School will engage in significant INSET provided by the Vision Team on visual impairment and implications for individual young person
- Advisory teacher to work with class/subject teachers and support staff to facilitate curriculum access. This may include advice on adaptations or use of aids and equipment
- Vision Team will advise on possible support implications, including deployment and training of any TA support
- Teachers follow advice provided by Vision Team, as well as parents and health professionals etc regarding presentation of the curriculum
- School engages in joint planning and provision of differentiated approaches and materials in advance of lessons
- School supports provision of different types of learning experience, individual, small group, review and reflection etc to ensure curriculum access and discrete skills teaching can take place
- School provides classroom space for equipment and a secure place to house any additional specific equipment and resources
- Special arrangements for internal and external examinations with advice from Vision Team
- Accessible learning materials are the responsibility of the school to provide. Vision Team to offer training and support on modification of materials
- Large print books, textbooks in PDF format obtained from publishers or Vision Team
- Bold lined/squared exercise books, paper
- 1 to 1 support on school trips

May benefit from using specialist equipment e.g.:

- Low vision aids
- Electronic magnifier – to access board work, small print and details in objects
- Access to the interactive whiteboard through alternative means
- Laptop / notebook / iPad to record work or notes
- Accessibility software for ICT (e.g. speech or magnification technology)
- Access to alternative monitors
- Sloping desk, copy holders and other access aids
- Tactile curriculum resources

Support Implications:

It will be possible to include young person in group learning situations but in some cases a TA or teacher will need to facilitate individual visual access to the curriculum, including adaptation/modification of curriculum resources into large print. This may take the form of adapting text or diagrams to make them visually accessible or by being their “eyes” in a situation where direct visual access is not possible. Assigned TA will need to supervise and assist in practical lessons in which health and safety may be compromised by poor vision. **In all cases the main purpose of support is to enable independent learning wherever possible.**

Access to qualified paediatric mobility and habilitation officer to teach orientation skills around school and to/from home as appropriate

Sensory – Visual Impairment (Band 3)

Common Characteristics

Profound Vision Loss

Less than 6/60 –Snellen/Kay (LogMAR 1.02)

Profound loss due to Cerebral VI

Assessment, Targets & Review:

- Significant assessment of needs and a regard to Risk Assessment and Health and Safety should take place to facilitate adaptations to the school environment and systems
- Targets specifically related to visual difficulties

Thresholds:

- Significant visual loss (6/60 or below including blind with or without light perception)
- May be registered Severely Sight Impaired
- Cerebral VI or complex needs and visual impairment
- May need to use electronic aids to read/record (e.g. Braille Note)
- May have rapidly deteriorating visual condition.
- Sight difficulties will place young person at risk of injury with particular reference to practical subjects
- Adaptations will be required to the environment to ensure safe access
- May need media in non-standard format e.g. Braille, tactile diagrams
- High level of support for effective use of specialist equipment by learner and key staff
- Braille teaching for parents/carers

Intervention, Equipment & Resources

Needs as previously listed under Universal and Targeted funding and in addition:

- Regular support from advisory teacher (NatSIP support criteria) and advice on inclusion
- All learning materials for Braillists produced in Braille, audio or tactile formats. This needs to be prepared in advance of lessons
- Key staff trained to adapt the curriculum
- Ongoing training on Braille and adaptation for support staff
- Long term programme of Braille teaching for pupil
- High level of equipment including ICT and training in its' use for pupil and staff
- Advice from Vision Team regarding equipment/new technology which becomes available
- Teach pupil to organise equipment, file work, locate materials etc
- Special arrangements for internal and external examinations with advice from Vision Team
- Text books obtained from Publishers or scanned in house and produced in Braille or very large print when necessary
- Liaison with National Library for the Blind
- Support with developing self-help and independence including confidence using aids
- Counselling as appropriate
- Sight difficulties may place young person at risk of injury in school environment without some special arrangements or adaptations eg around school, at playtime or in certain subjects
- Ongoing work on mobility programmes provided by habilitation and mobility officer
- Pupil and school staff to receive specific training in sighted guide methods
- PE made accessible or individual programme planned

Sensory – Visual Impairment (Band 4)

Common Characteristics

Mild multi-sensory loss – Dual impairment with a mild loss in both modalities

Moderate multi-sensory loss – Dual impairment with a moderate loss in both or the most affected modality

Severe multi-sensory loss – Dual impairment with a severe loss in both or the most affected modality

Profound multi-sensory loss – Dual impairment with a profound loss in both or most affected modality

Assessment, Targets & Review:

- Significant assessment of needs and Risk Assessment with regard to Health and Safety to facilitate adaptations to school environment and systems
- Targets specifically related to sensory difficulties
- **Regular review of needs**

Thresholds:

Multi-Sensory Impairment

- Combination of significant visual and hearing difficulties
- May have additional disabilities (complex) needs which make it difficult to ascertain intellectual abilities
- Significant difficulty accessing curriculum and environment
- Difficulties in perception, communication and acquisition of information
- Incidental learning is limited
- Combination of difficulties may result in high anxiety and multi-sensory deprivation
- Will require specialist teaching / support in order to make good use of residual hearing and vision together with other senses
- Will need alternative means of communication
- Significant long-term difficulties requiring specials and/or additional support to access the curriculum, which have significant resource implications for the school
- Range of other educational needs
- Adaptations will be required to environment to ensure safe access
- High levels of Special Educational Needs in some other areas e.g. physical, behavioural

Intervention, Equipment and Resources:

Needs as previously listed under Universal and Targeted funding and in addition:

- Advice from MSI teacher (commissioned from specialist service)
- Mobility aids and/or adult supervision
- Very high level of support in order to access curriculum
- High level of support and training in use of specialist mobility and communication aids
- High level of liaison between teacher of visual impairment and Teacher of the Deaf.