



Rotherham's Graduated Response

Contents

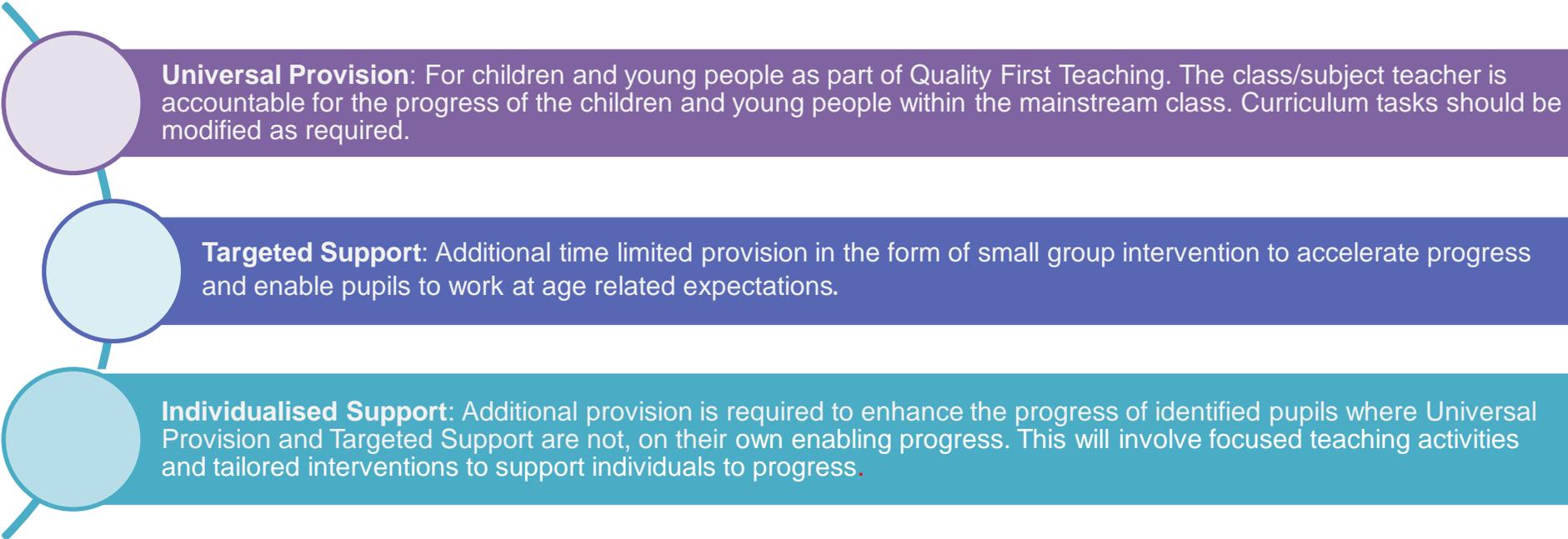
Introduction	3	People, Policies and Processes	
Aims of this document	3	Preparing for adulthood	24
Working together	4	Assess, Plan, Do and Review	25
The Four Cornerstones	4	Identifying children and young people with SEND	25
Wellbeing	5	Graduated response	26
Structure and framework	6	Graduated response cycle	27
Quality First Teaching	6	Assess	28
What is inclusive education?	7	Plan	29
What should be considered as Special Educational Needs?	7	Do	30
Disabled children and young people	8	Review	30
Reasonable adjustments	8		
Early years foundation stage	8	Resources to support the graduated response	31
Principles for all practitioners	9		
Funding: How the system works	9	Key contacts	32
Early Help	10		
Outcomes	10		
People, Policies and Processes	11		
The role of teachers	11		
The role of the SENDCo in early years settings (including childminders)	11		
The role of the SENDCo in maintained schools, nursery schools and academies	12		
Shared SENDCos	13		
Colleges should:	14		
Key principles of making best use of Teaching Assistants	14		
SEN information report	14		
Medical	14		
Rehabilitation	15		
Provision mapping	16		
Target setting	17		
The engagement model	18		
Record keeping	22		
External support available	22		
Person centred approach	23		
Partnership work with parents/carers	23		



Introduction

Aims of this document

Rotherham's graduated response is aimed at all educational providers and settings supporting Rotherham children and young people aged 0-25 years. It outlines the provision and support that Rotherham Council expects to be in place in all educational settings which support children and young people with SEND, and therefore forms an important part of [Rotherham's Local Offer](#) for SEND. It describes some of the support that is available and suggests some of the types of arrangements that are usually available. Organisations such as [OFSTED](#), [DfE](#), [NASEN](#) (The National Association for SEN) and the [Council for Disabled Children](#) can provide further information. It describes how the graduated approach and the 'Assess, Plan, Do and Review' cycle should be operated alongside approaches, strategies and arrangements that should be put in place to support children and young people. It provides detailed guidance on how educational settings can identify children and young people with different types and levels of need, along with information on appropriate steps and strategies to support them through the areas of:



Universal Provision: For children and young people as part of Quality First Teaching. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.

Targeted Support: Additional time limited provision in the form of small group intervention to accelerate progress and enable pupils to work at age related expectations.

Individualised Support: Additional provision is required to enhance the progress of identified pupils where Universal Provision and Targeted Support are not, on their own enabling progress. This will involve focused teaching activities and tailored interventions to support individuals to progress.

Working Together

We all have a responsibility under section 19 of the Children and Families Act 2014 and SEND Code of Practice, and in considering Ofsted requirements, to cultivate relationships that reflect a positive and respectful culture and to be pro-active about embedding the values of diversity, inclusion and co-production within our systems and processes. Co-production is a particular and empowering way of working, unique to the context of each school, setting, provider or service. It requires careful nurturing, starting with the idea that in an organisation no one group or person is more important than any other group or person. Everyone has skills to bring and so we must endeavour together to ensure that all constituent parts of the community are represented. In this way co-production strengthens organisations, bringing together diverse groups of people, from senior leaders and practitioners to people who use services, parent carers and families, children and young people.

The Four Cornerstones Approach to Co-Production

In Rotherham, we have developed The Rotherham Charter, known more widely as The Four Cornerstones, which we believe are essential for ensuring that good practice in equal partnership working with children, young people, parents and carers happens meaningfully. These are:



We recognise that when these principles are integrated into practice Trust is affirmed and progress in realising the best outcomes for children and young people is made. Without trust, systems, partnerships, organisations and families cannot work together effectively and meaningful partnership work is rarely achieved.

The [Four Cornerstones](#) approach can support schools, settings and services across Education, Health and Care to strengthen inclusive practice, emotional health and wellbeing within their ethos and culture. We can think about how we can make processes more child and young person friendly, for example by considering the way we structure meetings.

Wellbeing

Good wellbeing is essential for cultivating a mentally healthy school or setting, for retaining and motivating staff and for promoting the wellbeing of children and young people. Wellbeing needs to be promoted at an organisational level with the school or setting's leadership team modelling and building a culture of trust where staff feel valued, can be open about their health and wellbeing and know how to access support if they need it. A school or setting's caring ethos and environment will have an impact on the wellbeing of its staff, children and young people. The Department for Education recognises that children and young people should be taught about Wellbeing as part of the curriculum: [Teaching about mental wellbeing](#).

The following good practice can promote staff wellbeing:

- A supportive ethos that promotes wellbeing awareness, including a policy specific to wellbeing and wellbeing champions
- A commitment to building positive relationships between staff, parents, children and young people
- Encouraging a work-life balance and social events to encourage team support
- Showing appreciation by celebrating achievements of others
- Support systems in place for supervision and mentorship such as peer support, a buddy system and group problem solving such as 'Solution Circles'
- Consultations with local specialist support services to gain support with training needs and issues of concern
- Encourage individuals to use the NHS [wellbeing planning tool](#) to reflect on and actively manage wellbeing

The 'Five Ways to Wellbeing Approach' provides a framework for looking after ourselves

It encourages us to:

- Connect and build relationships with others
- Be active and engage in regular exercise
- Keep learning new skills
- 'Give', be kind and help others
- Take notice and spend time appreciating the world around us



Useful Links for Wellbeing:

Mind: [Five ways to wellbeing](#)

Anna Freud National Centre for Children and Families: [Looking after each other](#) and: [Supporting staff wellbeing in schools](#)

Action for Happiness: [10 keys to happier living](#)

Education Support, UK charity dedicated to Education wellbeing support: [Education Support Partnership](#)

Structure and framework

This graduated response document is to support schools and education settings but must be used alongside the statutory guidance set out in the [Special Educational Needs and Disability](#) (SEND) Code of Practice: 0-25 years (DfE January 2015). This provides the structure and framework for the identification, assessment of SEND.

Quality First Teaching (National Strategies)

[Quality First Teaching](#) (QFT) means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing a child's progress. The teacher has the highest possible expectations for all children and young people in their class.

What does that look like in practice?

- Highly focused lesson design with sharp objectives.
- High demands around children and young people's involvement and engagement with their learning.
- High levels of interaction for all children and young people.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for children and young people to talk both individually and in groups.
- An expectation that children and young people will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate children and young people.



What is inclusive education? ([UNICEF](#))

An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools. No-one should be excluded. Every child has a right to inclusive education, including children with disabilities. It is important because:

- It improves learning for all children – both those with and without disabilities.
- It promotes understanding, reduces prejudice and strengthens social integration.
- It ensures that children with disabilities are equipped to work and contribute economically and socially to their communities.

What should be considered as SEN? (CoP: 6:01-6:17)

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

A child or young person has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children or young people of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer children or young people will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all children or young people. These should seek to identify children or young people making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Disabled children and young people (xviii SEND CoP)

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

Reasonable adjustments

The [Equality Act](#) (2010) makes it clear that settings have a duty to make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory, and settings must look ahead and anticipate what disabled children might need and what adjustments might need to be made to prevent any disadvantage. Making reasonable adjustments for the difficulties arising out of additional needs requires schools to be flexible and provide an individualised response based on a sound assessment of the individual needs of each young person.

Early years foundation stage (DfE (2014) Statutory Framework for Early Years Foundation Stage, para 6)

At the heart of practice for all [early years](#) children, including those with SEN and/or disabilities are the four guiding principles for EYFS as follows:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

Principles for all practitioners (CoP: 1:2)

The following principles should be observed by all practitioners working with children and young people who have SEN or disabilities:

- The participation of children, their parents and young people in decision-making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.

Funding: How the system works

The Department for Education (DfE) has aligned the way it [funds educational settings](#) to provide for children and young people with SEND, with the statutory framework that is set out in the SEND Code of Practice (6:95-6:99) that are available to them in their budgets to put in place a range of processes, approaches and provision.

Element 1: An amount of money for each pupil in the school. This is the core budget for each school, used to provide education and support for all pupils in the school including those with SEN and disabilities.

Element 2: The school's notional SEN budget. Every school receives an additional amount of money to enable them to provide special education for children and young people with SEND. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children and students with SEND need special educational provision that comes to less than £6,000. Although colleges do not have a notional SEN budget, they do have additional funding for students with SEN.

Element 3: Top-up funding. An Education, Health and Care assessment 'assesses' individual need. As noted, schools would be expected to make their best endeavours to meet children's needs under the graduated response. Where an assessment of need is made and an agreement to issue an EHCP, there may be need for element 3 top up funding.

Early Years Inclusion Grant: Early Years settings and Foundation Stage One provisions in school can apply for funding to enhance staffing levels to be above Ofsted ratios to be able to meet the needs of children with identified SEND (two or more agencies involved). Early Years providers include: day nursery, pre-schools, children centres, childminders and nurseries (in and out of school).

Early Help

All families go through trying times at some point. [Early Help](#) staff will work with families at these times so that small problems do not get bigger. They work with children, young people and families to offer support and advice when it is most needed. They can work with them in their local area, at one of their centres or in the home.

They can help:

- If families are worried about a child's health, development or behaviour.
- A child carer or young person looking to find training or further education.
- A child carer or young person looking for advice on employment or benefits.

They will help if a child or family is, or has been, affected by domestic abuse, drugs, alcohol or crime. They also help if there has been a bereavement which has made things harder. They can provide help in a child's early years. They also support children who are missing from school or home and give support when children or young people are involved in risky behaviour.

Outcomes

Throughout this document it is important to consider the strategic outcomes of Rotherham Council:

Wellbeing	<ul style="list-style-type: none">• All children and young people in Rotherham with SEND to enjoy good physical and mental health.
Preparing for Adulthood	<ul style="list-style-type: none">• All young people in Rotherham with SEND are well prepared and supported to exercise choice and control that enable them to enjoy fulfilling lives.
CYP and Parent/Carers Voice	<ul style="list-style-type: none">• All children and young people in Rotherham with SEND and their families have their voices heard and this makes a difference to their experiences and outcomes.
Whole Child Progress – Promises and Commitment (Attainment)	<ul style="list-style-type: none">• All children and young people in Rotherham with SEND have positive opportunities to make progress in a person centred way.

People, Policies and Processes

These descriptors set out what can be reasonably expected of schools, early education settings, colleges and sixth forms as they make provision for children and young people with SEN from within the delegated budget. The CoP contains additional information.

The role of teachers (CoP: 6:36-6:37)

Teachers are responsible and accountable for the progress and development of the children and young people in their class, including where children and young people access support from teaching assistants or specialist staff.

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

The role of the Special Educational Needs and Disabilities Coordinator (SENDCo) in early years settings (CoP: 5:52-5:54)

The SENDCo must be:

- A qualified teacher. They should also have the prescribed qualification for SEN Co-ordination or relevant experience.

The EYFS framework requires other Early Years providers to have arrangements in place for meeting children's SEN. Those in [group provision](#) are expected to identify a SENDCo. [Childminders](#) are encouraged to identify a person to act as SENDCo and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the SENDCo involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with practitioners or agencies beyond the setting.

The role of the SENDCo in maintained schools, nursery schools and academies (CoP: 6:84-6:94)

The SENDCo:

- Must be a qualified teacher. They should also have the prescribed qualification for SEN Co-ordination or relevant experience.
- Has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual children and young people with SEN, including those who have EHC plans.
- Has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team and should have sufficient time and resources to carry out these functions.
- Has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual children and young people with SEN, including those who have EHC plans.
- Provides [professional guidance](#) to colleagues and will work closely with staff, parents and other agencies.
- Should be aware of the provision in the Local Offer and be able to work with practitioners providing a support role to families to ensure that children and young people with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet children and young people's needs effectively.
- Liaising with parents of children and young people with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care practitioners, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth [transition](#) is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all children and young people with SEN up to date.

Shared SENDCos (CoP: 6:84-6:94)

- It may be appropriate for a number of smaller primary schools to share a SENDCo employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENDCo to fulfil the role effectively for the total registered pupil population across all the schools involved.
- Where such a shared approach is taken the SENDCo should not normally have a significant class teaching commitment. Such a shared SENDCO role should not be carried out by a Headteacher at one of the schools.
- Schools should review the effectiveness of such a shared SENDCo role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of children and young people with SEN.

Colleges of further education and sixth form colleges (CoP: 7:01-7:06)

The [post-16 education](#) and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector. The range of available study programmes is broad and includes AS/A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning.

Statutory duties on post-16 institutions:

- To co-operate with the local authority on arrangements for children and young people with SEN.
- To admit a young person if the institution is named in an EHCP unless, following consultation with the institution, the local authority determines that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.
- To have regard to the Code of Practice.
- To use their best endeavours to secure the special educational provision that the young person needs. Its purpose is to ensure that providers give the right support to their students with SEN.

Colleges should: (CoP: 7:01-7:06):

- Offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN.
- Be ambitious for young people with SEN, whatever their needs and whatever their level of study.
- Focus on supporting young people so they can progress and reach positive destinations in adult life. These destinations include higher education or further training or employment, independent living (which means having choice and control over the support received), good health and participating in the community.
- Ensure students follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life.

Key principles of making best use of Teaching Assistants (© Education Endowment Foundation)

Teaching Assistants:

- Should not be used as an informal teaching resource for low attaining children and young people.
- Add value to what teachers do, not replace them.
- Should help children and young people develop independent learning skills and manage their own learning.
- Be fully prepared for their role in the classroom.
- Deliver high-quality one-to-one and small group support using structured interventions.
- Should follow evidence-based interventions so that they are supported in their small group and one-to-one instruction.
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

SEN information report (CoP 6:79 to 6:83)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish [information on their websites](#) about the implementation of the governing body's or the proprietor's policy for children and young people with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Medical needs (CoP: 6:10)

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children and young people with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the [medical needs](#) of such children and young people. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance [‘Supporting pupils at school with medical conditions’](#).

Rehabilitation

The [Commissioning Guidance for Rehabilitation](#) outlines:

- What rehabilitation is, i.e. scope, breadth and depth.
- How to know whether the services that are being commissioned are of good quality.
- How to compare rehabilitation services locally, regionally and nationally.

It makes it clear that good rehabilitation focuses on:

- Good outcomes that are set by the people we treat and driven by their goals.
- Centres on people’s needs, not their diagnosis.
- Aims high and includes vocational outcomes.
- Is an active and enabling process – not passive care.
- Relies on interdisciplinary team working.
- Responds to changes in people’s needs.
- Integrates specialist and generalist services.
- Requires leadership for transformational change.
- Gives hope

The guidance provides access to a great many resources within its reference list, hyperlinks and comprehensive appendices.

Provision mapping (CoP: 6:76-6:77)

Provision maps:

- Are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.
- Can help SENDCos to maintain an overview of the programmes and interventions used with different groups of children and young people and provide a basis for monitoring the levels of intervention.

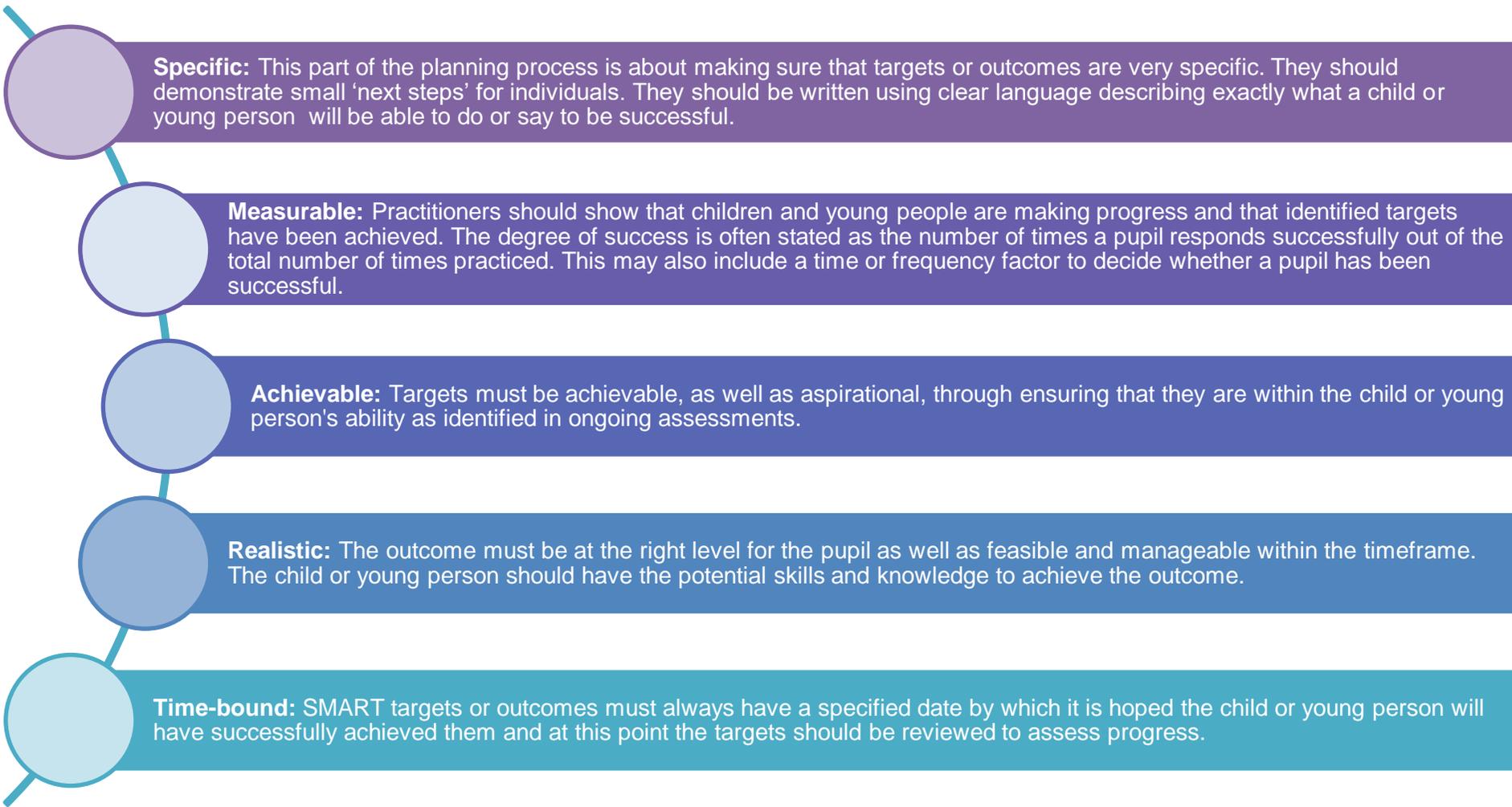
Provision mapping can be used:

- Strategically to develop special educational provision to match the assessed needs of children and young people across the school, and to evaluate the impact of that provision on pupil progress.
- To contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff.
- To help the school to develop the use of interventions that are effective and to remove those that are less so.
- To support schools to improve their core offer for all children and young people as the most effective approaches are adopted more widely across the school.



Target setting (CoP: 9:66)

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART).



Specific: This part of the planning process is about making sure that targets or outcomes are very specific. They should demonstrate small 'next steps' for individuals. They should be written using clear language describing exactly what a child or young person will be able to do or say to be successful.

Measurable: Practitioners should show that children and young people are making progress and that identified targets have been achieved. The degree of success is often stated as the number of times a pupil responds successfully out of the total number of times practiced. This may also include a time or frequency factor to decide whether a pupil has been successful.

Achievable: Targets must be achievable, as well as aspirational, through ensuring that they are within the child or young person's ability as identified in ongoing assessments.

Realistic: The outcome must be at the right level for the pupil as well as feasible and manageable within the timeframe. The child or young person should have the potential skills and knowledge to achieve the outcome.

Time-bound: SMART targets or outcomes must always have a specified date by which it is hoped the child or young person will have successfully achieved them and at this point the targets should be reviewed to assess progress.

The engagement model

The [engagement model](#) is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study. The model recognises that engagement is multi-dimensional and breaks it down into 5 areas that allow teachers to assess:

- How well their pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum.
- How effective the special educational provision is in empowering their pupils to progress against the agreed outcomes in their EHC plans and how effectively pupils are engaging with and making progress against these plans.
- Pupils' achievements and progress across the 4 areas of need of the SEND code of practice (communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs).

The engagement model:

- Is a unique method of observation, allowing insight that improves provision for all pupils.
- Uses a pupil-centred approach that focuses on their abilities rather than disabilities.
- Values all sources of knowledge and information provided by those working with the pupil, including teachers, school staff, other professionals and parents or carers.
- Promotes consistency and a common language amongst schools and all those working with the pupil.
- Recognises there is a complex interaction between pupils' physical, sensory, communication and learning disabilities that affects how they progress.

The engagement model does not:

- Provide the curriculum for pupils who are not engaged in subject-specific study.
- Provide the teaching tools and strategies that a school should use for pupils who are not engaged in subject-specific study.
- Replace a school's existing planning, assessment and reporting systems.

Using engagement as the focus of statutory assessment for pupils who are not engaged in subject-specific study helps to ensure that they are developing the right skills and concepts in their physical, social, emotional and cognitive development. This can help them progress on to subject-specific study when they feel confident enough to do so. The school's curriculum will determine whether the pupil is ready to move onto subject specific study.

The engagement model

Exploration
This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.
Realisation
This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.
Anticipation
This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example, if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.
Persistence
This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.
Initiation
This shows how much, and the different ways, a pupil investigates a stimulus or activity to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

The areas of engagement: Exploration, realisation, anticipation, persistence and initiation	
How to use the engagement model to assess pupil progress	Comments (include dates/staff names/location of data as appropriate)
Setting targets	
What are the pupil's targets across the 4 areas of need?	
Are they realistic and appropriate?	
Have the parents/carers been involved in setting the targets?	
Plan	
Is the pupil's curriculum sufficiently broad and balanced, motivating, personalised and aligned to their learning outcomes and targets?	
What teaching strategies and learning environments need to be put in place to help the pupil meet these targets?	
Working together	
Are the teaching staff working together with a multi-agency team to: <ul style="list-style-type: none"> ◦ Set targets for the pupil. ◦ Plan their personalised curriculum. ◦ Conduct assessments. ◦ Identify the special needs provision needed to increase pupil engagement and moderate assessment outcomes. 	
Are senior leaders supporting target setting and moderation?	
Do you have partnerships with other schools to assist with moderation and continual professional development?	
Observe	
Has a baseline assessment been conducted to identify what the pupil's achievement against the target looks like at the beginning?	
How much is the pupil engaged in achieving the target through each of the 5 areas? What does this look like in different contexts/environments?	
What adaptations have been made to the specialist education provision and how does this affect their engagement?	

The areas of engagement: Exploration, realisation, anticipation, persistence and initiation

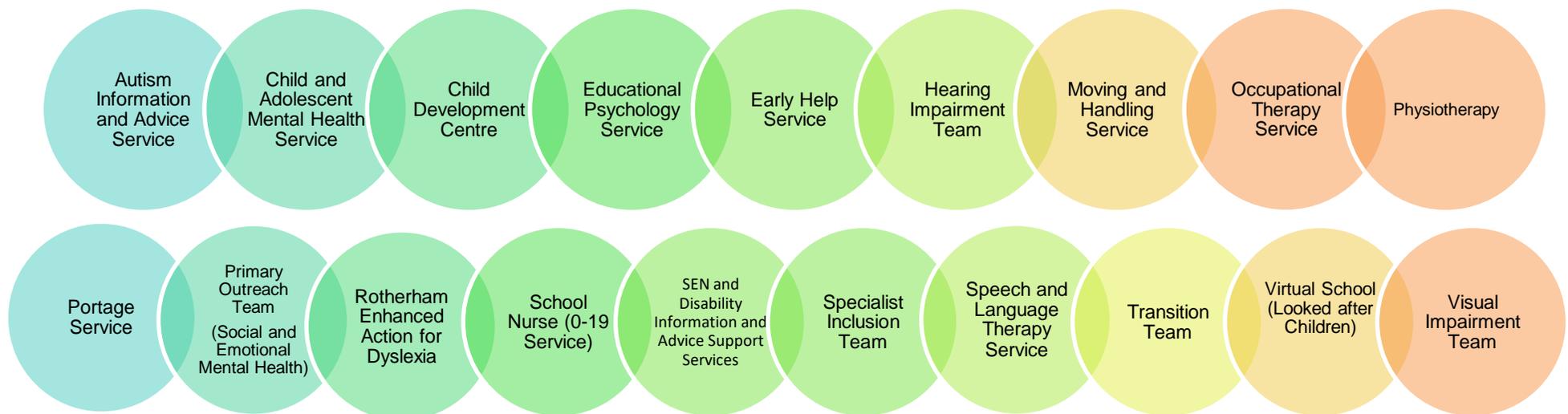
How to use the engagement model to assess pupil progress	Comments (include dates/staff names/location of data as appropriate)
Assess, evaluate and moderate	
How much progress did the pupil make against the target through each of the 5 areas?	
How much support did they need?	
How can the pupil consolidate the learning in different contexts?	
Is the teaching environment suitable?	
Is additional challenge needed?	
Is any special educational provision needed to improve the pupil's engagement?	
Do any changes need to be made to the personalised curriculum and pedagogy for the pupil?	
Along with the school's other assessment systems, how does the assessment information help provide evidence of progress against the target?	

Record keeping (CoP: 6:72-6:74)

- It is for schools to determine their own approach to record keeping in line with the requirements of the [Data Protection Act \(2018\)](#).
- The provision made for children and young people with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines.
- Schools should particularly record details of additional or different provision made under SEN support. This should form part of regular discussions with parents about their child's progress, expected outcomes from the support and planned next steps.
- Schools should ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact.
- Schools use information systems to monitor the progress and development of all children and young people. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach.
- Schools should readily share this information with parents. It should be provided in a format that is accessible.

External support (CoP: 6:58)

Where a child or young person continues to make less than expected progress, despite evidence based support and interventions that are matched to the individual's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. Rotherham Local Authority recognises the importance of specialist support and this includes:



Person centred approach (Summarised from [Children and Families Act 2014](#), Part 3:19)

This is a process of continual listening and learning, focusing on what is important to someone now and in their future, and acting on this. The listening is used to understand a person's capacities and choices. Person centred approaches form a basis for problem solving and negotiation to mobilise the necessary resources to pursue a person's aspirations ([Department of Health](#), 2001). When supporting children, young people and parents/carers everyone must have regard to:

- Their views, wishes and feelings.
- The importance of them participating as fully as possible in decisions.
- The importance of children and young people being provided with the information and support necessary to enable participation in those decisions.
- The need to support them in order to facilitate their development and to help them achieve the best possible educational and other outcomes.

Partnership work with parents/carers

When [working with parents/carers](#) it is important to recognise that they will have very different responses to a setting expressing concern about aspects of their child's development, learning and progress. They will respond differently depending on their own emotions, and ways of coping, and members within the same family may respond differently. These feelings may also change on a regular basis. It is important that practitioners are sensitive to this and realise that for parents to express their genuine feelings can take a long time and will only happen in the context of an open, honest and trusting relationship.

[Rotherham SENDIASS](#) (Special Educational Needs and Disability Information, Advice and Support Service) can offer impartial information, advice and support to a parent or carer for a child or young person up to age 25 with special educational needs or disabilities; a child up to age 16 who has special educational needs or disabilities and a young person aged 16-25 who has special educational needs or disabilities.

They offer the following services:

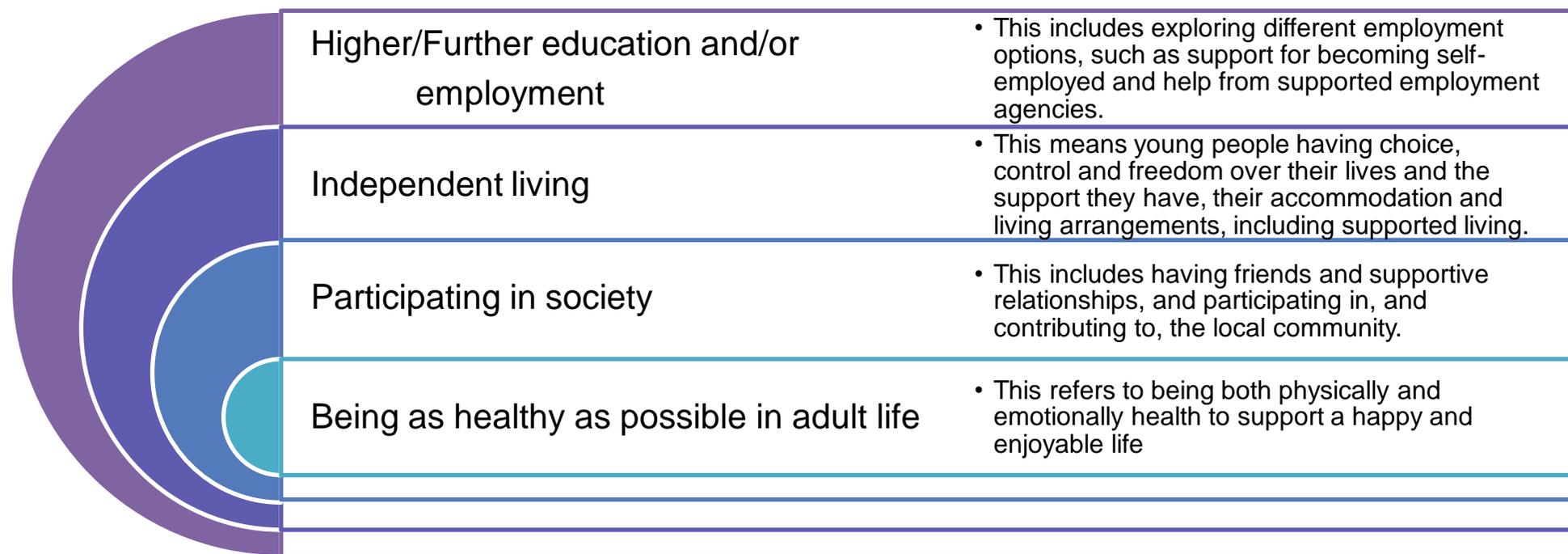
- Trained staff and volunteers offering confidential and impartial information, advice and support.
- Information about education, health and social care, voluntary organisations and support groups.
- A range of information leaflets on special educational needs and disability related topics.
- Access to special educational needs and disability information such as books, CDs and videos.
- Training for parents and practitioners.

Preparing for adulthood (Chapter 8)

High aspirations are crucial to success – discussions about longer term goals should start early and ideally well before Year 9 (age 13-14) at school. They should focus on the child or young person’s strengths and capabilities and the outcomes they want to achieve.

Being supported towards greater independence and employability can be life transforming for children and young people with SEN. This support needs to start early and should centre on the child or young person’s own aspirations, interests and needs. All practitioners working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

[Preparing for adulthood](#) means preparing for:



Higher/Further education and/or employment	<ul style="list-style-type: none">• This includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.
Independent living	<ul style="list-style-type: none">• This means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
Participating in society	<ul style="list-style-type: none">• This includes having friends and supportive relationships, and participating in, and contributing to, the local community.
Being as healthy as possible in adult life	<ul style="list-style-type: none">• This refers to being both physically and emotionally health to support a happy and enjoyable life

Assess, Plan, Do and Review

Identifying Children and Young People with SEND

Child or young person is making less than expected progress given their age and individual circumstances.
Concern should be identified from a range of sources, e.g. progress data, observations by key staff, parents/carers, child or assessments.



Review the arrangements already in place to ensure that it is meeting the identified need.
Have any barriers to learning been identified and addressed?
Check the data and impact of any targeted intervention that is already in place.
Review the assessment data to identify strengths and check where the gaps in learning are. Is this information used to inform differentiated planning?



Gather information and share views with family. The child or young person should be involved in this discussion where appropriate.



Time limited, targeted interventions focussing on key areas of concern.



Following adjustments and interventions is there limited or no progress?
Do concerns remain?
Pupil is likely to have SEN and will require further assessments.



Involve outside agencies,
e.g. EPS, SI Team and SaLT.



Continue with Assess/Plan/Review/Do cycle until progress is achieved.

Quality First Teaching

Graduated response

Quality First Teaching

Reasonable Adjustments

High Expectations

Universal Provision

Impact on Progress

Modified Tasks

Early Identification

Assess, Plan, Review and Do

Small Group Intervention

Different and Additional

Targeted Support

Specialist Support

Specialist Advice

Wellbeing

Voice

Whole Child Progress

Preparation for Adulthood

To enable settings across Rotherham to support children and young people with Special Educational Needs to ensure that they reach their full potential.

Graduated response cycle

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a [four-part cycle](#) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and of what supports the individual in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people (6:44 CoP).

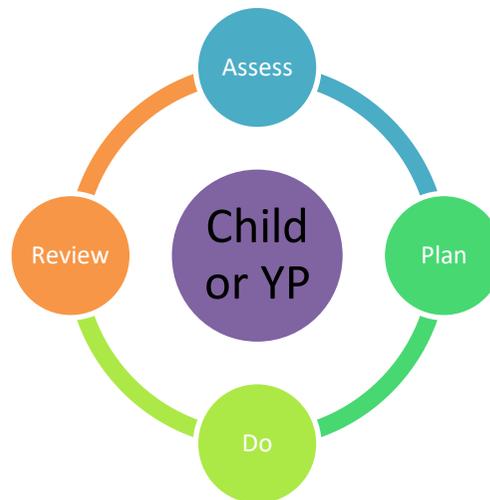
Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with [Quality First Teaching](#).

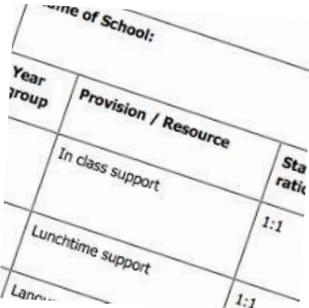
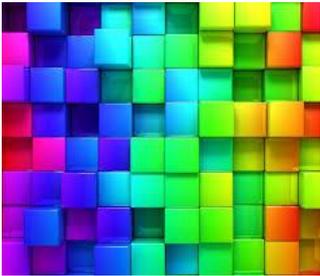
Graduated Response (Taken from SEND CoP)	Comments (include dates/staff names/location of data as appropriate)
Assess	
<p>The class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.</p>	
<p>The class or subject teacher, working with the SENDCo, should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.</p>	
<p>Take seriously any concerns raised by a parent/carer. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.</p>	
<p>This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.</p>	
<p>Monitor the way in which a pupil responds to an intervention as this can be the most reliable method of developing a more accurate picture of need.</p>	
<p>In some cases, outside practitioners from health or social services may already be involved with the pupil. These practitioners should liaise with the school to help inform the assessments. Where practitioners are not already working with school staff the SENDCo should contact them if the parents agree.</p>	
<p>Pupil (where appropriate) and parents/carers given the information and the contact details for SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)</p>	

Graduated Response (Taken from SEND CoP)	Comments (include dates/staff names/location of data as appropriate)
Plan	
Parents/carers formally notified where it is decided to provide a pupil with SEN support.	
The teacher and the SENDCo should agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour along with a clear date for review.	
All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.	
The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with the appropriate skills and knowledge.	
Parents/carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.	

Graduated Response (Taken from SEND CoP)	Comments (include dates/staff names/location of data as appropriate)
Do	
The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.	
The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs.	
The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.	
Parents carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.	

Graduated Response (Taken from SEND CoP)	Comments (include dates/staff names/location of data/record of meetings as appropriate)
Review	
The class or subject teacher should remain responsible for working with the pupil daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.	
The class or subject teacher should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.	
The SENDCo should support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.	

Resources to support the graduated response

<p>Care and Support for Deafblind Children and Adults Policy Guidance</p> 	<p>Equality Act (2010)</p>  <p>Equality Act 2010</p>	<p>High needs funding: 2020 to 2021 Operational guide</p> <p>High needs funding: 2020 to 2021 Operational guide</p> <p>February 2020</p>	<p>Safeguarding (Multi-Agency Threshold Descriptors)</p> 												
<p>Preparing for Adulthood</p> 	<p>Provision Mapping</p>  <table border="1"> <thead> <tr> <th>Year group</th> <th>Provision / Resource</th> <th>Staffing</th> </tr> </thead> <tbody> <tr> <td></td> <td>In class support</td> <td>1:1</td> </tr> <tr> <td></td> <td>Lunchtime support</td> <td></td> </tr> <tr> <td></td> <td>Lane...</td> <td>1:1</td> </tr> </tbody> </table>	Year group	Provision / Resource	Staffing		In class support	1:1		Lunchtime support			Lane...	1:1	<p>SENDCo Induction Pack</p> 	<p>SEND Code of Practice 0-25</p> <p>Special educational needs and disability code of practice: 0 to 25 years</p> <p>Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities</p> <p>January 2015</p>
Year group	Provision / Resource	Staffing													
	In class support	1:1													
	Lunchtime support														
	Lane...	1:1													

NB: Click on the images to link to the document.

Key contacts

Aspire Primary SEMH Outreach Team: Adam Taylor (Ataylor@rotherhamaspire.org)

Educational Health and Care Assessment Team: Nicola Rhodes (Nicola.Rhodes@rotherham.gov.uk)

Educational Psychology Service: Carol Taylor (Carol.Taylor2@rotherham.gov.uk) or Rachel Amos (Rachel.Amos@rotherham.gov.uk)

Hearing Impairment Team: Clare Armitage (Clare.Armitage@rotherham.gov.uk)

Specialist Inclusion Team: Helen Bacon (Helen-LSS.Bacon@rotherham.gov.uk)

Visual Impairment Team: Bernie Roe-Dean (Bernie.Roe-Dean@rotherham.gov.uk)





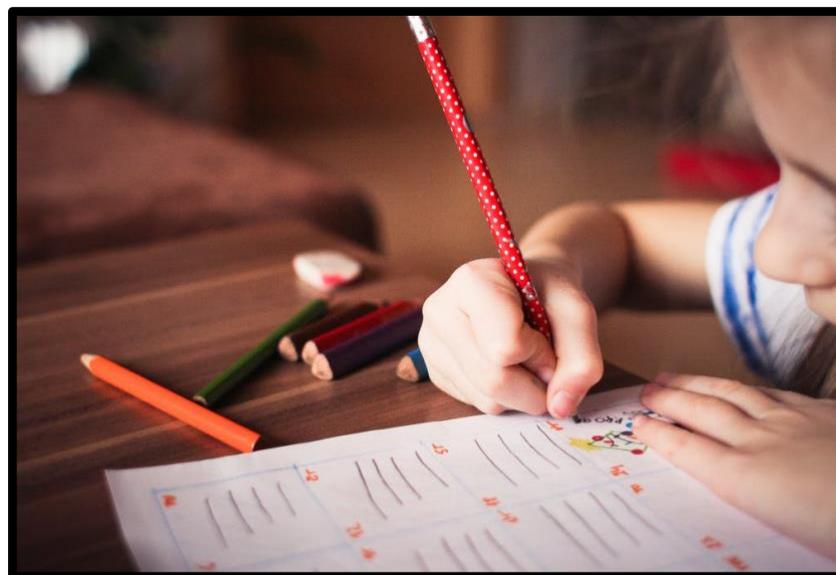
Rotherham's Special Educational Needs Resource

Contents

Broad areas of need	4-5
Communication and Interaction	
See online SEND resource	6
Cognition and Learning	
Preparing for literacy in the early years (© Education Endowment Foundation)	7
Improving literacy in Key Stage 1 (© Education Endowment Foundation)	7
Improving literacy in Key Stage 2 (© Education Endowment Foundation)	8
Improving literacy in secondary schools (© Education Endowment Foundation)	8
Improving Mathematics in the Early Years and Key Stage 1 (© Education Endowment Foundation)	8
Improving Mathematics in Key Stage 2 and Key Stage 3 (© Education Endowment Foundation)	9
Moderate learning needs	10-11
Dyslexia and literacy	12-15
Dyscalculia and maths	16-17
Cognition and Learning	
Universal provision: Cross curricular	18-19
Universal provision: Literacy	20
Universal provision: Mathematics	21
Targeted provision: Cross curricular	22-23
Targeted provision: Literacy and mathematics	24
Specialist provision: Cross curricular	25
Specialist provision: Literacy and mathematics	26
Social, Emotional and Mental Health	
Social, Emotional and Mental Health needs	27
Universal Provision	28-30
Targeted Provision	31-33
Specialist Provision	34-35
Sensory and/or Physical	
Sensory and physical needs – see online SEND resource	36
Medical needs	37
Hearing Impairment: Potential signs of hearing difficulties in the classroom - Universal provision	38
Hearing Impairment: Potential signs of hearing difficulties in the classroom - Targeted support	39
Hearing Impairment: Potential signs of hearing difficulties in the classroom - Specialist support	40

Sensory and/or Physical

Hearing Impairment: Universal provision	41-42
Hearing Impairment: Targeted support	43-45
Hearing Impairment: High level of need	46-47
Visual Impairment: Potential signs of hearing difficulties in the classroom - Universal provision	48
Visual Impairment: Potential signs of hearing difficulties in the classroom – Targeted and Specialist support	49
Visual impairment: Universal provision	50-51
Visual impairment: Targeted support	52-53
Visual impairment: Specialist support	54-56
Transition	57
Training	58-63
Resources	64-70



Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives (6:28 CoP).

In addition, some children and young people have differences with their social communication and interaction; they may process information differently (especially the spoken word), find inference confusing, and have interests that their peers do not share. Theory of Mind (our ability to see another's perspective) may still be developing and their social interactions may be different to some of their peers. In addition, others may find it hard to consider the perspective of a child or young person with social communication and interaction differences which can lead to a difficulty with reaching a common understanding of one another. Some children and young people with communication and social interaction needs may receive a diagnosis of autism.

Cognition and Learning

Support for additional learning needs may be required when children and young people learn at a slower pace than their peers, despite appropriate differentiation. Learning needs can be broad ranging, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment (6:30 CoP).

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

Social, Emotional and Mental Health Needs

Children and young people may experience a wide range of social and emotional needs which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (6:32 CoP).

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other children and young people. The Department for Education publishes guidance on managing mental health and behaviour difficulties in schools (Mental Health and Behaviour in Schools - see appendix) (6:33 CoP).

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with a MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance (see appendix) (6:34 CoP).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers (see appendix) (6:35 CoP).

Communication and Interaction

See online SEND resource for sections on [Speech and language](#) and [Social communication](#).

Cognition and Learning

Preparing for literacy in the early years ([© Education Endowment Foundation](#))

- Prioritise the development of communication and language.
- Develop children and young people's early reading using a balanced approach.
- Develop children and young people's capability and motivation to write.
- Embed opportunities to develop self-regulation.
- Support parents/carers to understand how to help their children and young people develop effective learning strategies.
- Use high quality assessment to ensure all children and young people make good progress.
- Use high quality targeted support to help those children and young people who are struggling to achieve.

Improving literacy in Key Stage 1 ([© Education Endowment Foundation](#))

- Develop children and young people's speaking and listening skills and their wider understanding of language.
- Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills and a love of books.
- Effectively implement a systematic phonics programme.
- Teach children and young people to use strategies for developing and monitoring their own reading comprehension.
- Teach children and young people to use strategies for planning and monitoring their own writing.
- Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.
- Use high-quality information about children and young people's current strengths and abilities to select the most effective next steps for teaching.
- Use high-quality structured interventions to help children and young people who are finding it challenging to acquire Literacy skills.

Improving literacy in Key Stage 2 ([© Education Endowment Foundation](#))

- Support children and young people to develop fluent reading abilities.
- Develop children and young people's language abilities to better support their reading and writing.
- Teach reading comprehension strategies through positive modelling and supported practice.
- Teach writing composition strategies through positive modelling and supported practice.
- Develop children and young people's transcription and sentence construction skills through enabling extensive practice.
- Target adult teaching and support by accurately assessing the child or young person's needs.
- Use high-quality structured interventions to help children and young people who are struggling with acquiring literacy skills.

Improving literacy in secondary schools ([© Education Endowment Foundation](#))

- Prioritise 'disciplinary literacy' across the curriculum.
- Provide targeted vocabulary teaching across the curriculum.
- Develop children and young people's ability to read and understand complex academic texts that challenge them.
- Break down complex writing tasks into smaller, more manageable bite sized tasks.
- Combine writing instruction with reading wherever feasible.
- Provide opportunities for structured talk.
- Provide high quality, targeted literacy interventions for children and young people who require this intervention.

Improving mathematics in the early years and Key Stage 1 ([© Education Endowment Foundation](#))

- Develop practitioners' understanding of how pupils learn mathematics.
- Dedicate time for pupils to learn mathematics and integrate mathematics throughout the day.
- Use manipulatives and representations to develop understanding.
- Ensure that teaching builds on what pupils already know.
- Use high quality targeted support to help all pupils learn mathematics.

- Use assessment to build on pupils' existing knowledge and understanding.
- Use manipulatives and representations.
- Teach pupils strategies for solving problems.
- Enable pupils to develop a rich network of mathematical knowledge.
- Develop pupils' independence and motivation.
- Use tasks and resources to challenge and support pupils' mathematics.
- Use structured interventions to provide additional support.
- Support pupils to make a successful transition between primary and secondary school.

Moderate Learning Needs ([DfES](#))

Children and young people with Moderate Learning Difficulties (MLD) will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Children and young people with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Requires support with:	Comments
Acquiring basic skills in reading, writing and numeracy with a resultant lack of confidence to use and develop the skills they do have.	
Understanding instructions and the requirements of the task.	
Generalising learning and applying it to new situations.	
Understanding basic concepts.	
Activities that involve using problem solving skills.	
Acquiring sequencing skills.	
Understanding how they affect and relate to their immediate surroundings.	
Personal organisation over the short, medium and long term as well as visual and auditory memory for information, processes and instructions.	
Personal organisation.	
Developing speech and language/communication skills.	
Developing social skills.	
Fine and gross motor skills.	

Moderate Learning Difficulties	
A picture of the pupil's strengths and needs may be gathered from:	Comments and date information acquired
Universal Provision	
Check when their hearing was last tested and the results. If there is a difficulty, then check how long there has been a problem; who is involved; the level of difficulty and whether the problem is impacting on their education.	
Check when their sight was last tested and the results. If there is a difficulty, then check what type of difficulty it is; whether they need to wear glasses and when; if they attend a specialist and whether the problem is impacting on their education.	
Evidence gathering of persistent difficulties acquiring basic skills despite practical first-hand opportunities and overlearning.	
Pupil progress meetings and monitor progress on a provision map.	
A reading/writing/spelling/phonic skills/mathematics check to set a baseline to inform intervention.	
Observations by SENDCo, literacy co-ordinator, mathematics co-ordinator or trained staff.	
Discussion of concerns raised by pupil, family and staff.	
Targeted Provision	
Regular assessment on entry and exit to intervention with midterm check.	
Regular monitoring of pupil's progress in language, literacy and mathematics to ensure transfer of skills following intervention.	
Regular review meetings and consider an Individual Education Plan/One Page Profile	
Specialist Provision	
Robust review with pupil, parent/carers, specialists, class teacher, TA and SENDCo.	
A monitoring system in place to assess the pupil's needs, plan and identify outcomes, implement support and monitor and evaluate progress, e.g. SEN support plan.	

The British Dyslexia Association (2009) Management Board and Sir Jim Rose's Report on 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties'

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

- Characteristic features of dyslexia are difficulties with phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds, or has responded, to well-founded intervention.

Dyslexia Checklist (Research funded by DfE)

Early Years Foundation Stage (ages 4 - 6)	Comments
Other family members with similar difficulties.	
Often late in reaching milestones.	
May not have crawled.	
Persistent difficulties dressing.	
Bumps into things/people.	
Difficulties running, hopping and jumping.	
Handwriting difficulties.	
Difficulty using utensils such as scissors and cutlery.	
Poor organisation.	
Struggles to ride a bike.	
Poor at ball skills.	
Difficulty following instructions.	
Poor posture/hypermobility.	
Poor stamina.	
Inconsistent performance.	
Attention difficulties.	
Speech and language problems.	
Sensory issues, e.g. problems with unexpected noise, some materials and textures.	
Takes longer to process information.	

Dyslexia Checklist [\(Research funded by DfE\)](#)

Primary Level (ages 6 - 11)	Comments
Other family members with similar difficulties.	
Difficulty with phonological awareness.	
Difficulty following instructions.	
Lack of fluency in reading, affecting comprehension.	
Inaccurate word decoding.	
Persistent and marked difficulty with spelling.	
Difficulty in finding the right word to describe things.	
Mispronounces words.	
Low short term and/or working memory .	
Takes longer than average to complete written tasks.	
Difficulty copying from the board.	
Has obvious good/bad days.	
Low self-esteem.	
Written work does not reflect verbal ability.	
Needs additional time to produce an oral response.	
Lack of enjoyment of reading.	
Difficulty hopping/skipping.	

Dyslexia Checklist [\(Research funded by DfE\)](#)

Secondary Level (ages 12 - 16)	Comments
Other family members with similar difficulties.	
Problems recalling facts.	
Difficulty with recalling/following instructions.	
Difficulty remembering sequential information.	
Poor concept of time.	
Poor organisation skills.	
Difficulty with fluent, accurate reading.	
Continued difficulty with phonological awareness.	
Persistent difficulty with spelling.	
Poor structure/organisation of written work.	
Difficulty copying from the board.	
Has obvious good/bad days.	
Low self-esteem.	
Work avoidance tactics used.	
Poor comprehension skills.	
Slow speed of writing.	
Weak short term and/or working memory .	
Slow speed of reading.	
Supporting pupils with SpLD and supporting pupils with reading and literacy .	

Cognition and Learning (Dyslexia/Literacy Difficulties)	
A picture of the pupil's strengths and needs may be gathered from:	Comments and date information acquired:
Universal Provision	
Check when their hearing was last tested and the results. If there is a difficulty, then check how long there has been a problem; who is involved; the level of difficulty and whether the problem is impacting on their education.	
Check when their sight was last tested and the results. If there is a difficulty, then check what type of difficulty it is; whether they need to wear glasses and when; if they attend a specialist and whether the problem is impacting on their education.	
Evidence gathering of persistent difficulties acquiring basic literacy skills despite practical first-hand opportunities and overlearning	
Pupil progress meetings and monitor progress on a provision map.	
A reading/writing/spelling/phonic skills check to set a baseline to inform intervention.	
Observations by SENDCo, literacy co-ordinator or trained staff.	
Discussion of concerns raised by pupil, family and staff.	
Targeted Provision	
Regular assessment on entry and exit to intervention with midterm check.	
Regular monitoring to ensure transfer of skills following intervention.	
Regular review meetings and consider an Individual Education Plan/One Page Profile.	
Specialist Provision	
A monitoring system in place to assess the pupil's needs, plan and identify outcomes, implement support and monitor and evaluate progress for example SEN support plan.	
Robust review with pupil, specialists, class teacher, TA and SENDCo.	

BDA Dyscalculia and Maths Learning Difficulties Committee ([September 2018](#))

Developmental Dyscalculia is a specific and persistent difficulty in understanding arithmetic and basic number sense. It may also affect retrieval of number facts and key procedures, fluent calculation, and interpreting numerical information. It is diverse in character and occurs across all ages and abilities. Dyscalculia is an unexpected difficulty in Maths that cannot be explained by external factors.

Mathematics difficulties are best thought of as a continuum, not a distinct category, with dyscalculia at the extreme end of this continuum. It should be expected that Developmental Dyscalculia will be distinguishable from general mathematical difficulties due to the severity of difficulties with symbolic and non-symbolic magnitude, number sense and subitising.

Developmental Dyscalculia can often co-occur with other specific learning difficulties, such as dyslexia, dyspraxia, and attention deficit hyperactivity disorder.

Signs of dyscalculia (© BDA Dyscalculia and Maths Learning Difficulties Committee)

Areas of need	Comments
Difficulty when counting backwards.	
A poor sense of number and estimation.	
Difficulty in remembering 'basic' facts, despite many hours of practice/rote learning.	
No strategies to compensate for lack of recall, other than using counting.	
Difficulty in understanding place value and the role of zero in the Arabic/Hindu number system.	
No sense of whether any answers that are obtained are right or nearly right.	
Slower to perform calculations. Therefore, give fewer examples, rather than more time.	
Forget mathematical procedures, especially as they become more complex, for example 'long' division. Addition is often the default operation. The other operations are usually very poorly executed (or avoided altogether).	
Avoids tasks that are perceived as difficult and likely to result in a wrong answer.	
Weak mental arithmetic skills.	
High levels of mathematics anxiety.	

Cognition and Learning (Dyscalculia and Maths Learning Difficulties)

A picture of the pupil's strengths and needs may be gathered from:	Comments and date information acquired
Universal Provision	
Check when their hearing was last tested and the results. If there is a difficulty, then check how long there has been a problem; who is involved; the level of difficulty and whether the problem is impacting on their education.	
Check when their sight was last tested and the results. If there is a difficulty, then check what type of difficulty it is; whether they need to wear glasses and when; if they attend a specialist and whether the problem is impacting on their education.	
Evidence gathering of persistent difficulties acquiring basic mathematical skills despite practical first-hand opportunities and overlearning.	
Pupil progress meetings and monitor progress on a provision map.	
A maths skills check to set a baseline to inform intervention.	
Observations by SENDCo, mathematics co-ordinator or trained staff.	
Discussion of concerns raised by pupil, family and staff.	
Targeted Provision	
Regular assessment on entry and exit to intervention with midterm check.	
Regular monitoring of pupil's numeracy to ensure transfer of skills following intervention.	
Regular review meetings and consider an Individual Education Plan/One Page Profile.	
Specialist Provision	
A monitoring system in place to assess the pupil's needs, plan and identify outcomes, implement support and monitor and evaluate progress.	
Robust review with pupil, parent/carers, specialists, class teacher, TA and SENDCo.	

Universal Provision – Cognition and Learning (Cross-curricular)

General	Comments/Evidence of Impact
Quality first multisensory teaching in place.	
An appropriately differentiated curriculum is in place which takes account of individual needs.	
The pace and order of activities is adjusted to maintain attention.	
Approaches are adapted so that they are appropriate to need to involve and motivate.	
Reduction of all tasks that require the transfer of information, e.g. whiteboard to paper. A personal copy of the information is provided.	
Resources, equipment, homework diaries make use of consistent symbols and colour coding.	
Calendars and checklists to structure homework tasks (if necessary) and meet deadlines.	
The whole school environment is adapted to take account of learning needs, e.g. illustrated signs.	
Regular and precise assessments of learning so that suitably challenging activities are effectively planned.	
Regular observations to question skilfully and listen perceptively during activities to re-shape activities and give explanations that improve learning.	
Links to previous learning are made explicit.	
Routines and expectations appropriate to age and stage of development.	
Prioritising task completion is avoided, and the focus is on developing ownership of tasks.	

Universal Provision – Cognition and Learning (Cross-curricular)

General	Comments/Evidence of Impact
The provision (and planned activities) is linked to needs and interests.	
Reasonable adjustments made to the physical and emotional environment to ensure effective inclusion. This should include consideration to sensory impact.	
Information is given in small 'chunks' using clear and careful consideration is given to the language used.	
Time to process and respond. Tasks are clearly explained, modelled and scaffolded.	
New or challenging vocabulary is clarified, displayed and referred to. Visual cues/supports gestures and objects used to support understanding.	
Repetition and reinforcement to embed the meaning of new words when teaching new vocabulary and concepts.	
Support to evaluate their own performance.	
Metacognition is used to develop thinking skills and independent learning.	
Praise for effort and achievement as they may have had to work twice as hard to produce half as much as their peers.	
Parents/carers are encouraged to support and share information about learning and development at home.	
Pupil/parent/carer views about progress in learning is regularly sought.	

Universal Provision – Cognition and Learning (Literacy)

Literacy	Comments/Evidence of Impact
Alphabet Arc activities.	
A structured phonic programme in place that is adapted as required.	
Explicit teaching and application of reading skills, e.g. scanning for key information.	
Strengths, hobbies and interests are used to develop an interest in reading.	
A paired reading approach is used to develop confidence.	
Texts reflect interest and age range. A good range of 'hi-lo' (high interest, low reading age) is available.	
Access to appropriate resources to support spelling, e.g. ACE dictionary and word banks with visuals.	
Small whiteboards/paper available for notes, to try out spellings and record ideas.	
A range of resources and methods used to support the learning of spelling, e.g. word lists, spelling books, technical glossaries, root words, 'word-building', word families and development of knowledge of morphology and etymology.	
Support for writing made available, e.g. writing frames, story maps and mind-maps.	
Word banks and technical glossaries are taught and used across the curriculum.	
Repeated modelling/opportunities to practice handwriting .	

Universal Provision – Cognition and Learning (Mathematics)

Mathematics	Comments/Evidence of Impact
Repetition and reinforcement to embed the meaning of new concepts before moving on.	
Concrete resources provided, e.g. number lines, objects, counters, Numicon, Cuisenaire rods and Dienes.	
Explicit teaching of strategies to minimise the impact of limited working memory when completing calculations, e.g. use of a whiteboard for jotting down key information.	
Time to teach a concept back to an adult/peer to check understanding.	
A differentiated maths help resource pack, including vocabulary mats, is provided.	

Targeted Support – Cognition and Learning (Cross-curricular)

General	Comments/Evidence of Impact
An increasingly individualised curriculum which remains similar to that followed by the majority of pupils but supports the specific learning objectives for those with SEN.	
Individual interests and preferences are considered and how teaching can support these through personalised learning.	
Regular and specific focused teaching, which is increasingly individualised, and led by the teacher.	
Appropriate small group interventions and resources specific to need with measurable SMART targets. When this is delivered by a teaching assistant it should be closely monitored closely by the teacher.	
Entry and exit data completed for each intervention to monitor impact.	
Strategies in place to effectively observe and assess need so that they difficulties are understood and the support that is needed is in place to overcome barriers to learning.	
Appropriate assessment systems inform accurate next steps and small, precise targets that help development.	
Teachers, in consultation with the SENDCo, establish a clear analysis of learning needs.	
Learning/movement breaks are built to support with concentration and ensure full engagement with the lesson.	

Targeted Support – Cognition and Learning (Cross-curricular)

General	Comments/Evidence of Impact
Pre and post-teaching of new vocabulary/concepts to ensure overlearning.	
Cued into learning as appropriate, e.g. using their name before giving instructions and/or using visual cues and prompts.	
Support to understand ideas, concepts and experiences if they cannot gain information through first-hand sensory or physical experiences.	
Study skills are specifically taught.	
Additional opportunities to give their views about their needs and the support strategies to be put in place through person centred approaches and the use of 'one page profiles.'	
Close home-school links, so that aware of changes in home circumstances that may impact on progress.	

Targeted Support – Cognition and Learning (Literacy and Mathematics)	
Literacy	Comments/Evidence of Impact
Probe sheets/Zappers.	
A coloured overlay check is completed although they should only be used following a review by an ophthalmologist.	
Touch typing (version 2) skills taught and keyboard familiarity linked to spelling.	
Support for writing provided, e.g. assistive technology, Clicker, well-directed teaching assistants and scribes.	
Speech to text software to support recording.	
Appropriate resources in place to support handwriting, e.g. writing slopes and Dycem mat to prevent the paper slipping.	
A structured handwriting intervention in place, e.g. Write from the Start.	
Gross and fine motor skill activities in place to develop handwriting skills.	
Targets set by a specialist teacher.	
Mathematics	Comments/Evidence of Impact
A profile of maths skills, including strengths and areas for development, created.	
Reinforcement and constant rehearsal of specific skills through appropriate games.	
Resources, such as times tables and number squares, to allow access to higher levels of math.	
Mnemonics and visual prompt cards to assist in memorising rules, formulae and tables.	
Targets set by a specialist teacher.	

Specialist Support – Cognition and Learning (Cross-curricular)

General	Comments/Evidence of Impact
Highly individualised learning programme developed by the SENDCo with support from external practitioners as required. This will assist with assessment, planning and provision.	
Daily teaching of a programme of skills/concepts in fixed timetable periods that is monitored, and planned, by subject/class teacher and links to the work that is completed in class.	
Individualised curriculum closely tailored to long and short term outcomes. This should include pre-subject based learning and functional life skills training where appropriate.	
Assessment using a ‘small steps’ measure that demonstrates progress.	
All staff are familiar with learning style and individualised targets so that interventions support their class based work.	
The explicit teaching of independent learning skills through the provision of resources, e.g. reading pens.	
Language is modified to reduce demands on working memory and processing.	
More specialised use of ICT to support learning, e.g. Widget.	
Additional pastoral support in place to focus on personal curriculum targets.	
Regular ‘check ins’ with specific positive praise using the language of success.	
Very close home-school liaison, so aware of changes in home circumstances or other external factors and staff and parents/carers work through partnership to improve outcomes.	

Specialist Support – Cognition and Learning (Literacy and Mathematics)	
Literacy	Comments/Evidence of Impact
Evidenced based highly structured 1:1 intervention in place (e.g. Reading Rescue and Fischer Family Trust) with frequent opportunities for overlearning.	
Specific difficulties around phonics addressed.	
Timetabled sessions to revise and consolidate what has been learned using multi-sensory activities.	
Precision Teaching .	
Learning Support Programme.	
Highly skilled/trained staff that are familiar with the needs of dyslexic pupils or those with moderate learning difficulties.	
Rotherham Enhanced Action for Dyslexia (READ). A traded service for pupils with severe and persistent literacy difficulties who are in Year 4 to Year 9.	
Mathematics	Comments/Evidence of Impact
Evidenced based 1:1 structured intervention in place to target gaps and reinforce concepts (e.g. Every Child Counts) with frequent opportunities for overlearning.	
Timetabled sessions to revise and consolidate what has been learned that includes game based activities with concrete apparatus.	
Precision Teaching .	
Learning Support Programme.	
Highly skilled/trained staff that are familiar with the needs of dyscalculia pupils or those with moderate learning difficulties.	

Social, Emotional and Mental Health Needs

Mental Health and Behaviour in Schools Guidance (DfE, November 2018) describes that the role in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access evidence based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

It is not expected that all children and young people will automatically have the basic social, emotional and learning skills they need to succeed. We understand that context and relationships play a key role in social and emotional development and that the duty of all settings is to provide a learning environment designed to promote positive behaviour and healthy relationships.

The whole setting policy for behaviour is key in setting out the vision and clear systems for rewards and sanctions:

“Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions”

(DfE, Behaviour and discipline in schools: Advice for headteachers and school staff, published July 2013; last updated January 2016)

Although behaviourist approaches can work for some children and young people they are not successful with all, and trauma informed and relational approaches can provide deeper understanding.

Some children and young people may have recognised SEMH needs that have been assessed by mental health practitioners, for example, diagnoses of Attention Deficit Hyperactivity Disorder (ADHD), attachment needs or emotional regulation needs such as experiencing high anxiety. Other children and young people may not have a diagnosis but it is important to consider their life experiences and the impact of ‘Adverse Childhood Experiences’ (ACEs). A key protective factor for any child or young person experiencing social and emotional needs is having unconditional support from a trusted emotionally available adult. Relational, attachment and trauma informed approaches are vital in supporting social and emotional development with the emphasis on building supportive, nurturing, positive relationships.

Note: This document is adapted from the Rotherham SEMH Thresholds

Universal Provision – Social, Emotional and Mental Health Needs	
A picture of a child or young person’s SEMH strengths and needs may be gathered by noting:	Comments
Emotional needs: needing support to talk about and regulate emotions.	
Developmental needs: appears younger in skills compared with peer group.	
Relationship needs with peers: needs support with friendships.	
Relationship needs with adults: needs support to trust and respond to familiar adults.	
Attention or concentration needs: requires support to maintain attention.	
Overactive, restless or fidgety.	
Difficulties responding to group routines and instructions.	
Attendance/punctuality can be inconsistent.	
Assessment	Outcomes
Observations of social and emotional needs with clear detail of frequency, severity and context.	
Working with child/young person and their family to gain details of strengths, interests and difficulties.	
Meeting with family to ask about any issues at home that may be impacting on the child or young person’s SEMH.	
Meeting in school/setting with formulated action plan and review targets set specific to SEMH.	
Records kept up to date on school systems, e.g. CPOMS and Behaviour Watch.	
Completion of Strengths and Difficulties Questionnaire (SDQ), home and school to identify baseline key areas of need.	

Universal Provision – Social, Emotional and Mental Health Needs

Curriculum and Teaching Support	Outcomes
A key adult identified to build a positive relationship and provide daily contact / check-in and weekly mentoring.	
At least weekly sessions focusing on identified SEMH needs e.g. emotions, social skills, self- confidence with an SEMH trained adult supported by a formal framework, e.g. ELSA and Thrive.	
A differentiated curriculum and supporting materials to increase engagement and build success.	
Additional adults routinely used to support flexible groupings.	
Adult support with recognising emotions behind the behaviours, for example ‘wondering out loud’ or using emotion coaching .	
Visual supports to help name and identify emotions.	
Adult support to problem solve and repair difficulties.	
Meaningful reward systems involving regular monitoring and support.	
Frequent verbal reassurance and feedback.	
Preparation for any change and the need for clear routines.	
Seating plan if appropriate to create opportunities to work with positive role models and establish peer relationships.	
Modify level/pace/amount of teacher talk to identified need.	
Some use of specific group or one to one programmes on identified social and emotional need.	
Curriculum is varied in content and includes mindfulness, physical regulation and PSHE.	

Universal Provision – Social, Emotional and Mental Health Needs

Organisational Support	Outcomes
Mainstream class with consideration paid to organisation and pupil groupings.	
Opportunities for small group work on identified need for example: friendships, social skills and self-esteem.	
Providing a quiet, calm area that supports emotional regulation.	
Consistent class rewards and rules.	
Create opportunities to work with positive role models.	
Additional monitoring and support at lunch times and break times.	
Encouragement and inclusion in extracurricular activities.	
Peer support for the adults working with the child or young person.	
Support from the setting's SENDCo to help explore need and suggest strategies.	
Review	Outcomes
SEN review and in-school communication with a plan for the next half term.	
Close monitoring to build a profile, identify strengths/positives and record triggers/stressors.	
Solution focused planning to support reflection on the adults' behaviours around the child young person.	
Update the half termly SEMH audit and circulate this to Aspire Outreach Team via email.	
Complete the SEND 'child on a page' profile.	
Consider referral to outside agencies: With Me in Mind and the Specialist Inclusion Team.	

Targeted Support – Social, Emotional and Mental Health Needs	
SEMH needs	Comments
Limited progress following a focused period of work specifically around SEMH interventions, working towards clear targets against a baseline.	
Evidence of significant emotional distress and dysregulation such as unhappiness, anxiety, stress or anger as observed through behaviours.	
Requires adult support to regulate emotions and frequently appears dysregulated engaging in 'fight, flight or freeze' behaviours.	
When dysregulated can use verbal aggression.	
When dysregulated can use physical aggression.	
Difficulties with social interaction and needs support to build relationships with adults and/or peers.	
Difficulties settling to and engaging with work.	
Inconsistent patterns with how they respond to others: displaying distrust, frustration or dislike.	
Learning of self and others interrupted by disruptive behaviours.	
Regular impulsive /or risk taking behaviours.	
Evidence of experiencing personal trauma or stress.	
Assessment	Outcomes
Observations of social and emotional needs with clear detail of frequency, severity and context and reflection on potential needs underlying the behaviours.	
Complete a Boxall profile and discuss targets and support strategies.	
Reassess SDQ to identify changes against the baseline data gained from phase one of SEMH response.	
Early Help consultation and assessment it felt appropriate that SEMH needs are being driven by an out of school influence.	
Involvement of education and non- education practitioners as appropriate identified through the Early Help process e.g. school nurse, CAMHS, Child Development Centre and Educational Psychology Service.	
Joint SEMH and curriculum planning so that individual targets are individualised, achievable, short term and specific.	
More frequent involvement of parent/carer to engage child or young person and understand the wider influences that may be occurring.	

Targeted Support – Social, Emotional and Mental Health Needs	
Curriculum and Teaching Support	Outcomes
Increased access to a combination of individual, small group and whole class activities based on emotional needs.	
Consideration of an alternative differentiated curriculum that allows flexibility to teach according to emotional needs.	
Regular emotional ‘check ins’ and reassurance from key adults across the school day.	
Fixed sessions for alternative activities which are not reward based but to enable emotional breaks for more enhanced wellbeing.	
Daily/regular access to staff in school with experience of SEMH and a commitment to building a positive relationship, e.g. mentor, ELSA and lead behaviour practitioner.	
One to one teaching for the introduction of new concepts and the reinforcement of positive classroom routines and expectations.	
At least weekly sessions focussing on identified SEMH needs (e.g. emotions, social skills, self-confidence) with an SEMH trained adult such as an ELSA or mentor.	
Daily mentoring and age appropriate play-based activities to build positive attachments and relationships.	
Key adults available to coregulate emotions.	
Access to a safe base to calm and regulate emotions.	
Sensory breaks, brain stem calmers and physical repetitive sensory activities to relax and calm.	
Visual emotional resources to support with expressing emotions.	
Mindfulness and calming activities.	
Bespoke reward systems involving regular monitoring and support which are motivating and reflect the child’s values and interests.	

Targeted Support – Social, Emotional and Mental Health Needs	
Organisational Support	Outcomes
Main provision by the class teacher with support from the SENDCo and other agencies as appropriate.	
Daily access to staff in school with experience of SEMH, e.g. mentor, ELSA and lead behaviour practitioner.	
Staff training in identified social and emotional need.	
Increased access to a combination of individual, small group and whole class activities.	
Inclusion in social skills small group support including nurture group provision.	
All additional resource is referenced in a personalised provision map.	
Review with relevant agencies such as: Early Help, With Me in Mind, Virtual School, counselling provision, Aspire Outreach and Educational Psychology Service.	
Regular discussion with parents and carers including small steps of progress as well as needs.	
Review	Outcomes
Consider referral to relevant agencies: Early Help, With Me in Mind, Virtual School, counselling provision, Aspire Outreach, Educational Psychology Service and the Specialist Inclusion Team.	
Complete a SEND plan to detail a graduated adaption to individual need across the term.	
Observation schedules in the classroom by different people in the school, for example, inclusion, curriculum lead SENDCo and head teacher. Follow up feedback and support that reflects a whole school approach.	
Consider a bespoke timetable with personalised activities and differentiated starts and ends to the day to remove potential anxieties or trigger points.	

Specialist Support– Social, Emotional and Mental Health Needs	
SEMH needs	Comments
High level of persistent and complex social and emotional distress	
Continuous need for high level of adult reassurance and support throughout the day.	
Significant difficulties forming relationships with adults and accepting routines and instructions.	
Significant difficulties forming relationships with peers.	
'Fight or flight' behaviours and frequently needing to flee the learning environment or respond with angry behaviours.	
Emotional dysregulation and distrust of others resulting in swearing and verbal aggression.	
Extreme emotional dysregulation resulting in physical aggression.	
Often in a 'fight or flight' mode of being and therefore has difficulties with reflection, problem solving and talking about needs.	
Little engagement with school rewards and consequences.	
Little engagement with school life and the curriculum including absences from school.	
Increasing patterns of behaviour which place themselves or others at risk of harm.	
Assessment	Outcomes
Increased involvement of specialist support including the Educational Psychology Service, CAMHS and Aspire Outreach.	
Relevant outside agency, specialist support has been accessed, with advice being acted upon and regularly reviewed.	
Problem solving and reflecting on needs using a multi-agency group process that explores underlying needs and targeted support.	
Updated SEMH assessments such as Boxall Profile and SDQ.	
Risk assessments in place which provide clear strategies for de-escalating crisis behaviours.	
Person centred planning such as using the MAP or PATH process.	

Specialist Support– Social, Emotional and Mental Health Needs	
Curriculum and Teaching Support	Outcomes
Child or young person taught a personalised, differentiated curriculum.	
Child or young person accesses additional SEMH support in most lessons.	
Daily 'check ins' across the day with an empathetic, emotionally available adult.	
Timetabled SEMH sessions in either small groups or 1:1 including social skills groups and nurture.	
Organisational Support	Outcome
Increased access to smaller group provision such as nurture or social skills groups.	
SEMH support in place for unstructured times such as break times and lunch times.	
Some opportunities for alternative provision which is time limited.	
Mentoring/supervision to support wellbeing of staff.	
Review	Outcome
Further adaptations in the timetable with highly personalised activities.	
Group problem solving such as Solution Circles or Circles of Adults .	
Multi agency 'Team Around the Child' meetings.	
Increased accessed to alternative provision where some aspects of the curriculum may be taught out of mainstream.	
All resources and arrangements are referenced in a personalised provision map, risk assessment and reviewed SEN Support Plan.	

Sensory and/or Physical Needs

Please see the online resource for sections on **Physical needs including motor co-ordination** and **Sensory needs**.

Medical Needs	
Checklist for staff to ensure that they are providing appropriate and purposeful support for pupils within this area of need (NB: not all areas will be relevant)	Location of evidence/agencies involved/date started/review dates
A system in place for staff to be able to seek the views of parents/carers and pupil about their medical needs.	
A risk assessment is in place for in school and visits.	
A Moving and Handling plan in place and staff have received the relevant training.	
A Personal Care Plan for toileting in place and agreed with the pupil and parents/carers.	
An individual healthcare plan is in place with enough staff trained to carry out the plan.	
Specific times to have rest breaks during the school day have been identified if required.	
An agreed scale is in place, that everyone is using, to help the pupil identify their pain/fatigue levels with strategies in plan to address this.	
The frequency of any intervention has been discussed to try and minimise the amount of time spent out of the classroom. The timing should be discussed with the pupil so that they do not consistently miss their favourite lesson/activity.	
Relevant agencies contacted to provide support and training.	
All relevant staff are aware of the pupil's condition and a system is in place to alert supply teachers.	
Written permission from parents/carers (under 16 years) and the headteacher for medication to be administered by a member of staff or self-administered by the pupil during school hours. A record keeping system is in place.	
All staff clear what to do in an emergency, including whom to contact, and contingency arrangements. Consideration should be given to the amount of trained staff required during an emergency.	
Support in place by class/subject teacher to allow pupils to catch up following periods of absence.	
Pupils with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions (at an age appropriate level/parental and carer permission) about their medical support needs and contribute as much as possible to the development of their individual healthcare plan.	

Potential signs of hearing difficulties in the classroom (Refer to National Eligibility Framework in additional information)	
Hearing Impairment	Comments
Universal– some of these signs may happen sometimes (could link in with glue ear- a conductive hearing loss) The pupil’s access can usually be managed by the school or setting.	
Awareness that the pupil has had past hearing difficulties: glue ear. NB: 1:5 pupils below age of 11 have had a conductive hearing loss - glue ear at any one time. This can be mild to profound but temporary.	
Has started to withdraw in group times/class discussions.	
Dropped in their confidence, particularly when background noise is above the sound of the person speaking or lip patterns of the speaker cannot be seen. Typical behaviour is not to put hand up to contribute, to look like has not listened, spoken contribution is not related to the topic in hand.	
Is not achieving their academic potential or levels of achievement have fallen. May have missed out on some concepts and so overlearning is required.	
Is intermittently/consistently mishearing/carries out a task but has not followed the instructions. Could link to a conductive (temporary glue ear) hearing loss.	
Constantly ‘in trouble’ at playtimes as mishearing can lead to misunderstanding of a social situation.	
More physical at social times as may have limited vocabulary.	
Withdrawn and chooses to play alone (change in behaviour)	
Poor phonological awareness. Usually initial phonics heard and learned but then consolidating, e.g. at Phase 2 and 3 can be more difficult to hear. This can be noticeable in phonics learning stage or noted later in their education.	
Difficulty processing or remembering new information, vocabulary and language.	
Difficulties with short term memory/long term memory.	
Executive functioning is low.	
Uses alternative means to speech to try and express themselves, e.g. gestures.	
May have been referred to the GP.	
At home, they may function well but may not hear their name from another room.	

Potential signs of hearing difficulties in the classroom
(Refer to National Eligibility Framework in additional information)

Hearing Impairment	Comments
Targeted	
Has hearing loss and has been seen by Audiology/Ears, Nose and Throat (ENT).	
Will be seen by Hearing Impairment (HI) Team by a qualified Teacher of Deaf to support, advise, setting and family.	
Has a conductive hearing loss – persistent glue ear.	
Has been given hearing aids.	
Requires monitoring of hearing access and checks of functionality of hearing aids half termly/termly.	
May need a radio aid as they have difficulty listening in background noise.	
Has mild to profound unilateral (one sided) hearing loss and may find location of sound difficult.	
Frustrations and anxieties following regular communication breakdowns.	
May withdraw from social situations and difficulties maintaining friendships or understanding some social expectations.	
Speech may be unclear to an unfamiliar listener; and mishearing will occur on a frequent basis.	
May rely on peers or visual cues and additional strategies to cue into expected responses and to follow routines.	

Potential signs of hearing difficulties in the classroom
(Refer to National Eligibility Framework in additional information)

Hearing Impairment	Comments
Specialist	
Many of the pupils in this wave have been known to the HI Team since diagnosis, which could be from birth.	
A high level of partnership work with families, settings, audiology, Cochlear Implant Team, school and other practitioners.	
<p>The pupil may have:</p> <ul style="list-style-type: none"> ◦ Moderate / severe / profound permanent hearing loss. ◦ No, one or two hearing aids: Post aural (behind the ear), BAHA (Bone anchored), BAHA on a headband. ◦ Be cochlear implanted: 1 or 2 speech processors - high powered hearing aid. ◦ Access to a radio aid. 	
May receive a high level of support from HI Team from a qualified Teacher of Deaf or Specialist Support Staff (SSA or CSW). Deaf Instructor may be involved in teaching Family Sign and/or work with the pupil in setting, may attend a school with Resourced Provision with dedicated Team to support need with school.	
The pupil may use British Sign Language; Sign Supported English or be very visual in accessing their learning.	

Universal Provision – Physical (Hearing Impairment)	
Identification and Assessment	Comments/Evidence of Impact
Class/subject teacher or key worker suspects that the pupil is not hearing.	
Class/subject teacher has a discussion with SENDCo.	
Ask parents/carers if they have concerns.	
Advice to see GP.	
Advice can be sought from the HI Team at this stage.	
Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
Consider physical environment as carpets, blinds and display boards, lower ceilings all absorb sound and produce better listening conditions.	
Consider siting/nature of classroom, e.g. does it have a door to close to block out sound beyond the classroom and is it positioned away from the dining hall?	
Awareness of level of adult voices. It should be heard above another pupil's in the classroom.	
When completing group work, pupil and staff should be able to access each other's voices.	
Consider moving them to quieter space with a wall behind them and make sure that there is not another group talking close by.	
Consider visual distractions.	
Consider their seating position if they are lip reading.	
Consider seating, e.g. are they sitting next to a noisy heater or underneath a data projector?	
Talk with the pupil and ask them where they can hear better.	
Ask them where it is difficult to hear.	
Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding, additional resources and expectation.	
May need question with visual clues and time to process. Ask another pupil first so they gave the opportunity to have an answer modelled.	
Differentiated questioning and targeted simplified level/pace/amount of adult talk.	
Alternative forms of recording routinely used.	
Use of visual, auditory and kinaesthetic approaches.	

Universal Provision – Physical (Hearing Impairment)

Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
Awareness that they may need more time to complete tasks and that equality of access may mean that they need to do some things differently.	
‘Small steps’ approaches.	
Access to resources and displays that support independence.	
Routine feedback to pupil.	
Facilitate understanding by gaining their attention.	
A visual approach to phonics is in place.	
Repetition of contributions from others when required.	
Consideration given to the use of the internet (secondary).	
Environmental considerations are made to meet the needs of all pupils, e.g. seating (it helps if they can see the teacher’s face), personal space, classroom layouts, displays and signage.	
<p><u>Listening conditions:</u></p> <ul style="list-style-type: none"> ◦ Be aware of background noise and reduce by closing windows and doors. ◦ Be aware of background noise such as a group activity. 	
<p>Watching conditions:</p> <ul style="list-style-type: none"> ◦ Switch lights on. ◦ Do not stand directly in front of a window. ◦ Stand still. 	

Targeted Support – Physical (Hearing Impairment)

Identification and Assessment	Comments/Evidence of Impact
<p>Pupil will have needs relating to a moderate hearing loss which requires monitoring of hearing functioning, this could include indirect and direct support. These pupils will have a permanent sensori-neural hearing loss or a permanent conductive hearing loss. They will almost always wear hearing aids and have access to a radio aid (FM System). Pupil is typically monitored termly to half termly.</p>	
<p>School may have identified hearing difficulties and referred parents/carers to visit the GP.</p>	
<p>School/audiology/parents or carers/other practitioners will have referred the pupil to Hearing Impairment (HI) Team.</p>	
<p>HI Team will gather information from pupil, parents/carers, school, audiology and other agencies with parental consent. They will also carry out an assessment of access to speech. A report will be written, and recommendations made for better access within setting, as well as possible future involvement from HI Team. This could be no further action or monitored annually, termly or half termly.</p>	
<p>HI Team will advise/offer training on use of equipment, deaf awareness training. They will also provide exam/assessment access advice.</p>	
<p>NB: Multi-sensory impairment referrals can be made to either VI or HI.</p>	

Targeted Support – Physical (Hearing Impairment)

Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
<p>School and settings should:</p> <ul style="list-style-type: none"> ◦ Follow recommendations for individual pupil's better access. provided in a HI report. ◦ Follow specific advice on equipment such as how to change hearing aid batteries. ◦ Ensure Hearing Aids/Radio Aids are worn and charged daily. ◦ ICT connector to radio aids. ◦ Be aware of feedback noise. This is when the hearing aid is covered up and the microphone gives off an electronic noise. This can cause embarrassment for a deaf pupil. ◦ Maintain equipment. ◦ Continue to apply deaf awareness and strategies set out as for universal. 	
<p>Pupil, parent/carers and schools being aware that earmoulds (the part that goes in the ear) need to be a snug fit. As they grow their earmoulds will no longer fit and sound cannot then be transmitted accurately. New earmoulds appointment needs to be made by the parent/carer at Audiology.</p>	
<p>Awareness that they may have additional medical appointments during school time for audiology clinic. Appointments are available after school times and during school holidays.</p>	
<p>Monitor and discuss with the pupil, parent/carer and staff re-accessing curriculum, as well as the social and emotional aspects of school life.</p>	
<p>Request an audit of acoustic environment from the HI Team and ensure that the recommended recommendations are in place.</p>	
<p>Hearing analyser used to check equipment function.</p>	
<p>Training for pupil, family and setting.</p>	
<p>Develop peer and practitioner understanding of implications of hearing loss.</p>	
<p>Ensure access to events to support social/emotional need (Years 4-6).</p>	
<p>Specific targeted interventions for the development of listening, language and communication skills.</p>	

Targeted Support – Physical (Hearing Impairment)

Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
Sometimes co working with Speech and Language Therapy and Specialist Inclusion Team.	
For pupils visited half termly, a regular review of interventions and strategies with parents/carers, school and other agencies.	
Enable pupil to access quiet areas for focussed activities when required.	
A range of visual cues to support learning.	
Use language alongside every activity and ensure that they are exposed to a language rich environment.	
Additional time for processing information and responding to questions.	
Specific targeted intervention for the development of phonics , listening, language and communication skills.	
Focused listening with a hearing loss is very tiring so include executive functioning/short listening breaks and do not plan (for example) Literacy at the end of the day.	
Cue the pupil in to who is talking or when there is a change of topic.	
Pre-teaching of concepts and vocabulary.	
Monitoring of intervention through specialist language assessment.	

High Level of Need – Physical (Hearing Impairment)

Identification and Assessment	Comments/Evidence of Impact
<p>Pupil will have needs relating to a moderate/severe to a profound hearing loss which requires monitoring of hearing functioning. This can include direct teaching support from a qualified teacher of the deaf (QTOD). This varies, dependent on need and level of loss, from a weekly teaching visit to specialist support from the team and work with a Deaf Instructor. These pupils will have a permanent sensori-neural hearing loss. They will almost always wear hearing aids and have access to a radio aid (FM System).</p> <p>They may use sign language (first language) to support their access to the curriculum or require habilitation work to support the functioning of their cochlear implant(s). At this stage of intense support, pupil will be considered for placement in one of HI Resource Provisions.</p>	
Requires more than monitoring of hearing function.	
Requires direct teaching from specialist Teacher of Deaf - a specialist intervention from HI Team.	
May require access to the high level of support offered within the schools with enhanced resource. Current Rotherham provision is at Bramley Grange (Primary) and Wickersley School and Sports College (Secondary).	
Requires battery of specialist assessments regularly.	
Support from the HI Team to enable staff to meet the pupil's access need.	

High Level of Need – Physical (Hearing Impairment)

Teaching and Learning Strategies, Resources and Physical Environment (Eligibility Framework used to support level of need)	Comments/Evidence of Impact
A specialist support assistant may be supporting the pupil and staff at school from the HI Team.	
Highly structured and individualised programmes and interventions to support learning throughout the day and across the curriculum as required to develop listening, language and communication skills. This may be oral, or in sign language or an alternative augmentative communication method.	
The pupil's first language may be British Sign Language (BSL - dictionary) or sign is used to support spoken communication (sign – supported English). Support and advice from HI Team will enable school to provide best access.	
Communication strategies in place.	
Training – Sign language may be needed.	
Develop independence, e.g. catching a bus/going to college.	
Develop world knowledge.	
<p>Consideration should be given to the impact on:</p> <ul style="list-style-type: none"> ◦ Language and communication development – receptive and expressive communication maybe delayed in structure (grammar) and content (vocabulary). ◦ Acquisition and development of early literacy skills. ◦ An ability to communicate effectively and independently in the setting or classroom, or at social times. ◦ An ability to follow instructions. 	

Potential signs of visual difficulties in the classroom
(Refer to National Eligibility Framework in additional information)

Visual Impairment	Comments
Universal	
Schools are aware of a pupil with a past or present Visual Impairment for which treatment has been prescribed, e.g. pupil with a common eye condition such as patching, or glasses prescribed.	
May present with potential visual difficulty, e.g. rubbing/watery eyes, blinking, squinting or frowning.	
May appear to be making slower academic progress than expected.	
Needs to sit close to the board.	
May look closely at objects/holds books very close or at an unusual angle.	
May bump into furniture or people.	
May complain of headaches.	
May lose their place when reading, skip lines and struggle to find text on a page.	
May tilt their head excessively to one side up, or down.	
May make excessive head movements when reading.	
Poor hand/eye co-ordination.	
Nervous, irritable, tense or restless after maintaining visual concentration for a sustained length of time.	
May have difficulty copying information from the board.	
May find unfamiliar environments challenging	
May struggle to maintain visual concentration for a sustained length of time.	

Potential signs of visual difficulties in the classroom
(Refer to National Eligibility Framework in additional information)

Visual Impairment	Comments
Targeted	
The wearing of glasses does not fully correct a Visual Impairment.	
May require short-term interventions from Visual Impairment (VI) Team.	
May not appear to respond to non-verbal cues.	
May be some impact on academic progress.	
May struggle to make friends.	
Struggles to sustain visual tasks for prolonged periods of time	
Low self-esteem and low confidence may be evident	
May require modified large print resources to access learning.	
Specialist	
An identified and significant visual impairment that has an impact on the students learning and/or social skills.	
Low self-esteem and low confidence	
Possibly known to the VI Team since diagnosis, which could be from birth.	
A high level of partnership work with families, settings, VI Team, school and other practitioners.	
Adult input may be required to access unfamiliar settings and some aspects of learning.	
Cannot access learning without substantial modification.	
May require Braille, Moon or Modified Large Print resources.	
Cannot sustain tasks requiring sustained visual concentration without specialist modification to materials.	

Universal Provision – Physical (Visual Impairment)	
Identification and Assessment	Comments/Evidence of Impact
Class/subject teacher or key worker suspects pupil may have a visual difficulty.	
Class/subject teacher has a discussion with SENDCo.	
Ask parents/carers if they have concerns.	
Advise to see an Optician.	
Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
Flexible grouping arrangements.	
Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources.	
Differentiated questioning and targeted simplified level/pace/amount of teacher talk.	
Use of visual, auditory and kinaesthetic approaches.	
Awareness that a pupil may need more time to complete tasks and that equality of access may mean that they need to do some things differently.	
Routine feedback to pupil.	
Environmental considerations may need to be put in place to meet the needs of all pupils, e.g. seating position, personal space, classroom layouts, displays and signage. Make sure that they can move safely around the classroom.	
Awareness of common eye conditions.	
School staff manage for example, patching and the wearing of glasses. If the pupil wears glasses, encourage them to bring them and wear them as appropriate. Check that their glasses are clean.	

Universal Provision – Physical (Visual Impairment)

Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
Pupil given resources which have good quality print.	
Liaison with families and associated services, e.g. eye clinic/optician.	
Awareness of: <ul style="list-style-type: none"> ◦ Classroom management. ◦ Organisation of the Classroom. ◦ Strategies for distance vision loss. ◦ Equipment and Resources. 	
Awareness of the impact of a visual difficulty on: <ul style="list-style-type: none"> ◦ Hand-eye coordination. ◦ Fine motor skills. ◦ Impact on early reading, writing and maths concepts. ◦ Moving around the school environment. ◦ PE. ◦ Self-esteem and confidence. ◦ Behaviour. ◦ Social interaction. 	

Targeted Support – Physical (Mild to Moderate Visual Impairment)

Identification and Assessment	Comments/Evidence of Impact
Referral to VI Team.	
<p>Indicators and observations suggest the existence of a Visual Impairment to school:</p> <ul style="list-style-type: none"> ◦ Information/evidence is collected. ◦ Family informs school/setting that pupil has a Visual Impairment which cannot be fully corrected. ◦ A diagnosis is made by medical services and VI is asked for support, resulting in an assessment of functional vision in the school/setting. 	
VI Team will advise/offer training on use of equipment and awareness training. They will also provide exam/assessment access advice.	
An access plan is in place.	
Habilitation assessment may be required.	
NB: Multi-sensory impairment referrals can be made to the VI Team or HI Team.	
Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
VI Team report outlining specific recommendations including teaching and learning and training. This may lead to (specialist level) on-going support from the VI Team.	
Specific advice on equipment.	
Use trays, non-slip matting, shallow containers etc. to ensure that the pupil has safe access to the resources they have chosen.	
Environmental considerations, e.g. highlighting the edges of steps outside with paint. Environmental risk assessment may be required.	
Student has own copy of any text resources in a clear font at size 14 or above.	

Targeted Support – Physical (Mild to Moderate Visual Impairment)

Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
General classroom management and curriculum adaption.	
Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources	
Exam access arrangements will allow 25% additional time.	
Consideration made to extended learning environment, including out of school clubs and visits.	
Monitor and discuss with pupil, parent/carer and staff re accessing curriculum, as well as the social and emotional aspects of school life.	
Link with VI Team and awareness of VI Team role. This may include provision of some modified materials.	
Say their name before speaking to them and ensure that adults are at the pupil's level and face to face.	
Ensure that the pupil is close to the adult delivering the activity.	
Ensure all pupils value the importance of tidying up after themselves, e.g. pushing chairs under the table.	
Ensure consistent lay out to rooms, cloakrooms, resources-reasonable adjustments may be required.	
A monitoring system should be in place to assess pupil's needs, identify outcomes, implement, support and monitor and evaluate progress	

Specialist Support – Physical (Severe Visual Impairment)	
Identification and Assessment	Comments/Evidence of Impact
Requires more than monitoring of vision function.	
Requires clinical, medical and assessment diagnosis.	
On-going functional visual assessment from the VI Team resulting in meeting the criteria for packages of support offered from the VI Team.	
Indicators and observations suggest the existence of a Visual Impairment to school: <ul style="list-style-type: none"> ◦ Information/evidence is collected. ◦ Family informs school/setting that pupil has a Visual Impairment which cannot be fully corrected. A diagnosis is made by medical services and VI Team is asked for support, resulting in an assessment of functional vision in the school/setting.	
VI Team will advise/offer training on use of equipment and awareness training. They will also provide exam/assessment access advice.	
An access plan is in place.	
NB: Multi-sensory impairment referrals can be made to the VI Team or HI Team.	
Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
VI Team report outlining specific recommendations including teaching and learning and training. This may lead to (specialist level) on-going support from the VI Team.	
Specific advice on equipment.	
Use trays, non-slip matting, shallow containers etc. to ensure that the pupil has safe access to the resources they have chosen.	
Environmental considerations, e.g. highlighting the edges of steps outside with paint.	
VI Team will support school to complete a risk assessment for Health and Safety.	
Pupil has their own copy of any text resources in a clear font at their preferred size.	
General classroom management and curriculum adaption.	

Specialist Support – Physical (Severe Visual Impairment)

Teaching and Learning Strategies, Resources and Physical Environment	Comments/Evidence of Impact
Seating arrangements need to be considered. Pupil should sit at front, away from glare and close to teacher.	
Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources	
Exam access arrangements will allow 25% additional time.	
Consideration made to extended learning environment, including out of school clubs and visits and will need extra staffing resources - possibly specialist staff to accompany pupil.	
Pupil will require assessment from the VI Team habilitation officer.	
Monitor and discuss with pupil, parent/carer and staff re accessing curriculum, as well as the social and emotional aspects of school life.	
Link with VI Team and awareness of their role. This will include provision of some modified materials.	
Say pupil's name before speaking to them and ensure that adults are at individual's level and face to face.	
Ensure that the pupil is close to the adult delivering the activity and can handle any copies of resources/artefacts used in lesson delivery.	
Provide a range of sensory activities.	
Ensure all pupils value the importance of tidying up after themselves, e.g. pushing chairs under the table.	
Ensure consistent lay out to rooms, cloakrooms, resources-reasonable adjustments may be required.	
A monitoring system should be in place to assess pupil's needs, identify outcomes, implement, support and monitor and evaluate progress	
Regular liaison between class teacher and Qualified Teacher for Visual Impairment (QTVI) should take place including sharing planning and target setting.	
Pupil requires bespoke transition package between key stages.	
Bespoke programme of habilitation may be required.	

Specialist Support – Physical (Profound Visual Impairment)	
Identification and Assessment	Comments/Evidence of Impact
Requires more than monitoring of vision function.	
Requires clinical, medical and assessment diagnosis.	
On-going functional visual assessment from the VI Team resulting in meeting the criteria for packages of support offered from the VI Team.	
Requires regular bespoke package of intervention and habilitation from the V I Team and 1:1 intervention.	
Teaching and Learning Strategies, Resources and Physical Environment (Eligibility Framework used to support level of need)	Comments/Evidence of Impact
A specific learning package is delivered by the VI Team in partnership with the school/setting.	
Teaching strategies designed to lead to specific outcomes for individual pupils with a visual impairment.	
Modified Large Print.	
Braille.	
Moon resource.	
Specialist ICT equipment.	
Low Vision Aids.	
Access to a sensory enhanced curriculum.	
Extra time to carry out tasks with adult intervention to explain visual concepts which may have been missed due to sight loss.	
100% extra time in examinations.	
Reasonable adjustments to learning environment and curriculum will be required.	
Pupil will need environment to remain consistent.	
Pupil may need extra time to move between lessons/during transition times.	
Bespoke transition package offered between key stages.	
Bespoke programme of habilitation and training required.	

Transition

Strategies for Transition (This can include between classes, year groups and settings)	Comments/Date Information Acquired:
Relevant training for staff in place before transition with consideration to any specific communication needs, e.g. Makaton. Picture Exchange Communication System.	
Staff read pupil profiles, relevant past reports and supporting documents alongside time to meet with key staff working with pupil.	
Staff observe pupil in their own class/setting and meet them.	
Enhanced visits both formal and informal.	
Visual supports provided.	
Resources that the pupil uses is passed on.	
Photo books created in collaboration with the pupil .	
Pen portrait which outlines key facts and strategies, completed with the pupil.	
Meeting with parents/carers to establish relationship.	
Time working on emotions and feelings associated with change.	
Secondary aged pupils provided with a map of their new school building(s). Subject rooms colour coded and important areas highlighted.	
Sessions to develop transition skills to promote independence.	
Additional support in place for unstructured times (e.g. lunchtime) and social/emotional support in place (e.g. a playtime buddy) during transition visits.	
Strategies shared and agreed with pupil and parent/carers.	
Review the skills required for transition to primary school or secondary school.	
Complete an audit plan for pupil with medical and physical needs:	
Transition toolkits for pupils (Specific one for autism , visual impairments or hearing impairments).	
Transition programme reviewed and any other individual arrangements agreed.	

Training

Training – Social Communication and Interaction and Autism

(Other bespoke options available)

- **AET Progression Framework: an overview of the autism progression framework:** To develop skills in identifying learning goals and measuring progress for children and young people on the autism spectrum in areas specific to their individual needs.
- **Making Sense of Autism (AET Licensed Training):** This course will examine areas of difference that make up an autism spectrum diagnosis. Together we will consider the impact on how children and young people with these differences understand the world around them and how we can address the barriers this can create. This session aims to enable staff to understand the children they work with and to have a range of strategies to develop effective communication and interaction with children or young people with autism.
- **Good Autism Practice (AET Licensed Training):** To enable staff to gain practical knowledge and discover tools and techniques to support children with autism or on the pathway to a diagnosis in school settings. For early years, school age and post -16.
- **Leading Good Autism Practice (AET Licensed Training):** To allow participants to meet lead practitioners from a range of organisations to discuss, share and develop practice and to prepare for Ofsted. For early years, school age and post -16.
- **Ch...ch...ch...changes: Make it positive (transitions):** The session looks at all forms of transition that children and young people experience i.e. change of provision, transitions throughout the school day, transitions from home to school, travelling, school trips and residential trips. We will consider the difficulties around transition experienced by individuals with autism and offer practical strategies that can be used to support them and develop independence.
- **Nooo! Demand Avoidant Behaviours:** The session is designed to support staff working with a child or young person with a diagnosis of Autism or Pathological Demand Avoidance who display demand avoidant behaviours. It will explore the possible underlying reasons for demand avoidant behaviour; its place within the autism spectrum and offer a range of appropriate approaches which can be personalised and applied.
- **A Lego Based Approach to Developing Social Interaction:** The programme is aimed to equip staff to deliver Lego based Therapy by Coaching of staff including an initial training session, modelling of the first two sessions with a further two sessions arranged over 12 weeks to support through observations and advice. Lego based Therapy supports children in learning to communicate with others, express feelings, modify behaviour, develop problem-solving skills, and learn a variety of ways of relating to others.

The [Blue Book](#) (available in various languages) contains additional information and parent/carers can access training and advice from the [Rotherham Autism Information and Advice Service](#).

NB: See Sensory Processing for additional training that would also be relevant.

Training - Cognition and Learning

(Other bespoke options available)

- **Graduated Response to SEN:** This session will provide an understanding of the areas of need (SEND) and the roles and responsibilities in meeting children's needs as described in the SEND Code of practice. It will examine the various barriers to learning and look at effective/practical strategies to overcome these.
- **Differentiation as Part of the Graduated Response:** This session will provide an understanding of the barriers to learning that pupil's experience. It will consider learning styles and revisit differentiation. It will provide practical strategies to enable children and young people to access learning and fully participate in the curriculum.
- **Supporting Learners with Dyscalculia:** This session will explore the difficulties encountered by learners with dyscalculia and provide practical strategies to support them within the classroom.
- **Numicon and using it in the classroom:** This package explores how Numicon can be used to introduce and support learning in the classroom for all children, alongside its use as an intervention. It aims to give a practical understanding of how Numicon works at a basic level and extends to its use for more complex areas of Maths including fractions, percentages and money.
- **Developing Pupils' Speaking and Listening Skills in the Classroom:** This session will provide an understanding of the process of speaking and listening, practical strategies to support and how difficulties encountered by pupils in this area can affect focus, concentration and ability to access the curriculum. This course underpins the subsequent training sessions on reading and writing.
- **Supporting Pupils with Reading:** This session will provide an understanding of how reading develops, difficulties encountered by pupils and practical ways of supporting within the classroom.
- **PM Benchmarking and using the kit:** This session looks at what PM Benchmark is, what it measures and what it tells us about a child's reading behaviours. Attendees will be able to administer the assessments and the session will cover all the practicalities, including running records and error analysis.
- **Positive Reading (for parents):** This session discusses the importance of reading with children at home. It explains the stages of reading development and the different cues sources children need to become successful learners.
- **Supporting Pupils with Motor Skills Development:** This session will provide an understanding of how motor skills develop and the impact of difficulties in this area on attainment and general concentration. The participants will be made aware of strategies to support in the classroom and suggested activities to promote fine and gross motor skill development.
- **Developing Handwriting skills:** This is a staff meeting which explores the pre-requisites for handwriting and strategies to support the development of handwriting skills.
- **Supporting Pupils with Writing Difficulties:** This session will provide an understanding of how writing develops, difficulties encountered by pupils and practical ways of supporting within the classroom.
- **Spelling Strategies:** This is a staff meeting to develop strategies and techniques in the teaching of spelling.
- **Basic Clicker 6 and 7 Training:** This is a practical session and gives a step by step approach to using the basic features of Clicker. It will demonstrate how Clicker can help children with a variety of needs, e.g. dyslexia and difficulties with recording. The session will give attendees an opportunity to create their own; clicker set, sentence set, word bank, clicker book, clicker board and clicker talk set.

Training - Cognition and Learning

(Other bespoke options available)

- **Using PIVATS to set SMART targets:** This session is aimed at ensuring that teachers can confidently identify SEND and understand the different areas of need. It aims to upskill teachers to know who needs an IEP and why, ensuring that they use SMART targets, and make good use of the assess, plan, review, do cycle.
- **What is our Working Memory?** Understanding different types of memory and the importance of working memory to learning in the classroom context.
- **Precision Teaching:** This is a practical session which upskills staff in a teaching method which is successful for children and young people who are experiencing difficulties acquiring a basic skill. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught. It can be used in early years, primary and secondary settings and can be applied to areas of the curriculum that can be broken down into clear objectives, e.g. numeracy and literacy skills.
- **Classroom Strategies to Support Literacy and Delivering the Learning Support Programme:** This is a practical session and will give attendees the opportunity to learn about and have a go at a range of activities and strategies to assist children with literacy difficulties in the classroom. The session will also give resource ideas and activities to effectively deliver LSP.
- **Supporting Pupils with Dyslexia within the classroom:** This session will provide an understanding of dyslexia and the difficulties encountered by dyslexic pupils and practical ways of supporting within the classroom.
- **Dyslexia and Revision for Secondary Students:** This session will provide an understanding of dyslexia and the difficulties encountered by dyslexic pupils and provide appropriate revision strategies for a dyslexic learner. This session is best delivered in the autumn or spring term prior to formal examinations.
- **Supporting the Learning and Development of Young People with Down Syndrome:** The course is an introduction into the specific learning profile of young people with Down Syndrome, sharing appropriate differentiation based on the learning profile and strategies for access to the curriculum and developing independence as a learner.
- **Enabling Environments – Managing Behaviour in Early Years:** To provide an understanding of how the indoor, outdoor and emotional environment affects the way children behave, promote emotional wellbeing in the Early Years Setting and develop an understanding of positive behaviour management strategies in the Early Years.
- **Developing a Growth Mindset Culture in School:** Offers an overview of Growth Mindset and helps staff in school to consider how they can utilise this approach to support the children and young people in their classroom and setting to approach tasks which they may find difficult or worry that they cannot succeed in.
- **Managing Exam Stress:** This course aids thinking about how we can best support learners prior to exams, considering practical strategies and resources.

Continued Professional Development – Social, Emotional and Mental Health

(Available to schools from the EPS and other bespoke options available)

- **Introduction to Social and Emotional Needs:** a bespoke package tailored to reflect the needs of your setting.
- **Emotional Literacy Support Assistant (ELSA):** a comprehensive 6 day training package aimed at enhancing and developing skills in order to be able to offer a wide range of attuned support within the school environment. Areas covered include Friendship skills, managing and supporting emotions, active listening, loss and bereavement, using stories and narratives, Motivation and the use of puppets and graphics. In addition to the six day programme rolling supervision sessions are offered for all trained ELSAs.
- **Emotion Coaching:** Based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience Emotion Coaching teaches us how to coach children and young people through heightened emotions in a way that promotes a sense of security and leads to better outcomes.
- **REFLECT model and training - Empowering adults to understand and nurture, Empowering children and young people to flourish:** This training will consider **REFLECT**, a useful '*psycho-social*' SEMH tool based on an interactive view of social and emotional development which describes the cyclical phases a child or young person moves in and out of throughout their lives, their needs as a result and supportive strategies to be considered. **REFLECT** can be used at an individual child or young person, group or whole school level.
- **Nurture training and Boxall Profile guidance:** An overview of nurture and attachment, understanding nurturing principles, practical guidance for setting up a nurture group.
- **Creating Attachment Aware and Trauma-Informed Settings:** This training includes an opportunity to explore research and theory that highlights the important role of Attachment in our development. We consider how our Attachment experiences can exert a fundamental influence on our interactions and learning in school, before exploring supportive approaches and interventions to help all young people to thrive.
- **Understanding Adverse Childhood Experiences (ACEs) and the Resilience Film:** An opportunity to watch the film Resilience and consider critically the implications of the findings for the young people that you support. This training includes a screening of the film 'Resilience' by James Redford, followed by critical discussion around the theories of trauma and resilience, before consideration of how to promote positive childhood experiences and support young people in your setting.
- **Resilience:** Theory and developing personal protective skills.
- **Wellbeing:** Research and practical strategies to enhance staff wellbeing.
- **An introduction to 'Bonding through Play':** The theory of attachment and 'bonding through play' with practical activities to build relationships.
- **Introduction to Circle Time and group work:** The theory of Circle Time with practical games and group activities.
- **Bereavement and Loss:** Bereavement and Loss training is tailored to the needs of the setting.
- **Attention Deficit Hyperactivity Disorder (ADHD):** Background, strengths and needs associated with ADHD, the medication debate and support strategies.

Continued Professional Development – Social, Emotional and Mental Health

(Available to schools from the EPS and other bespoke options available)

- **Re-storying experience using narrative techniques:** This session explores working in partnership with children and young people, and the people around them, considering narrative strategies including externalising ‘problems’ and creating stories that might greater agency, hope and optimism.
- **An Introduction to Mindfulness:** This session is an hour long introduction to Mindfulness for someone wanting to understand the basics from which to begin practising mindfulness. It covers what mindfulness is and is not; the science and benefits that support mindfulness and opportunities to incorporate mindfulness into your own life. Following completion of the introduction the practitioner can access further training on how to facilitate a group mindfulness intervention for young people in schools/educational setting.
- **Understanding Self Injury/Harm**
- **Supervision and group problem solving using ‘Circles of Adults’ or ‘Solution Circles’:** Introduction to group problem solving processes including an overview and demonstration
- **Introduction to person centred graphic facilitated meetings using ‘Making Action Plans’ (MAPs) and the PATH process:** Learn to use graphic facilitation techniques, followed by demonstration of a graphic facilitated meeting
- **Peer Mediation Training:** This bespoke package supports children to manage and resolve conflicts on the playground with greater independence.
- **Free Online learning modules:** Seven modules which include Staff Wellbeing, Trauma and Anxiety, Fostering Resilience, Bereavement and Loss, Being an Emotionally Responsive Setting, Being an Emotionally Available Adult and Promoting Positive Transitions to School. Whilst this training was developed to support staff due in relation to the Covid-19 Pandemic many sections remain relevant.

Training – Sensory

(Available to schools from EPS, Specialist Inclusion Team and the Sensory Team)

- **An Introduction to Sensory Processing Difficulties:** Provides an understanding of what sensory processing is and how it manifests itself in children. The importance of giving movement breaks in order to improve concentration.
- **Sensory World:** Considers the sensory difficulties experienced by children and young people including those with autism. It explores the impact sensory differences have on children and young people, including those with autism, and considers strategies and adaptations to the environment to provide effective support.

The [Rotherham Autism Information and Advice Service](#) Sensory Team offers sensory workshops for parents/carers (some spaces available for those without a diagnosis).

Further information is located on the [Local Offer](#).

Leaflets Available – Physical
(HI/VI will provide bespoke training as required)

Hearing Impairment

- Introduction to Hearing Impairment in Children.
- Listening Conditions in Schools.
- Making a Referral.
- Strategies for Inclusion.
- Information for Pre-School Providers.
- Hearing Impairment Team Graduated Response.

Visual Impairment

- Guidance for Primary Teachers.
- Common Eye Conditions.
- Wearing glasses/patching.
- Visual Impairment Team Phase 1, 2, 3 and 4.
- Support Levels 4a-6 Resource Provision.



Resources

Please note this list is neither exhaustive nor denotes recommended or preferred resources and is for information purposes only. If you believe that there is information that should be amended or added, please contact the Specialist Inclusion Team.

Social Communication and Interaction and autism

[Autism Digital Assessment](#)

[Autism Education Trust](#)

[Rotherham's blue book](#)

[National Autistic Society](#)

[Pathological Demand Avoidance](#)

[Rotherham Autism Information and Advice Service](#)

Commissioning Guidance for Rehabilitation (NHS)

[Rehabilitation guidance](#)

Council for Disabled Children

[Council for Disabled Children](#)

Downs Syndrome

[Downs Syndrome Association](#)

Resources

Dyslexia

[British Dyslexia Association](#)

[Dyslexia Scotland.](#)

[Dyslexia SpLD Trust](#)

[Calibre Audio](#) (Lends free audiobooks for anyone who is print disabled)

Early Years Developmental Journal

[Developmental journal](#)

Early Years Statutory Framework

[Statutory Framework](#)

Education Endowment Foundation

[Education Endowment Foundation](#)

Hearing Impairment

[Buzz: Website for young people](#)

[Books for the deaf](#)

[National Deaf Children's Society](#) (login required to access a range of resources)

[NHS: Hearing loss](#)

[Rotherham Deaf Connections: A voluntary family support group](#)

[Signed stories](#)

Resources

ICT to Support Learning

[Call Scotland](#)

Inclusion Development Programme

[Inclusion Development Programme](#)

Internet Safety

[Childnet 7-11 years](#)

[Childnet KS3-4](#)

[Thinkuknow 5-13 years](#)

[Safer internet day with BSL](#)

Mathematics

[National Centre for Excellence in the Teaching of Mathematics](#)

[NRICH](#)

NASEN Miniguides

[NASEN Miniguides](#)

National Sensory Impairment Partnership

[National Eligibility Framework and additional resources](#)

Resources

Preparing for Adulthood

[Preparing for Adulthood](#)

Provision Mapping

[National Archives - Provision Mapping](#)

Physical Needs

[Children and Family Health Devon NHS](#)

[Children's Therapy Toolkit](#)

[DLF - Factsheets for daily living equipment](#)

[Dyspraxia Foundation](#)

[PDNET - Supporting learners with a physical disability](#)

[New Life Charity. - Support for disabled and terminally ill children](#)

[SCOPE - Disability Equality Charity](#)

SEND Code of Practice 0-25

[SEND Code of Practice](#)

SEND Gateway

[SENDCo Induction Pack](#)

[SEND Gateway](#)

Resources

Sensory Information Links

[A Sensory Life](#)

[Interoception](#)

[Joining in with sensory differences](#)

[Making sense of sensory behaviour](#)

[STAR - Understanding Sensory Processing Disorder](#)

Social and Emotional Mental Health

[Anna Freud resources](#)

[Babcock relational-learning resources](#)

[Beacon House resources](#)

[Mental health and behaviour in schools](#)

[My Mind Matters](#)

[Nurture UK](#)

[Trauma informed schools UK](#)

Resources

Speech and Language Therapy

[AFASIC - Advice about different sorts of communication difficulties](#)

[Devon. NHS school age therapies toolkit](#)

[iCan - Speech and Language Development](#) (Speech and Language Development)

[The Communication Trust](#)

Support for Parents

[BBUK - Bowel and bladder problems](#)

[ERIC - Toileting advice](#)

[Life skills for the little ones](#)

[Family Action Advice Service](#)

[Family Lives Advice Service](#)

[The Sleep Council](#)

Supporting Children and Young People with Medical Needs

[Government publication - Supporting pupils at school with medical conditions](#)

[Medical Conditions at School](#)

Transition

[Transition Guidance for Early Years, Primary and Secondary, School to Further Education and from College](#)

Resources

Visual Impairment

[Clear Vision Project](#)

[Nystagmus Network](#)

[Rotherham: Sight and Sound](#)

[Royal National Institute of Blind People](#)

[See Ability](#)

[Seeing Ear - National Accessible Library](#)