

Sheffield Special Educational Needs & Disability (SEND) Support Grid

Sheffield Support Grid Exemplification (SSGe) Document



This support grid uses the official categories of need set out by the Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014) and illustrates the Teaching and Learning Strategies suitable for each. It also indicates the expected support levels to be provided, the identification and assessment tools that may be in place and which other services may be able to help.

The Sheffield Support Grid Exemplification document builds on the original Sheffield Support Grid, which used the idea of Quality First Teaching outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model, and provides guidance and strategies sourced from the above and practitioners to support pupils within primary and secondary settings.

As well as the support outlined in this document it is expected that the needs of a child/ young person will also be addressed through using the range of support detailed in the Sheffield Local Offer:
<http://www.sheffielddirectory.org.uk>

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1A Communication and Interaction - Speech and Language

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows low level frequency speech, language and communication difficulties which interrupts learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching.			
<p>Mild language delay: Mild problems in either, or both, understanding and expression. Language following normal patterns of development. Scores on standardised assessments falling in the 16th centile or above.</p> <p><i>In addition, one or more of the following also applies:</i> Some difficulty communicating verbally with unfamiliar people or in unfamiliar contexts</p> <p>Occasional difficulties in participating in unfamiliar educational and social activities. Needs encouragement to achieve potential</p> <p>Occasionally displays mild: distress/ upset/ concern/ frustration/ anger/ distress/ embarrassment/withdrawal</p>	<p>Observation</p> <p>Data tracking</p> <p>Teacher assessments</p> <p>Pupil Progress meetings</p> <p>Child/Young Person voice</p> <p>Parent/carer voice</p> <p>One Page Profile/Learner Profile</p> <p>ESCAL tracker</p> <p>ESCAL language screen (for children up to F2)</p>	<p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Noise levels are conducive to learning and unnecessary noise is minimised • Consideration is given to seating position in order to maximise pupil's attention levels • Visual support (signs, symbols, photographs, written word) is consistently used to label the classroom / support routines/ timetable daily activities, so pupils know what to expect and when. • Adults adapt their language levels to the level of the pupil by: <ul style="list-style-type: none"> ▪ Using simplified grammar and vocabulary ▪ Breaking down instructions into smaller steps ▪ Slowing down their rate of language • Adults use language strategies to enhance pupil's expressive language development by <ul style="list-style-type: none"> ▪ Extending pupil's utterances ▪ Modifying pupil's language (repeating back pupil's utterances with correct grammar/ vocabulary) ▪ Using sentence starters to encourage verbal expression • Children in KS1 are explicitly taught how to listen and work together in groups • Opportunities are built in throughout the day for pupils 	<p>Additional advice and support is available from:</p> <p>SENCo</p> <p>Class Teacher</p> <p>Curriculum Leader</p> <p>Teacher with Learning Responsibility</p> <p>Prior to transition information from previous provision</p> <p>Specialist Training:</p> <p>SLT wave 1 packages</p>

		<p>to communicate verbally.</p> <ul style="list-style-type: none">• 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• Alternative forms of recording routinely used• Use of visual, auditory and kinaesthetic approaches• Small steps approaches• Resources and displays that support independence• Routine feedback to pupil• Advice from Speech and Language Therapy (if involved) is included in the planning• Environmental considerations are made to meet the needs of all pupils e.g. seating position, noise, personal space and classroom layouts, displays and signage. <p>Grouping:</p> <ul style="list-style-type: none">• The class/subject teacher is accountable for the progress of the pupils within the mainstream class, either as the whole class or small group, or within an appropriate band/set. Curriculum tasks should be modified as required.• The pupil accesses whole class teaching with some assistant support, either as the whole class or small group.• All pupils have access and are supported by the class teacher and any assistants over the week. <p>Resources:</p> <ul style="list-style-type: none">• Visual support (signs, symbols, photographs, written word) is consistently used to label the classroom /	
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		support routines/ timetable daily activities. <ul style="list-style-type: none">• Alternative forms of recording routinely used	
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows low level frequency speech, language and communication difficulties which interrupts learning in some situations. The pupil's needs are met though their mainstream class through the use of QFT and the use of positive, personalised targeted strategies through school led intervention.			
<p>Moderate language delay: moderate problems in either, or both, understanding and expression.</p> <p>Standardised scores on formal assessments fall below 9th centile in at least one area.</p> <p><i>In addition, one or more of the following also applies:</i> Some difficulty communicating verbally Needs some cues and adult assistance or extra time when conveying information beyond basic needs</p> <p>Occasional difficulties in participating in unfamiliar educational and social activities. Needs support to achieve potential</p> <p>Frequently displays mild distress/ upset/ concern/ frustration/ anger/</p>	<p>As for Level 1 whilst including –</p> <p>Observation</p> <p>Child/Young Person voice</p> <p>Parent/Carer voice (may include a structured conversation)</p> <p>Assess, Plan, Do, Review through a monitoring system should be in place to assess pupil's need, identify outcomes, implement support and monitor and evaluate progress</p> <p>One Page Profile / Learner Profile</p>	<p>As level 1 whilst also including –</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom • Pre learning of vocabulary combined with visuals to support this learning in classrooms • Consideration of time needed to process language • Advice from Speech and Language Therapy (if involved) is included in the planning <p>Grouping:</p> <ul style="list-style-type: none"> • Pupil accesses appropriate wave 2 language intervention e.g. LEAP, NIP, VIP, Stories for Talking , or appropriate small groups or sets • Teacher is aware of the learning taking place in the intervention group and this feeds back into their planning e.g. language is supported back in class, through literacy objectives and activities <p>Resources:</p> <ul style="list-style-type: none"> • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Visual support (signs, symbols, photographs, written word) to support understanding of curriculum specific language. Copies sent home. 	<p>Additional advice and support is available from:</p> <p>SENCo</p> <p>Pastoral staff</p> <p>Speech and Language Therapist team</p> <p>Specialist Training:</p> <p>SLT wave 1 packages</p> <p>Referral to Speech and Language Therapy for individual 1:1 therapy may be appropriate for pupils who have specific speech and language needs in addition to their difficulties due to ASC and learning/cognitive</p>

<p>embarrassment/withdrawal</p> <p>Occasionally needs external support to assist emotional control.</p>	<p>ESCAL tracker</p> <p>ESCAL language screen (for children up to F2)</p> <p>Wave 2 screening assessments (LEAP, VIP, NIP)</p>	<ul style="list-style-type: none"> • Adult support for learning as required. 	<p>skills.</p>
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows moderate to severe difficulties with expressive and/or receptive language that affects access to the curriculum. The pupil's needs are met using a combination of approaches (Including small group interventions and 1:1 individualised support in and out of the classroom) following support and advice from other professionals as appropriate. At Secondary this student may be following a different curriculum pathway.			
<p>Severe language delay / moderate language disorder: Severe/moderate problems in either, or both, understanding and expression.</p> <p>Standardised scores on formal assessments fall below 5th centile in at least one area.</p> <p><i>In addition, one or more of the following also applies:</i></p> <p>Frequent difficulty communicating verbally beyond basic needs. Frequently relies on a trained listener or family members for expressing themselves out of context.</p> <p>Frequent difficulties participating in social activities in unfamiliar contexts or with unfamiliar people. Frequent difficulties participating independently in unfamiliar educational activities</p>	<p>As for Level 1 and 2 whilst including –</p> <p>Observation</p> <p>Child/Young Person voice</p> <p>Parent/carer voice (may include a structured conversation).</p> <p>Multi agency planning, Outside Agency advice and recommendations are followed</p> <p>Access arrangements considered</p> <p>Assess, Plan, Do, Review using SEN Documents</p>	<p>As level 1 and 2 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> Teaching staff should have knowledge of the pupil's language profile and impact on learning, behaviour and social interaction. The class/subject teacher is accountable for the progress of the pupils within the mainstream class. Curriculum tasks should be modified as required. Enhanced use of visual support for language and learning e.g. Shape Coding, Makaton, Cued Articulation, vocabulary mats <p>Grouping: The pupil will access a variety of support over the week:</p> <ul style="list-style-type: none"> whole class teaching, incorporating wave 1 strategies. small group support, including access to wave 2 language interventions where appropriate individualised 1:1 support working on personalised targets as advised by the Speech and Language Therapy team. Where specific language targets have been set, 1:1 time needs to be allocated for 20 minutes, 2 to 3 times weekly. <p>Resources:</p>	<p>Additional advice and support is available from:</p> <p>Educational Psychology Service</p> <p>Speech and Language Therapy</p> <p>Learning Support Service</p> <p>Early Years Inclusion Team</p> <p>Specialist Training:</p> <p>DLD central packages from SLT</p> <p>SLT wave 1 packages</p> <p>School / settings can buy in additional bespoke training for</p>

<p>Occasionally shows moderate Distress/ upset/ concern/ frustration/ anger/ distress/embarrassment/ withdrawal</p> <p>Emotional encouragement and support required</p>	<p>regularly reviewed</p> <p>A My Plan may be in place to draw together information, advice, aspirations and planned outcomes</p> <p>Speech and Language Therapy Assessments</p>	<ul style="list-style-type: none"> • Access to Speech and Language Therapy to monitor progress, set appropriate targets, and offer guidance to teaching staff. • An appropriate level of adult support to work towards specific targets • Adult support in class to transfer and generalise language skills learnt in 1:1 environment • Strategies and resources to develop of independence. • Resources may include shape coding sentence makers. • Identification of any specific training needs for staff 	<p>specific pupils from SLT</p>
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows severe difficulties with expressive and/or receptive language that affects access to the curriculum. The pupil's needs are met by working on an individual, bespoke curriculum and so has a highly personalised timetable that includes time spent away from the mainstream class. The pupil is able to access the classroom for limited periods where they are able to experience success supported by a member of staff. Planned opportunities are provided for the pupil to be included with peers where the pupil is able to experience success.</p>			
<p>Severe language disorder: Severe problems usually involving both understanding and expression, although one area may be more profoundly affected.</p> <p>Standardised scores will fall below the 1st centile in at least one area of expression or understanding.</p> <p>Pupil may be unable to engage with formal assessments.</p> <p><i>In addition, one or more of the following also applies:</i> Constant difficulty communicating verbally beyond basic needs. Occasional difficulties communicating basic needs. Frequently relies on a trained listener or family members for expressing themselves in any context.</p>	<p>As for levels 1,2 and 3 whilst also including -</p> <p>Observation</p> <p>Child/Young Person voice</p> <p>Parent/carer voice (may include a structured conversation).</p> <p>Outside agencies' advice and recommendations followed</p> <p>A My Plan or EHCP may be in place to recognise the pupil's needs and provision required to meet</p>	<p>As level 1, 2 and 3 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • Adapted or bespoke curriculum • Teaching of independent life skills • Focus on functional communication skills where appropriate • Emphasis on language, communication and interaction being the focus of an adapted curriculum and integrated into all learning and social opportunities • Extensive use of individual visual support in all areas of the curriculum eg signing, timetables, vocabulary dictionaries, workstations, resources and rewards to enhance learning and develop independence • All verbal communication used by staff, to be supported visually using gesture, sign, modelling, objects, photos and/or symbols • Teaching delivered at a simple level and slower pace, with frequent repetition and over learning • Curriculum delivered through structured practical experiential learning opportunities • Pre teaching and over learning of vocabulary • Availability of alternative methods of recording written 	<p>Additional advice and support is available from:</p> <p>Educational Psychology Service</p> <p>Speech and Language Therapy</p> <p>Specialist Training:</p> <p>DLD central packages from SLT</p> <p>School/settings can buy in additional bespoke training for specific pupils from SLT</p>

<p>Frequent difficulties participating in social activities, even with familiar people and contexts. Frequent difficulties participating independently in educational activities.</p> <p>Frequently displays moderate distress / upset / concern / frustration / anger / embarrassment / withdrawal</p>	<p>them</p> <p>Consider Access arrangements</p> <p>Multi agency planning</p> <p>Speech and Language Therapy Assessments</p>	<p>work e.g. Dictaphones, laptop, symbols, shape coding</p> <ul style="list-style-type: none"> • Likely to benefit from a Total Communication approach which values any effective means of communication, e.g. sign, gesture, body language, objects, photos etc. • Alternative communication systems to support expressive communication (low or high tech). This may include object based systems, photos, text or symbols • Provision to meet additional sensory and / or motor needs as appropriate <ul style="list-style-type: none"> • Emphasis on social communication and social skills development (with specialist advice) • Support in unstructured learning environments and break / lunchtimes • Daily access to staff who are skilled in supporting emotional regulation through the use of visual support, AAC, resources and motivators • A structured approach to emotional support from others is required <p>Grouping:</p> <ul style="list-style-type: none"> • An alternative curriculum may be appropriate (due to difficulties with either language and/ or communication, social skills, and sensory needs) delivered in an adapted educational setting as recommended by appropriate specialist services • The pupil accesses small group and/or individualised support, to work on targets as advised by Speech and Language Therapy • Access to regular support to develop social skills and support emotional regulation • Planned time for small group and individual working with some light touch adult support, to support 	
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		<p>independent learning</p> <ul style="list-style-type: none">• Planned time for small group and individual working with intensive adult support, to work on curriculum and additional language / communication skills eg. vocabulary, comprehension, inference, grammar or tailored AAC (and possibly speech – see speech / phonology grid) guided by external professionals e.g. Speech and Language Therapists• Access to daily group and individual support to extend social skills, social interaction and social use of language <p>Resources:</p> <ul style="list-style-type: none">• Additional adults support the pupil individually under the direction of the teacher to:• Work on modified curriculum tasks (additional time needed to prepare resources including visual support to enhance access to learning)• Embed language learning and generalise new skills into functional and curriculum activities• Access for teaching staff to appropriate resources, guidance and support from specialist staff, in order to carry out specific interventions	
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Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows profound difficulties with expressive and/or receptive language that affects access to the curriculum. The pupil's needs are met by working on a completely individual, bespoke curriculum and so they have a highly personalised timetable that necessitates 1:1 support to work towards specific, Outside Agency practitioner set targets. The pupil is able to access the classroom for limited periods where they are able to experience success supported by a member of staff. Planned opportunities are provided for the pupil to be included with peers where the pupil is able to experience success.</p>			
<p>Profound language disorder: Profound problems are evident in both understanding and expressive language, although one area may be more profoundly affected.</p> <p>Standardised test scores fall below the first centile in all areas of language assessment.</p> <p>Pupil may be unable to engage with formal assessments.</p> <p><i>In addition, one or more of the following also applies:</i> Minimal functional communication limited to expressing basic needs, usually requiring tailored use of AAC. Constant dependence on trained / familiar communication partner.</p> <p>Profound difficulties</p>	<p>Evaluated support plan</p> <p>Outside agencies' advice and recommendations, if involved</p> <p>Consider Access arrangements</p> <p>Multi agency planning</p> <p>'Closing the gap' document</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support</p>	<p>In most cases there will be evidence of a graduated approach from level 3 to level 5* showing that ALL avenues of adjustment to provision have been considered. This would include accessing the Locality High Needs SEND Funding and Local Offer.</p> <p>*not including new starters to school or rapid escalation in presentation</p> <p>There is agreement between professionals (Educational Psychology Service, Locality SENCO, Local Authority SEND Manager etc.) that the pupil's needs and provision in place constitute a Level 5.</p> <p>Adjustments to Teaching Methods:</p> <p>Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Adapted and bespoke curriculum • Teaching of independent life skills • Focus on functional communication skills and early communication skills where appropriate i.e. attention and listening, turn taking, etc. • Emphasis on communication, language and interaction 	<p>Additional advice and support is available from:</p> <p>Educational Psychology Service</p> <p>Speech and Language Therapy</p> <p>Learning Support Service</p> <p>Specialist Training:</p> <p>DLD central packages from SLT</p> <p>School/ settings can buy in additional bespoke training from SLT for specific pupil</p> <p>Referral to speech</p>

<p>participating in educational and social activities.</p> <p>Frequently displays high distress/ upset/ concern/ frustration/ anger/ embarrassment/ withdrawal Unable to express or control emotions appropriately.</p> <p>Difficulties responding to external support to control emotions. A tailored and structured approach to emotional support is required.</p>	<p>and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned regular, i.e. at least termly reviews including the parent and pupil should take place</p> <p>A My Plan or EHCP may be in place to recognise the pupil's needs and provision required to meet them</p> <p>Speech and Language Therapy Assessments and other involved practitioners</p>	<p>being the focus of an adapted curriculum and integrated into all learning and social opportunities</p> <ul style="list-style-type: none"> • Extensive use of multisensory support to access learning e.g. objects of reference, tactile cues, auditory cues, olfactory cues and visual cues • All verbal communication used by staff, to be supported visually using gesture, sign, modelling, objects, photos and/or symbols. • Teaching delivered at a simple level and slower pace, with frequent repetition and over learning • Curriculum delivered through structured practical experiential learning opportunities • Pre teaching and over learning of vocabulary • Availability of alternative methods of recording written learning e.g. symbols, videos, photos • Requires a Total Communication approach which values any effective means of communication e.g. facial expression, body language, eye pointing, sign, pointing, objects, gesture, photos, etc. • Alternative communication systems to support expressive communication (low or high tech). This may include object based systems, photos or symbols. This may include alternative methods to participate in education or social tasks i.e. switches, eye gaze, etc • Provision to meet additional sensory and / or motor needs as appropriate • Emphasis on social communication and social skills development (with specialist advice) • Support in unstructured learning environments and break / lunchtimes • Daily access to staff who are skilled in supporting emotional regulation through the use of visual • support, AAC, resources and motivators 	<p>and language therapy for individual 1:1 assessment and advice regarding intervention</p>
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		<p>Grouping:</p> <ul style="list-style-type: none">• An alternative curriculum is appropriate (due to difficulties with either language and/ or communication, social skills, and sensory needs) delivered in an adapted educational setting as recommended by appropriate specialist services• The pupil accesses small group and individualised support, with Speech and Language targets integrated into their daily routine• Access to regular support to develop social skills and support emotional regulation• Planned time for small group and individual working with some light touch adult support, to support independent learning• Planned time for small group and individual working with intensive adult support, to work on communication and interaction e.g. Intensive Interaction, PECS, Attention Autism, use of AAC, guided by external professionals e.g. Speech and Language Therapists <p>Resources: Additional adults support the pupil individually under the direction of the teacher to:</p> <ul style="list-style-type: none">• Work on modified curriculum tasks (additional time needed to prepare resources incl visual support to enhance access to learning)• Embed language learning and communication into functional and curriculum activities• Encourage independence• Access for teaching staff to appropriate resources, training, guidance and support from specialist staff, in order to carry out specific interventions.	
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1B Communication and Interaction - Social Communication

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
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The pupil shows low level frequency social and communication interaction difficulties which interrupts learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching.

<p>Difficulty making and keeping friends / loner/ has 'key' friends</p> <p>Okay with adults</p> <p>Possible low level behaviours</p> <p>"Quirky"</p> <p>Conforming – but reported to be unhappy after school</p> <p>Quiet or passive in nature</p> <p>Withdrawn</p> <p>Some identifiable sensory needs</p> <p>'Meltdowns'</p> <p>Signs of anxiety</p> <p>Frequency of sickness reported – may be related to anxiety rather than poor health</p>	<p>Careful observation in a range of contexts</p> <p>Data tracking</p> <p>Teacher assessments</p> <p>Pupil Progress meetings</p> <p>Child/Young Person voice</p> <p>Parent/carer voice (may include a structured conversation).</p> <p>School and class based monitoring system to assess pupil's need and progress.</p>	<p>Adjustments to Teaching Methods:</p> <p>Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Make reasonable adjustments re: classroom environment e.g. displays, furniture and possible workstation. • Pupil is given additional warning to prepare for unexpected changes to the class timetable • Have spaces to support sensory needs; offer a range of sensory equipment e.g. stress balls, fiddle toys, classroom jobs, movement opportunities etc. • Seating consideration • Consistency amongst staff – include rewards, sanctions, routine, language and approach • Breaking instructions down at a whole class level • Limiting language – speed of delivery, vocabulary, duration of delivery • Use of name - specific instructions • Involvement of pupil and family in developing strategies • Specific communication, e.g. concrete positive instructions, praise for specific action, clearly defined expectations • Differentiated of questioning and targeted simplified level/pace/amount of teacher talk as part of a whole class approach 	<p>Additional advice and support is available from:</p> <p>SENCo</p> <p>Pastoral Team</p> <p>Consultation with other colleagues in school</p> <p>Learning Mentors</p> <p>Head of Year</p> <p>Pupil and parent voice</p>
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<p>Difficulties maintaining eye contact</p> <p>Mild difficulties with social communication and getting along with people</p> <p>Some inflexibility or rigidity in thinking which affects learning & may affect being a member of a group in some contexts</p> <p>May have limited interest in pretend and imaginative play</p> <p>Mild difficulty with understanding language and communicating</p>	<p>One Page Profile/Learner Profile</p>	<ul style="list-style-type: none"> • Use of visual, auditory and kinaesthetic approaches • Whole class resources and displays that support independence • Routine feedback to pupil as part of a whole class approach • Differentiation needed in some subject areas • Emphasis should be placed on developing social and communication skills • Awareness of the potential need for guidance and support re: social communication and sensory issues • Resources and structured opportunities to develop communication skills e.g. communication mats, choice boards. <p>Social understanding and social behaviour:</p> <ul style="list-style-type: none"> • PSHE / Circle Time / Philosophy for Children to address social issues. • Teach and model explicit social behaviour in natural real life contexts. • Visual cues and prompt cards to encourage desired behaviours. • Opportunities to develop collaborative group / paired working, use of structure, visual support and carefully allocated roles e.g. Lego Therapy, Talking Partners. • Break times / Unstructured times – peer systems, lunchtime clubs etc. <p>Grouping:</p> <ul style="list-style-type: none"> • The pupil accesses whole class teaching with some TA support, either as the whole class or small group • All pupils have access and are supported by the class teacher and any assistants over the week • Some consideration is given to supporting the pupil to access social situations 	
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		<ul style="list-style-type: none">• Some adult support for learning as required• Environmental considerations are made to meet the needs of all pupils e.g. seating position, noise, personal space and classroom layouts, displays and signage <p>Resources:</p> <ul style="list-style-type: none">• Whole class visible timetable – prompts – checklists - plan of the day• Offer a range of sensory equipment e.g. stress balls• Use of 'twiddle items' in learning times.	
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows low level frequency social and communication interaction difficulties which interrupts learning in some situations. The pupil’s needs are met though their mainstream class through the use of QFT and the use of positive, personalised targeted strategies and school led intervention.</p>			
<p>As Level 1 whilst also including –</p> <p>Difficulty making relationships with peers</p> <p>Comfortable with familiar adults</p> <p>Frequent behaviours observed:</p> <p>Some difficulty conforming during parts of the school day</p> <p>Likely difficulties reported from home</p> <p>Withdrawn/Insular, pupil may appear passive or non-verbal</p> <p>Some identifiable sensory needs</p> <p>‘Meltdowns’</p> <p>Anxiety behaviours are displayed e.g. timings, staffing, routines</p> <p>Some inflexible or rigidity in thinking i.e. a need to complete an activity in a certain way, a need to</p>	<p>Child/Young Person voice, e.g. using Talking Mats</p> <p>Parent/carer voice (may include a structured conversation).</p> <p>Assess, Plan, Do, Review through a monitoring system should be in place to assess pupil’s need, identify outcomes, implement support and monitor and evaluate progress</p> <p>One Page Profile / Learner Profile</p> <p>Sensory checklist</p> <p>Locke and Beech</p>	<p>As Level 1 whilst also including -</p> <p>Adjustments to Teaching Methods:</p> <p>Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • The pupil requires a predictable environment and routine • Pupil is given additional warning to prepare for unexpected changes to the timetable • Make reasonable adjustments re: classroom environment e.g. displays, furniture and possible workstation. • Have spaces to support sensory needs; offer a range of sensory equipment e.g. stress balls, fiddle toys, classroom jobs, movement opportunities etc. • Personalised visual timetable – prompts – checklists - plan of the day • Quiet space available – time out cards / lunch passes • Seating consideration • Consistency amongst staff – include rewards, sanctions, routine, language and approach • May recognise and report on individual success on at least a weekly basis • Limiting language – speed of delivery, vocabulary, duration of delivery • Use Social Stories, Comic Strip Conversations and Power Cards, Use of name - specific instructions 	<p>Additional advice and support is available from:</p> <p>SENCo</p> <p>Pastoral Team</p> <p>Speech and Language Therapy</p> <p>Ryegate</p> <p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>Sheffield Education ASD Team Helpline</p> <p>Autism Team</p> <p>MAST</p>

<p>know changes in advance</p> <p>Avoidance of eye contact</p> <p>Difficulties with social communication and getting along with people i.e. driven by own interests, egocentric in own thinking</p> <p>Some rigidity of thoughts which affects learning & affecting being a member of a group in some contexts</p> <p>Moderate difficulty with understanding language and communicating</p> <p>Appears highly verbal but requires visual support to understand language</p> <p>Responds to simple instructions in context/uses simple language to express needs/sustains listening concentration for short periods</p> <p>Being quite literate in interpreting situations</p> <p>Prefers to play alone</p> <p>May have limited interest in pretend and imaginative play, tending to focus on their own</p>	<p>AET Progression Framework</p> <p>SCERTS</p>	<ul style="list-style-type: none"> • Use of ‘twiddle items’ in learning times • Involvement of pupil and family in developing strategies • Specific communication, e.g. concrete positive instructions, praise for completing a specific action, using clearly defined expectations • Use of pupil’s special interests as motivation • 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, paying specific attention to limiting the use of euphemism’s, similes, sarcasm, metaphors • Alternative forms of recording routinely used • Small steps approaches • Pupil is provided with personalised resources and displays that support independence e.g. on desk, lanyard, visual reminders, timers, rewards • Sensory breaks and use of alternative spaces are built into the timetable to respond to anxieties and overstimulation e.g. use of lunchtime club • Routine feedback to pupil • Differentiation needed in some subject areas • Emphasis should be placed on developing social and communication skills • Access to appropriate resources, e.g. to facilitate emotional expression and regulation • Classroom staff provide guidance and focus support regarding social communication and sensory issues • Key staff in school are given regular updates on needs and strategies for the pupil e.g. MDS, Supply staff, TAs, office staff, cover supervisors 	
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<p>choice of activities</p> <p>Difficulties with understanding other people's feelings</p>		<p>Grouping:</p> <ul style="list-style-type: none">• Environmental considerations are made to meet the known needs the pupil e.g. seating position, noise, personal space and classroom layouts, displays and signage. Staff may have recognised needs through the use of sensory checklists, staff observations or outside agency input• The pupil accesses whole class teaching with some small group intervention through the week• The pupil accesses designated learning time, either in small groups or 1:1, with the class teacher and other members of staff• The pupil accesses timetabled additional small group opportunities to work on identified areas of need matched specifically to their social communication profile e.g. Lego Therapy, Social Group, Friends, Time to Talk, Bears' Group, Theraplay, group nurturing activities• Pre/post learning opportunities• Consideration is given to supporting the pupil to access social situations <p>Resources:</p> <ul style="list-style-type: none">• Adult support for learning as required• Wide variety of resources appropriate to the learning• Interest boxes specific to pupil for 'downtime'• Specialist equipment specific to the pupil's learning need i.e. sloping board, coloured paper, pencil grips etc.	
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows frequent social, communication and interaction difficulties which interrupt their own and possibly others learning in a range of situations. The pupil’s needs are met using a combination of approaches, including small group interventions and 1:1 individualised support in and out of the classroom, following support, guidance and advice from other professionals as appropriate.</p>			
<p>As Level 1 and 2, may also include –</p> <p>Co-occurring difficulties / Neuro diverse needs, e.g. co-ordination difficulties, attention difficulties</p> <p>Additional speech and language difficulties</p> <p>More prominent sensory needs</p> <p>Additional family difficulties / situation may impact on the pupil</p> <p>More intensive rigidity / single mindedness</p> <p>Has persistent patterns of behaviour that interfere with their ability to learn</p> <p>Difficulties with change in routine or in response to expectations, even with forewarning</p>	<p>Personalised targets will be informed by Outside Agency involvement, professional judgement and a thorough, holistic assessment of a pupil’s learning profile.</p> <p>Evaluated support plan</p> <p>Outside agency advice and recommendations</p> <p>Access arrangements considered</p> <p>Multi Agency Planning</p>	<p>As Level 1 and 2 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should have considered and implemented as appropriate</p> <ul style="list-style-type: none"> • The pupil requires a predictable environment and routine within a highly structured curriculum • Pupil is given additional warning and support to prepare for unexpected changes to the timetable • Timetabled regular (at least 3 x weekly) support from pastoral staff working on specific personalised targets i.e. there is an emphasis on this pupil within a group or they receive 1:1 support under the direction of the teacher • Advice implemented on Social Communication Difficulties from appropriate professionals • Outcomes set to ensure pupils social communication skills are developed • Adjustment to uniform if required • Access arrangements including reasonable adjustments to timetables, meeting and greeting, time out passes, lunch pass etc. • Use Social Stories, Comic Strip Conversations and Power Cards • Personalised access arrangements are used (e.g. 5 	<p>Additional advice is available from:</p> <p>Sheffield Education ASD Team Helpline</p> <p>Autism Team</p> <p>MAST</p> <p>Learning Support</p> <p>Educational Psychology Service</p> <p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>Ryegate</p> <p>Centenary House</p> <p>Speech and Language Therapy</p>

<p>Struggle to make / maintain relationships with adults/peers</p> <p>Unable to instigate positive peer interactions</p> <p>May have intense or obsessional friendships / relationships</p> <p>High anxiety manifested in avoidance or stress indicators often leading to challenging behaviour</p> <p>Experiences 'meltdown' regularly</p> <p>Can be literal in their interpretation of situations</p> <p>Prefers to play alone and tends to focus on own choice of activities</p> <p>Limited interest in pretend and imaginative play – prefers concrete and repetitive activities</p> <p>Has difficulty understanding other people's feelings</p> <p>Finds change difficult to cope with</p> <p>Has sensory issues such as over-sensitivity to noise</p> <p>Pupil shows signs of stress and anxiety</p>	<p>Assess, Plan, Do, Review using SEN Documents regularly reviewed</p> <p>A My Plan may be in place to draw together information, advice, aspirations and planned outcomes</p> <p>Use of high quality assessment tools that are regularly reviewed:</p> <p>Locke and Beech</p> <p>AET Progression Framework</p> <p>B Squared / Pivats</p> <p>SCERTS</p> <p>Boxall Profile</p> <p>Basket of Assessment Approach including:</p> <p>MAPP</p>	<p>point scale or emotion cards) to indicate feelings, avoidance of known trigger points, amendments to toileting support etc.</p> <ul style="list-style-type: none"> • The teacher takes responsibilities for supporting others to devise deliver and evaluate a personalised programme that accelerates learning. • On-going opportunities for individual learning support from the class teacher and other staff directed by the teacher focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Further modification of level, pace, amount of teacher talk to address pupils' identified need • Personal Handling Plan/Positive Handling Plan to identify de-escalation techniques • Risk assessments to identify and address possible areas of risk for the pupil <p>Grouping:</p> <ul style="list-style-type: none"> • The pupil will access a variety of support over the week including whole class teaching, small group support and individualised support working on personalised targets matched to their social communication profile to enable them to access the curriculum e.g. Circle of Friends, Theraplay, Attention Autism, where the pupil's need is the focus for the session etc. • The pupil accesses designated learning time, either in small groups or 1:1, with the class teacher and other members of staff. • Pre / post learning opportunities • Awareness of the potential need for guidance and support to develop specific interventions re: social communication and sensory issues • Sensory breaks built into the timetable to respond to 	<p>Team (SALT)</p>
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<p>Possible mental health difficulties</p> <p>Consistent difficulty with understanding language and communicating</p> <p>Pupil's language difficulties affect curriculum access, indicated by attainments below expected level, and poor social relationships e.g. appears highly verbal but requires visual support to understand language</p> <p>The pupil's ability to communicate effectively may fluctuate depending on their level of emotional regulation</p>	<p>Routes for Learning,</p> <p>Assessing and Developing Communication and Thinking Skills in people with Autism and Communication Difficulties (Kate Silver)</p> <p>The Social Play Record (Chris White)</p>	<p>anxieties and over stimulation</p> <ul style="list-style-type: none"> • Some adult support for learning and to aid the development of positive relationships • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom <p>Resources:</p> <ul style="list-style-type: none"> • Personalised visual timetable for extended periods of time e.g. half day session or whole day as appropriate to the pupil • Alternative ways of recording include electronic devices may be appropriate • There will be a need for very structured and multi-sensory approaches to learning including task board, adult supported use of Now/Then prompts, start / finish boxes, busy box, task reward • Enhanced and targeted opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence <p>Consideration will need to be made to support the pupil during periods of change e.g. Christmas, Sports Day, off timetable events, trips.</p>	
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil consistently shows difficulties which are linked to their communication and interaction difficulties which impact on their ability to access a learning environment without highly personalised support. The pupil’s needs are met through an individual, bespoke curriculum which is highly personalised. The pupil is able to access the classroom for limited periods, where they are able to experience success through planned opportunities alongside their peers supported by a member of staff.</p>			
<p>As Level 1, 2 and 3 may also include –</p> <p>Doesn't have the skills to be part of a group or form meaningful friendships</p> <p>Preference for concrete and repetitive activities</p> <p>Is very susceptible to sensory triggers, which regularly leads to challenging behaviour</p> <p>School environment difficult to manage e.g. where a pupil has an extreme anxiety / sensory need</p> <p>Needs a highly bespoke package to enable the pupil to cope with daily demands</p> <p>The pupil may see school as a threatening environment on a daily basis which leads to them being</p>	<p>As for Levels 1, 2 and 3 whilst also including -</p> <p>Outside agency advice and recommendations</p> <p>Multi agency planning</p> <p>Multi-Element Plan (EPS led)</p> <p>Positive Handling Plan or similar personal plan and risk assessment agreed with parents / carers</p> <p>Sensory checklist</p> <p>A My Plan or EHCP may be in</p>	<p>The pupil’s needs are identified and known by staff working in school, agreed by parents and recorded on a detailed and shared plan e.g. PHP or risk assessment.</p> <p>As Level 1, 2 and 3 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff implement a highly bespoke package of support that includes</p> <ul style="list-style-type: none"> • Teaching approaches that place a high emphasis on direct training, are very finely graded and offer practical tasks which provide opportunities to make progress towards planned outcomes • Opportunities are frequent, repeated and reviewed • Additional adults support the pupil individually, under the direction of the teacher and other key staff to: <ul style="list-style-type: none"> • work on highly modified curriculum tasks when working with the whole class • access significant amount of sessions of individual support across each day • encourage independence • Opportunities for successful peer to peer interaction • Tasks will be short in duration and may be reward led 	<p>Additional advice and support is available from:</p> <p>Local Authority SEND Manager / Officer</p> <p>Sheffield Education ASD Team Helpline</p> <p>MAST</p> <p>Autism Team</p> <p>Learning Support Service</p> <p>Educational Psychology Service</p> <p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>Ryegate Children’s</p>

<p>dysregulated prior to arrival</p> <p>Possible mental health difficulties</p> <p>Significant 'meltdowns' at home are reported. Family have to make significant adaptations to manage home life</p> <p>Significant difficulties with receptive and / or expressive language leading to challenging or very passive behaviours when needs cannot be communicated</p> <p>Pupil uses a combination of verbal and alternative communication to meet their basic needs</p> <p>Ability to communicate effectively may fluctuate depending on their level of emotional regulation</p> <p>Language impairment affects access to all aspects of the curriculum</p> <p>Very slow response to verbal stimuli, low retention of abstract concepts</p> <p>Struggles to appreciate the needs of the listener and is egocentric</p> <p>Has rigid thought processes and routines that affect all aspects of</p>	<p>place to recognise the pupil's needs and provision required to meet them</p>	<ul style="list-style-type: none"> • Sensory breaks will be a part of the pupil's day as identified • Accommodation where possible is made to meet the pupil's individual sensory profile • The curriculum places an emphasis on identified holistic outcomes • Personalised access arrangements are used (e.g. 5 point scale or emotion cards) to indicate feelings, avoidance of known trigger points, amendments to toileting support etc. • Support is required during social times to make links with peers <p>Grouping:</p> <ul style="list-style-type: none"> • The pupil will access support in high adult to child ratio groups or 1:1 e.g. Attention Autism, 2:1 Theraplay/Nurture activities, Positive Play, PECS focused sessions, 1:1 Friends, Intensive Interaction etc. • Working on an individual, bespoke curriculum and so has an individual timetable that includes planned time within the mainstream class, to enable the pupil to access the classroom for limited periods alongside a member of staff where they are able to experience success. <p>Resources:</p> <ul style="list-style-type: none"> • Effective use of individual visual timetable per session or activity e.g. start/finish, now/then which does require support to implement • Alternative Communication systems e.g. PECS, Makaton may be considered • Possible access to alternative provision to explore 	<p>Centre</p> <p>Centenary House</p> <p>Speech and Language Therapy Team (SALT)</p>
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school life		<p>Transitions: thorough and timely preparations made for transition, both between year groups and between settings</p> <p>Consideration will need to be made to support the pupil during periods of change e.g. Christmas, Sports Day, off timetable events, trips.</p> <p>There is agreement between professionals (EPS, Local Authority SEND Manager) that the pupil's needs and provision in place constitute a Level 4.</p>	
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Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows severe and persistent communication and interaction difficulties which impact on their ability to safely access a learning environment without continual bespoke, personalised support. The pupil’s needs are met through constant support to access a flexible and responsive timetable planned to meet specific outcomes agreed by specialist outside agencies, parents, pupil (where appropriate), Locality Authority SEN Manager and school staff. The child accesses a fully personalised timetable alongside a highly skilled member of staff.</p>			
<p>As Level 1, 2, 3 and 4 may also include –</p> <p>Socially isolated or regular conflict with peers / staff</p> <p>Highly susceptible to sensory triggers which consistently lead to challenging behaviour which puts themselves and others at risk</p> <p>The school environment provokes extreme behaviours linked to sensory and anxiety led needs</p> <p>Extreme anxiety has led to school refusal despite a highly personalised and appropriate offer of provision</p> <p>Needs a flexible and responsive package of 1:1 support to enable the pupil to cope with daily demands</p>	<p>As for Levels 1, 2, 3 and 4</p> <p>Assessment of needs, progress and setting of next steps will be collaborative in nature with school staff working alongside the family and Outside Agency professionals (including Health and Care colleagues where appropriate)</p> <p>Positive Handling Plan or similar personal plan and risk assessment agreed with</p>	<p>Adjustments to Teaching Methods: Staff should have considered and implemented, as appropriate, approaches from Level 1, 2, 3 and 4.</p> <p>In most cases* there will be evidence of a graduated approach through the grid levels, and that from Level 4 to Level 5 it can be shown that ALL avenues of adjustment to provision have been considered and attempted (where appropriate) alongside support from Outside Agency professionals in a planned, sustained and reviewed manner. This would normally include accessing the Locality High Needs SEND Funding and Local Offer.</p> <p>*not including new starters to school or rapid escalation in presentation.</p> <p>There is agreement between professionals (EP, Locality SENCO, SEND Manager etc.) that the pupil’s needs and provision in place constitute a Level 5.</p>	<p>Additional advice and support is available from:</p> <p>Locality SEND Manager/Officer</p> <p>Autism Team</p> <p>Learning Support Service</p> <p>Educational Psychology Service</p> <p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>Ryegate</p> <p>Centenary House</p> <p>Speech and Language Therapy</p>

<p>Mental health difficulties</p> <p>Family have had to make significant adaptations to manage home life</p> <p>Significant difficulties with receptive and/or expressive language leading to challenging or very passive behaviours when needs cannot be communicated</p> <p>Pupil may communicate non-verbally using behaviour and body language, an adult may need to interpret the child's behaviour to understand their needs</p> <p>Language impairment affects access to all aspects of the curriculum</p> <p>Very slow response to verbal stimuli, low retention of abstract concepts</p> <p>Cannot appreciate the needs of the listener and is egocentric</p> <p>Has rigid thought processes and routines that affect all aspects of school life</p>	<p>parents / carers</p> <p>An EHCP may be in place to recognise the pupil's needs and provision required to meet them</p>		<p>Team (SALT)</p>
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2A Cognition and Learning - General Learning Difficulties

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows some low level learning needs which affect their learning in some situations. Their needs are met through their mainstream classroom through Quality First Teaching approaches, accessing whole class learning with occasional some support from staff in class.</p>			
<p>Some difficulties in the acquisition and / or use of language, literacy and numeracy skills</p> <p>Some difficulties with adaptive behaviour and social skills, e.g. can seem immature when compared to peers</p> <p>Can show lack of concentration in lessons</p> <p>Suspected memory difficulties</p> <p>Possible low level behaviour problems and / or work avoidance</p> <p>Some signs of disorganisation</p>	<p>Observation</p> <p>Data tracking showing slow progress in the acquisition of language, literacy and numeracy</p> <p>Teacher assessments</p> <p>Pupil Progress meetings</p> <p>Child / Young Person voice</p> <p>Parent / carer voice</p> <p>One Page Profile / Learner Profile</p>	<p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Pupil is part of whole class learning and provided with resources and scaffolding to achieve the objectives independently e.g. checklists, memory aids etc • Expectations on outcomes and timings to complete tasks are considered • Targeted simplified level / pace / amount of teacher talk with consideration given to questions asked as part of a whole class approach • Alternative forms of recording occasionally used as part of whole class teaching • Use of visual, audial and kinaesthetic approaches are regularly used • Breaking instructions down at a whole class level • Routine feedback to pupil as part of a whole class approach • Differentiation needed in some subject areas • Access to appropriate resources • Possible adjustments made to homework tasks 	<p>Additional advice and support is available from:</p> <p>SENCo</p> <p>Pastoral Team</p> <p>Curriculum / Year Group Leader</p> <p>Teacher with Learning Responsibility</p> <p>Prior to transition information from previous provision</p>

		<p>Grouping:</p> <ul style="list-style-type: none"> • The pupil accesses whole class teaching possibly with some TA support, either as the whole class or small group, or within an appropriate band/set • All pupils have access and are supported by the class teacher(s) and any teaching / learning assistants over the week <p>Resources:</p> <ul style="list-style-type: none"> • Make reasonable adjustments to support access to tasks e.g. word banks, number friezes, number lines etc • Whole class resources and displays that support independence 	
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows low level learning difficulties which affects their access to the curriculum and may be working up to 1 year below Age Related Expectations in attainment. The pupil is able to access whole class learning with some small group/focus intervention work support to ensure the gap between them and their peers does not widen. The pupil's needs are met through Quality First Teaching with the use of targeted strategies and school led intervention, e.g. booster programmes or focus interventions.</p>			
<p>Working up to 1 year below Age Related Expectations (ARE) in attainment</p> <p>Some difficulties in the acquisition and/or use of language, literacy and numeracy skills</p> <p>Lack of concentration in some lessons</p> <p>Suspected memory difficulties</p> <p>Possible low level behaviour problems and/or work avoidance</p> <p>May find it difficult to follow lengthy (more than 2 or 3-step) instructions and routines</p> <p>Support needed to organise resources or new activities</p> <p>Difficulties with adaptive behaviour and social skills, e.g.</p>	<p>As for level 1 whilst including –</p> <p>Observation</p> <p>Parent / carer / child voice (may include a structured conversation)</p> <p>Assess, Plan, Do, Review through a monitoring system should be in place to assess pupil's need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Learning profile begins to be unpicked through teacher and SENCo assessment, e.g. Lexia screening, WRAT, Sandwell Maths Assessment</p>	<p>As for level 1 whilst also including –</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Make explicit links made between interventions and whole class work • Pre / post learning opportunities are regularly built in for the pupil • Repetition and reinforcement of whole class objectives will be needed • Alternative forms of recording used to enable the pupil to access tasks and achieve objectives • Clear instructions are given in small and manageable chunks • Instructions may need to be repeated a few times • Immediate feedback to pupil to facilitate further learning • Differentiation needed in all subject areas • Adjustments made to homework tasks <p>Grouping:</p> <ul style="list-style-type: none"> • The pupil accesses whole class teaching with some small group/ intervention through the week 	<p>Additional advice and support is available from:</p> <p>SENCO</p> <p>Pastoral staff</p> <p>Advice / consultation/ possible referral to:</p> <p>Early Years Inclusion Team</p> <p>Learning Support Service / Specialist Teachers</p> <p>Speech and Language Therapy</p>

<p>can seem immature when compared to peers</p>		<ul style="list-style-type: none"> • The pupil accesses designated learning time, in small groups or sets with the class teacher and other members of staff • The pupil accesses timetabled additional small group/setted opportunities to work on identified areas of need matched specifically to their learning profile e.g. Lexia, Numberbox, First Class @ Number, IDL, phonic booster sessions - with reinforcement in whole class activities to aid transfer of skills • Pre/post learning opportunities <p>Resources:</p> <ul style="list-style-type: none"> • Access to appropriate individual resources to allow access to learning, e.g. numicon, phonic friezes, personalised dictionarie 	
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows significant difficulties with access to the whole curriculum taking account age and developmental level of the pupil. The pupil may be working up to 2 years below Age Related Expectations in attainment. The pupil's needs are met through a combination of approaches following advice from other professionals as appropriate, including small group interventions and 1:1 individualised support in and out of the classroom.</p>			
<p>Learning assessments indicate general learning difficulties</p> <p>Persistent difficulties with the acquisition and/or use of language, literacy and numeracy despite QFT and relevant, focused small group interventions</p> <p>Working up to 2 years below age related expected attainment levels</p> <p>Lack of concentration in some lessons due to comprehension and language difficulties</p> <p>Identified or suspected memory difficulties</p> <p>Regular behaviour problems and / or work avoidance</p> <p>May find it difficult to follow lengthy (more than 2 or 3-step)</p>	<p>As for level 1 and 2 whilst including –</p> <p>In depth learning assessments, e.g. completed by learning support/ trained specialist staff, to understand the profile of the learner</p> <p>Outside agencies' advice and recommendations, if involved</p> <p>Consider Access arrangements</p> <p>Multi Agency Planning</p> <p>SEN support plan in place</p> <p>A My Plan may be in place to draw together information, advice, aspirations and planned</p>	<p>As level 1 and 2 whilst also including –</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Individual support working on progressive personalised targets as informed through in depth learning assessments, building and developing key skills. This needs to be monitored and recorded on assessment tools that signal the next appropriate steps e.g. Locke and Beech, B Squared, Pivats, P-Scale descriptors • Explicit links made between interventions and group work/whole class work • Specific planning and modifications made to allow the pupil to access whole class learning e.g. in curriculum lessons the pupil's literacy ability informs the work that they produce • The pupil's interests are taken into consideration when planning <p>Due regard will need to be made regarding social skills / gross motor skills etc</p> <p>Grouping:</p> <ul style="list-style-type: none"> • The pupil will access a variety of support over the week may include whole class teaching, small group support and daily individualised 	<p>Additional advice and support is available from:</p> <p>Early Years Inclusion</p> <p>Learning Support Service / Specialist Teachers</p> <p>Educational Psychology Service:</p> <p>In school consultation / SENCo Group consultation</p> <p>Speech and Language Therapy</p>

<p>instructions and routines</p> <p>Support needed to organise resources and / or new activities</p> <p>Difficulties with adaptive behaviour and social skills, e.g. can seem immature when compared to peers</p>	<p>outcomes</p> <p>Use of appropriate assessment materials e.g.</p> <p>Locke and Beech</p> <p>B Squared</p> <p>PIVATs</p> <p>GL Assessments (e.g. Lucid),</p> <p>Vineland functional skills assessment</p>	<p>support working on personalised targets matched to their learning profile to enable them to access the curriculum, e.g. working on individual outcomes that are repeated and reinforced</p> <ul style="list-style-type: none"> • At secondary, this may be a bespoke curriculum, utilising varied routines, possible TA support in class and/or focus groups with highly differentiated targets. Pupils may access additional support at GCSE levels, additional to that which is normally delivered within the setting • The pupil accesses designated learning time, either in small groups or 1:1, with the class teacher and other members of staff • Pre / post learning opportunities are consistently planned and utilised • Possible alternative GCSE pathway provision may be in place <p>Resources:</p> <ul style="list-style-type: none"> • Wide variety of resources appropriate to the task • Interest boxes specific to pupil for downtime • Specialist equipment specific to the pupil's learning need e.g. sloping board, coloured paper, pencil grips • Pupil passports • Access appropriate training if required e.g. around differentiation • Staff visiting lower classes to see more appropriate teaching methods being used • Relate language to kinaesthetic learning opportunities 	
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		<ul style="list-style-type: none">• Personalised timetable e.g. use of Now & Then, reward focused activities <p>Specific training needs for staff are identified and sourced. Staff may be supported through working alongside specialists in school, either Outside Agency or within School (though an appropriately qualified and highly skilled specialist).</p>	
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows severe and pervasive difficulties with acquiring and retaining skills across the curriculum. The pupil may be working 2-3 years or a Key Stage behind Age Related Expectations for attainment. The pupil works on an individual and bespoke curriculum and therefore has a highly personalised timetable that will include time spent away from their mainstream class in order to work towards specific goals, as recommended by appropriate practitioners. The pupil is able to access some whole classroom learning with significantly high levels of scaffolding, or significant adult direction, to ensure that they can experience success. An awareness of the pupil's overall Special Educational Needs are taken into account.			
<p>Assessments show the learners profile falls within or below the 1st centile across a range of assessments including Ravens or BPVS consequently EP or other medical professionals indicate Generalised Learning Difficulty (or MLD)</p> <p>Persistent difficulties with the acquisition and retention of use of language, literacy and numeracy despite QFT and relevant, focused small group and 1:1 intervention</p> <p>May present with very short attention span</p> <p>Identified memory difficulties</p> <p>Behaviour problems may be apparent</p>	<p>As for levels 1, 2 and 3 whilst including –</p> <p>In depth learning assessments to be completed.</p> <p>Observation</p> <p>Outside Agency advice and recommendations link to Multi Agency Planning, possibly including a Multi-Element Plan (MEP)</p> <p>Access arrangements likely to be in place</p> <p>A My Plan or EHCP may be in place to recognise the pupil's needs and provision required to meet them</p>	<p>As level 1, 2 and 3 whilst also including –</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Curriculum focusing on the acquisition of functional skills • Teaching approaches that place a high emphasis on direct training, are very finely graded and offer practical tasks which provide opportunities to make progress towards planned outcomes • Opportunities are frequent, repeated and reviewed • Additional adults support the pupil individually, under the direction of the teacher and other key staff to: <ul style="list-style-type: none"> • work on highly modified curriculum tasks when working with the whole class • access significant amount of individual support sessions across each day • encourage independence • Tasks will be short in duration and may be <p>Specialist practitioners will be involved with the pupil and provide specialist assessment and advice including Local Authority SEND Manager / Inclusion Officer.</p> <p>Educational Psychology Service:</p> <p>In school consultation / SENCo Group consultation / Direct Work</p>	

<p>Work avoidance behaviours frequently seen</p> <p>May find it difficult to follow lengthy (more than 2 step) instructions and routines</p> <p>A high level of support needed to organise resources and / or new activities</p> <p>Constant adult support for learning</p> <p>Likely to need constant on-going level of support for personal / social / emotional well-being and / or self-help and safety</p> <p>Difficulties with adaptive behaviour and social skills e.g. can seem immature when compared to peers</p>	<p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress (e.g. daily, weekly, half termly)</p> <p>Use of appropriate assessment materials further to those found in Levels 1, 2 and 3 with support from Outside Agency practitioners</p>	<p>reward led</p> <ul style="list-style-type: none"> • The curriculum places an emphasis on identified holistic outcomes e.g. life skills, opportunity for the pupil to engage in community activity and to encourage independence • Develop independent living skills <p>Grouping:</p> <ul style="list-style-type: none"> • Working on an individual, bespoke curriculum and so has a highly personalised timetable that includes time spent away from the mainstream class • The pupil is able to access the classroom curriculum for limited periods where they are able to experience success supported by a member of staff. • At secondary this may also include 1:2, possibly 1:1 withdrawal / specialist withdrawal, a significantly modified GCSE offer, specialist teacher training and/or increased adult:pupil ratio over that of a pupil at Level 3. • Planned opportunities are provided for the pupil to be included with peers where the pupil is able to experience success <p>Resources:</p> <ul style="list-style-type: none"> • Effective use of personalised resources based on the pupil's interests • Effective use of individual visual timetable per session or activity, e.g. start / finish, now / then which does require support to implement 	
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Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows severe and profound, pervasive difficulties with acquiring and retaining skills across the curriculum. The pupil may only be attaining half their chronological age across all areas of assessment (functional, verbal, cognition). The pupil will require constant support to access a flexible and responsive timetable planned to meet specific outcomes agreed by specialist practitioners / outside agencies, parents, pupil (if appropriate), Locality SEN Manager and school staff. The pupil’s needs are met through accessing a fully personalised timetable alongside highly skilled members of teaching staff.</p>			
<p>Educational Psychology or medical cognitive assessments indicate profound and multiple learning difficulties.</p> <p>The learner’s profile falls below the 0.5 centile across a range of assessments including Ravens and BPVS consequently Educational Psychologists, or other medical practitioners indicate significant generalised learning difficulty.</p> <p>Considerable difficulties with the acquisition and retention of use of language, literacy and numeracy despite relevant, focused small group and 1:1 intervention.</p> <p>Very short attention span</p> <p>Work avoidance behaviours frequently seen</p>	<p>Educational Psychology or medical cognitive assessments indicate profound and multiple learning difficulties.</p> <p>The learner’s profile falls below the 0.5 centile across a range of assessments including Ravens and BPVS consequently Educational Psychologists, or other medical practitioners indicate significant generalised learning difficulty.</p> <p>Considerable difficulties with the acquisition and retention of use of language, literacy and numeracy despite</p>	<p>Educational Psychology or medical cognitive assessments indicate profound and multiple learning difficulties.</p> <p>The learner’s profile falls below the 0.5 centile across a range of assessments including Ravens and BPVS consequently Educational Psychologists, or other medical practitioners indicate significant generalised learning difficulty.</p> <p>Considerable difficulties with the acquisition and retention of use of language, literacy and numeracy despite relevant, focused small group and 1:1 intervention.</p> <p>Very short attention span</p> <p>Work avoidance behaviours frequently seen</p> <p>May find it difficult to follow 1-2 step instructions and routines</p> <p>A constant high level of support needed to organise resources and/or new activities</p>	<p>Educational Psychology or medical cognitive assessments indicate profound and multiple learning difficulties.</p> <p>The learner’s profile falls below the 0.5 centile across a range of assessments including Ravens and BPVS consequently Educational Psychologists, or other medical practitioners indicate significant generalised learning difficulty.</p> <p>Considerable difficulties with the acquisition and retention of use of language, literacy and numeracy despite</p>

<p>May find it difficult to follow 1-2 step instructions and routines</p> <p>A constant high level of support needed to organise resources and/or new activities</p> <p>Constant adult support for learning needed</p> <p>Constant on-going level of support for personal/social/emotional well-being and/or self-help and safety.</p> <p>Adaptations for safety needed</p> <p>Difficulties with adaptive behaviour and social skills e.g. can seem immature when compared to peers</p>	<p>relevant, focused small group and 1:1 intervention.</p> <p>Very short attention span</p> <p>Work avoidance behaviours frequently seen</p> <p>May find it difficult to follow 1-2 step instructions and routines</p> <p>A constant high level of support needed to organise resources and/or new activities</p> <p>Constant adult support for learning needed</p> <p>Constant on-going level of support for personal/social/emotional well-being and/or self-help and safety.</p> <p>Adaptations for safety needed</p> <p>Difficulties with adaptive behaviour and social skills e.g. can seem immature when compared to peers</p>	<p>Constant adult support for learning needed</p> <p>Constant on-going level of support for personal/social/emotional well-being and/or self-help and safety.</p> <p>Adaptations for safety needed</p> <p>Difficulties with adaptive behaviour and social skills e.g. can seem immature when compared to peers</p>	<p>relevant, focused small group and 1:1 intervention.</p> <p>Very short attention span</p> <p>Work avoidance behaviours frequently seen</p> <p>May find it difficult to follow 1-2 step instructions and routines</p> <p>A constant high level of support needed to organise resources and/or new activities</p> <p>Constant adult support for learning needed</p> <p>Constant on-going level of support for personal/social/emotional well-being and/or self-help and safety.</p> <p>Adaptations for safety needed</p> <p>Difficulties with adaptive behaviour and social skills e.g. can seem immature when compared to peers</p>
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2B Cognition and Learning - Specific Learning Difficulties

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil / YP is able to access whole class learning with some support from the teacher and TA. The pupil / YP demonstrates slow progress with reading / writing / maths / handwriting, despite high quality and appropriate teaching support. This may include those pupils who show a discrepancy between academic achievement and intellectual ability. The pupil's needs are met within their mainstream class through quality first teaching.</p>			
<p>Pupil may demonstrate:</p> <p>Work avoidance</p> <p>Low level behaviours, e.g. tapping pencil</p> <p>Poor handwriting</p> <p>Poor organisation on the page of written work (lots of crossing out / words missed out)</p> <p>Small amounts of work produced</p> <p>Disordered writing</p> <p>Poor organisational skills</p> <p>Difficulties remembering sequences and large chunks of information</p>	<p>Hearing checked at GP</p> <p>Sight check at opticians</p> <p>Observation</p> <p>Data tracking showing slow progress in the acquisition of language, literacy and numeracy</p> <p>Teacher Assessments which may include spelling checklist, phonics assessments</p> <p>Pupil Progress</p>	<p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Clear and concise direct teaching, supported with examples of what to achieve e.g. WAGOLL • Consideration of language, speed of delivery (chunking), vocabulary, use of visuals to support understanding and duration of delivery • Understand that pupil will find copying difficult so having resources printed, use of technology to record notes • Support the pupil to organise themselves e.g. routines such as getting changed for PE may be supported with visuals, reminders about school trips etc. • Consider expectations – expect quality over quantity • Consider alternatives forms of recording e.g. jottings, drawing, labelling • Brain breaks, including allowing the pupil to move • Additional time given for processing • Avoiding reading out aloud in front of the class • Use of visual, auditory & kinaesthetic approaches • Routine feedback • Boosting self-esteem at every opportunity 	<p>Additional advice and support is available from:</p> <p>Learning Support Service Specialist Teachers - access for informal advice if required</p>

<p>Struggles to tell the time</p> <p>Lack of retention</p> <p>Poor concentration</p> <p>Low self-esteem</p> <p>Takes longer to process information</p> <p>Problems with phonological awareness</p> <p>Difficulty remembering spelling patterns</p> <p>Letter and number reversals</p> <p>Slow rate of reading</p> <p>Lack of comprehension when reading due to poor decoding skills / memory barriers</p> <p>Poor retention of words</p> <p>Letters within words recorded in the wrong order</p> <p>Written work may not match verbal ability</p> <p>Struggles to copy off Interactive board / board or from work next to</p>	<p>meetings</p> <p>Pupil/Young Person voice</p> <p>Parent/carer voice (may include a structured conversation).</p> <p>Assess, Plan, Do, Review through a monitoring system should be in place to assess pupil's need, identify outcomes, implement support and monitor and evaluate progress</p> <p>One Page Profile/Learner Profile</p>	<p>Grouping:</p> <ul style="list-style-type: none"> • The pupil accesses whole class teaching with some TA support, either as the whole class or small booster group • All pupils have access and are supported by the class teacher and any assistants over the week <p>Resources:</p> <ul style="list-style-type: none"> • Using ICT to support pupil • Alternative forms of recording routinely used, e.g. Dictaphone, scribe, divided page • Access to pastoral clubs to boost self-esteem • Use of pastel coloured background on the interactive board • Offering different coloured paper to write on • Offering different writing implements – comfortable and effective writing grip • Task board • Crib sheet • Voice recorder • Use of checklists, rubriks, visual task timetables displayed during teaching and in the learning space • Use of memory aids to support spelling e.g. phonic mats, high frequency etc. • Visual prompts including word mats, access to displays and resources that are accessible in terms of positioning and font • Numicon and other practical apparatus to support mathematical concepts 	
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them Easily tires, particularly when reading or writing. Inability to understand or retain basic number concepts or symbols			
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows persistent difficulties in acquiring reading, spelling and/or writing skills despite appropriate learning opportunities and taking into account the age and developmental level of the pupil. This may include those pupils who show a discrepancy between academic achievement and intellectual ability and may be working up to 1 year below Age Related Expectations in attainment. The pupil's needs are met within their mainstream class through quality first teaching and the through school led intervention.</p>			
<p>Working up to 1 year below Age Related Expectations (ARE) in attainment</p> <p>Work avoidance</p> <p>Low level behaviours e.g. tapping pencil</p> <p>Poor handwriting</p> <p>Poor organisation on the page of written work (lots of crossing out / words missed out)</p> <p>Small amounts of work produced</p> <p>Lack of progress made in reading / writing / maths / handwriting</p> <p>Disordered writing</p> <p>Poor organisational skills</p> <p>Difficulties remembering</p>	<p>Learning profile is unpicked through in-school teacher or SENCO Wave 2 assessments e.g. Sandwell Maths Assessment, Lexia Screening, WRAT etc.</p> <p>Observation</p> <p>Data tracking showing slow progress in the acquisition of language, literacy and numeracy</p> <p>Pupil Progress meetings</p> <p>Pupil /Young Person voice</p>	<p>As Level 1 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Pupil is part of whole class learning and provided with resources and scaffolding to achieve the objectives independently e.g. checklists, memory aids etc. • Explicit links made between interventions and whole class work • Pre/post learning opportunities are regularly built in for the pupil • Repetition and reinforcement of whole class objectives will be needed • Expectations on outcomes and timings to complete tasks are considered and adjustments made • Targeted simplified level/pace/amount of teacher talk with consideration given to questions asked as part of a whole class approach • Alternative forms of recording used to enable the pupil to access tasks and achieve objectives • Use of visual, audial and kinaesthetic approaches are regularly used • Clear instructions are given in small and manageable chunks. 	<p>Additional advice and support is available from:</p> <p>Learning Support Service Specialist Teachers - access for informal/ formal advice</p>

<p>sequences and large chunks of information</p> <p>Struggles to tell the time</p> <p>Lack of retention</p> <p>Poor concentration</p> <p>Low self-esteem</p> <p>Takes longer to process information</p> <p>Problems with phonological awareness</p> <p>Difficulty remembering spelling patterns</p> <p>Letter and number reversals</p> <p>Slow rate of reading</p> <p>Lack of comprehension when reading due to poor decoding skills / memory barriers</p> <p>Poor retention of words</p> <p>Letters within words recorded in the wrong order</p> <p>Written work may not match verbal ability</p>	<p>Parent/carer voice (may include a structured conversation).</p> <p>Assess, Plan, Do, Review through a monitoring system should be in place to assess pupil's need, identify outcomes, implement support and monitor and evaluate progress</p> <p>One Page Profile/Learner Profile</p>	<ul style="list-style-type: none"> • Instructions may need to be repeated a few times • Whole class resources and displays that support independence • Immediate feedback to pupil to facilitate further learning • Differentiation needed in all subject areas • Access to appropriate individual resources • Adjustments made to homework tasks <p>Grouping:</p> <ul style="list-style-type: none"> • The pupil accesses whole class teaching with some small group intervention through the week. For example: Precision teaching, paired reading, • The pupil accesses designated learning time, either in small groups or 1:1, with the class teacher and other members of staff • The pupil accesses timetabled additional small group opportunities to work on identified areas of need matched specifically to their learning profile e.g. Lexia, Nessy, IDL, phonic booster sessions etc. with reinforcement in whole class activities to aid transfer of skills • Pre/post learning opportunities • Small groups • Short tasks <p>Resources:</p> <ul style="list-style-type: none"> • Task boards • Handwriting intervention • Use of Alphabet Arc • Onset and rime approach to reading and spelling • Additional phonics support • Motor skills group (Primary Pilates, Teodorescu) 	
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<p>Struggles to copy off Interactive board / board or from work next to them</p> <p>Easily tires, particularly when reading or writing</p>		<ul style="list-style-type: none"> • ICT programme e.g. Clicker • Personal dictionaries • Checklist • Make reasonable adjustments to support access to tasks e.g. word banks, spelling banks, note books, mindmaps etc. • Numicon and other practical apparatus to support mathematical concepts 	
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows significant difficulties with acquiring literacy / numeracy skills taking into account the age and developmental level of the pupil. The pupil may be working up to 2 years below Age Related Expectations in attainment. The pupil's needs are met using a combination of approaches (including small group interventions and 1:1 individualised support in and out of the classroom) following support and advice from professionals as appropriate.</p>			
<p>Learning assessments indicate specific learning difficulties</p> <p>Working up to 2 years below age related expected attainment levels</p> <p>May demonstrate behaviour difficulties e.g. work avoidance, class clown, attention seeking, use of chat, lack of engagement</p> <p>Poor handwriting</p> <p>Poor organisation on the page of written work (lots of crossing out / words missed out)</p> <p>Small amounts of work produced</p> <p>Lack of progress made in reading and writing</p> <p>Disordered writing</p> <p>Poor organisational skills</p>	<p>Regular assessment on entry and exit to intervention with mid-term check as appropriate</p> <p>Regular monitoring of core subjects to ensure transfer of skills following intervention</p> <p>In depth learning assessments to be completed</p> <p>Observation</p> <p>Teacher assessments</p> <p>Pupil Progress meetings</p>	<p>As Level 1 and 2 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Individual support working on progressive personalised targets as informed through in depth learning assessments, building and developing key skills. This needs to be monitored and recorded on assessment tools that signal the next appropriate steps e.g. Locke and Beech, B Squared, Pivots etc. • Explicit links made between interventions and group work/whole class work • Specific planning and modifications made to allow the pupil to access whole class learning e.g. in curriculum lessons the pupil's literacy ability informs the work that they produce • The pupil's interests are taken into consideration when planning • Personalised timetable e.g. use of now/then, reward focused activities etc. • Due regard will need to be made to supporting self-esteem and confidence levels. Likely to need nurture based sessions around this. • Memory strategies and organisation skills to be taught 	<p>Additional specialist support should be sought from:</p> <p>Consultancy / advice and guidance from specialist teachers, such as those from Learning Support Service</p> <p>Specialist Training e.g. Dyslexia awareness</p> <p>LSS or similar screen for access arrangements e.g. additional time</p>

Difficulties remembering sequences and large chunks of information	Ongoing Pupil/Young Person voice	<p>to the pupil.</p> <ul style="list-style-type: none"> • Additional highly structured reading, spelling, writing, maths intervention with an adult trained in supporting pupils with dyslexic / dyscalculia difficulties • Highly structured multisensory techniques for phonics / spelling • Daily over learning • Multisensory approaches in all curriculum activities • Access to coloured paper and overlays (where required) • Tasks routinely broken down • Simplified instructions which are repeated as required • Access to highly skilled staff who are familiar with the needs of dyslexic pupils <p>Grouping:</p> <ul style="list-style-type: none"> • The pupil will access a variety of support over the week including whole class teaching, small group support and daily individualised support working on personalised targets matched to their learning profile to enable them to access the curriculum e.g. working on individual outcomes that are repeated and reinforced. • The pupil accesses designated learning time, either in small groups or 1:1, with the class teacher and other members of staff. • Pre/post learning opportunities are consistently planned • Individual support within class and access to one to one bespoke intervention • Short focused tasks • Teaching to the pupil's strengths • Offering alternatives to recording 	
Struggles to tell the time	Ongoing Parent/Carer voice		
Lack of retention			
Poor concentration	Evaluate support plan		
Low self-esteem	Outside agencies' advice and recommendations, if involved		
Takes longer to process information			
Problems with phonological awareness	Consider Access arrangements		
Difficulty remembering spelling patterns	Multi Agency Planning		
Letter and number reversals	Assess, Plan, Do, Review using SEN Documents or My Plan		
Slow rate of reading			
Lack of comprehension			
Poor retention of words	Use of appropriate assessment materials e.g. WRAT, Dyslexia Portfolio, Brian Butterworth 'Dyslexia Guidance' screener (GL Assessment),		
Letters within words recorded in the wrong order			
Written work may not match verbal ability			
Struggles to copy off Interactive			

<p>board / board or from work next to them</p> <p>Easily tires, particularly when reading or writing</p>	<p>BPVS, Visual Stress Assessment for coloured filters</p> <p>As the pupil gets older it may be appropriate to share what their additional needs refer to and how this is communicated with the pupil themselves</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Task boards and visual prompts • A cumulative multisensory learning programme • Handwriting intervention • Use of Alphabet Arc • Onset and rime approach to reading and spelling • Additional phonics support • Motor skills group • Support is supplemented with ICT programmes and voice activated software for writing e.g. Nessy, Lexia, Clicker, i-pad apps including app wheel for Scotland • 1:1 reading intervention 	
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil will show severe and pervasive difficulties with acquiring literacy skills. The pupil may be working 2-3 years or a Key Stage behind Age Related Expectations for attainment. The pupil works on an individual and bespoke curriculum and so has a highly personalised timetable that will include time spent away from the class working on specific goals as recommended by a dyslexia specialist i.e. EP or SpLD teacher.</p> <p>The pupil is able to access whole classroom learning with significant scaffolding to ensure that they can experience success. An awareness of the pupil's overall needs are taken into account.</p>			
<p>Assessments show the learners profile falls within or below the 1st centile for assessment such as Ravens OR BPVS (not both) consequently EP or other medical professionals indicate Specific Learning Difficulty</p> <p>Behaviour difficulties e.g. work avoidance, class clown, attention seeking, use of chat, lack of engagement.</p> <p>Poor handwriting and / or poor organisation on the page of written work (lots of crossing out / words missed out)</p> <p>Small amounts of work produced</p> <p>Lack of progress made in reading and writing</p>	<p>Regular assessment on entry and exit to intervention with mid-term check as appropriate</p> <p>Regular monitoring of pupil's writing to ensure transfer of skills following intervention</p> <p>In depth learning assessments to be completed</p> <p>EP involvement</p> <p>Observation</p> <p>Data tracking</p>	<p>As Level 1, 2 and 3 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Due regard will need to be made to supporting self-esteem and confidence levels. Likely to need nurture based sessions around this • Memory strategies and organisation skills to be taught to the pupil • Additional highly structured reading, spelling, writing, maths intervention with an adult trained in supporting pupils with dyslexic / dyscalculia difficulties • Highly structured multisensory techniques for phonics / spelling • Daily over learning • Use of visual prompts • Multisensory approaches • Access to coloured paper and overlays (where required) • Tasks routinely broken down • Simplified instructions which are repeated as required • Access to highly skilled staff who are familiar with the 	<p>Additional specialist support should be sought from:</p> <p>Consultancy / advice and guidance from specialist teachers, such as those from Learning Support Service</p> <p>Educational Psychology</p> <p>LSS (EP? OT?) screen for access arrangements e.g. additional time</p>

<p>Disordered writing</p> <p>Poor organisational skills</p> <p>Difficulties remembering sequences and large chunks of information</p> <p>Struggles to tell the time</p> <p>Lack of retention and / or poor concentration</p> <p>Low self-esteem</p> <p>Takes longer to process information</p> <p>Problems with phonological awareness</p> <p>Difficulty remembering spelling patterns</p> <p>Letter and number reversals</p> <p>Slow rate of reading</p> <p>Lack of comprehension</p> <p>Poor retention of words</p> <p>Letters within words recorded in the wrong order</p> <p>Written work may not match</p>	<p>Teacher assessments</p> <p>Pupil Progress meetings</p> <p>Ongoing Pupil/Young Person voice</p> <p>Ongoing Parent/Carer voice</p> <p>Outside agencies' advice and recommendations, if involved</p> <p>Consider Access arrangements</p> <p>Multi Agency Planning</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress (e.g. daily, weekly, half termly) that work towards the</p>	<p>needs of dyslexic pupils</p> <p>Grouping:</p> <ul style="list-style-type: none"> • As level 3 <p>Resources:</p> <ul style="list-style-type: none"> • Task boards • A cumulative multisensory learning programme • Handwriting intervention • Use of Alphabet Arc • Onset and rime approach to reading and spelling • Additional phonics support • Motor skills group • Support is supplemented with ICT programmes and voice activated software for writing e.g. Nessy, Lexia, Clicker, i-pad apps including app wheel for Scotland 	
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<p>verbal ability</p> <p>Struggles to copy off Interactive board / board or from work next to them</p> <p>Easily tires, particularly when reading or writing</p>	<p>outcomes set in a My Plan or EHCP is in place for the pupil</p> <p>Use of appropriate assessment materials e.g. Locke and Beech, B Squared, PIVATs etc.</p> <p>As the pupil gets older it may be appropriate to share what their additional needs refer to and how this is communicated with the pupil themselves.</p> <p>Use of appropriate assessment materials e.g. WRAT, Dyslexia Portfolio, Brian Butterworth 'Dyslexia Guidance' screener (GL Assessment), BPVS, Visual Stress filters</p>		
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3A Social, Emotional and Mental Health - Emotional Regulation

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows low level, infrequent social and emotional behavioural difficulties which occasionally interrupt learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching.			
<p>Low level/low frequency of social and emotional behavioural difficulties which interrupt learning in some situations. May include:</p> <p>Difficulty in following whole class instructions</p> <p>Occasional refusal to follow reasonable requests</p> <p>Poor concentration</p> <p>Difficulties working in groups, sharing and taking turns</p> <p>Some signs of low level disruptive behaviour</p> <p>Possible developmental delay</p> <p>Occasional difficulties following routines</p>	<p>Assessment</p> <p>Part of normal school and class assessments.</p> <p>Recognition of learning styles and motivational levers</p> <p>One Page Profile in place</p> <p>Planning</p> <p>Parental and pupil voice is included in assessment and planning</p> <p>Parents involved regularly and support targets at home</p>	<p>Adjustments to Teaching Methods:</p> <p>Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Use a multi-sensory, differentiated approach • Offer support and reassurance • Respond where possible to student interest • Retain a sense of humour • Model expectations and behaviours • Modify level/pace/amount of teacher talk to pupils' identified need • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. Regular class work with an emphasis on relationships, emotions, social skills, conflict resolution • Increased emphasis on identifying and teaching to preferred learning style <p>Grouping:</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Nurturing classroom approaches including opportunities to take on additional responsibilities e.g. class monitor • A quiet area in the classroom may be useful for 	<p>Additional advice and support is available from:</p> <p>Consultation with other colleagues in school</p> <p>Learning Mentors</p> <p>Head of Year</p> <p>Pupil and parent voice</p> <p>GP referral to medical services e.g. assessment for hearing</p>

<p>Underdeveloped social skills may create difficulties in getting along with others:</p> <p>Some difficulties forming positive relationships with peers and/ or some teachers</p> <p>Possibly isolated or withdrawn</p> <p>Some patterns of stress/anxiety in specific situations</p> <p>Unpredictability, inconsistency</p>		<p>individual work</p> <ul style="list-style-type: none"> • Create opportunities to work with positive role models • On-going opportunities for group and 1:1 support focused on specific IEP targets • Seating Plan if appropriate <p>Resources:</p> <ul style="list-style-type: none"> • Additional processing time and time allowed to complete a task • Short term, class led individual support focusing on listening, concentration, social skills • Preparation for any change and the need for clear routines including transition <p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> • Pupil profile • Class led observation • Reward systems involving regular monitoring and support • Home / School Communication Book • Visual systems/timetables • Develop friendship groups • Low stimulus sensory area 	
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows low level social and emotional behavioural difficulties which interrupt learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching and the use of positive and personalised targeted strategies.			
<p>Occasional difficult, demanding or concerning social and emotional behaviour which interrupt learning in some situations. May include:</p> <p>Emerging, frequent patterns of reluctance to following reasonable instructions / requests</p> <p>Continued difficulties following routines</p> <p>Poor concentration</p> <p>Difficulties working in groups, sharing and taking turns</p> <p>Signs of disruptive behaviour</p> <p>Possible developmental delay</p> <p>Signs of stress or anxiety</p> <p>Underdeveloped social skills may create difficulties in getting along with others:</p>	<p>Assessment</p> <p>Sheffield Baseline Assessment Tool</p> <p>Pupil self-assessment and pupil friendly SMART targets set for behaviour/social skills in line with school policy</p> <p>Pupil voice gained through appropriate resources, e.g. Bear Cards, What Children Need cards, Myself as a Learner, PASS</p> <p>Identification of triggers and solutions (e.g. ABC Plan or behaviour plan)</p>	<p>As Level 1 (QFT), and including Wave 2 interventions and...</p> <p>Adjustments to Teaching Methods:</p> <p>Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Increased differentiation by presentation and/or outcome • Consideration of differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, using approaches such as play, creative activities, drama • Simple solutions given for difficult times of the school day <p>Grouping:</p> <ul style="list-style-type: none"> • Opportunities for small group work on identified need e.g. listening / thinking / social skills. • Create opportunities to work with positive role models • Opportunities for skill reinforcement/revision/transfer and generalisation • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution <p>Resources:</p> <ul style="list-style-type: none"> • Time limited mainstream classroom programme of support, which relates to class led assess, plan, do and review systems e.g. personal reward system / 	<p>Additional advice and support from Local Authority services is available from:</p> <p>Educational Psychology Service:</p> <p>In school consultation and SENCo Group consultation</p> <p>Early Years Inclusion Team</p> <p>Learning Support Service</p> <p>Speech and Language therapy</p> <p>MAST</p> <p>GP</p> <p>Locality SENCo</p>

<p>Some difficulties forming positive relationships with peers and/ or some teachers</p> <p>Possibly isolated or withdrawn</p> <p>Bully or victim role</p> <p>Some patterns of stress/anxiety in specific situations</p> <p>Unpredictability, inconsistency</p> <p>Signs of aggression or confrontational behaviours with peers</p> <p>Increased absence/lateness</p>	<p>Early Help Gateway meetings</p> <p>Team Around the Family meetings include involved outside agency professionals (inc. Virtual Schools) that unpick the pupil's history</p> <p>Assessment of learning needs, e.g. Learning and Cognition, Communication and Interaction assessments</p> <p>Analysis and formulation of data (e.g. behaviour types, triggers and areas of difficulty, uses of reasonable adjustments to avoid scenarios identified difficult scenarios)</p>	<p>report cards</p> <ul style="list-style-type: none"> • Small group work to learn appropriate behaviours and for associated learning difficulties • A quiet area in the classroom may be useful for individual work or timeout • Individual programme based on specific need • Time-limited programmes of small group or 1:1 work based on identified need linked to IEP targets • Strategies developed alongside pupil and shared with school staff, parent/carer – staff implement and follow these consistently • Focused and appropriate CPD for key staff working with pupil <p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> • Consultation with other colleagues in school • ABC charts • Pupil profile • Observation schedules • Personalised reward systems involving regular monitoring, feedback and support • Monitoring diaries, e.g. tracking a pupil's day lesson by lesson • Use of behaviour targets within the classroom/playground, prompt cards • Lunchtime club • Regular small group work/resilience, concentration skills/ social skills/listening skills/conflict resolution • Short-term individual support • Support that uses solution focused/motivational approaches • Develop friendship groups, buddies and/or mentor use • Access to additional circle time activities, e.g. Silver SEAL, Friends or other SEMH focused interventions 	<p>Networks</p> <p>Professionals offering therapeutic services.</p>
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		<p>Planning</p> <ul style="list-style-type: none">• Parents involved regularly and support targets at home• Pupils involved in setting and monitoring their own targets, and the pupil's responses to social/ learning environment actively inform the cycle of IEP/PEP• Additional steps and adjustment are taken to engage pupil and parents as appropriate• Effective communication systems are in place which enable all parties involved to provide consistent support for the pupil	
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows frequent social and emotional behavioural difficulties which interrupt their own and others' learning in a range of situations. The pupil's needs are met using a combination of approaches, including small group, focus interventions and 1:1 individualised support, in and out of the classroom following support and advice from other practitioners as appropriate. Holistic assessment of the pupil's needs are undertaken to ascertain whether there are underlying developmental, cognitive and/or communication needs.</p>			
<p>Social, emotional and mental health difficulties are frequently observed and are intense in nature.</p> <p>Use of Wave 1 and 2 interventions have been limited in success, necessitating a more personalised holistic curriculum which has been planned alongside professionals from outside agencies.</p> <p>Non-compliance is seen on a daily basis</p> <p>Learning of self and others significantly interrupted by withdrawn or disruptive behaviours</p> <p>Uncommunicative, significantly withdrawn, struggles to contribute</p>	<p>As for level 1 and 2 whilst including -</p> <p>Use of assessment tools, e.g. Boxall, SDQ, sensory checklists, PIVATS, communication screens.</p> <p>Reward systems involving regular monitoring and support</p> <p>Observation schedules</p> <p>Educational Psychology drop in and consultation</p> <p>Early Help Assessment</p>	<p>As for level 1 and 2 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Daily access to skilled staff and/or provision in school with experience of SEMH, e.g. behaviour support worker, lead behaviour professional, SENCo, Learning Mentor, trained pastoral teams. The additional adult, working with the teacher, supports the pupil to develop strategies and skills • Trusted adults offer support at vulnerable times using pre-agreed strategies • Flexible, pre-agreed approaches are used by all staff and the pupil, e.g. the use of a time-out card as a means of self-regulation and/or sensory breaks at planned intervals within the day • Personalised reward systems are known by all staff in school and are implemented consistently across the curriculum • The pupil is actively involved in monitoring their own targets <p>Grouping:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group 	<p>Additional specialist support should be sought from Local Authority services:</p> <p>EPS</p> <p>In school consultation, SENCo Group consultation</p> <p>Early Years Inclusion Team</p> <p>Learning Support Service</p> <p>Speech and Language Therapy</p> <p>MAST</p> <p>GP</p> <p>Child and Adolescent</p>

<p>Overly keen, regular interrupters, “needy.”</p> <p>Risk of fixed term exclusion</p> <p>Significant difficulties with social interaction- deteriorating relationships with adults and/or peers. May include:</p> <p>Inappropriate language/ communication (inability to adapt to context)</p> <p>Inappropriate and/or risk taking behaviours</p> <p>Possible sexualised behaviour towards others</p> <p>Instances of aggressive/violent behaviour increase in frequency and severity</p> <p>Deteriorating attendance</p> <p>Significantly withdrawn</p> <p>Little regard for school rewards and consequences</p>	<p>Gateway</p> <p>Team Around the Family meetings include involved outside agency professionals (inc. Virtual Schools)</p> <p>A My Plan may be in place to draw together information, advice, aspirations and planned outcomes</p> <p>Review of measurable progress against targets in IEP/PEP</p> <p>Pastoral Support Plan</p> <p>Positive Handling Plan written collaboratively with child</p> <p>Access to additional resources is sought. E.g. Locality’s High Needs Funding</p>	<p>support e.g. pupil accesses school based provision with appropriate training and organisation, underpinned by nurture principles</p> <ul style="list-style-type: none"> • Increased access to a combination of individual, small group and whole class activities to promote and develop social skills, emotional regulation and self-esteem, as well as experience positive interaction with peers and adults, in order to address SEMH targets • Tasks and presentation are personalised to address pupil’s needs • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations may be used • At secondary, some use of vocational provision may be used to support the pastoral offer to the pupil • Personalise the day, consider alternatives to the structure of the day and the lessons currently offered. The structure, routine and expectations of the classroom / timetable are managed carefully between school and the family to support the pupil in being able to access it <p>Resources:</p> <ul style="list-style-type: none"> • In addition to the provision at level 1/2, identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets. At secondary, this may take the form of daily check in and mentoring from a senior leader or key pastoral worker • Outreach advice is used in the provision offered to the pupil • Small steps targets within group programmes and/or 1:1 work tasks, e.g. solution focused / restorative practice / motivational approaches / therapeutic approaches 	<p>Mental Health Service (CAMHS)</p> <p>Advice and support available through school involvement in Healthy Minds Programme</p> <p>Ryegate Children’s Centre</p> <p>Locality SENCo Networks</p> <p>Professionals offering therapeutic services</p> <p>Specialist Training:</p> <p>Staff training in restorative approaches / attachment and trauma / PDA / therapeutic approaches</p> <p>Staff training is specific towards the pupil’s needs and staff have opportunities to be involved in reflective practice</p>
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	<p>Early Help/ Multi-agency planning processes specify contribution of individual services and lead practitioner.</p>	<ul style="list-style-type: none"> • Personalise the day, consider alternatives to the structure of the day and the lessons currently offered • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, using vehicles such as IT, play, creative activities, drama. Again, at secondary this may include the use of vocational provision placements to supplement the pastoral offer to the pupil • Modifications to timetable may include, e.g. off-site activities, meet and greet, delayed start time, adjustment to access arrangements • A safe space is planned and key / 'safe' adults are identified, all staff working with the pupil are aware of these arrangements • Restorative justice models used post-incident • Multi-Element Plans created and used alongside Educational Psychologist and other professionals • Plans created alongside Educational Psychologist (e.g. MAP or equivalent) may be used by pupil and staff 	
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil consistently shows social and emotional behavioural difficulties which impact on their ability to access a learning environment without highly personalised support. The pupil's needs are met using a highly personalised approach which will draw on support and advice from other professionals. This will include access to a completely bespoke timetable.</p>			
<p>Difficulty managing emotional responses leading to challenging, demanding or concerning behaviour.</p> <p>Behavioural incidents and fixed term exclusions increasing, leading to a high risk of permanent exclusion</p> <p>Sustained non-engagement in school life</p> <p>Inability or complete refusal to follow school routines and instructions</p> <p>Sporadic engagement with school rewards and consequences</p> <p>Inability to sustain positive relationships with adults and/or peers</p> <p>Increasing difficulties in forming positive relationships, interacting</p>	<p>As for Levels 1, 2 and 3 whilst also including -</p> <p>Increased involvement of a range of professionals, e.g. Primary or Secondary Inclusion Panel</p> <p>A My Plan or EHCP may be in place to recognise the pupil's needs and provision required to meet them</p>	<p>As for level 1, 2 and 3 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • The pupil is supported in those mainstream activities that they do attend • 1:1 / group work addresses targets as outlined on pupil's My Plan/EHCP • Daily implementation of approaches towards meeting the individual's SEMH targets which have been identified through the use of appropriate assessment data, e.g. SCERTS, Boxall, SDQ, B2 or Locke & Beech • Off-site activities, meet and greet, delayed start time, adjustment to access arrangements • At secondary, this may look like home learning tutoring or e-learning platform usage outside of the physical school environment <p>Grouping:</p> <ul style="list-style-type: none"> • Access to a completely bespoke timetable, designed to mitigate possible triggers which leads to increased success with regard to engagement, access and resilience • Pupil taught for a significant amount of the time in small groups or individually outside of the mainstream 	<p>Additional specialist support should be sought from:</p> <p>Local Authority SEND Manager</p> <p>Primary or Secondary Inclusion Panel</p> <p>EPS</p> <p>In school consultation, SENCo Group consultation and direct work</p> <p>Early Years</p> <p>Inclusion Team</p> <p>S2S</p> <p>SALT</p> <p>MAST</p>

<p>appropriately with adults and/or peers</p> <p>Crisis behaviours escalate rapidly due to fluctuating triggers</p> <p>Persistent leading and instigating of disruptive behaviours</p> <p>Increasing patterns of behaviour which place themselves or others at risk of serious harm e.g.</p> <p>Violence towards peers</p> <p>Self-harm</p> <p>Running / absconding</p> <p>Severe and sustained bullying</p> <p>Refusal to communicate</p> <p>Significantly withdrawn</p> <p>Extreme attachment led behaviours</p>		<p>curriculum and away from the mainstream class – where they are able to experience success supported by a member of staff</p> <ul style="list-style-type: none"> Planned opportunities are provided for the pupil to be included with peers where the pupil is able to experience success <p>Resources:</p> <ul style="list-style-type: none"> The pupil has access to staff with experience and training in meeting the needs of students with SEMH, working on modified holistic curriculum tasks and key skills – including structured interventions as advised by external agencies School led nurture environments used (if available) Access to specialised SEMH provision – alternative provision, therapeutic support services, counselling, vocational provision etc may be considered alongside advice from other agencies/professionals 	<p>GP</p> <p>CAMHS</p> <p>Ryegate</p> <p>Locality SENCo Networks</p> <p>Professionals offering therapeutic services</p> <p>Specialist Training:</p> <p>Staff training in restorative approaches / attachment and trauma / PDA and Positive Handling Strategies – Team Teach.</p>
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Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows severe and persistent social and emotional behavioural difficulties which impact on their ability to access a learning environment without highly personalised support. The pupil's specified outcomes are met within a specialist setting alongside agreement with Outside Agency practitioner advice, parents, pupil (if appropriate), Local Authority SEN Manager and school staff.</p>			
<p>Persistent SEMH issues which lead to difficulty managing emotional responses and result in extremely challenging, demanding or concerning behaviour. This always affects their own safety or that of others.</p> <p>Behavioural incidents and fixed term exclusions have increased despite appropriate provision made at Level 4.</p> <p>High risk of permanent exclusion</p> <p>School refusal</p> <p>Inability or complete refusal to follow school routines, instructions or access timetable.</p> <p>Persistent leading and instigating of disruptive behaviours</p> <p>Mainstream setting has a</p>	<p>As for level 1, 2, 3 and 4 whilst including -</p> <p>Pupil's needs are either known or under active assessment. A range of appropriate professionals are involved.</p>	<p>As for level 1, 2, 3 and 4 whilst also including -</p> <ul style="list-style-type: none"> • Pupil accesses specialist (in most cases offsite or hub led) SEMH provision <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • A high staff:pupil ratio enabling access to a personalised holistic curriculum • Specific, specialist provision to target identified SEMH needs <p>Grouping & Resources:</p> <ul style="list-style-type: none"> • The child accesses a completely individualised curriculum • Small group working with highly skilled staff • Planned opportunities to access specific individual programmes of support, where the child's needs allow them to do so, are used to target particular outcomes 	<p>Additional specialist support should be sought from:</p> <p>Local Authority SEND Manager</p> <p>Primary / Secondary Inclusion Panel</p> <p>EPS</p> <p>In school consultation / SENCo Group consultation / direct work</p> <p>Early Years Inclusion Team</p> <p>Learning Support Service</p> <p>Speech and Language Therapy</p>

<p>detrimental effect on health and well-being</p> <p>Agreement from Outside Agency professionals, Local Authority representatives and staff that the pupil requires access to specialist provision for SEMH/SEN.</p> <p>Increasing patterns of behaviour which place themselves or others at risk of serious harm e.g.</p> <p>Use of weapons to harm or threaten</p> <p>Violence towards peers and staff</p> <p>Self-harm</p> <p>Severe and sustained targeting of peers and peer groups</p> <p>Refusal to communicate</p> <p>Significantly withdrawn</p>			<p>MAST</p> <p>GP</p> <p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>Ryegate Children's Centre</p> <p>Locality SENCo Networks</p> <p>Professionals offering therapeutic services</p> <p>Specialist Training:</p> <p>Staff training in restorative approaches / attachment and trauma / PDA / Positive Handling Strategies / Team Teach</p>
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3B Social, Emotional and Mental Health - Mental Health

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows low level frequency social and emotional behavioural difficulties which interrupt learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching.</p>			
<p>Generally resilient. Underlying needs, or specific historical events, are recognised and the pupil has developed appropriate coping strategies</p> <p>School concerns</p> <p>Attendance</p> <p>Low self esteem</p> <p>Behaviour changes – e.g. becoming withdrawn</p> <p>Overly tired / sleeplessness</p> <p>Low level/low frequency of social and emotional behavioural difficulties which interrupt learning in some situations. May include:</p> <p>Difficulty in following whole class instructions</p>	<p>Assessment</p> <p>Part of normal school and class assessments.</p> <p>Pupil self-assessment and pupil friendly SMART targets set for behaviour/social skills in line with school policy</p> <p>Simple solutions given for difficult times of the school day</p> <p>Recognition of learning styles and motivational levers</p> <p>One Page Profile in place</p>	<p>Adjustments to Teaching Methods:</p> <p>Staff should consider and implement as appropriate:</p> <p>Teacher provides an environment that enables the pupil to:</p> <ul style="list-style-type: none"> • feel a sense of belonging • talk about problems in a non-stigmatising way • feel safe • have opportunities to be successful and valued • develop social and relationship skills • understand the range of acceptable and unacceptable behaviours • become aware of others and empathise with them • play and learn • develop a sense of right and wrong • resolve (face) problems and setbacks and learn from them • 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. • resources and displays that support social and emotional development. • have tasks that are differentiated and modified to promote inclusion <p>Grouping:</p>	<p>Additional advice and support is available from:</p> <p>Consultation with other colleagues in school</p> <p>Pupil and parent voice</p> <p>MAST</p> <p>GP</p>

<p>Occasional refusal to follow reasonable requests</p> <p>Poor concentration</p> <p>Difficulties working in groups, sharing and taking turns</p> <p>Some signs of low level disruptive behaviour</p> <p>Possible developmental delay</p> <p>Occasional difficulties following routines</p> <p>Underdeveloped social skills may create difficulties in getting along with others:</p> <p>Some difficulties forming positive relationships with peers and/ or some teachers</p> <p>Possibly isolated or withdrawn</p> <p>Some patterns of stress / anxiety in specific situations</p> <p>Unpredictability, inconsistency</p>	<p>Planning</p> <p>Parents involved regularly and support targets at home</p> <p>Pupils involved in setting and monitoring their targets</p> <p>Pupils response to social/ learning environment informs cycle of IEP/PEP</p> <p>Additional steps taken to engage pupil and parents as appropriate</p> <p>Requires effective communication systems enabling all involved to provide consistent support</p>	<ul style="list-style-type: none"> • Use a multi-sensory, differentiated approach • Offer support and reassurance • Respond where possible to student interest • Retain a sense of humour • Model expectations and behaviours • Mainstream class with attention paid to organisation and pupil groupings • Nurturing classroom approaches including opportunities to take on additional responsibilities eg class monitor • A quiet area in the classroom may be useful for individual work • Create opportunities to work with positive role models • On-going opportunities for group and 1:1 support focused on specific IEP targets • Increased emphasis on identifying and teaching to preferred learning style • Preparation for any change and the need for clear routines including transition • Seating Plan if appropriate • Modify level/pace/amount of teacher talk to pupils' identified need • Additional processing time and time allowed to complete a task • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. Regular class work with an emphasis on relationships, emotions, social skills, conflict resolution • Short term, class led individual support focusing on listening, concentration, social skills • Consideration of differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, using approaches such as play, 	
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		<p>creative activities, drama</p> <p>Resources:</p> <ul style="list-style-type: none">• Class led observation• Reward systems involving regular monitoring and support• Home / School Communication Book• Visual systems/timetables• Develop friendship groups• Low stimulus sensory area	
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows low level frequency social and emotional behavioural difficulties which interrupt learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching and the use of positive (personalised) targeted strategies.			
<p>Occasionally displays symptoms of mental health difficulties</p> <p>Bereavement</p> <p>Bullying</p> <p>Family issues</p> <p>Behavioural issues, i.e. feeding, toileting, anger management</p> <p>Mild depressive symptoms</p> <p>Mild anxiety symptoms</p> <p>Relationship difficulties</p> <p>Moderate behavioural problems which may have led to exclusion</p> <p>Known Drug and Alcohol use</p> <p>Occasional difficult, demanding or concerning social and emotional behaviour which interrupt learning in some situations. May include:</p>	<p>As for level 1 whilst including –</p> <p>Part of normal school and class assessments</p> <p>Pupil self-assessment and pupil friendly SMART targets set for behaviour/social skills in line with school policy</p> <p>Simple solutions given for difficult times of the school day</p> <p>Recognition of learning styles and motivational levers</p> <p>One Page Profile in place</p>	<p>As for level 1 whilst including –</p> <p>Adjustments to Curriculum and Teaching Methods: As Level 1 (QFT), and including Wave 2 interventions and...</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Opportunities for small group work on identified need e.g. listening / thinking / social skills • Time limited intervention support, designed to promote positive behaviour, social development and self-esteem linked to planned targets • Small group work to learn appropriate behaviours and coping strategies. • A quiet area in the classroom may be useful for individual work or timeout • Create opportunities to work with positive role models • Strategies developed alongside pupil and shared with school staff, parent/carer. School implements and follows these consistently • Increased differentiation by presentation and/or outcome • Opportunities for skill reinforcement / revision / transfer and generalisation • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution 	<p>Additional advice and support is available from:</p> <p>SENCo</p> <p>Pastoral Leads</p> <p>Head of Year</p> <p>EPS drop in and group network</p> <p>Early Years Inclusion Team</p> <p>Learning Support Teacher</p> <p>SALT</p> <p>MAST</p> <p>GP</p> <p>Locality SENCo Network</p>

<p>Emerging, frequent patterns of reluctance to following reasonable instructions / requests</p> <p>Continued difficulties following routines</p> <p>Poor concentration</p> <p>Isolated / withdrawn</p> <p>Difficulties working in groups, sharing and taking turns</p> <p>Signs of disruptive behaviour</p> <p>Possible developmental delay</p> <p>Signs of stress or anxiety</p> <p>Underdeveloped social skills may create difficulties in getting along with others:</p> <p>Some difficulties forming positive relationships with peers and/ or some teachers</p> <p>Possibly isolated or withdrawn</p> <p>Bully or victim role</p> <p>Some patterns of stress/anxiety in specific situations</p>	<p>Identification of triggers and solutions (e.g. ABC Plan or behaviour plan)</p> <p>Early Help Gateway meetings</p> <p>Team Around the Family meetings</p> <p>Assessment of learning needs (e.g. S2S assessment, SALT) are time appropriate</p> <p>Planning</p> <p>Parents involved regularly and support targets at home</p> <p>Pupils involved in setting and monitoring their targets</p> <p>Pupils response to social / learning environment informs cycle of</p>	<p>Grouping:</p> <p>The use of positive targeted strategies that might include:</p> <ul style="list-style-type: none"> • Consultation with other colleagues in school • ABC charts • Pupil profile • Observation schedules • Personalised reward systems involving regular monitoring, feedback and support • Monitoring diaries, e.g. tracking a pupil's day lesson by lesson • Use of behaviour targets within the classroom/playground, prompt cards • Lunchtime club • Regular small group work / resilience, concentration skills/ social skills/listening skills / conflict resolution • Short-term individual support intervention focused on particular area of need • Intervention support that uses solution focused/motivational approaches • Develop friendship groups, buddies and/or mentor use where the pupil is able to experience positive interactions • Access to additional circle time activities, e.g. Silver SEAL • Staff plan, make and follow through on opportunities to spend regular time with the pupil - in order to build positive relationships with the pupil when they are calm and receptive 	<p>CPD for key staff working with pupil</p> <p>Investigation by SENDCo to investigate additional / other needs</p>
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Unpredictability, inconsistency Signs of aggression or confrontational behaviours with peers Increased absence / lateness	IEP / PEP Additional steps taken to engage pupil and parents as appropriate		
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil shows frequent social and emotional behavioural difficulties which interrupt their own and others' learning in a range of situations. The pupil's needs are met using a combination of approaches (including small group, interventions and 1:1 individualised support, in and out of the classroom) following support and advice from other professionals as appropriate. Holistic assessment of the pupil's needs are undertaken to ascertain whether there are underlying developmental, cognitive and/or communication needs.</p>			
<p>Frequent social, emotional and mental health difficulties are frequently observed and are intense in nature</p> <p>Use of Wave 1 and 2 interventions have been limited in success, necessitating a more personalised holistic curriculum which has been planned alongside professionals from outside agencies.</p> <p>Mild depressive symptoms</p> <p>Mild anxiety symptoms</p> <p>Relationship difficulties</p> <p>Moderate behavioural problems which may lead to exclusion</p> <p>Known Drug and Alcohol use</p>	<p>As for levels 1, 2 and 3 whilst including –</p> <p>Assessment tools, e.g. Boxall, SDQ, sensory checklists, communication screens</p> <p>Reward systems involving regular monitoring and support</p> <p>PIVATS PSD targets</p> <p>Observation schedules</p> <p>Early Help Assessment Gateway</p>	<p>As for Level 1,2 whilst also including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support e.g. Pupil accesses school based nurture provision with appropriate training and organisation, underpinned by nurture principles • identified daily support to teach social skills / dealing with emotions to support the behaviour learning targets • Outreach advice is used in the provision offered to the pupil • The pupil has a identified safe place that they can use when required <p>Staffing</p> <ul style="list-style-type: none"> • Daily access to staff in school with experience of SEMH, e.g. behaviour support worker, lead behaviour professional, SENCo. The additional adult, working with the teacher, supports the pupil to develop strategies and skills • Trusted adults offer support at vulnerable times using pre-agreed strategies – adults are confident in planned de-escalation techniques 	<p>Additional specialist support should be sought from:</p> <p>EPS drop in / group / direct work</p> <p>Early Years Inclusion Team</p> <p>Learning Support</p> <p>SALT</p> <p>MAST</p> <p>GP</p> <p>CAMHS</p> <p>Locality SENCo Networks</p> <p>Professionals offering therapeutic services</p>

<p>Non-compliance is seen on a daily basis</p> <p>Learning of self and others significantly interrupted by withdrawn or disruptive behaviours</p> <p>Uncommunicative, significantly withdrawn, struggles to contribute</p> <p>Overly keen, regular interrupters, “needy”</p> <p>Risk of fixed term exclusion</p> <p>Significant difficulties with social interaction- deteriorating relationships with adults and/or peers. May include:</p> <p>Inappropriate language/communication (inability to adapt to context)</p> <p>Inappropriate and/or risk taking behaviours</p> <p>Possible sexualised behaviour towards others</p> <p>Instances of aggressive/violent behaviour increase in frequency and severity</p>	<p>Team Around the Family meetings include involved outside agency professionals (inc. Virtual Schools) that unpick the pupil’s history</p> <p>A My Plan may be in place to support the pupil</p> <p>Review of measurable progress against targets in IEP/PEP</p> <p>Planning</p> <p>Pastoral Support Plan</p> <p>Positive Handling Plan written collaboratively with pupil</p> <p>Access to additional resources is sought from the Locality’s High Needs SEND Funding offer</p>	<ul style="list-style-type: none"> • Flexible, pre-agreed approaches are used by all staff and the pupil, e.g. the use of a time-out card as a means of self-regulation • Personalised reward systems and timetables are known by all staff in school and are implemented consistently across the curriculum <p>Organisational Adjustments:</p> <ul style="list-style-type: none"> • Increased access to a combination of individual, small group and whole class activities to promote and develop social skills, emotional regulation and self-esteem in order to address SEMH targets • Tasks and presentation are personalised to address pupil’s needs. • The pupil is actively involved in monitoring their own targets • Personalise the day, consider alternatives to the structure of the day and the lessons currently offered. The structure, routine and expectations of the classroom / timetable are managed carefully between school and the family to support the pupil in being able to access it • Adjustment to provision at lunchtimes and other ‘trigger’ points are used to support the pupil • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, using vehicles such as IT, play, creative activities, drama • Modifications to timetable may include, e.g. off-site activities, meet and greet, delayed start time, adjustment to access arrangements, sensory breaks • Transitions for the pupil are planned and supported, e.g. entry and exit to/from school, between sessions / classes, following unstructured times 	<p>Staff training is specific towards the pupil’s needs and staff have opportunities to be involved in reflective practice</p> <p>Advice and support available through school involvement in Healthy Minds Programme</p>
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<p>Deteriorating attendance</p> <p>Significantly withdrawn</p> <p>Little regard for school rewards and consequences</p>	<p>Early Help-Multi-agency planning processes specify contribution of individual services and lead practitioner</p>	<p>Grouping:</p> <ul style="list-style-type: none"> • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • Small steps targets within interventions and/or 1:1 work tasks, e.g. solution focused / restorative practice /motivational approaches / therapeutic approaches • Group work that allows the pupil to experience positive interactions with peers and adults that builds on ‘taught’ skills based interventions • Opportunities for key / safe staff to be ‘curious’ when supporting pupils regarding their perspective, perceived difficulties 	
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil consistently shows social and emotional behavioural difficulties which impact on their ability to access a learning environment without highly personalised support. The pupil's needs are met using a highly personalised approach which will draw on support and advice from other professionals. This will include access to a completely bespoke timetable.			
<p>Displays symptoms of mental health difficulty that prevent regular attendance at school.</p> <p>Moderate/severe depression</p> <p>Thoughts about suicide</p> <p>Deliberate Self Harm</p> <p>Eating Disorders</p> <p>Psychotic symptoms</p> <p>Moderate to severe anxiety</p> <p>Sexualised / inappropriate behaviour towards peers</p> <p>Extreme attachment based behaviours</p> <p>Difficultly managing emotional responses leading to challenging, demanding or concerning behaviour</p>	<p>As for levels 1, 2 and 3 whilst including –</p> <p>Increased involvement of a range of professionals, e.g. Primary / Secondary Inclusion Panel</p> <p>A My Plan or EHCP may be in place to support the pupil</p>	<p>As for Level 1,2 and 3 whilst also including:</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> Planned programmes of intensive therapeutic intervention involving multi agency approaches Access to a completely bespoke timetable Daily implementation of approaches towards meeting the individual's SEMH targets as outlined on pupil's My Plan / EHCP and which have been identified through the use of appropriate assessment data, e.g. SCERTS, Boxall, SDQ, B2 or Locke & Beech <p>Grouping:</p> <ul style="list-style-type: none"> Consideration given to an environment that ensures the safe emotional well-being and development of the individual Pupil taught for a significant amount of the time in small groups or individually outside of the mainstream curriculum and away from the mainstream class – where they are able to experience success supported by a member of staff Planned opportunities are provided for the pupil to be included with peers where the pupil is able to experience success The pupil is supported in those mainstream activities 	<p>Additional specialist support should be sought from:</p> <p>Local Authority SEND Manager</p> <p>Primary / Secondary Inclusion Panel</p> <p>EPS drop in / group / direct work</p> <p>Early Years Inclusion Team</p> <p>Learning Support Teacher</p> <p>SALT</p> <p>MAST</p> <p>GP</p> <p>CAMHS</p>

<p>Rapid onset of crisis behaviours due to identified fluctuating triggers</p> <p>Persistent leading and instigating of disruptive behaviours</p> <p>Behavioural incidents and fixed term exclusions increasing, leading to a high risk of permanent exclusion</p> <p>Sustained non-engagement in school life</p> <p>Inability or complete refusal to follow school routines and instructions</p> <p>Sporadic engagement with school rewards and consequences</p> <p>Inability to sustain positive relationships with adults and/or peers</p> <p>Increasing difficulties in forming positive relationships, interacting appropriately with adults and/or peers</p> <p>Increasing patterns of behaviour which place themselves or others at risk of serious harm e.g.</p>		<p>that they do attend</p> <ul style="list-style-type: none"> • At Secondary school, alternative curriculum pathways may be accessible to the pupil <p>Resources:</p> <ul style="list-style-type: none"> • Access to alternative provision, intensive therapeutic support services as advised by specialist outside agencies • School led nurture environments used alongside specialist provision and advice (if available) • The pupil has access to key, 'safe' staff with experience and training in meeting the needs of students with SEMH, working on modified holistic curriculum tasks and key skills – including structured interventions as advised by external agencies and irregular contact as required 	<p>Locality SENCo Networks</p> <p>Professionals offering therapeutic services</p> <p>Home and Hospital education</p> <p>Staff training is specific towards the pupil's needs</p>
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Violence towards peers			
Self-harm			
Running			
Severe and sustained bullying			
Refusal to communicate			
Significantly withdrawn			

Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil shows severe and persistent social and emotional behavioural difficulties which impact on their ability to access a learning environment without highly personalised support. The pupil's needs are met within a specialist setting alongside agreement of involved Outside Agency practitioners including appropriate Local Authority representation.			
<p>Displays symptoms of mental health difficulty that likely to endanger themselves or others.</p> <p>Severe depression</p> <p>Planning of suicide</p> <p>Deliberate and regular Self Harm</p> <p>Eating Disorders which pose a significant risk to health</p> <p>Regular Psychotic symptoms</p> <p>Severe anxiety</p> <p>Severe and persistent SEMH issues which lead to difficulty managing emotional responses and result in extremely challenging, demanding or concerning behaviour. This always effects their own safety or that of others.</p>	<p>As for levels 1, 2, 3 and 4 whilst including –</p> <p>An EHCP may be in place to support the pupil</p> <p>A range of appropriate professionals are actively involved</p>	<p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <p>As for Level 1,2,3 and 4 whilst also including:</p> <ul style="list-style-type: none"> • Pupil accesses specialist (in most cases offsite or hub led) SEMH provision <p>Grouping:</p> <ul style="list-style-type: none"> • A placement/environment that ensures the safety of the individual and others <p>Resources:</p> <ul style="list-style-type: none"> • Requires constant therapeutic intervention and likely to require some hospitalisation with access to a range of appropriate multi agency support and strategies. <p>There is agreement from Outside Agency professionals, Local Authority representatives and staff that the pupil requires access to specialist provision for their SEMH needs.</p>	<p>Additional specialist support should be sought from:</p> <p>Local Authority SEND Manager</p> <p>Primary Inclusion Panel</p> <p>EPS drop in / group / direct work</p> <p>Early Years Inclusion Team</p> <p>Learning Support Teacher</p> <p>SALT</p> <p>MAST</p> <p>GP</p> <p>CAMHS</p>

<p>Behavioural incidents and fixed term exclusions have increased despite appropriate provision made at Level 4</p> <p>Possible risk of permanent exclusion</p> <p>School refusal</p> <p>Inability or complete refusal to follow school routines, instructions or access timetable.</p> <p>Persistent leading and instigating of disruptive behaviours</p> <p>Mainstream setting has a detrimental effect on health and well-being</p> <p>Increasing patterns of behaviour which place themselves or others at risk of serious harm e.g.</p> <p>Use of weapons to harm or threaten</p> <p>Violence towards peers and staff</p> <p>Self-harm</p> <p>Severe and sustained targeting of peers and peer groups</p>			<p>Locality SENCo Networks</p> <p>Professionals offering therapeutic services</p> <p>Home and Hospital education</p> <p>Staff training is specific towards the pupil's needs</p>
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Refusal to communicate			
Significantly withdrawn			

4A Sensory and/or Physical Needs - Visual Impairment

NB - The professional judgement of a Qualified Teacher of Visual Impairment should be applied as necessary to decide on the classification of the visual impairment. For example a pupil may have a mild reduction in visual acuity but be functioning within a different visual category due to an additional ophthalmic condition e.g. nystagmus, visual field reduction, cerebral visual impairment, and/or additional learning difficulties.

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil is diagnosed as having mild vision loss (within the range of 6/12 to 6/8). The pupil can access whole class learning with some modifications needed to the presentation of materials. Environmental considerations will need to be considered.			
Vision loss is classified mild with acuities with the range 6/12 to 6/18	School may notice difficulties and recommend a vision assessment through the optician	<p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • Attention will need to be paid to glasses wear, seating position in classroom and clear presentation of visual learning materials. • Attention may need to be given to learning environment and reasonable adjustments made. • Consideration of seating position • Environmental factors such as glare, lighting and blinds are considered • Pupil always has own copy of all learning resources which are clear font 14 or above. • Advice from specialist teacher is implemented in the classroom • Differentiated questioning and explicit language used to explain whole class responses. • Exam access arrangements will allow 25% additional time. <p>Annually updated learner profile in place to support full</p>	<p>Additional advice and support is available from:</p> <p>An assessment of functional vision will be needed and consultancy from a specialist teacher from the Vision Support Service.</p> <p>Consultancy support from: Vision Support Service</p>

		<p>access and inclusion.</p> <p>Grouping:</p> <ul style="list-style-type: none"> • As advised by the VI team <p>Resources:</p> <ul style="list-style-type: none"> • Learning resources are clear with font 14 or above <p>Support provided by the VI team:</p> <ul style="list-style-type: none"> • Annual visit from specialist teacher to assess functional vision in school setting, advice given on reasonable adjustments that enables access to all curriculum area. • CPD training offer taken up by school to raise awareness of different types of vision impairment and strategies to reduce barriers to learning. 	
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil is diagnosed as having moderate vision loss (within the range of 6/18 to 6/36). The pupil can access whole class learning with some modifications needed to presentation of materials and the use of some resources as directed by the VI team. Environmental considerations will need to be considered.			
<p>Vision loss is classified moderate with acuities within the range of 6/18 to 6/36</p>	<p>As for Level 1 whilst including -</p> <p>Assessment of functional vision and consultancy from a specialist teacher from the Vision Support Service, monitoring of curriculum access by Vision Support Teacher.</p> <p>Child/Young Person voice</p> <p>Parent/carer voice</p> <p>Outside agencies' advice and recommendations</p> <p>Assess, Plan, Do, Review</p> <p>A monitoring</p>	<p>As for Level 1 whilst also including-</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate</p> <ul style="list-style-type: none"> • Attention will need to be paid to glasses wear, seating position in classroom and clear presentation of visual learning materials. • May require assessment and advice from habilitation specialist, and a short programme of mobility training at transition points. • Attention will need to be given to learning environment and reasonable adjustments made. • Consideration of seating position • Environmental factors such as glare, lighting and blinds are considered • Pupil always has own copy of all learning resources which are clear font 14 or above. • Advice from specialist teacher is implemented in the classroom • Positive learning environment that encourages pupil confidence to use low vision aids such as magnifier. • Differentiated questioning and explicit language used to explain whole class responses. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. 	<p>Additional advice and support is available from:</p> <p>Vision Support</p> <p>Learning support</p>

	<p>system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<ul style="list-style-type: none"> • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Exam access arrangements will include 25% additional time, and may include enlarged test paper, Use of low tech equipment such as magnifier, enlarged protractor or sloping board. <p>Grouping:</p> <ul style="list-style-type: none"> • As advised by the VI team <p>Resources:</p> <ul style="list-style-type: none"> • Learning resources are clear with font 14 or above • Low vision aids such as a magnifier <p>Support provided by the VI team:</p> <ul style="list-style-type: none"> • Annual visit from specialist teacher to assess functional vision in school setting, advice given on reasonable adjustments that enables access to all curriculum areas. • CPD training offer taken up by school to raise awareness of different types of vision impairment and strategies to reduce barriers to learning. 	
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil is diagnosed as having moderate to severe vision loss (within the range of 6/36 to 6/60). The pupil needs to use assistive technology to enable access to the curriculum. The pupil accesses short programmes of habilitation training where necessary to ensure age related levels of independence are maintained.			
<p>Vision loss classified as moderate/severe. Visual acuities within range of 6/36 and 6/60</p>	<p>As for Level 1 and 2 whilst including -</p> <p>Regular assessment of functional vision, monitoring of progress and access to all curriculum areas by a Vision Support Teacher. Targeted intervention programmes may be necessary to develop skills in visual aspects of school curriculum and specialist curriculum.</p> <p>Child/Young Person voice</p> <p>Parent/carer voice (may include a structured</p>	<p>As for Level 1 and 2 whilst including -</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • All of above but may also need assistive technology to access everyday learning tasks and or large print learning resources to enable full access to curriculum. • Differentiation may be necessary taking into account pace of learning and visual presentation of learning materials. • Will require assessment and advice from Habilitation Specialist, and may need programme of mobility training. • Environmental audit necessary to assess accessibility of school environment. • Teaching approaches place an emphasis on independent learning. • Consideration of seating position • ICT equipment may enhance access to learning e.g. iPad linked to interactive whiteboard or enlarged print electronic resources on iPad or kindle. • Environmental factors such as glare, lighting and blinds are considered • Pupil always has own copy of all learning resources which are clear and produced in specified font • Advice from specialist teacher is implemented in the classroom 	<p>Additional advice and support is available from:</p> <p>Vision Support Service</p> <p>Learning support</p> <p>Educational Psychology Service</p>

	<p>conversation).</p> <p>Multi agency planning, Outside Agency advice and recommendations are followed</p> <p>Access arrangements considered</p> <p>Assess, Plan, Do, Review using SEN Documents regularly reviewed</p> <p>A My Plan may be in place to draw together information, advice, aspirations and planned outcomes</p>	<ul style="list-style-type: none"> • Positive learning environment that encourages pupil confidence to use low vision aids such as magnifier or specialist ICT. • Differentiated questioning and explicit language used to explain whole class responses. • 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. • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Pupils are taught strategies and provided with resources to assist with the development of independent learning • Exam access arrangements will include 25% additional time, and may include enlarged test paper, Use of low tech equipment such as magnifier, enlarged protractor or sloping board or use of ICT. <p>Grouping:</p> <ul style="list-style-type: none"> • As advised by the VI team <p>Resources</p> <ul style="list-style-type: none"> • Assistive technology used to access curriculum tasks. • Large print resources • Access to ICT such as an iPad linked to the interactive whiteboard • Resources to develop independent living skills as directed by the VI team. <p>Support provided by the VI Teams:</p> <ul style="list-style-type: none"> • Half termly visits from specialist teacher to assess and advise on access to all curriculum areas. Service provide assistive technology when appropriate to support independent access to curriculum. Short 	
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		<p>programme of work to deliver an area of specialist curriculum.</p> <ul style="list-style-type: none">• Mobility assessment where necessary and short programme of habilitation training where necessary to ensure age related levels of independence are maintained.• CPD training offer taken up by school to raise awareness of different types of vision impairment and strategies to reduce barriers to learning.• CPD training offered to SENCOs to ensure collaboration and understanding of how Service and school can support pupil to progress and develop efficient ways of working	
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil is diagnosed as having profound vision loss (within visual acuities of 6/60 and 6/120). The pupil will require significant adaptations of materials and assistive technology to enable access to the curriculum. The pupil will require formal ongoing instruction to enable them to live as independently as possible, as directed by the VI team.</p>			
<p>Vision loss is classified as profound with visual acuities of 6/60 to 6/120</p>	<p>As for Level 1, 2 and 3 whilst including –</p> <p>VI specific bespoke Support Plan likely</p> <p>Child/Young Person voice</p> <p>Parent/carer voice (may include a structured conversation).</p> <p>Outside agencies' advice and recommendations followed</p> <p>A My Plan or EHCP may be in place to recognise the pupil's needs and provision required to meet</p>	<p>As for Level 1, 2 and 3 whilst including –</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • All of the above but will also need adaptation and modification of every day learning resources for all subjects into appropriate medium (i.e. large print, braille) • Formal ongoing instruction in the development of mobility and orientation skills and independence training is necessary. • Teaching of long cane skills may be required. Staff in the school will need appropriate training. • May need specialist support in some areas of the curriculum • Pupil working with large print learning resources that may need additional differentiation to take into account pace of learning. • Good communication needed on lesson planning and assessment between classroom teacher and Vision Support Teacher to ensure access to all aspects of learning. • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Differentiated questioning and explicit language used 	<p>Additional advice and support is available from:</p> <p>Vison Support Service</p> <p>Educational Psychology Service</p> <p>Special Educational Needs Team</p> <p>An integrated resource provision may be used to support the pupil</p>

	<p>them</p> <p>Consider Access arrangements</p> <p>Multi agency planning</p>	<p>to explain whole class responses.</p> <ul style="list-style-type: none"> • Awareness that a student may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • ICT equipment that ensures access to learning in a way that does not disadvantage the CYP. E.g. iPad linked to interactive whiteboard or enlarged print electronic resources on iPad, student using iPad or laptop with speech software to record written work. • Environmental factors such as glare, lighting and blinds are considered • Pupil always has own copy of all learning resources which are clear and produced in specified font • Facilitate social skills to create opportunities for peer to peer interaction <p>Grouping:</p> <ul style="list-style-type: none"> • As advised by the VI team <p>Resources</p> <ul style="list-style-type: none"> • Large print or possible use of braille used at all times • Resources to develop independent living skills as directed by the VI team • ICT equipment that ensures access to learning in a way that does not disadvantage the pupil. E.g. iPad linked to interactive whiteboard or enlarged print electronic resources on iPad, student using iPad or laptop with speech software to record written work. <p>Support provided by the VI team</p> <ul style="list-style-type: none"> • Weekly visits from Specialist teacher to assess functional vision, advise on inclusive teaching strategies and delivery of intervention teaching to ensure CYP is developing effective strategies and 	
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		<p>skills to access learning and make adequate progress in all curriculum areas. Additional specialist support may be necessary to reinforce use of specialist skills. Specialist teaching assistants working under direction of Specialist Teacher.</p> <ul style="list-style-type: none"> • Provision and training of assistive technology and modified, adapted large print curriculum resources. Peer awareness sessions offered to ensure peer group support. • Mobility assessment and short programme of habilitation training where necessary to ensure age related levels of independence are maintained in independent living skills and independent mobility/travel. • CPD training offer taken up by school to raise awareness of different types of vision impairment and strategies to reduce barriers to learning. Bespoke training offered around creating Vision Friendly Classroom, using assistive technology and exam access. • CPD training offered to SENCOs to ensure collaboration and understanding of how Service and school can support pupil to progress and develop efficient ways of working. 	
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Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil is diagnosed as having profound vision loss (with equities less than 6/120). The pupil's needs require access to a specialist setting to teach a specialist curriculum. The pupil will access specialist multisensory resources to teach curriculum subjects. The pupil will need ongoing formal instructions in the development of mobility, orientation and independent living skills. Adults will support as necessary to meet health and safety needs and risk management.</p>			
<p>Vision loss is classified as profound with equities less than 6/120</p>	<p>As for Level 1, 2, 3 and 4 whilst including –</p> <ul style="list-style-type: none"> Child/Young Person voice Parent/carer voice Outside agencies' advice and recommendations Consider Access arrangements Multi agency planning Assess, Plan, Do, Review 'Closing the gap' document 	<p>As for Level 1, 2, 3 and 4 whilst including –</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • All of the above and will also • Regular consultation with Vision Support Teacher about delivery of curriculum to ensure pupil can fully access all curriculum areas. Personalised differentiation and adaptation to all areas of curriculum, with high levels of specialist teaching and support. • Require braille or MOON, tactile diagrams, 3D representations, concrete objects and experiences, and multi-sensory learning materials to access the curriculum. • Will need ongoing formal intensive instruction in the development of mobility and orientation skills and independence training. • Teaching of long cane skills is essential. Staff in the school will need appropriate training • High level of adult specialist support necessary to enable access to all aspects of curriculum and school life including health and safety and risk management. • Pupil working with braille and tactile learning resources that will need additional differentiation to take into 	<p>Additional advice and support is available from:</p> <p>A resourced provision detailed in VI specific personalised Support Plan may be used to support the pupil</p> <p>A placement in an Integrated Resource Provision (Secondary) may be used to support the pupil</p> <p>Vision Support Service</p> <p>Educational Psychology Service</p> <p>Special Educational Needs Team</p>

	<p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>A My Plan or EHCP may be in place to recognise the pupil's needs and provision required to meet them</p> <p>Planned regular, i.e. at least termly reviews including the parent and pupil should take place</p>	<p>account pace of learning.</p> <ul style="list-style-type: none"> • Good communication needed on lesson planning and assessment between classroom teacher and Vision support Teacher to ensure access to all aspects of learning • Flexibility of groupings allows for buddy support / good role models / focused teaching • Differentiated questioning and explicit language used to explain whole class responses. • 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. • ICT equipment that ensures access to learning in a way that does not disadvantage the CYP. Eg braille notetaker, laptop with screen reader software, penfriend voice recorder) • Intervention teaching from Qualified Specialist teacher to teach specialist skills alongside mainstream curriculum. • Specialist TA support in class to facilitate access, inclusion and independent learning opportunities. • Facilitate social skills to create opportunities for peer to peer interaction <p>Grouping:</p> <ul style="list-style-type: none"> • Likely to be accessing a specialist setting. <p>Resources</p> <ul style="list-style-type: none"> • Use of braille or MOON, tactile diagrams, 3D representations, concrete objects and experiences, and multi-sensory learning materials to access the curriculum. • Resources to develop independent living skills as directed by the VI team 	
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		<ul style="list-style-type: none"> • ICT equipment that ensures access to learning in a way that does not disadvantage the CYP. Eg braille notetaker, laptop with screen reader software, penfriend voice recorder) <p>Support from the VI team:</p> <ul style="list-style-type: none"> • Resources provision in local mainstream school or integrated resource provision at Tapton Secondary School. Weekly teaching from specialist teacher to teach specialist curriculum that enables access and progress within mainstream curriculum. Daily specialist support to enable full inclusion and access to learning, social and extra-curricular activities. • Provision and training of assistive technology and modified, adapted braille and tactile curriculum resources. Peer awareness sessions offered to ensure peer group support. • Mobility assessment and long term programme of habilitation training where necessary to ensure age related levels of independence are maintained in independent living skills and independent mobility/travel. • CPD training offer taken up by school to raise awareness of different types of vision impairment and strategies to reduce barriers to learning. Bespoke training offered around creating Vision Friendly Classroom, using assistive technology and exam access. • CPD training offered to SENCOs to ensure collaboration and understanding of how Service and school can support pupil to progress and develop efficient ways of working. 	
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4B Sensory and/or Physical Needs - Hearing Impairment

NB - The professional judgement of a Qualified Teacher of the Deaf should be applied to decide on the implications of a hearing impairment/Deafness. For example a pupil may have a moderate to severe hearing loss but be functioning within a different hearing category due to individual communication and access needs and/or additional learning difficulties.

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment
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The pupil has a classified hearing loss (see descriptor below). The pupil's needs can be met through access to whole class learning but they may require low level modification to the presentation of materials. Environmental considerations may also need to be considered.

<p>Hearing loss classified as mild with unaided threshold between 0 – 30 dBHL, or mild conductive 0 – 40 dBHL, or an asymmetrical conductive loss. Temporary condition, or history of conductive hearing problems.</p> <p>NATSIP Criteria ≤ 20</p>	<p>School may notice difficulties and recommend a hearing assessment through the GP</p>	<p>Adjustments to Teaching Methods:</p> <ul style="list-style-type: none"> • Attention will need to be paid to seating position in classroom and the listening environment • Wave 1 (Quality First Teaching) with a specific consideration for children with hearing impairment • Consideration of seating position • Consideration of environmental factors that promote good listening and watching conditions • Consistent use of any audiological equipment provided • Advice from specialist teacher is implemented in the classroom <p>Support provided by the HI team:</p> <ul style="list-style-type: none"> • One-off advice from specialist teacher to assess functional hearing in school setting, advice given on reasonable adjustments that enables access to all curriculum areas • CPD training offer taken up by school to raise awareness of different types of hearing impairment and strategies to reduce barriers to learning 	<p>Additional advice and support is available from:</p> <p>Consultancy support from the Service for Deaf and Hearing Impaired Children</p>
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil has a classified hearing loss (see descriptor below).The pupil’s needs are met through access to whole class learning with some modifications needed to the presentation of materials and the use of some resources as directed by the HI team. Environmental considerations will also be considered.			
<p>A hearing loss is classified as mild sensori-neural, with unaided threshold between 21 – 40 dBHL, or unilateral, with hearing loss in excess of 60dBHL in the worse ear.</p> <p>NATSIP Criteria score 21-34</p>	<p>As for Level 1 whilst also including -</p> <p>Child/Young Person voice</p> <p>Parent/carer voice</p> <p>Outside agencies’ advice and recommendations</p> <p>Assess, Plan, Do, Review</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Updated learner profile in place to</p>	<p>As for Level 1 whilst also including -</p> <p>Adjustments to Teaching Methods:</p> <ul style="list-style-type: none"> • Attention will need to be paid to seating position in classroom and the listening environment • Attention will need to be paid to use of audiological equipment • Wave 1 (Quality First Teaching) with a specific consideration for children with hearing impairment • Consideration of environmental factors that promote good listening and watching conditions • Advice from specialist teacher is implemented in the classroom <p>Resources:</p> <ul style="list-style-type: none"> • Consistent use of any audiological equipment provided <p>Support provided by the HI team:</p> <ul style="list-style-type: none"> • CPD training offer taken up by school to raise awareness of different types of hearing impairment and strategies to reduce barriers to learning • Annual visit from specialist teacher to assess functional hearing in school setting, advice given on reasonable adjustments that enables access to all curriculum areas 	<p>Additional advice and support is available from:</p> <p>Consultancy support from the Service for Deaf and Hearing Impaired Children</p>

	support full access and inclusion		
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil has a classified hearing loss (see descriptor below). The pupil's needs are met through the use of assistive technology to enable them access the curriculum. The pupil accesses short programmes of habilitation training where necessary to ensure age related levels of independence are maintained.			
<p>Hearing loss is classified as moderate with unaided threshold 41-70 dBHL</p> <p>NATSIP Criteria score 35 - 59</p>	<p>As for Level 1 and 2 whilst including -</p> <p>Child/Young Person voice</p> <p>Parent/carer voice</p> <p>Outside agencies' advice and recommendations</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress</p> <p>A My Plan may be in place to support the pupil</p>	<p>As for Level 1 and 2 whilst including -</p> <p>Adjustments to Teaching Methods:</p> <ul style="list-style-type: none"> • Attention will need to be paid to use of audiological equipment – they may require a radio aid to access learning in mainstream classes • Differentiation may be necessary taking into account pace of learning, language levels, and the requirement for visual aids • Consideration of seating position • Consideration of environmental factors that promote good listening and watching conditions • Advice from specialist teacher is implemented in the classroom • 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 <p>Grouping:</p> <ul style="list-style-type: none"> • Flexibility of groupings allows for buddy support / good role models / focused teaching <p>Resources:</p> <ul style="list-style-type: none"> • Consistent and appropriate use of any audiological equipment provided (may include a radio aid) • Use of visual aids to support new learning • Use of subtitles for any video content of lessons 	<p>Additional advice and support is available from:</p> <p>Advice and support provided by the Service for Deaf and Hearing Impaired Children,(may include provision of a radio aid)</p> <p>Educational Psychology Service</p> <p>Early Years Inclusion Team</p> <p>Speech & Language Therapy</p> <p>Learning Support Teacher</p>

		<ul style="list-style-type: none">• May be eligible for exam access arrangements <p>Support provided by the HI team:</p> <ul style="list-style-type: none">• Termly or half termly monitoring visits from specialist teacher to assess functional hearing in school setting, and monitor language development. Advice given on reasonable adjustments that enables access to all curriculum areas• Assessment of suitability for assistive technology (e.g. radio aid) and provision if appropriate• CPD training offer taken up by school to raise awareness of different types of hearing impairment and strategies to reduce barriers to learning	
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil has a classified hearing loss (see descriptor below). The pupil’s needs are met through the use of significant adaptations of materials and assistive technology to enable access to the curriculum. The pupil will require formal ongoing instruction to enable them to live as independently as possible, as directed by the HI team.</p>			
<p>Hearing loss is classified as severe with unaided threshold 71-95 dBHL, and/or NATSIP Criteria score 60 – 75.</p>	<p>As for Level 1, 2 and 3 whilst including -</p> <p>Child/Young Person voice</p> <p>Parent/carer voice</p> <p>Outside agencies’ advice and recommendations</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress</p> <p>A My Plan or EHCP may be in place to support the pupil</p>	<p>As for Level 1, 2 and 3 whilst including -</p> <p>Adjustments to Teaching Methods:</p> <ul style="list-style-type: none"> • Communication may include the use of sign supported English (SSE) and finger spelling • Attention will need to be paid to use of audiological equipment • Differentiation will be required across the curriculum • Wave 1 and 2 plus Wave 3 interventions, with a specific consideration for pupils with hearing impairment needs • Teaching approaches place emphasis on independent learning • Regular consultation with Teacher of the Deaf about delivery of curriculum to ensure the pupil can fully access all curriculum areas • Teaching that takes into account language delay: a targeted approach to teaching new vocabulary; breaking down information into smaller chunks; repeating and rephrasing information; checking understanding through careful questioning • Literacy teaching to take into account CYP’s ability to hear specific speech sounds and the need for a holistic approach to teaching reading <p>Grouping:</p> <ul style="list-style-type: none"> • Opportunities provided for pupil to work one-to-one or 	<p>Additional advice and support is available from:</p> <p>Advice, support and provided by the Service for Deaf and Hearing Impaired Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid and may include specialist TA support</p> <p>Educational Psychology Service</p> <p>Early Years Inclusion Team</p> <p>Speech & Language Therapy</p> <p>Learning Support Teacher</p>

		<p>in a small group in a quiet listening environment</p> <p>Resources:</p> <ul style="list-style-type: none"> • May require a radio aid to access learning in mainstream classes • Consistent and appropriate use of any audiological equipment provided (may include a radio aid), including a programme of regular equipment checks • Use of visual and practical aids to support new learning • Use of subtitles for any video content of lessons • Advice from specialist teacher is implemented in the classroom • Exam access arrangements – additional time, ‘live’ speaker for any speaking and listening elements <p>Support provided by the HI team:</p> <ul style="list-style-type: none"> • A programme of direct teaching planned by specialist teacher, delivered fortnightly or weekly by specialist teacher or teaching assistant, to promote and support language development • May include use of sign language to support the learning of new vocabulary • Provision and maintenance of a radio aid system • CPD training offer taken up by school to raise awareness of different types of hearing impairment, language development implications, and strategies to reduce barriers to learning • CPD training in day to day checking and troubleshooting of problems with audiological equipment • CPD to encourage a sign language friendly school environment (as appropriate) 	
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Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil has a classified hearing loss (see descriptor below). The pupil’s needs require access to a specialist setting to teach a specialist curriculum. The pupil will access specialist multisensory resources to teach curriculum subjects. The pupil will need ongoing formal instruction in the development of mobility, orientation and independent living skills. Adults will support as necessary to meet health and safety needs and areas identified through risk management procedures.</p>			
<p>Hearing loss is classified as severe with unaided threshold 71-95 dBHL, or profound with unaided threshold in excess of 95 dBHL.</p> <p>Evidence of language delay</p> <p>NATSIP Criteria score 75 +</p>	<p>As for Levels 1, 2, 3 and 4 whilst including -</p> <p>Child/Young Person voice</p> <p>Parent/carer voice</p> <p>Outside agencies’ advice and recommendations</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress</p> <p>An EHCP may be in place to support the pupil</p>	<p>As for Levels 1, 2, 3 and 4 whilst including –</p> <p>Adjustments to Teaching Methods:</p> <ul style="list-style-type: none"> • Communication may include the use of sign supported English (SSE), British Sign Language (BSL) and finger spelling • Considerable differentiation of all curriculum areas • Access to staff with sign language skills as appropriate • Wave 1 and 2 plus Wave 3 interventions, with a specific consideration for pupils with hearing impairment needs • Regular consultation with Teacher of the Deaf about delivery of curriculum to ensure pupil can fully access all curriculum areas • Teaching approaches place emphasis on independent learning • A programme of direct teaching planned by specialist teacher, delivered by specialist teacher or teaching assistant, to promote and support language development. • PHSE programmes that promote a positive sense of identity as a hearing impaired /Deaf young person (e.g. NDCS Healthy Minds, Personal Understanding of Deafness programme) 	<p>Additional advice and support is available from:</p> <p>Advice, support and provided by the Service for Deaf and Hearing Impaired Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid, specialist TA support, access to the Educational Audiologist</p> <p>Educational Psychology</p> <p>Early Years Inclusion Team</p> <p>Speech and</p>

		<p>Resources:</p> <ul style="list-style-type: none"> • A high level of adult support for learning, health and safety and risk management • In-class support from a specialist teacher or teaching assistant, which may include SSE or BSL <p>Support provided by the HI team:</p> <ul style="list-style-type: none"> • Provision and maintenance of a radio aid system • CPD training offer taken up by school to raise awareness of different types of hearing impairment, language development implications, and strategies to reduce barriers to learning • CPD training in day to day checking and troubleshooting of problems with audiological equipment • CPD to encourage a sign language friendly school environment (as appropriate). 	<p>Language Therapy Learning Support Teacher</p>
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4C Sensory and/or Physical Needs - Physical

NB - The professional judgement of a Qualified Health Practitioner (e.g. Physiotherapist or Occupational Therapist) should be applied as necessary to decide on the level of physical need. When a pupil is known to Sheffield Children's NHS Foundation Trust Physiotherapist or Occupational Therapist Team they will provide a level of need against the Exemplification Grid.

It is important that all parties explore the impact of a pupil's physical needs against other areas of the Exemplification Grid and vice versa.

Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil has mild delay in fine and/or gross motor difficulties with minimal impact on daily functioning. The pupil's needs can be met through Quality First Teaching.</p>			
<p>Pupil presents with;</p> <p>Fine or gross (or both) motor skills.</p> <p>Untidy handwriting</p> <p>Fidgety on a chair</p> <p>Weaker PE skills, uncoordinated</p> <p>Mild delay in development of skills, e.g. pencil skills, independence skills, use of cutlery</p> <p>Mildly uncoordinated</p> <p>With practice and/or appropriate intervention difficulties will be rectified</p>	<p>Observation & discussion with parents</p> <p>Questioning:</p> <p>Can the pupil can themselves changed for PE / fasten zips and buttons / perform age appropriate practical activities e.g. cutting out, threading</p> <p>Is the pupil confident in PE?</p> <p>Can the pupil toilet</p>	<p>Adjustments to Teaching Methods:</p> <p>School staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • Adults direct child to practice motor activities • Whole class teaching, with targeted adult support • Pencil skills programmes e.g. Write from the Start (Teordorescu) • Generic fine motor programmes e.g. Dough Disco <p>Physical Environment:</p> <p>Access to activities/equipment which promote:</p> <ul style="list-style-type: none"> • Fine motor development e.g. beads, pegs, Lego, scissors • Gross motor development e.g. outdoor play equipment, bikes, scooters, PE equipment • Access to life skill orientated learning, e.g. dressing up, cutlery <p>Resources:</p> <ul style="list-style-type: none"> • Pencil grips 	<p>Additional advice and support is available from:</p> <p>Sheffield Children's NHS FT – DCD Team Top Tips sheets https://www.sheffieldchildrens.nhs.uk/services/dcd/</p>

	independently?	• Easi-grip scissors	
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Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil may have a diagnosed mild motor disorder or delayed motor development. The pupil's needs are met through Quality First Teaching within the classroom, as well as the use of targeted strategies and school led interventions. In the case where a pupil has a mild diagnosed physical disorder they may have infrequent or historical involvement from a Physiotherapist or Occupational Therapist.</p>			
<p>NB. Cerebral Palsy GMFCS Level 1</p> <p>Mild-moderate difficulties with fine or gross (or both) motor skills.</p> <p>E.g. Delay in pencil skills or untidy handwriting. Weak PE skills, pupil is uncoordinated, but there are no safety risks.</p> <p>Mild-moderate delay in development of motor skills</p> <p>Examples of diagnoses</p> <p>Cerebral Palsy GMFCS level 1</p> <p>Can walk indoors and outdoors and climb stairs without using hands for support</p> <p>Can perform usual activities such as running and jumping</p> <p>Has decreased speed, balance</p>	<p>As for Level 1 whilst including –</p> <p>Tansy handwriting assessment</p> <p>DASH handwriting assessment (older children)</p> <p>One Page Profile / Learner Profile</p> <p>Parent/Carer voice (may include a structured conversation)</p> <p>The pupil may be part of an Assess, Plan, Do, Review cycle in order to assess their need, identify outcomes, implement support and monitor and</p>	<p>As for Level 1 whilst including –</p> <p>Adjustments to Teaching Methods:</p> <ul style="list-style-type: none"> • Staff should consider and implement as appropriate • Adults direct child to targeted motor activities • Whole class teaching, with TA support for targeted intervention <p>Grouping:</p> <p>School prescribed intervention groups</p> <ul style="list-style-type: none"> • Pencil skills programmes e.g. Write from the Start (Teordoescu) • Targeted fine motor programmes to work specifically on child's hand skills • Targeted gross motor programme to work specifically on pupil's particular gross motor difficulties <p>Resources:</p> <ul style="list-style-type: none"> • Pencil grips • Easi-grip scissors • Sloped work surface • Movin' sit cushion • Laptop/tablet <p>Support provided by the Physiotherapy / Occupational</p>	<p>Additional advice and support is available from:</p> <p>(May have had) initial assessment from Physio/OT clinics at The Ryegate Children's Hospital</p> <p>The pupil may not have ongoing input from a Physiotherapist / Occupational Therapist or only periodic reviews</p>

<p>and coordination</p> <p>Cerebral Palsy MACS level 1</p> <p>Handles objects easily and successfully</p> <p>Limitations in the ease of performing manual tasks requiring speed and accuracy</p> <p>Any limitations in manual abilities do not restrict independence in daily activities</p> <p>Mild/borderline for Developmental Coordination Disorder (DCD, commonly known as dyspraxia)</p> <p>Movement ABC-2 score on 5-15th percentile.</p> <p>Early Stage Duchene Muscular Dystrophy (DMD)</p> <p>Still independently mobile</p> <p>Mild Erb's Palsy</p>	<p>evaluate progress</p>	<p>Therapy team:</p> <ul style="list-style-type: none"> • Informal advice 	
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Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil has a moderate motor impairment (disordered motor skills) and significantly impair their ability to participate in many aspects of school and social life / leisure activities. The pupil's needs are met through a combination of approaches which include small group interventions and 1:1 individualised support (in and out of the classroom). The interventions, support and adaptations in place follow advice / support from NHS professionals as appropriate.</p>			
<p>NB. GMFCS Level 2 (independently mobile) or 3 (might need the use of an aid)</p> <p>Mobility May be independently mobile / have an abnormal walking pattern / slower than peers at walking / need an aid to support walking / may need a wheelchair for longer distances due to fatigue</p> <p>Seating May need an adapted school chair e.g. Fox Denton, Movin' Sit cushion</p> <p>Splints May wear splints on leg(s) or arm / hand or both</p> <p>Cerebral Palsy GMFCS level 2</p> <p>Can climb stairs with a railing</p> <p>Has difficulty with uneven surfaces inclines or in crowds</p>	<p>As for Level 1 and 2 whilst including –</p> <p>Assessment of mobility around school by Physiotherapist or Occupational Therapist</p> <p>Risk assessment assessing the pupil's safety in free flow and other environments</p> <p>Multi agency planning, Outside Agency advice and recommendations are followed</p> <p>Access arrangements</p>	<p>As for Level 1 and 2 whilst including –</p> <p>Adjustments to Teaching Methods:</p> <p>Staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • Likely to require modification/differentiation to tasks to enable access to aspects of the curriculum • Whole class teaching but with regular and focused individual support which aim to develop the pupil's skills and independence <p>Grouping:</p> <p>A programme of support planned by Physiotherapist or Occupational Therapist, may include access to activities / equipment which have been advised by child's therapist for:</p> <ul style="list-style-type: none"> • Fine motor development • Gross motor development • Life skills <p>Resources:</p> <p>Equipment to support child e.g. pencil grips, easi-grip scissors, laptop / tablet, sloped work surface, cushion for seat, foot box, adapted class chair etc</p>	<p>Additional advice and support is available from:</p> <p>Assessment from Physiotherapist or Occupational Therapist with report and programme provided for the pupil</p> <p>Learning Support Teacher</p> <p>Educational Psychology Service drop in consultation / group consultation</p>

<p>Has only minimal ability to run or jump</p> <p>Cerebral Palsy GMFCS level 3</p> <p>Walks with assistive mobility devices indoors and outdoors on level surfaces</p> <p>May be able to climb stairs using a railing</p> <p>May propel a manual wheelchair and need assistance for long distances or uneven surfaces</p> <p>NB: where there is good parent/carer support, minimal disruption, easy access environment, experienced staff etc. If a child needs adaptations to the environment e.g. lift, move to level 4.</p> <p>Cerebral Palsy MACS level 3</p> <p>III. Handles objects with difficulty; needs help to prepare and/or modify activities.</p> <p>The performance is slow and achieved with limited success regarding quality and quantity. Activities are performed independently if set up or adapted.</p>	<p>considered</p> <p>Multi agency planning</p> <p>Assess, Plan, Do, Review using SEN Documents regularly reviewed</p> <p>A My Plan may be in place to draw together information, advice, aspirations and planned outcomes</p>		
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<p>Severe Developmental Coordination Disorder (DCD)</p> <p>Movement ABC-2 score <5th percentile</p> <p>Significant difference between measured level of intelligence and motor performance.</p>			
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Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil has a severe motor impairment and uses a wheelchair some/all of the time. They need adult help to change their position, e.g. wheelchair to class chair, wheelchair to toilet, to stand and turn, or may need to use a hoist. The child will have involvement of Physiotherapy or Occupational Teams (or both). Their needs are met through a highly personalised timetable in school using specialist equipment and training, planned in conjunction with appropriate Outside Agency Practitioners.</p>			
<p>NB. GMFCS Level 4</p> <p>Cerebral Palsy GMFCS level III</p> <p>Walks with assistive mobility devices indoors and outdoors on level surfaces</p> <p>May be able to climb stairs using a railing</p> <p>May propel a manual wheelchair and need assistance for long distances or uneven surfaces</p> <p>NB: Level 4 in the GRID where there are significant changes for the young person e.g. periods of rapid growth, surgery, transition, family events. The education environment is more complex and requires adaptations. The CYP has significant potential to improve / deteriorate without adult</p>	<p>As for Level 1, 2 and 3 whilst including –</p> <p>Physiotherapist / Occupational Therapist and other involved professional reports and assessments e.g. Locke & Beech, PIVATS, B Squared</p> <p>A My Plan or EHCP may be in place to recognise the pupil's needs and provision required to meet them</p>	<p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <p>Grouping:</p> <ul style="list-style-type: none"> • Daily individual support to work on modified curriculum. • Therapy programmes as advised by PT/OT <p>Physical Environment:</p> <ul style="list-style-type: none"> • Adaptations to physical environment as advised by OT <p>Resources:</p> <ul style="list-style-type: none"> • Specialist seating • Aids and Equipment e.g. laptop/tablet/alternative recording device, specialist cutlery, changing plinth, manual handling aids <p>Mobility</p> <ul style="list-style-type: none"> • Uses a wheelchair some/all of the time to move around school. • Adult help to change position, and/or from one piece of equipment to another. E.g. when toileting, transitioning from specialist seating to wheelchair <p>PE</p> <ul style="list-style-type: none"> • Needs adult support to access PE and a differentiated 	<p>Additional advice and support is available from:</p> <p>Assessment from Physiotherapist or Occupational Therapist with report and programme provided for the pupil</p> <p>Learning Support Teacher</p> <p>Educational Psychology Service drop in consultation / group consultation</p>

<p>intervention.</p> <p>Cerebral Palsy GMFCS level IV</p> <p>Walking ability severely limited even with assistive devices</p> <p>Uses wheelchairs most of the time and may propel own power wheelchair</p> <p>Standing transfers, with or without assistance</p> <p>Cerebral Palsy MACS level IV</p> <p>Handles a limited selection of easily managed objects in adapted situations.</p> <p>Performs parts of activities with effort and with limited success.</p> <p>Requires continuous support and assistance and/or adapted equipment, for even partial achievement of the activity.</p> <p>Young person with Duchene Muscular Dystrophy who can no longer walk, but has some upper limb function.</p>		<p>programme.</p> <p>Seating</p> <ul style="list-style-type: none"> • May need a specialist school chair (in addition to wheelchair). <p>Splints</p> <ul style="list-style-type: none"> • May wear splints on leg(s) or arm/hand or both <p>Functional Skills</p> <ul style="list-style-type: none"> • Needs adult help with tasks such as dressing, feeding, toileting due to motor impairment <p>Recording</p> <ul style="list-style-type: none"> • May need to use assistive technology e.g. laptop, tablet, eye gaze, switches 	
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Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>The pupil has multiple, complex physical difficulties which affect their whole body. The pupil is dependent on a wheelchair and requires a hoist to move. They require multiple pieces of personal equipment, e.g. moulded seat, assistive technology and wheelchair. They have Physiotherapy / Occupational Team involvement. Their needs are met through a highly specialised provision and timetable in a specialist setting.</p>			
<p>Cerebral Palsy GMFCS level V</p> <ul style="list-style-type: none"> • Has physical impairments that restrict voluntary control of movement • Ability to maintain head and neck position against gravity restricted • Impaired in all areas of motor function • Cannot sit or stand independently, even with adaptive equipment • Cannot independently walk but may be able to use powered mobility <p>MACS level V</p> <p>Does not handle objects and has severely limited ability to perform even simple actions</p>	<p>As for Level 1, 2, 3 and 4 whilst including –</p> <p>An EHCP may be in place to recognise the pupil’s needs and provision required to meet them</p>	<p>As for Level 1, 2, 3 and 4 whilst including –</p> <p>There is agreement between professionals (e.g. Educational Psychology Service, Locality SENCO, Local Authority SEND Manager, Health Practitioners etc.) that the pupil’s needs and provision in place constitute a Level 5.</p> <p>Adjustments to Teaching Methods: Staff should consider and implement as appropriate:</p> <p>Mobility</p> <ul style="list-style-type: none"> • Uses a wheelchair all of the time to move around school and requires hoisting from one piece of equipment to another <p>Seating</p> <ul style="list-style-type: none"> • May need a specialist school chair (in addition to wheelchair) <p>Splints</p> <ul style="list-style-type: none"> • May wear splints on leg(s) or arm/hand or both <p>Functional Skills</p> <ul style="list-style-type: none"> • Dependent on an adult for all tasks such as dressing, feeding, toileting due to motor impairment 	<p>Additional advice and support is available from:</p> <p>My Plan / EHCP</p> <p>Possibly resourced provision detailed in specific personalised plan</p> <p>Possible placement in Integrated Resource Provision (Secondary)</p>

Requires total assistance		Recording <ul style="list-style-type: none">• May be able to use high-tech assistive technology for recording work	
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4D Sensory and/or Physical Needs - Medical			
Universal descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	

Targeted descriptor Level 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	

Bespoke descriptor Level 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment

Bespoke descriptor Level 4	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	

Bespoke descriptor Level 5	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	