

**Guidance on School Action,  
School Action Plus,  
Statutory Action  
and Access to SEN Support Services  
with Reference to the 2001 SEN  
Code of Practice**

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## **INTRODUCTION**

### **An Inclusive Curriculum**

All schools provide increased curriculum differentiation, adaptations to the curriculum, pastoral and behaviour support procedures according to individual pupils' strengths and weaknesses. These arrangements may apply to all children at some time in their school life and are not provision for special educational needs.

Guidance to teachers is provided in the **National Curriculum Inclusion Statement** on providing effective learning opportunities for all pupils. This guidance outlines how teachers can modify the National Curriculum programmes of study to provide relevant and challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- A. Setting suitable learning challenges**
- B. Responding to pupils' diverse needs**
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.**

There is therefore wide scope for differentiation of the curriculum and ways of delivering it. It is only when interventions are required which are **additional to** or **different from** the differentiated curriculum provision for all pupils, that help at **School Action** or **School Action Plus** is required.

### **School Action**

*School Action* is an intervention process carried out within school to enable curriculum access and improve individual pupil progress. It can be triggered by:

- ◆ little progress despite targeted teaching
- ◆ difficulty in core areas affecting other areas
- ◆ persistent emotional, behavioural difficulties
- ◆ sensory/physical problems where there is limited progress, despite specialist equipment
- ◆ continuing communication problems.

### **School Action Plus**

*School Action Plus* is characterised by the school engaging with relevant external services in more detailed planning and design of interventions for individual pupils whose progress has continued to be limited despite carefully planned interventions at *School Action* or whose needs require **regular** input and advice from external services. Funding for provision at *School Action Plus* is from the delegated school budget.

## **Statutory Assessment of Special Educational Needs**

The overwhelming majority of pupils' special educational needs should be able to met through *School Action* and *School Action Plus*. This is reflected in changes to the County Council's funding arrangements for SEN and enables a more rapid response to meeting needs with resources available in school budgets for early intervention.

Statutory assessment is appropriate only for pupils with long term needs arising from a major difficulty or disability in one or more of the following **four areas of need**:

- **cognition and learning**
- **communication and interaction**
- **behaviour, emotional and social development**
- **sensory and/or physical.**

A School Request for Statutory Assessment Form outlines the type of data that the County Council requires from schools to be able to consider a request for statutory assessment and reach a relatively rapid decision. Consideration of statutory assessment will only be made if the County Council considers that the pupil has not made adequate progress through school-based interventions at *School Action* and *School Action Plus* and that the school could not reasonably be expected to make even more specialised arrangements to meet the pupil's special educational needs with further funding from its delegated SEN budget.

## **Adequate Progress**

Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making **adequate progress**.

**Adequate progress** can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment base-line, but less than that of the majority of other children of the same age;
- matches or betters the pupil's previous rate of progress;
- ensures access to the full curriculum;
- is likely to lead to accreditation and to participation in further education, training and/or employment;
- is likely to lead to usable levels of skills;
- is satisfactory to pupil and parents.

Different definitions of adequate progress will be appropriate in different cases. There is, for instance, no expectation that all pupils will close the gap in attainment between themselves and their peers. However, pupils and their parents are entitled to expect that, while the 'appropriate' definition that is arrived at is realistic, it is also one that is ambitious.

### **School Record Keeping for Pupils at School Action and School Action Plus**

The school's SENCo has responsibility for ensuring that records are properly kept and available on pupils at *School Action* and *School Action Plus*. All requests for statutory assessment should follow the agreed format. There is an expectation that all attached records detailing interventions and reviews at *School Action* and *School Action Plus* will be sufficiently comprehensive for the County Council to come to an informed judgement on the merits of the request.

School records should include the following:

- a list of pupils receiving additional action at *School Action*, *School Action Plus* and Statutory Assessment
- IEPs for each pupil
- review reports for each pupil
- copies of reports/advice from external professionals/agencies.

### **The matrices for matching action to levels of special educational needs**

The matrices in the following pages present the type of activity that may be carried out by a school in response to differing levels of children's special educational needs. The matrices cover a number of different types of difficulty or disability, grouped under the **four areas of need**.

### **Further Guidance**

Further guidance is available within Section 6 of the DfES SEN Toolkit, "Strands of Action to Meet SEN" and Section 5, "Managing Individual Education Plans". Two guidance documents have also been issued by the Education Advisory Service on school SEN policies and on individual education plans (including exemplars).

## School Action Guidance Cognition and Learning: General Learning Difficulties

<b>Level and Description of Difficulty</b>	Low general attainment levels and difficulty in acquiring basic skills of literacy and numeracy. There may also be immature social and emotional development. Pupils are likely to be attaining well below the National Curriculum levels within which most children are expected to work (eg Level 1 at end of KS1, below Level 3 at end of KS2, below Level 4 at end of KS3) and levels below the early learning goals in the National Baseline Assessment (Foundation Stage Profile).		
<b>Assessment, Planning &amp; Review</b>	<b>Grouping for Teaching</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Human Resources</b>
<p>Assessment in KS1 will utilise early years records, baseline assessment or QCA assessment baselines.</p> <p>Strengths and weaknesses will be analysed using curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests (eg Building Bridges in the Early Years; School Based Assessment for Pupils with SEN at Key Stages 1, 2 and 3).</p> <p>IEPs will be set using “SMART” targets [some may be shared with other pupils in a Group Education Plan (GEP)].</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews should be clearly documented and held ideally on a termly basis and at least twice per year. Parents/carers and pupil should be involved. Review should focus on pupil progress, effectiveness of strategies, new information or factors and the setting of new targets.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Additional support or special grouping over and above ALS/ELS etc may be required in the literacy/numeracy hour.</p> <p>Out-of-hours provision may also be provided, where appropriate (eg lunch time or after-school school clubs where specialist help is available).</p>	<p>Access to National Curriculum/Foundation Stage with suitable differentiation of the rates and methods of delivery.</p> <p>Specific reinforcement or skill-development activities in support of IEP targets may be required. Consideration should be given to the use of specialist software, targeted time limited interventions, different learning materials or special equipment.</p> <p>Pupil and parent/carer involvement in the teaching programme will be clearly defined.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, planning and overseeing the delivery of the individualised or group programme. There may be some additional TA or teacher time.</p> <p>The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist teachers or educational psychologist may provide some occasional advice on strategies, equipment or staff training.</p>

## School Action Plus Guidance Cognition and Learning: General Learning Difficulties

<b>Level and Description of Difficulty</b>	<p>Interventions at <i>School Action</i> have resulted in inadequate progress – eg achievements remain significantly below that of peers starting from a similar attainment baseline.</p> <p>Continuing low general attainment levels and difficulty in acquiring basic literacy/numeracy skills which may affect other areas of learning. There may also be continuing immaturity in social and emotional development. Attainment for pupils at the lowest end of <i>School Action Plus</i> will be well below the National Curriculum levels within which most children are expected to work (eg P6 to Level 1 at end of KS1, Level 1 at end of KS2, Level 2 at end of KS3).</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will focus on the reasons for slow progress: how the pupil is learning; more in-depth analysis of strengths/weaknesses; progress in relation to time, peers starting from similar level, and to age expectations.</p> <p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p> <p>IEPs will include very carefully considered targets, delivery methods and evaluation techniques.</p> <p>Consultation and advice from external agencies (eg: LSAT, EP, SALT, BST) incorporated into the IEP.</p> <p>IEP regularly reviewed and clearly recorded with pupil and parent/carer involvement.</p>	<p>There will be access to considerable small group/in-class, TA/teacher support.</p> <p>Out-of-hours provision may also be provided, where appropriate (eg lunch time or after-school school clubs where specialist help is available).</p> <p>Some pupils may benefit from access to a learning support base for considerable parts of the day, if this is part of the school's internal organisation for some SEN pupils.</p>	<p>Some pupils will be able to access the National Curriculum/Foundation Stage with suitable differentiation and teacher/TA support.</p> <p>Others may need very considerable differentiation with opportunities for overlearning outside of ordinary class groupings.</p> <p>Additional and different activities may be required, including a variety of practical materials and equipment to support pupils' learning.</p> <p>Additional access to ICT and specialist equipment and materials may be necessary to aid outcomes specified in the IEP.</p>	<p>External support service(s) advise on the implementation of the IEP and/or are involved in direct work with the pupil on a regular basis.</p> <p>Multi-agency support may be essential due to overlap of educational, social or health needs.</p> <p>Class/subject teachers are responsible for planning and overseeing the delivery of the IEP in conjunction with the SENCo.</p> <p>Additional TA/teacher time with advice/support from SENCo.</p> <p>Enhanced pastoral staff availability for some pupils.</p> <p>Additional break/lunch time supervision for some pupils.</p>

## Statutory Action Guidance Cognition and Learning: General Learning Difficulties

<b>Level and Description of Difficulty</b>	<p>Despite support and intervention at <i>School Action Plus</i> the pupil requires specialist resourcing to continue to access the full National Curriculum and current levels of attainment are unlikely to lead to usable levels of skills which will enable participation in FE/training/employment.</p> <p>The pupil will display a combination of the following features:- Extremely low general attainment levels. Very considerable limitations in social skills or self help skills. Attainment levels are significantly below age-related expectations in National Curriculum subjects [eg End of Key Stage results may be: KS1: NC Level W (P1 – P5). KS2: NC Level W/1 (P1 – 1C). KS3: NC Level 2 (P1 – NC2)]</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a statement of SEN where appropriate.</p> <p>The statement or note in lieu specifies longer-term goals and plans for provision. The IEP is drawn up from the long term goals in the statement/note-in-lieu, and should be reviewed ideally termly or more frequently but not less than twice per year.</p> <p>Parents/carers are involved in long and short-term reviews and planning.</p> <p>The statement is reviewed annually with those involved in meeting the needs of the pupil contributing to the Annual Review. A decision is made at each Annual Review as to whether the pupil continues to require a statement of SEN or whether needs can be met at <i>School Action/Action Plus</i>.</p> <p>The LA monitors outcomes of the Annual Review. There is a Transition Plan at 14+ which includes multi-agency planning to co-ordinate specialist input and plan for adult life.</p>	<p>The pupil has access to considerable additional targeted teaching in small groups or individually for significant parts of each day.</p> <p>The extent of additional and different organisation required is in excess of what would normally be expected of a mainstream school.</p> <p>For a few pupils, the extent of changes deemed necessary in the organisation and structures of a mainstream school may result in a more specialist provision.</p>	<p>Curriculum access through the usual mainstream groupings may not be appropriate. Extensive individualised programmes will be required with long-term adaptation of the curriculum based on QCA curriculum guidelines for pupils attaining levels significantly below age related expectation (P Levels).</p> <p>This may involve the use of specialist teaching and communication techniques, supported by appropriate equipment and materials.</p>	<p>Where the LA maintains a statement of SEN, LA officers monitor this via Annual Review documentation in partnership with parents/carers and relevant specialist agencies.</p> <p>Teachers/TAs with additional qualifications and/or experience of pupils with very significant general learning difficulties are likely to be involved in providing for the pupil.</p> <p>Multi-agency direct involvement is also likely for many such pupils with substantial support from appropriate visiting specialists.</p>



## School Action Guidance Cognition and Learning: Specific Learning Difficulties

<b>Level and Description of Difficulty</b>	Performance in most areas of the curriculum is within the range likely to be achieved by the majority of pupils. Performance in one or two specific areas of the curriculum is likely to be towards the lower end of the expected range. Attainment in some underlying skills is limiting to limit effective progress in some curriculum areas.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Strengths and weaknesses will be analysed using curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests (eg Building Bridges in the Early Years; School Based Assessment for Pupils with SEN at Key Stages 1, 2 and 3).</p> <p>IEPs will be set using “SMART” targets [some may be shared with other pupils in a Group Education Plan (GEP)].</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews should be clearly documented and held ideally on a termly basis and at least twice per year. Parents/carers and pupil should be involved. Review should focus on pupil progress, effectiveness of strategies, new information or factors and the setting of new targets.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Additional support or special grouping over and above ALS/ELS etc may be required in the literacy/numeracy hour.</p> <p>Out-of-hours provision may also be provided, where appropriate (eg lunch time or after-school school clubs where specialist help is available).</p>	<p>Access to National Curriculum/Foundation Stage with suitable differentiation of the methods of delivery.</p> <p>IEP targets focus on further development of deficit areas of underlying skills. Specific reinforcement or skill-development activities in support of IEP targets may be required.</p> <p>Multi-sensory techniques and opportunities for “overlearning” may be appropriate.</p> <p>Consideration should be given to the use of ICT and specialist software for the teaching of SpLD, targeted time limited interventions, different learning materials or special equipment.</p> <p>Pupil and parent/carer involvement in the teaching programme will be clearly defined.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, planning and overseeing the delivery of individualised or group programmes. There may be some additional TA or teacher time.</p> <p>The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist teachers or educational psychologist may provide some occasional advice on strategies, equipment or staff training.</p>

## School Action Plus Guidance

### Cognition and Learning: Specific Learning Difficulties

<b>Level and Description of Difficulty</b>	Interventions at <i>School Action</i> have resulted in inadequate progress – eg achievements remain significantly below that of peers starting from a similar attainment baseline. Continuing significant difficulties in underlying skills are causing problems in accessing other areas of the curriculum despite the carefully planned interventions. Very marked differences between attainment levels in different areas of the curriculum. There may also be indications of frustration and low self-esteem. There are likely to be additional factors affecting progress eg in areas of speech and language/motor organisation.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will focus on the reasons for slow progress: how the pupil is learning, more in-depth analysis of strengths/weaknesses, progress in relation to time, peers starting from similar level, and to age expectations.</p> <p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p> <p>IEPs will include very carefully considered targets, delivery methods and evaluation techniques.</p> <p>Consultation and advice from external agencies (eg: LSAT, EP, SALT, BST) incorporated into the IEP.</p> <p>IEP regularly reviewed with pupil and parent/carer involvement.</p>	<p>There will be access to considerable small group/in-class, TA/teacher support.</p> <p>Out-of-hours provision may also be provided, where appropriate (eg lunch time or after-school school clubs where specialist help is available).</p> <p>Special examination arrangements may be required.</p>	<p>Some pupils will be able to access the National Curriculum/ with additional skills training, suitable differentiation and teacher/TA support.</p> <p>Others may need to use alternative methods of accessing the curriculum (eg using a word processor for recording).</p> <p>Additional and different activities may be required, such as multi-sensory techniques and opportunities for "overlearning".</p> <p>Additional access to ICT, specialist software for the teaching of SpLD and other specialist equipment and materials may be necessary to aid outcomes specified in the IEP.</p>	<p>External support service(s) advise on the implementation of the IEP and/or are involved in direct work with the pupil on a regular basis.</p> <p>Multi-agency support may be essential due to overlap of educational and health needs (eg occupational therapy support).</p> <p>Class/subject teachers are responsible for planning and overseeing the delivery of the IEP in conjunction with the SENCo.</p> <p>Substantial additional TA/teacher time with advice/ support from SENCo.</p> <p>Enhanced pastoral staff availability for some pupils.</p>

## Statutory Action Guidance Cognition and Learning: Specific Learning Difficulties

<b>Level and Description of Difficulty</b>	<p>Despite support and intervention at <i>School Action Plus</i>, the pupil requires more specialist resourcing to continue to access the full curriculum and current levels of attainment are unlikely to lead to levels of skills which will enable appropriate participation in Further/Higher Ed./training/employment.</p> <p>Extreme differences of 3 or more levels between and/or within National Curriculum attainments in core/foundation subject areas. Extreme difficulties in accessing the curriculum through written materials or through written recording despite the use of a range of alternative methods of access.</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a statement of SEN where appropriate.</p> <p>The statement or note-in-lieu specifies longer-term goals and plans for provision. The IEP is drawn up from the long-term goals in the statement/note-in-lieu, and should be reviewed ideally termly or more frequently but not less than twice per year.</p> <p>Parents/carers are involved in long and short-term reviews and planning.</p> <p>The statement is reviewed annually with those involved in meeting the needs of the pupil contributing to the Annual Review. A decision is made at each Annual Review as to whether the pupil continues to require a statement of SEN or whether needs can be met at <i>School Action/Action Plus</i>.</p> <p>The LA monitors outcomes of the Annual Review. There is a Transition Plan at 14+ to plan for further/higher education.</p>	<p>The pupil has access to considerable additional targeted teaching in small groups or individually, for significant parts of each day.</p> <p>The extent of additional and different organisation required is in excess of what would normally be expected of a mainstream school.</p> <p>For a few pupils, the extent of changes deemed necessary in the organisation and structures of a mainstream school may result in a more specialist provision.</p> <p>Special examination arrangements will be required.</p>	<p>Curriculum access through the usual mainstream groupings may not be appropriate for most areas of the academic curriculum. Extensive individualised programmes will be required with adaptations for specific skills development and/or ensuring access to the curriculum.</p> <p>Additional and different activities will be required, such as multi-sensory techniques and considerable opportunities for “overlearning”.</p> <p>Additional access to ICT, specialist software for the teaching of SpLD and other specialist equipment and materials will be necessary to aid outcomes specified in the IEP.</p>	<p>Where the LA maintains a statement of SEN, LA officers monitor this via Annual Review documentation in partnership with parents/carers and relevant specialist agencies.</p> <p>Teachers/TAs with additional qualifications and/or experience of pupils with very significant specific learning difficulties are likely to be involved in providing for the pupil.</p> <p>Ongoing advice from external specialists will be provided as specified in the statement of SEN.</p>

## School Action Guidance Behaviour, Emotional and Social Development

<b>Level and Description of Difficulty</b>	<p>The pupil presents persistent emotional or behavioural difficulties that have not been addressed by differentiated learning opportunities or by the behaviour management techniques usually employed in the school.</p> <p>The difficulties may include: distractibility which disrupts the teaching and learning process; failure to make progress anticipated across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood swings, non-co-operation or non-attendance. There may be emerging problems with peer group relationships which affect classroom dynamics and require teacher intervention.</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The pupil's strengths and weaknesses in emotional and behavioural development may be analysed using behavioural checklists such as the QCA EBD Scales (QCA 2001).</p> <p>Baseline recording of particularly difficult or significant behaviours should be made in order to inform interventions and evaluation.</p> <p>IEPs will be set using "SMART" behavioural targets [some may be shared with other pupils in a Group Education Plan (GEP) where there are pupils with similar presenting behavioural problems in a class].</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews will be clearly documented and held ideally on a half-termly basis. Parents/carers and pupil should be involved. Review will focus on behavioural progress, and the setting of new targets.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress.</p> <p>School-based individual or group counselling or pastoral support sessions may be of benefit.</p>	<p>IEP behavioural targets focus on development of appropriate behaviours and elimination or reduction in inappropriate behaviours. Specific rewards and sanctions will need to be incorporated.</p> <p>Pupil and parent/carer involvement in the behavioural programmes will be clearly defined.</p> <p>Access to National Curriculum with suitable differentiation of the methods of delivery to accord with the presenting behavioural difficulties.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, delivering the individualised or group behavioural programme. There may be some additional TA time provided under the guidance of the SENCo or pastoral head.</p> <p>The SENCo or pastoral head facilitates assessment, planning and monitoring.</p> <p>Specialist teachers or other professionals may provide some occasional advice on strategies, equipment or staff training.</p> <p>Parental/carer involvement in programmes is particularly desirable.</p>

## School Action Plus Guidance Behaviour, Emotional and Social Development

<b>Level and Description of Difficulty</b>	<p>Despite carefully planned and executed interventions at <i>School Action</i>, the social, emotional and behavioural difficulties have not improved. External professionals and other agencies have regular input, requiring careful co-ordination within the context of the school.</p> <p>The increased difficulties may include: greater distractibility more severely disrupting the teaching and learning process; continuing failure to make progress across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood swings, non-co-operation or non-attendance etc. There may be increasing problems with peer group relationships which affect classroom dynamics and require considerable teacher intervention.</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Further analysis of the pupil's strengths and weaknesses in social, emotional and behavioural development on the QCA EBD Scales (QCA 2001) or other checklist indicates continuing or widening problems.</p> <p>Revised IEPs will be set following consultation with appropriate external professionals.</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of the revised interventions arising from the new IEP.</p> <p>Regular documented reviews will be held ideally on a half-termly basis. Parents/carers and pupil should be involved in these reviews, there also needs to be ongoing communication between all parties.</p>	<p>Mainstream class or set with access to individual or small group tuition within the classroom and/or periods of withdrawal.</p> <p>In some cases the facility to attend in-school behaviour centres may be appropriate.</p> <p>Shared placements with Pupil Referral Units may also be appropriate.</p> <p>Individual counselling or therapeutic support from external agencies (eg Educational Psychologist, Outreach Worker) may be appropriate.</p>	<p>Pupil will require a structured behavioural management programme in conjunction with external agencies.</p> <p>Pupil and parent/carer involvement in the behavioural programme will be clearly defined.</p> <p>Continuing and developing differentiation of curriculum will be required.</p> <p>There may need to be a restructured individual timetable within the context of an inclusive curriculum.</p> <p>Alternative programmes of study at KS4 should be provided where appropriate.</p>	<p>Considerable additional TA or teacher support time provided under the guidance of the SENCo or pastoral head.</p> <p>The SENCo should lead on assessment, planning and evaluation in liaison with pastoral staff.</p> <p>Class/subject teachers are responsible for delivering the IEP in conjunction with the SENCo.</p> <p>Specialist teachers and other professionals will provide advice and input.</p> <p>School Pupil Support Worker or a mentor may also have involvement.</p> <p>Parental/carer involvement in programme development for school and home is essential.</p>

## Statutory Action Guidance Behaviour, Emotional and Social Development

<b>Level and Description of Difficulty</b>	<p>There will be little measurable improvement recorded despite a carefully designed series of interventions involving outside agencies at <i>School Action Plus</i>. The pupil is likely to have a significant identified medical or mental health condition which impacts upon behaviour and on individual learning/learning environment.</p> <p>There will be evidence of extreme, complex emotional and behavioural difficulties of considerable duration and frequency in a variety of school situations, resulting in adverse consequences for pupil and severely affecting other pupils and adults in a detrimental way (eg unpredictable, bizarre, obsessive, violent, dangerous or severely disruptive behaviour).</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a statement of SEN where appropriate.</p> <p>The statement or note-in-lieu specifies longer-term goals and plans for provision. The IEP is drawn up from the long-term goals in the statement/note-in-lieu, and should be reviewed ideally termly or more frequently but not less than twice per year.</p> <p>Parents/carers are involved in long and short-term reviews and planning.</p> <p>The statement is reviewed annually with those involved in meeting the needs of the pupil contributing to the Annual Review. A decision is made at each Annual Review as to whether the pupil continues to require a statement of SEN or whether needs can be met at <i>School Action/Action Plus</i>.</p> <p>The LA monitors outcomes of the Annual Review. There is a Transition Plan at 14+ which includes multi-agency planning to co-ordinate specialist input and plan for adult life.</p>	<p>The pupil has access to considerable additional targeted teaching in small groups or individually for the greater part of each day.</p> <p>The extent of additional and different organisation required is in excess of what would normally be expected of a mainstream school.</p> <p>For some pupils, the extent of changes deemed necessary in the organisation and structures of a mainstream school may result in a more specialist provision.</p>	<p>Curriculum access through the usual mainstream groupings may not be appropriate for some areas of the curriculum. Extensive individualised programmes of study and behaviour support will be required to access the curriculum.</p> <p>Additional and different activities will be required to retain the pupil's application and interest in the curriculum.</p> <p>Alternative programmes of study at KS4 should be provided where appropriate.</p>	<p>Where the LA maintains a statement of SEN, LA officers monitor this via Annual Review documentation in partnership with parents/carers and relevant specialist agencies.</p> <p>The SENCo should lead on assessment, planning and evaluation in liaison with pastoral staff and external specialists.</p> <p>Teachers/TAs with additional qualifications and/or experience of pupils with very significant emotional and behavioural difficulties are likely to be involved in providing for the pupil.</p> <p>Multi-agency direct involvement is also likely for many such pupils with substantial support from appropriate visiting specialists.</p>

## School Action Guidance

### Communication and Interaction: Speech and Language Difficulties

<b>Level and Description of Difficulty</b>	Difficulties accessing and participating in speaking and listening activities, use of appropriate language or following instructions. These difficulties may inhibit acceptance and social interaction with peers. Attainment may be appropriate in those areas not reliant on speaking and listening skills but other areas of the curriculum reliant on language skills will be affected. This may be particularly evident in a limited acquisition of literacy skills.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will utilise early years records, baseline assessment or QCA assessment baselines.</p> <p>Strengths and weaknesses will be analysed using curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests (eg Building Bridges in the Early Years – expressive and receptive language section).</p> <p>IEPs will be set using “SMART” targets [some may be shared with other pupils in a Group Education Plan (GEP)].</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular documented reviews should be held ideally on a termly basis and at least twice per year. Parents/carers and pupil should be involved. Review should focus on pupil progress, effectiveness of strategies, new information or factors and the setting of new targets.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Additional support or special grouping over and above ALS/ELS may be required in the literacy/numeracy hour.</p> <p>Classroom setting/management takes account of social relationships.</p> <p>Out-of-hours provision may also be provided, where appropriate (eg lunch time or after-school school clubs where specialist help is available).</p>	<p>Access to National Curriculum/Foundation Stage with suitable differentiation of the rates and methods of delivery. Additional explanations from teacher and checks on comprehension may be needed. May be a requirement for prompts to ensure instructions are understood.</p> <p>Specific reinforcement or skill-development activities in support of IEP targets may be required. Consideration should be given to the use of specialist software, different learning materials or special equipment.</p> <p>Pupil and parent/carer involvement in the teaching programme will be clearly defined.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, planning and overseeing the delivery of the individualised or group programme.</p> <p>Some additional TA support time may be required. The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may provide some occasional advice on strategies, equipment or staff training.</p>

**School Action Plus Guidance**  
**Communication and Interaction: Speech and Language Difficulties**

<b>Level and Description of Difficulty</b>	<p>Despite having received an individualised programme and concentrated support under <i>School Action</i> the pupil has continuing speech and language difficulties that cause significant barriers to learning and impede the development of social relationships.</p> <p>There will be low rates of progress in many areas of the curriculum, particularly literacy, and increasing signs of frustration. Measured speech and language levels will be significantly below those of the majority of peers and progress against baseline will be significantly below that of peers starting from a similar baseline. There may be difficulties with speech production which significantly limit participation in classroom activities. There may be considerable difficulty in meeting the language demands of ordinary learning activities such as following instructions or understanding abstract concepts.</p>
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<b>Assessment, Planning &amp; Review</b>	<b>Grouping for Teaching</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Human Resources</b>
<p>Consultation and advice from external agencies (eg: LSAT, EP, SALT, BST) incorporated into the IEP. Implementation of advice demonstrated over a period of time.</p> <p>IEPs will include very carefully considered targets, delivery methods and evaluation techniques.</p> <p>IEP regularly reviewed with pupil and parent/carer involvement.</p>	<p>There will be access to considerable small group/in-class, TA/teacher support.</p> <p>Out-of-hours provision may also be provided, where appropriate (eg lunch time or after-school school clubs where specialist help is available).</p> <p>Some pupils may benefit from access to a learning support base for considerable parts of the day, if this is part of the school's internal organisation for some SEN pupils.</p>	<p>Access to the National Curriculum/Foundation Stage will be provided with suitable differentiation and teacher/TA support.</p> <p>Individual programmes to support IEP targets will be required.</p> <p>Focus will be on the educational implications of the assessed difficulties, but there will be tuition targeted at these difficulties under specialist guidance. This is likely to be combined with strategies aiming at maximising curriculum access.</p> <p>Additional access to ICT and specialist equipment and materials may be necessary to aid outcomes specified in the IEP.</p>	<p>External support service(s) advise on the implementation of the IEP and/or are involved in direct work with the pupil.</p> <p>Multi-agency support may be essential due to overlap of educational, social or health needs.</p> <p>Class/subject teachers are responsible for planning and overseeing the delivery of the IEP in conjunction with the SENCo.</p> <p>Additional TA/teacher time with advice/ support from SENCo and outside specialist(s).</p> <p>May be requirement for enhanced pastoral and break/lunch time support to address social interaction difficulties.</p>



## Statutory Action Guidance

### Communication and Interaction: Speech and Language Difficulties

<b>Level and Description of Difficulty</b>	<p>Pupil progress through support and intervention at <i>Action Plus</i> (including the direct involvement of appropriate external agencies and services) is still very limited and indicates that specialist resourcing is required to continue to access the full curriculum. Current attainment levels are unlikely to lead to usable levels of skills which will enable participation in Further/Higher Education/training/employment.</p> <p>Complex, long-term speech and language difficulties which cause substantial and extensive barriers to learning and severely impede the development of social relationships continue. Social isolation, frustration and peer isolation are evident and this may result in reluctance to participate, behavioural difficulties or absence from school.</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a statement of SEN where appropriate.</p> <p>The statement or note-in-lieu specifies longer-term goals and plans for provision. The IEP is drawn up from the long term goals in the statement/note-in-lieu, and should be reviewed ideally termly or more frequently but not less than twice per year.</p> <p>Parents/carers are involved in long and short-term reviews and planning.</p> <p>The statement is reviewed annually with those involved in meeting the needs of the pupil contributing to the Annual Review. A decision is made at each Annual Review as to whether the pupil continues to require a statement of SEN or whether needs can be met at <i>School Action/Action Plus</i>.</p> <p>The LA monitors outcomes of the Annual Review. There is a Transition Plan at 14+ to plan for further education and adult life.</p>	<p>The pupil has access to considerable additional targeted teaching in small groups or individually, for significant parts of each day.</p> <p>The extent of additional and different organisation required is in excess of what would normally be expected of a mainstream school.</p> <p>For a few pupils, the extent of changes deemed necessary in the organisation and structures of a mainstream school may result in a more specialist provision.</p>	<p>Curriculum access through the usual mainstream groupings may not be appropriate for some areas of the academic curriculum. Extensive individualised programmes will be required.</p> <p>This may involve the use of specialised teaching techniques or alternative communication methods supported by appropriate equipment and materials.</p> <p>Teaching interventions will be part of a multi-disciplinary approach.</p>	<p>Where the LA maintains a statement of SEN, LA officers monitor this via Annual Review in partnership with parents/carers and relevant specialist agencies.</p> <p>Teachers/TAs with additional qualifications in SEN and/or experience of pupils with very significant speech and language difficulties are likely to be involved in providing for the pupil.</p> <p>Ongoing direct support and advice from external specialists will be provided as specified in the statement of SEN.</p>

## School Action Guidance Communication and Interaction: Autistic Spectrum Disorders

<b>Level and Description of Difficulty</b>	The pupil has communication and/or interaction difficulties and continues to make limited progress despite the provision of a differentiated curriculum. Some difficulties within the “triad” of autistic spectrum disorders are evident: impaired language development; rigidity and inflexibility of behaviour; difficulties with social communication and interaction.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will utilise early years records, baseline assessment or QCA assessment baselines. It will focus on responding to the pupil’s presenting difficulties rather than depending on specialist assessment or confirmation of suspected autistic spectrum difficulties.</p> <p>Strengths and weaknesses will be analysed using behavioural observations and behavioural checklists, curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests.</p> <p>IEPs will be set using “SMART” targets [some targets may be shared with other pupils in a Group Education Plan (GEP)]. There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular documented reviews should be held ideally on a termly basis and at least twice per year. Parents/carers and pupil should be involved.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Additional support or special grouping over and above ALS/ELS may be required in the literacy/numeracy hour.</p> <p>Classroom setting/management takes account of social relationships.</p> <p>Out-of-hours provision may also be provided, where appropriate (eg lunch time or after-school school clubs where specialist help is available).</p>	<p>Access to National Curriculum/Foundation Stage with suitable differentiation of the rates and methods of delivery. Individualised instructions or additional explanations from teacher may be required.</p> <p>Specific reinforcement or skill-development activities in support of IEP targets may be required. Consideration should be given to the use of specialist software, different learning materials or special equipment.</p> <p>Pupil and parent/carer involvement in the teaching programme will be clearly defined.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, planning and overseeing the delivery of the individualised or group programme. There may be some additional TA or teacher time.</p> <p>The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may provide some occasional advice on strategies, equipment or staff training.</p>

## School Action Plus Guidance Communication and Interaction: Autistic Spectrum Disorders

<b>Level and Description of Difficulty</b>	<p>Despite having received an individualised programme and concentrated support under <i>School Action</i> the pupil has continuing communication and interaction difficulties that cause significant barriers to learning and impede the development of social relationships. There will be low rates of progress in most areas of the curriculum, although there may also be specific areas of strength.</p> <p>Difficulties within the “triad” of autistic spectrum disorders are more clearly evident and more severe: impaired language development; rigidity and inflexibility of behaviour; difficulties with social communication and interaction.</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Consultation and advice from external agencies (eg: LSAT, EP, SALT, BST, Child &amp; Family Service) incorporated into the IEP. Implementation of advice over a period of time.</p> <p>IEPs will include very carefully considered targets, delivery methods and evaluation techniques.</p> <p>IEP regularly reviewed with pupil and parent/carer involvement.</p>	<p>There will be access to considerable small group/in class TA/teacher support that can be used flexibly to support learning and understanding of what is required.</p> <p>Out-of-hours provision may also be provided, where appropriate (eg lunch time or after-school school clubs where specialist help is available).</p> <p>Some pupils may benefit from access to a learning support base for considerable parts of the day, if this is part of the school’s internal organisation for some SEN pupils.</p>	<p>Access to the National Curriculum/Foundation Stage will be provided with suitable differentiation and teacher/TA support.</p> <p>Individual programmes to support IEP targets will be required.</p> <p>Focus will be on the educational implications of the assessed difficulties, but there will be tuition targeted at these difficulties under specialist guidance. This is likely to be combined with strategies aiming at maximising curriculum access.</p> <p>Additional access to ICT and specialist equipment and materials may be necessary to aid outcomes specified in the IEP. Structured programmes of work may need to be clearly set out via a visual timetable.</p> <p>The pupil may need considerable preparation for changes in routine.</p>	<p>External support service(s) advise on the implementation of the IEP and/or are involved in direct work with the pupil.</p> <p>Multi-agency support may be essential due to overlap of educational, social or health needs.</p> <p>Class/subject teachers are responsible for planning and overseeing the delivery of the IEP in conjunction with the SENCo.</p> <p>Additional TA/teacher time with advice/ support from SENCo and outside specialist(s).</p> <p>May be requirement for enhanced pastoral and break/lunch time support to address social interaction difficulties.</p>

## Statutory Action Guidance Communication and Interaction: Autistic Spectrum Disorders

<b>Level and Description of Difficulty</b>	<p>Pupil progress through support and intervention at <i>Action Plus</i> (including the direct involvement of appropriate external agencies and services) has not developed communication and interaction skills to a level that is likely to lead to levels of skills which will enable participation in Further/Higher Ed./training/employment. A diagnosis of ASD from CAMHS will have been made.</p> <p>All of the following criteria are likely to apply:</p> <ul style="list-style-type: none"> <li>• severe difficulties in following instructions, classroom routines and staying on task;</li> <li>• highly atypical behaviours such as obsessive, challenging or withdrawn;</li> <li>• resistance to changes in routines;</li> <li>• highly inappropriate social behaviour leading to social isolation.</li> </ul>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a statement of SEN where appropriate.</p> <p>The statement or note-in-lieu specifies longer-term goals and plans for provision. The IEP is drawn up from the long-term goals in the statement/note-in-lieu, and should be reviewed ideally termly or more frequently but not less than twice per year.</p> <p>Parents/carers are involved in long and short-term reviews and planning.</p> <p>The statement is reviewed annually with those involved in meeting the needs of the pupil contributing to the Annual Review. A decision is made at each Annual Review as to whether the pupil continues to require a statement of SEN or whether needs can be met at <i>School Action/Action Plus</i>.</p> <p>The LA monitors outcomes of the Annual Review. There is a Transition Plan at 14+ to plan for adult life.</p>	<p>The pupil has access to considerable additional targeted teaching in small groups or individually, for significant parts of each day.</p> <p>The extent of additional and different organisation required is in excess of what would normally be expected of a mainstream school.</p> <p>For some pupils, the extent of changes deemed necessary in the organisation and structures of a mainstream school may result in a more specialist provision.</p>	<p>Curriculum access through the usual mainstream groupings may not be appropriate for most areas of the academic curriculum. Extensive individualised programmes will be required.</p> <p>This may involve the use of autism-specific teaching techniques or alternative communication methods supported by appropriate equipment and materials.</p> <p>Teaching interventions will be part of a multi-disciplinary approach.</p>	<p>Where the LA maintains a statement of SEN, LA officers monitor this via Annual Review in partnership with parents/carers and relevant specialist agencies.</p> <p>Teachers/TAs with additional qualifications in SEN and experience of pupils with communication difficulties or autistic spectrum disorders are likely to be involved in providing for the pupil.</p> <p>Ongoing direct support and advice from external specialists will be provided as specified in the statement of SEN.</p>

**School Action Guidance**  
**Sensory and/or Physical Needs: Physical Difficulties/Medical Conditions**

<b>Level and Description of Difficulty</b>	Requires some adult assistance with the practical aspects of the curriculum or personal hygiene/dressing/fine motor skills. May exhibit increased fatigue particularly towards the end of the day which affects classroom performance. Needs may impact on self-esteem and relationships with peers.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will utilise early years records, baseline assessment or QCA assessment baselines.</p> <p>Strengths and weaknesses will be analysed using curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests.</p> <p>IEPs will be set using “SMART” targets [some may be shared with other pupils in a Group Education Plan (GEP)].</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular documented reviews should be held ideally on a termly basis and at least twice per year. Parents/carers and pupil should be involved. Review should focus on pupil progress, effectiveness of strategies, new information or factors and the setting of new targets.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Classroom setting/management takes account of social relationships.</p>	<p>Access to National Curriculum/Foundation Stage with suitable differentiation of the rates and methods of delivery. May require an adapted physical education curriculum and additional support in some practical activities with physiotherapy or occupational therapy advice.</p> <p>Specific skill-development activities in support of IEP targets may be required. Consideration should be given to the use of specialist software, different learning materials or special equipment.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, planning and overseeing the delivery of any individualised or group programme. There may be some additional TA or teacher time.</p> <p>Some additional support time may be required both in the classroom and at break and lunch times. The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist teachers, educational psychologist, physiotherapist or occupational therapist may provide some occasional advice on strategies, equipment or staff training.</p>

**School Action Plus Guidance**  
**Sensory and/or Physical Needs: Physical Difficulties/Medical Conditions**

<b>Level and Description of Difficulty</b>	<p>Despite having received an individualised programme and concentrated support under <i>School Action</i> the pupil has continuing difficulty in accessing the curriculum. Barriers to learning and development require more specialised advice (and sometimes regular support) from external specialists.</p> <p>Such pupils may require some adult assistance with the practical aspects of the curriculum or personal hygiene/ dressing/ fine motor skills. May exhibit drowsiness, lack of concentration or motivation as a result of their condition which significantly affects classroom performance. Needs may impact on self-esteem and relationships with peers. May have additional learning/perceptual difficulties associated with their condition.</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Consultation and advice from external agencies (eg: Physiotherapist, Occupational Therapist, Community Paediatrician, LSAT, EP, SALT, BST) incorporated into the IEP. Advice will have been regularly implemented over time.</p> <p>IEPs will include very carefully considered targets, delivery methods and evaluation techniques.</p> <p>IEP regularly reviewed with pupil and parent/carer involvement.</p>	<p>There will be access to considerable small group/in-class, TA/teacher support.</p> <p>Out-of-hours provision may also be provided where appropriate.</p> <p>Some pupils may need access to a base for therapy or special arrangements for toileting.</p>	<p>Access to the National Curriculum/Foundation Stage will be provided with suitable differentiation and support, particularly in PE and practical activities.</p> <p>Individual programmes to support IEP targets will be required.</p> <p>Focus will be on the educational implications of the medical/physical difficulties, but there may be therapy targeted at these difficulties under specialist guidance.</p> <p>Additional access to ICT and specialist equipment and materials may be necessary to facilitate access to the curriculum.</p>	<p>External support service(s) advise on curriculum adaptation, the implementation of the IEP and/or are involved in direct work with the pupil.</p> <p>Multi-agency support may be essential due to overlap of educational, social or health needs.</p> <p>Class/subject teachers are responsible for planning and overseeing the delivery of the IEP in conjunction with the SENCo.</p> <p>Additional TA/teacher time with advice/ support from SENCo and outside specialist(s).</p> <p>May be a requirement for additional support at break/lunch time.</p>

## Statutory Action Guidance

### Sensory and/or Physical Needs: Physical Difficulties/Medical Conditions

<b>Level and Description of Difficulty</b>	<p>Pupil progress through support and intervention at <i>Action Plus</i> (including the direct involvement of appropriate external agencies and services) has indicated the need for specialist resourcing to access the full curriculum. The physical difficulties/medical condition are complex, severe and long-term, requiring a level of additional support which is in excess of what would normally be expected to be funded from school resources.</p> <p>Such pupils may have additional learning, communication or behaviour difficulties requiring specialist intervention. They may exhibit emotional/behavioural problems (withdrawal, disaffection, reluctance to attend). Rate of learning may be affected by absences, fatigue, medication etc.</p>
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a statement of SEN where appropriate.</p> <p>The statement or note-in-lieu specifies longer-term goals and plans for provision. The IEP is drawn up from the long-term goals in the statement/note-in-lieu, and should be reviewed ideally termly or more frequently but not less than twice per year.</p> <p>Parents/carers are involved in long and short-term reviews and planning.</p> <p>The statement is reviewed annually with those involved in meeting the needs of the pupil contributing to the Annual Review. A decision is made at each Annual Review as to whether the pupil continues to require a statement of SEN or whether needs can be met at <i>School Action/Action Plus</i>.</p> <p>The LA monitors outcomes of the Annual Review. There is a Transition Plan at 14+ to plan for adult life and any move to further/higher education.</p>	<p>The pupil may require access to considerable additional targeted teaching in small groups or individually, for significant parts of each day.</p> <p>The extent of additional and different organisation and additional support required is in excess of what would normally be expected of a mainstream school from the delegated budgets.</p> <p>For a few pupils, the extent of changes deemed necessary in the organisation and structures of a mainstream school may result in a more specialist provision.</p>	<p>Curriculum access through the usual mainstream groupings may not be appropriate for some areas of the academic curriculum. Extensive individualised programmes may be required.</p> <p>This may involve the use of specialised teaching techniques or alternative access methods supported by appropriate equipment and materials.</p> <p>Teaching interventions will be part of a multi-disciplinary approach.</p>	<p>Where the LA maintains a statement of SEN, LA officers monitor this via Annual Review documentation in partnership with parents/carers and relevant specialist agencies.</p> <p>Teachers/TAs with additional qualifications in SEN and experience of pupils with significant physical or medical difficulties are likely to be involved in providing for the pupil.</p> <p>Additional support will probably be required at all times the pupil is on school premises, as specified in the statement of SEN. Specialised transport arrangements and building adaptations may also be necessary.</p> <p>Ongoing direct support and advice from external specialists will be provided as specified in the statement of SEN.</p>

**School Action Guidance**  
**Sensory and/or Physical Needs: Hearing Impairment**

<b>Level and Description of Difficulty</b>	Pupils with a monaural hearing loss/mild hearing loss not wearing aids.
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<b>Assessment, Planning &amp; Review</b>	<b>Grouping for Teaching</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Human Resources</b>
<p>Occasional consultation and advice from the Sensory Inclusion Service to school, parents/carers.</p> <p>Monitoring by class/subject teacher/SENCo.</p> <p>Teacher of the Deaf to report annually to T&amp;W/ Primary Care Trust, school and parents/carers on pupil's hearing status.</p>	<p>Normal class grouping with pupil's physical place in classroom/small group to take account of ear with superior hearing (for monaural loss).</p> <p>For pupils with mild hearing impairment it is necessary to ensure advantageous placement.</p>	<p>Normal access to school curriculum. Teacher of the Deaf to advise class teacher/SENCo concerning management strategies. Teacher of the Deaf to liaise with SENCo/school examination secretary to ensure that appropriate SAT/GCSE/other examination concessions are applied for.</p>	<p>Pupils seen with parents/carers annually at school by Teacher of the Deaf for audiological and educational monitoring.</p>



**School Action Plus Guidance**  
**Sensory and/or Physical Needs: Hearing Impairment**

<b>Level and Description of Difficulty</b>	Pupils with a mild, bilateral hearing loss wearing aids.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Monitoring by class/subject teacher/SENCo in liaison with Teacher of the Deaf.</p> <p>Regular hearing and hearing aid evaluations via the Sensory Inclusion Service.</p> <p>Annual review by Teacher of the Deaf with written report for school and parents/carers.</p> <p>Parents/carers seen regularly by Teacher of the Deaf to resolve any issues in the hearing impairment/audiological management either at home or at school.</p> <p>A video record of the child's language/speech/curriculum access is made for assessment purposes and to inform IEP.</p> <p>At least annual standardised linguistic and phonological assessments carried out by Teacher of Deaf.</p>	<p>Normal class grouping with pupil's physical place in classroom(s) taking into account his/her hearing loss.</p>	<p>Mainstream access to school curriculum.</p> <p>Teacher of the Deaf to advise class teacher/SENCo concerning management strategies.</p> <p>Teacher of the Deaf to liaise with SENCo/school examination secretary to ensure that appropriate SAT/GCSE/other examination concessions are applied for.</p>	<p>Pupils seen monthly by a Teacher of the Deaf for monitoring/advice.</p> <p>Pupils seen at least yearly by the Sensory Inclusion Service for hearing aid evaluation at Acute Trust.</p>

## School Action Plus Guidance Sensory and/or Physical Needs: Hearing Impairment

<b>Level and Description of Difficulty</b>	Pupils with a moderate, bilateral hearing loss wearing hearing aids.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Consultation and advice from external agencies, particularly the Sensory Inclusion Service. Advice implemented over a period of time.</p> <p>IEPs will include very carefully considered targets, delivery methods and evaluation techniques and be regularly reviewed with pupil and parents / carers involvement.</p> <p>The Sensory Inclusion Service will ensure:</p> <ul style="list-style-type: none"> <li>▪ Regular hearing assessments and hearing aid evaluations</li> <li>▪ Annual review by Teacher of Deaf with a written report for school and parents</li> <li>▪ Parents/Carers seen regularly by Teacher of Deaf to resolve any issues relating to hearing impairment/audiological management either at home or at school</li> <li>▪ A video record of the child's language, speech/curriculum access is made for assessment purposes and to inform IEPs.</li> <li>▪ At least annual standardised linguistic and phonological assessments.</li> </ul>	<p>Normal class grouping but the Teacher of the Deaf liaises with the SENCo/class teacher or subject teachers regarding the key issues of:</p> <ol style="list-style-type: none"> <li>a) Acoustics</li> <li>b) Radio Aid use</li> <li>c) Social and emotional factors</li> <li>d) Curriculum access</li> <li>e) Inclusion issues</li> </ol>	<p>Access to the National Curriculum/ Foundation Stage will be provided with suitable differentiation and support.</p> <p>Individual programmes to support IEP targets will be required. The Teacher of the Deaf contributes to the child's IEP in liaison with the school.</p> <p>The Teacher of the Deaf manages the day-to-day audiological needs of the child including fortnightly electro-acoustic checking of hearing aids.</p>	<p>The Sensory Inclusion Service advise on curriculum adaptation, the implementation of the IEP and/or are involved in direct work with the pupil. A Teacher of the Deaf would normally visit once each fortnight.</p> <p>Class/subject teachers are responsible for delivering the IEP in conjunction with the SENCo.</p> <p>Additional TA time with advice/ support from SENCo and Teacher of the Deaf.</p> <p>The Sensory Inclusion Service offers INSET to the school usually at a staff meeting – however in some cases the Sensory Inclusion Service two-day course on Hearing Impairment may be offered.</p>

**Statutory Action Guidance**  
**Sensory and / or Physical Needs: Hearing Impairment**

<b>Level and Description of Difficulty</b>	Pupils who have severe and profound bilateral sensori-neural hearing loss.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The LA undertakes assessment and planning with a multi-professional focus and issues a statement of SEN where appropriate.</p> <p>The statement or note-in-lieu specifies longer-term goals and plans for provision. Parents/carers are involved in long and short-term reviews and planning.</p> <p>Weekly Teacher of the Deaf planning meetings with school are held. At least annual video recording by Sensory Inclusion Service to plot longitudinal linguistic phonological and curriculum access development.</p> <p>At least annual linguistic/phonological assessments by the Sensory Inclusion Service.</p> <p>The statement is reviewed annually with those involved in meeting the needs of the pupil. A decision is made at each Annual Review as to whether the pupil continues to require a statement of SEN or whether needs can be met at <i>School Action / Action Plus</i>.</p> <p>The LA monitors outcomes of the Annual Review. There is a Transition Plan at 14+ to plan for adult life and any move to further/higher education .</p>	<p>The pupil has access to considerable additional targeted teaching in small groups or individually, for parts of each day.</p> <p>The Teacher of the Deaf liaises with the SENCo/class teacher and/or subject teachers on:</p> <ul style="list-style-type: none"> <li>a) Acoustics</li> <li>b) Radio Aid use</li> <li>c) Social and emotional factors</li> <li>d) Curriculum access</li> <li>e) Inclusion issues</li> </ul> <p>For some pupils, the extent of differentiation deemed necessary in the mainstream provision may result in a more specialist setting being considered.</p>	<p>Curriculum access through the usual mainstream groupings may not be appropriate for some areas of the academic curriculum. Extensive individualised programmes may be required .</p> <p>This may involve the use of specialised teaching techniques or alternative access methods supported by appropriate equipment and materials.</p> <p>Weekly hearing aid, radio aid checks and electro-acoustic testing of this equipment by the Teacher of the Deaf.</p> <p>Advisory and direct teaching support/pre-tutoring from Teacher of the Deaf.</p> <p>Subject specific issues addressed, concessions in listening tests in English and Modern Languages.</p> <p>Examination concessions as appropriate are arranged.</p>	<p>Where the LA maintains a statement of SEN, LA officers monitor this via Annual Review in partnership with parents/carers, the Sensory Inclusion Service and other relevant specialist agencies.</p> <p>Between 1 and 5 visits per week from a Teacher of the Deaf will aid school in providing for the pupil.</p> <p>Additional TA support time will probably be required in many lessons. For some pupils with exceptional needs there may be a requirement for support in school situations outside the classroom.</p> <p>Places on the Sensory Inclusion Service two-day course on hearing impairment offered to school staff, also school based INSET offered.</p> <p>Ongoing direct support and advice from other external specialists will be provided as specified in the statement of SEN.</p>

**School Action Guidance**  
**Sensory and/or Physical Needs: Visual Impairment**

<b>Level and Description of Difficulty</b>	Pupils with mild visual difficulties		
<b>Assessment, Planning &amp; Review</b>	<b>Grouping for Teaching</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Human Resources</b>
<p>Monitoring by class/subject teacher/SENCo in liaison with QTVI<sup>1</sup>: report written annually by QTVI for school and parents/carers.</p> <p>QTVI reports to Primary Care Trust if vision changes or needs dictate.</p>	<p>Normal class grouping with pupil's physical place in classroom(s) to take account of visual difficulties, as advised by QTVI.</p>	<p>Mainstream access to school curriculum following guidelines to school by QTVI.</p> <p>QTVI to liaise with SENCo/school examination secretary to ensure that appropriate SAT/GCSE/other examination concessions are applied for in relation to visual assessments.</p>	<p>Most pupils seen by QTVI termly for functional vision assessment and monitoring with advice to school and parents/carers.</p>

<sup>1</sup> QTVI = Qualified Teacher of the Visually Impaired

## School Action Plus Guidance Sensory and/or Physical Needs: Visual Impairment

<b>Level and Description of Difficulty</b>	Pupils with a moderate visual impairment.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Consultation and advice from the Sensory Inclusion Service. Advice implemented over a period of time.</p> <p>IEPs will include very carefully considered targets, delivery methods and evaluation techniques and be regularly reviewed with pupil and parents'/carers' involvement.</p> <p>The Sensory Inclusion Service will ensure:</p> <ul style="list-style-type: none"> <li>▪ Regular assessment of functional vision.</li> <li>▪ Annual review by QTVI with a written report for school and parents/carers.</li> <li>▪ Parents/carers seen regularly by QTVI to resolve any issues in the management of the visual difficulties either at home or at school.</li> <li>▪ Attendance at Sensory Inclusion Service/ PCT Visual Assessment Clinic at transition stages, primary to secondary.</li> <li>▪ QTVI will also liaise with the school on issues relating to social and emotional development.</li> </ul>	<p>Normal class grouping with advice from a QTVI on visual aids, curriculum access and social and emotional factors.</p> <p>Some withdrawal may be required for the teaching and practice of keyboard skills.</p>	<p>Access to the National Curriculum / Foundation Stage will be provided with suitable differentiation and support:</p> <ul style="list-style-type: none"> <li>• use of adapted materials</li> <li>• magnification</li> <li>• large print books</li> <li>• seating position</li> <li>• consideration of lighting needs</li> <li>• individual copies of black/white board work</li> <li>• adaptation of teaching methods describing processes aloud and in detail, reading while writing on board.</li> </ul> <p>Individual programmes to support IEP targets will be required. QTVI contributes to the child's IEP in liaison with the school.</p>	<p>The Sensory Inclusion Service advise on materials, the implementation of the IEP and/or are involved in direct work with the pupil. A QTVI will visit on a regular basis monthly/fortnightly.</p> <p>Class/subject teachers are responsible for delivering the IEP in conjunction with the SENCo with advice from QTVI.</p> <p>Sensory Inclusion Service Specialist and school-based TA support may be required to facilitate access to curriculum materials.</p> <p>The Sensory Inclusion Service offers INSET to the school usually at a staff meeting – however in some cases the Sensory Inclusion Service two-day course on Visual Impairment may be offered.</p>

## Statutory Action Guidance Sensory and/or Physical Needs: Visual Impairment

<b>Level and Description of Difficulty</b>	Pupils with severe and profound visual impairment.
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Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The LA undertakes, assessment and planning with a multi-professional focus and issues a statement of SEN where appropriate.</p> <p>The statement or note-in-lieu specifies longer-term goals and plans for provision. Parents/carers are involved in long and short-term reviews and planning.</p> <p>QTVI assists school staff by:</p> <ul style="list-style-type: none"> <li>▪ assessing any functional vision</li> <li>▪ assessing need for Braille or print</li> <li>▪ deciding on equipment required</li> <li>▪ assessing school access facilities and planning physical adaptations required</li> <li>▪ planning of space to keep equipment</li> <li>▪ volume of VI child's work</li> <li>▪ planning liaison time and provision of work in advance for transcription.</li> </ul> <p>The statement is reviewed annually.</p> <p>QTVI will also liaise with the school on issues relating to social and emotional development.</p> <p>The LA monitors outcomes of the Annual Review. There is a Transition Plan at 14+ to plan for adult life and any move to further / higher education.</p> <p>Weekly planning meetings with QTVI and school staff to discuss modification needs and curriculum access requirements.</p>	<p>The pupil has access to considerable additional targeted teaching in small groups or individually, for parts of each day. This might include:</p> <ul style="list-style-type: none"> <li>• small group work for practising new skills</li> <li>• individual teaching of new or specialist skills</li> <li>• training for mobility and independence on and off school premises.</li> </ul> <p>For some pupils, the extent of changes deemed necessary in the organisation and structures of a mainstream school may result in consideration of a more specialist provision.</p>	<p>Curriculum access through the usual mainstream groupings may not be appropriate for some areas of the academic curriculum. Extensive individualised programmes may be required. This may involve the use of specialised teaching techniques or alternative access methods such as Braille, specialist low vision aids or tape or tactile methods.</p> <p>Joint planning by class teacher and QTVI to give time for preparation and adaptation of materials.</p> <p>Adaptation of teaching methods greater verbalisation, allowing handling or close inspection of objects.</p> <p>Examination concessions as appropriate are arranged via QTVI and SENCo/School Examinations Officer.</p>	<p>Advisory and direct teaching support/pre-tutoring from QTVI.</p> <p>Sensory Inclusion Service Specialist and school-based TA support time will be required in many lessons and to reformat materials. For some pupils with exceptional needs there may be a requirement for support in school situations outside the classroom.</p> <p>Involvement from the Mobility Officer from the Sensory Inclusion Service may be required.</p> <p>Ongoing direct support and advice from other external specialists will be provided as specified in the statement of SEN.</p> <p>Places on the Sensory Inclusion Service two-day course on visual impairment offered to school staff, also school based INSET offered.</p>

# ACCESS ARRANGEMENTS TO THE LA SEN SUPPORT SERVICES

## The LA SEN Support Services

The LA maintains the following SEN support services as part of a joint arrangement of support services between Shropshire LA and Telford & Wrekin LA:

The Learning and Behaviour Service (“L&B 21”)

The Educational Psychology Service

The Sensory Inclusion Service (for hearing and visually impaired pupils and deaf/blind).

All the services except the Behaviour Service are located in the Glebe Centre, Wellington, Telford, serving the whole of Shropshire and Telford & Wrekin. The Behaviour Service is located at Ringway House, Bridge Road, Wellington, Telford. The budget for Learning and Behaviour is delegated to schools.

### Delegated Services

Learning & Behaviour

### Centrally Retained Services

The Educational Psychology Service.  
The Sensory Inclusion Service.

## Access Arrangements – Financially Delegated Service

### LEARNING & BEHAVIOUR SERVICE

The Service sends out a purchase pack annually in the early part of the Spring Term for schools to return with details of their purchasing requirements. Following receipt of these requirements from each school, a service level agreement is made between the Service and the school for use of the purchased time over the financial year.

In addition to work with individual children and groups of children, the Service also offers training courses and individualised training and consultancy.

## Access Arrangements – Centrally Retained Services

### EDUCATIONAL PSYCHOLOGY SERVICE

#### Allocation of Time

Each school has a number of hours allocated over the **school** year based on separate, agreed formulae for the primary and secondary phases.

The number of hours allocated represents the total amount of time available for EPS work with the school. It includes the time required for any follow-up of work done directly in the school. Each school visit is recorded by the Service, detailing agreed pieces of work together with the amount of time spent on each piece of work. The amount of time spent on a piece of work includes time spent on school premises and any time spent outside the school associated with that piece of work – eg written communication, reports, home visits.

For very small schools with the minimum allocation of EP time per year, there is a small contingency pool of additional time available.

Additional time is also centrally retained for work commissioned by the LA and this is accounted for separately when such work is carried out in school.

### Planning EP Service Delivery for Individual Schools

Service delivery is based on planning discussions in the primary, secondary and special school phases. These planning discussions take place at least annually and do not normally take longer than one hour. Sometimes for very small schools it is possible to do this over the telephone. A record is made of the objectives for EPS involvement in the school, the activities to be undertaken and the distribution of work over the year.

### Consultation on Individual Children

All requests for direct EP involvement with individual children (apart from those from the LA) will need to be negotiated with the EP through planning discussions and an individual consultation request form completed.. Any recommendations made by other agencies (eg LSAT, BST, Speech and Language Therapist, paediatrician) regarding EP involvement will need to be discussed with the headteacher or SENCo and subsequently agreed with the EP within the planning process for use of school allocated EP time.

## **SENSORY INCLUSION SERVICE**

### **Children And Young People With Visual Impairment**

Children and young people with visual impairment are referred to the Sensory Inclusion Service by a Consultant Ophthalmologist at the local Acute Trust or a Community Paediatrician from the Primary Care Trust. Occasionally referrals are made from Visual Assessment Clinics within the West Midlands region. Visual impairment is usually identified in the pre-school years from which time there is ongoing involvement from a Teacher of the Visually Impaired with the child and family to 19+.

Prior to entry to settings/schools/colleges a Teacher of the Visually Impaired will undertake detailed liaison and INSET work. Typically children and young people with visual impairment are supported by Peripatetic Teachers of the Visually Impaired and also receive school-based TA time. Children and young people with severe and profound visual impairment also receive specialist TA time from the Sensory Inclusion Service to support detailed curriculum access through such mediums as Braille. The Sensory Inclusion Service offers a wide range of ongoing training for settings/schools/colleges.

The Sensory Inclusion Service works in a multi-disciplinary context and Teachers of the Visually Impaired can access a wide range of services in other agencies to support settings/schools/colleges in managing the needs of children and young people with visual impairment. The Sensory Inclusion Service offers a range of augmentative services for children and young people with visual impairment in schools, homes and the community such as mobility training, habilitation and social inclusion services.



Schools should contact the Sensory Inclusion Service if they have concerns about a child's vision and appropriate assessments will be facilitated subject to parental agreement.

### **Children And Young People With Hearing Impairment**

Children and young people with hearing losses are referred to the Sensory Inclusion Service by ENT Consultants at the local Acute Trust or other regional Hearing Assessment Clinics. Most children with hearing impairment are identified neo-natally and there is then ongoing involvement from a Teacher of the Deaf with the child/young person and family to 19+. Prior to entry to settings/schools/colleges a Teacher of the Deaf will undertake detailed liaison and INSET work. Typically children and young people with hearing impairment are supported by a Peripatetic Teacher of the Deaf and also receive school-based TA time. The Sensory Inclusion Service offers a wide range of ongoing training for settings/schools and colleges. The Sensory Inclusion Service works in a multi-disciplinary context and can access a wide range of services in other agencies for settings/schools/colleges to meet the needs of children and young people with hearing impairment.

Where concerns arise about the hearing of children/young people contact should be made with the Sensory Inclusion Service who can expedite testing and assessment.

### **Children And Young People With Dual Sensory Impairment**

There are a small number of children and young people with dual sensory impairment.

Children and young people with dual sensory impairment are usually referred to the Sensory Inclusion Service following multi-disciplinary assessment at the Acute Trust during the pre-school phase. Detailed liaison and INSET is provided to settings/schools prior to entry from SIS support staff with specialist qualifications in multi-sensory impairment. Detailed and often complex support packages are agreed with settings/schools/colleges on a case by case basis. The Sensory Inclusion Service can access local and regional specialist services for settings/school/colleges to assist in the devising of appropriate access facilities and habilitation programmes.