**Supporting Children And Young People Who Have Special Educational Needs And Disabilities (SEND) in Bradford**

**KS1 – 3 - Draft December 2018**

Introduction

The following information has been designed in line with the Children & Families Act (C&FA), 2014, the Equality Act, 2010 and the SEND Code of Practice, 0-25), 2015. It is anticipated that approximately one in five children will have a learning difficulty at some stage in their school career. Many of these difficulties are temporary and can be effectively dealt with in mainstream settings through the resources that are made available to them (funding elements 1 and 2). Formal procedures, i.e. statutory assessment, and specialist services provided via the local authority are targeted at those children and young people with the most significant and complex needs.

Children, young people and their parents should be fully involved in the delivery and development of SEND policy and provision both at local authority (LA) and school level. Particularly, they should be involved in the review and development of schools/settings SEND policy. To ensure that Bradford schools are up-to date in relation to their responsibilities to children and young people with SEND the information here gives an overview of the most relevant aspects. More detailed information about the statutory responsibilities schools have in relation to children and young people with SEND are available on Bradford’s Local Offer which can be found here: <https://localoffer.bradford.gov.uk/>

1. Meeting Children’s Special Educational Needs

The SEND Code of Practice (CoP) suggests that there is a continuum of SEND and that, where necessary, increasingly specialist expertise should be brought to bear on a child or young person’s difficulties. The CoP describes this as a graduated approach to addressing SEND. Where a child or young person does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘additional to’ or ‘different from’ interventions. Most needs in relation to SEND can be met within mainstream settings out of the schools notional SEN budget. If little or no progress is made through the ‘assess, plan, do, review’ approach (APDR), school staff should consider seeking external support. At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement. However, the CoP is clear that the involvement of external specialists can also play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs. Where a child with SEND continues to make little progress over time, even with the support of external specialists such as the inclusive education service, the school may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an education, health and care needs assessment. There is an expectation that interventions have been implemented for a significant period, e.g. two cycles of APDR, before a request for additional resources is made and once it has been submitted, it does not necessarily lead to statutory assessment. This will be contingent on evidencing the support provided through the school’s SEND provision over time, including external support and advice. There should also be evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school (Elements 1&2).

The School’s Responsibilities

Schools have numerous responsibilities in relation to children and young people, the following being specifically in relation to those with SEND. In short schools must:

* Appoint a SEND governor to have oversight of the arrangements for SEND in school
* Identify how many pupils in the school have SEND and ensure provision is made in accordance with the SEND CoP
* Know how much money the school gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
* Review and approve the SEND policy and any other relevant policies
* Monitor the progress of children and young people with SEND and ensure that the provision specified in statements of SEN and EHCP’s are made
* Ensure that SEND provision is integrated into the school improvement plan
* Publish on their website the school SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND
* Appoint a SENDCo who is a qualified teacher (alternatively, the headteacher may take on this role)
* Invest in whole school and targeted training for staff
* Ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND
* Provide information on school arrangements for SEND to parents and governors
* Consider pre-emptive arrangements for pupils (present and future) with a disability

Children & Families Act, 2014

The governing body of the school has ultimate responsibility for this, and should be using their best endeavours to secure special educational provision, including;

* Ensuring that where the head teacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil
* Ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND
* Ensuring that a pupil with SEND joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
* Reporting to parents on the implementation of the school's policy for pupils with SEND
* Having due regard to the statutory guidance within the current SEND code of practice when carrying out duties toward all pupils with SEND
* Ensuring that school notifies parents of a decision by the school that SEND provision is being made for their child This Bradford’s Graduated Approach outlines how children with Special Educational Needs and Disabilities have their needs met within the District.

The Special Needs Coordinators’s (SENDCo) Role

All schools are required to have a special educational needs coordinator (SENDCo). The SENDCo must be a qualified teacher working at the school. A newly appointed SENDCo, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. The SENDCo has an important role to play, along with the headteacher and governing body, in determining the strategic development of SEND policy and provision in school. The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who do and do not have EHC plans. Schools should ensure that the SENDCo has sufficient time and resources to carry out these functions. This should include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The SENDCo’s role includes:

* Overseeing the day-to-day operation of the school’s SEND policy
* Co-ordinating provision for children with SEND
* Advising on the graduated approach to providing SEND support
* Advising on the deployment of the school’s delegated budget and other resources to meet needs effectively
* Being a key point of contact with external agencies, especially the LA and its support services
* Working with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
* Ensuring that the school keeps the records of all pupils with SEND up to date
* Liaising with: Designated teachers where a looked after pupil has SEND, Parents of pupils with SEND, Early years providers, Other schools, Health and social care professionals, Independent or voluntary bodies, Potential next providers of education to ensure smooth transition

The Teacher’s Role

The class teachers’ role is to make the education of all of their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences. Teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their pupils. Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions. In relation to all pupils, teachers are expected to:

* Be accountable for attainment, progress and outcomes
* Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* Adapt teaching to respond to the strengths and needs of all pupils
* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

Teachers’ standards, 2011 (updated 2013)

1. Bradford’s Graduated Approach

Bradford is committed to high educational standards for all children and young people, paying particular attention to the most disadvantaged groups. This means working with partners to promote prevention and early intervention and offer early help so that emerging problems are dealt with before they become more serious. Bradford LA is committed to ensuring that those with SEND can access high quality provision that meets their needs.

As part of that the LA expects that within schools, there is:

* A relentless focus on whole school inclusive ethos and high expectations for all
* Effective strategic leadership
* Appropriate curriculum/provision is in place to meet assessed need (reasonable adjustments)
* The physical environment is adapted to meet the needs of pupils
* A staff who make a positive contribution to pupil progress and achieving outcomes
* A plan for on-going continuing professional development (CPD) in relation to the needs of the pupils for all staff
* Pastoral support for pupils with additional needs
* Effective measures are in place to deal with safeguarding issues
* An effective partnership with pupils and parents as part of assessment and review is evident
* An assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies (minimum three times per year) including CYP and parents
* Good use made of appropriate external agencies and this addresses wider needs of pupils enabling individual outcomes to be met

In this context, the majority of Bradford’s children will have their needs met within their local mainstream school. All Mainstream schools have a notional SEND budget to enable them to do this. The Graduated Approach describes how children with SEND should be supported.

The following information is intended to give an overview of the categories of special educational needs identified in the SEND Code of Practice, along with the types of interventions that could be used to address these. Examples of interventions and resources are also provided as a start point; although these need to be planned in relation to individual and/or cohort needs and may require adapting accordingly.

None of the lists are exhaustive or exclusive to the category of SEND in which they appear in the tables below. Rather, they could be used in various areas of development and skills building, given the right differentiation and targeting.

The intention is not to be rigid but to provide ideas for development, which can be built upon, adapted and amended as required in order to develop more specific plans and provision maps.

1. **Bradford Special Educational Needs Descriptors**

This document describes the complexity of the young person’s need where Range 1 is the lowest level of need and Range 5 the most complex. This is established using the Bradford SEN Progress Grids, alongside the SEND Descriptors and other assessment tools.

1. **Bradford SEND Graduated Approach Summary**

This document summarises

* **Graduated Approach:** ie the type and magnitude of intervention that should be put in place for the young person, in accordance with their identified SEN Range and based on the SEND Interventions Grid.
* **SEN Support Offer:** this clarifies where the support should take place and the source of funding for this.
* **Evidence:** This indicates the documentation that schools should be able to provide to evidence their judgement regarding Range / Graduated approach.

1. **Bradford SEND Graduated Approach Detailed**

This document gives a more in depth view based in the key areas of need identified in the Code of Practice (2014), including:

* **Graduated Approach:** ie the type and magnitude of intervention that should be put in place for the young person, in accordance with their identified SEN Range and based on the SEND Interventions Grid.
* **Examples of Strategies and Resources:** these are taken from the Bradford Quality First Teaching and SEND Provision spread sheet and serve as examples. The full spread sheet can be found here:
* **SEN Support Offer:** this clarifies where the support should take place and the source of funding for this.

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|  | **1** | **2** | **3** | **4** | **5** |
| **1A Cognition** | **Mild** learning difficulties as identified on Bradford SEN Progress Grid | **Moderate** learning difficulties as identified on Bradford SEN Progress Grid | **Significant moderate** learning difficulties as identified on Bradford SEN Progress Grid | **Severe** learning difficulties as identified on Bradford SEN Progress Grid | **Profound and multiple** learning difficulties as identified on Bradford SEN Progress Grid |
| **1B Specific Learning Difficulty** | **Limited progress** with Literacy/Numeracy skills despite appropriate learning opportunities | **Persistent difficulties** in acquiring Literacy/Numeracy skills despite having had access to appropriate learning opportunities taking into account age and developmental level | **Significant** difficulties in acquiring Literacy/Numeracy skills despite having had access to appropriate learning opportunities taking into account age and developmental level. | **Severe and pervasive** difficulties in acquiring skills preventing access to the academic curriculum. |  |
| **2A Language and Communication** | **Mild** difficulty with receptive and/or expressive language | **Moderate** difficulty with receptive and/or expressive language. | **Significant** difficulty with receptive and/or expressive language. | **Severe** difficulty with receptive and/or expressive language. | **Severe and complex** difficulties with the understanding of receptive and/or expressive language. |
| **2B Social Communication and Interaction** | **Mild** difficulty with one or more of: social interactions, literal interpretation, inference and social use of language, sensory triggers and thought processes. | **Frequent moderate** difficulty with social interactions and/or literal interpretation, inference and social use of language, sensory triggers and thought processes. | **Significant and consistent** difficulty with social interactions.  Literal interpretation, inference and social use of language, sensory triggers and thought processes. | **Severe** **and consistent** difficulty with social interactions.  Literal interpretation, inference and social use of language, sensory triggers **and** has rigid thought processes **and** routines. | **Profound difficulty** with social interactions,  literal interpretation, inference **and** social use of language, sensory triggers **and** rigid thought processes **and** routines. |
| **3A Emotional Regulation** | **Occasional** difficult or demanding and/or disturbing behaviour of limited duration. | **Frequent difficult or demanding** and/or disturbing behaviour of limited duration. | **Difficult or demanding** and/or disturbing behaviour is of high frequency, intensity and duration. | **Difficulty managing emotional responses leading to** demanding and/or disturbing behaviour which **affects** own safety and that of others. | **Difficulty managing emotional responses leading to** extreme and demanding and/or disturbing behaviour which **always** **affects** safety of self andothers. |
| **3B Mental Health** | **Has** experienced mental health difficulties | **Occasionally** displays symptoms of mental health difficulties. | **Frequently** displays symptoms of mental health difficulty. | **Displays symptoms of a severe mental health difficulty preventing access to school.**  Alternative Provision | Displays symptoms of a mental health difficulty **likely to endanger themselves or others**  Specialist medical intervention |
| **4A Visual Impairment** | A **mild** functional visual impairment and/or field loss. | A moderate functional visual impairment and/or field loss | A **significant** functional visual impairment and/or field loss | A **severe functional visual impairment and/or severe field loss**. **May** need a tactile mode of communication . | **Educationally blind** and **requires** a tactile mode of communication. |
| **4B Hearing Impairment** | A **mild** functional deafness | **Moderate** functional deafness/HI likely to use aids/technology | **Significan**t functional deafness /HI **uses** aids/technology  Up to 16 hours support | **Severe** functional deafness/HI Uses aids technology and **may use** visual communication (BSL,SSE) | **Profound deafness**/HI (BSL, SSE). |
| **4C Physical Difficulty** | A **minimal** physical difficulty related to fine/gross motor, spatial awareness. | **Moderate** physical difficulties related to fine/gross motor, spatial awareness. | **Significant** physical difficulties **May have** impaired mobility and/or communication | **Severe** physical difficulties. **Likely to** have **severely** impaired mobility and/or communication | **Multiple and complex** physical difficulties **Will be** **wheelchair dependent** and may or **may not be able to communicate intentionally** |
| **4D Medical** | A **minor** diagnosed medical condition. | A diagnosed established and **controlled** medical condition. | A diagnosed established medical condition which is **not yet fully controlled** | A **constant and severe** medical condition, which has effects on **day-to-day functioning, requiring specialist intervention**. | A constant and severe medical condition, which has **profound effects** on day-to-day functioning. The condition **may be life threatening or life limiting**.  Specialist medical intervention  Alternative provision |

1. **Bradford Special Educational Needs Descriptors**

**ii) Bradford SEND Graduated Approach Summary**

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| SEN Range | Graduated Approach | SEN Support Offer | Evidence |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching as described in SEND Interventions Grid | * Mainstream School placement * 4K AWPU (Universal Offer) | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer |
| **Range 1**  **Mild** difficulty | * Wave 1: Quality First Teaching as described in SEND Interventions Grid * Wave 2: SEN Need Specific Quality First Teaching as described in SEND Interventions Grid | * School Support - Mainstream School placement * 4K AWPU (Universal Offer) * Up to 2K (Notional SEN Budget) to deliver specified provision | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid / Support Grid |
| **Range 2**  **Moderate** difficulty | * Wave 1: Quality First Teaching as described in SEND Interventions Grid * Wave 2: SEN Need Specific Quality First Teaching as described in SEND Interventions Grid * Wave 3: Small Group SEN Need Specific Interventions as described in SEND Interventions Grid * Possible My Support Plan | * School Support - Mainstream School placement * 4K AWPU (Universal Offer) * Up to 4K (Notional SEN Budget) to deliver specified provision | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid * SEN Support Grid |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * Wave 1: Quality First Teaching as described in SEND Interventions Grid * Wave 2: SEN Need Specific Quality First Teaching as described in SEND Interventions Grid * Wave 3: Small Group and Individual SEN Need Specific Interventions as described in SEND Interventions Grid * Advice and guidance from Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan | * School Support - Mainstream School placement * 4K AWPU (Universal Offer) * Up to 6K to (Notional SEN Budget) to deliver   specified provision | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid * SEN Support Grid * Report from External professional; * My Support Plan document |
| **Range 4**  **Severe** **and consistent difficulty** | * Wave 1: Quality First Teaching as described in SEND Interventions Grid * Wave 2: SEN Need Specific Quality First Teaching as described in SEND Interventions Grid * Wave 3: Small Group and Individual SEN Need Specific Interventions as described in SEND Interventions Grid * Additional Individualised interventions as outlined in EHCP | * EHCP / MSP * Mainstream School placement or possible Specialist Placement if in combination with additional needs * 4K AWPU (Universal Offer) * Up to 6K (Notional SEN Budget) to deliver specified provision * Top Up funding from High Needs block up to £7160 * EP monitoring support at the end of Key Stage; * Inclusive Education Service statutory offer; | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid * SEN Support Grid * Report from External professional; * EHCP * Functional Support assessment |
| **Range 5+**  **Profound and Multiple difficulty** | * Wave 1: Quality First Teaching as described in SEND Interventions Grid * Wave 2: SEN Need Specific Quality First Teaching as described in SEND Interventions Grid * Wave 3: Small Group and Individual SEN Need Specific Interventions as described in SEND Interventions Grid * Additional Individualised interventions as outlined in EHC Plan | * EHC Plan * 4K AWPU (Universal Offer) * Up to 6K (Notional SEN Budget) to deliver specified provision * Top Up funding from High Needs block up to £22857 * EP monitoring support at the end of Key Stage; * Inclusive Education Service statutory offer; | * School Core Offer detailing Quality First Teaching * Low Incidence Team (Sensory) core offer * Information from health regarding diagnosis * Engagement Tool * EYFS / NC / 16+ levels; * Developmental Levels * SEN Progress Grid * SEN Support Grid * Report from External professional; * EHCP * Functional Support assessment |

**iii) Bradford SEND Graduated Approach Detailed**

**1A: Cognition and Learning Graduated Approach**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. | * Differentiation by presentation, activity and/or outcome. * Modify level/pace/amount of teacher talk. * Opportunities for skill reinforcement/ revision/transfer and generalisation. * Formal teaching of vocabulary and concepts | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Learning to consist of small achievable steps. * Pre teach concepts and vocabulary * Multi-sensory learning opportunities * Emphasis on using and applying and generalisation of skills. | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * Thinking Skills activities Intensive use of ‘Thinking Skills’ approach, sequencing/ classifying and categorising. * Use real objects where ever possible.. * Individual reading individual maths * Alphabet arc activities * Precision teaching Motor co-ordination programme | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Visual cues to support auditory information at all stages of delivery. * Individualised level/pace/amount of teacher talk. * Ensure transfer and generalisation of skills has occurred * Small steps targets within group or 1:1 * Alternative ways of recording as appropriate | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * As Above | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * As Above | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**1B Specific Learning Difficulties**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. | * Curriculum delivery incorporates multi-sensory strategies and is broken down into accessible steps. * Emphasis on hands on learning and using visual supports. * Activities and materials differentiated | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Dyslexia friendly school strategies and IDP strategies. * Materials to support reading, writing, organisation and attention difficulties: e.g. task plans; visual timetables; key points on desk cards, vocab; visual aids, adapted writing frames with word and sentence support; Clicker 6 | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * Possible motor skills interventions: eg LD Motor Skills Programme; Write from the Start, Madeleine Portwood * Possible literacy Interventions eg Alphabet Arc, 20-20 Reading, Lexia * Possible Maths interventions eg 20-20 Maths, CatchUp Maths | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Daily 1:1 intervention following specialist advice at least 30 minutes **per day**. * Tasks and presentation of curriculum are increasingly individualised and modified * Access arrangements and adjustments are part of everyday learning and practice. | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * Additional trained adult, **under the direction of the class teacher,** supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. * Specialist trained member of staff to deliver intervention programme * Access to assistive technology as appropriate to the pupil’s needs. | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * If in mainstream: Up to 10 hours per year from a specialist teacher available. * Specialist courses available for teachers and TA’s providing training on teaching and supporting pupils with Dyslexia and SpLD | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**2A Language and Communication**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. | * Clear lesson structure with learning objectives presented orally and visually * Instructions given in small chunks with visual cues * Understanding is checked by asking pupils to explain what they have to do * Subject specific vocab clearly displayed with visual prompts * Pre-teaching of subject vocabulary | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Checklists and task lists - simple and with visual cues * Visual timetable personalised to the child * Programmes advised by Speech and Language Service * ‘Elklan’ language programme training for school staff | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * ‘Language for Thinking’ / Black Sheep small group sessions (Stephen Parsons & Anna Branagan) * 1:1 barrier games to develop turn taking and listening skills * All adults to be aware of the child’s level of receptive language. e.g. Elklan | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Visual timetable which reflects child’s interests. * Programmes advised by external agency * Regular sessions with learning mentor * Be clear with functional classroom language - to ask for help, more, again, finished, tidy up, stop, choose, etc | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * Offering augmented communication programme e.g. PECS as advised by specialist. * Running commentary alongside pre verbal play * Communication temptation * Intensive interaction * Objects of reference * Encourage communication by making desirable activities/resources difficult to access | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * As Above | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**2B Social Communication and Interaction**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. | * Classroom well organised and labelled ( with picture symbols * Instructions given in small chunks with visual cues. * Talking buddies or similar used to encourage responses * Staff respond to bids for interaction | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Programmes advised by Speech and Language Service * ‘Elklan’ language programme training for school staff | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * ‘Talking Partners’ / ‘Socially Speaking’ / ‘Talkabout’ Activities / ‘Language for Thinking’ / Black Sheep * Small group or 1:1 work to develop social skills | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Programmes advised by external agency * Support at times of particular stress e.g. coming into school, home time, PE lessons etc. * Structure and scaffold learning and play opportunities as part of a small group. * Develop awareness of others and scaffold early interactions. | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * Respond appropriately to pre-intentional communication * Communication temptation * Encourage communication by making desirable activities/resources difficult to access * Rehearse interactions with a range of adults and peers * Point out and comment what others are doing * Intensive interaction | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * As Above | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**3A Emotional Regulation**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. | * A range of additional provisions in place in school such as: school councils, peer counselling buddy schemes, circle time, break time havens, life skills teaching * An inclusive positive behaviour for learning policy i.e. uses visuals, a clear process, rewards and consequences, clear * Appropriately structured groups for learning * Nurturing principles underlying all interactions in school | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Introduce SMART individual behaviour targets * Consider the development of individual behaviour plans, risk assessments, portable plans, diaries * Small group work e.g. looking at friendships | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * Specific group work addressing clearly identified SEMH needs such as Monster or Ginger Bear | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Involvement from wider services; Children’s Social Care, CAMHS, CDC, PALZ, Families First, specialist professionals as above * Learning opportunities are more personalised with modifications to level, pace and teacher talk | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * Individual SEMH programme incorporating 1:1 and small group teaching * Specialist provision within mainstream may be appropriate to meet need for part of the week * All additional resources and exceptional arrangements are referenced in a personalised provision map | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * As Above | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**3B Mental Health**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. | * Implementation of a whole school framework to support social emotional and mental health such as Thrive or Positive Behaviour Support. * Mental Health in schools programme established * Culture of respect and positive affirmation visible in school. | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * Use of self-management programmes to develop skills, confidence and engagement | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Experienced learning coaches/mentors/key workers support the group/individual * Emphasis on social emotional engagement, safety and learning * Use of interventions adopting CBT principles * Interventions such as art/play therapeutic approaches, SCERTS, academic resilience • Counselling | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * Advice and guidance from health partners (CAHMS etc) | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * As Above | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**4A Visual Impairment**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. | * ICT is used to increase access to the curriculum, where appropriate * Learning materials must be selected for their clarity. | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials. | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * Equipment, including low vision aids, write angle, copyholder to meet needs, may be appropriate. Large print materials provided by school, as appropriate. | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Adaptations to curriculum delivery to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials. * Some modification / differentiation of learning materials to facilitate access. eg. attention to speed of lesson delivery and speed of working of VI pupil. * Large print materials as appropriate. | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * Additional support from a Teaching Assistant in class, and around school, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety. * Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs. | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech * Teaching methods based on experiential and tactile learning with a strong verbal emphasis. * Skills teaching as appropriate for an educationally blind child including tactile, mobility, independence, careers. | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**4B Hearing Impairment**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. |  | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Must have attention to seating, lighting and acoustics | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * Teaching methods which facilitate access to the curriculum, social/emotional development and class participation | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Opportunities for explanation, clarification and reinforcement of lesson content and language * Specific interventions for speaking, listening and teaching of phonics * Differentiation by presentation and/or outcome * Advice from a TOD on curriculum and teaching methods | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * Clear direction of TA with appropriate training, under the direction of the teacher to * reinforce lesson content * deliver modified curriculum tasks * support language development * Access to a quiet room for small group and 1:1 sessions * Opportunities for explanation, clarification and reinforcement of lesson content and language | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * Timetabled teaching support directly from a TOD * On-going assessment from an educational audiologist * Access to deaf adults and peers * 1:1 support from Specialist support staff with appropriate BSL/communication skills and skills in supporting additional needs | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**4C Physical Difficulties**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. | * Differentiated writing materials and equipment. * Some differentiation to PE curriculum if appropriate. | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Access to appropriate ICT provision i.e. accessibility options on Windows * Staff awareness training of relevant disability on a ‘needs to know’ basis. * Alternative ways of recording to minimize handwriting. * Opportunities to practice dressing and undressing skills | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * Involve parents regularly to support targets at home. * Minimal support/ supervision may be needed to meet hygiene needs and / or outside play and at lunch time * Advice may be sought from Health Professionals e.g. Physiotherapist, Occupational Therapist. | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Individual targets on IEP following advice from Physical & Medical Team and health professionals. * Modified planning for PE/outdoor play curriculum is likely to be needed. * May need further specialist input from Health professionals e.g. Physiotherapist, Occupational Therapist. * Furniture and equipment assessed jointly by Physical & Medical Team and Occupational Therapy * Adapted site may be necessary to physically access the building. * Hygiene / medical room may be necessary | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP / My Support Plan | * May have therapy programmes to be delivered in school. * Will need one or more of the following: * Programme to support the development of handwriting/ fine motor skills. * Access to appropriate ICT for recording purposes * Dressing and undressing skills programme. | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * As Above | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |

**4D Medical Difficulties**

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| SEN Range | Graduated Approach | Example of Strategies and Resources | SEN Support Offer |
| **Universal**  Age Related Expectations | * Wave 1: Quality First Teaching * Age appropriate curriculum framework; * Appropriate planning and differentiation; * Interesting and engaging curriculum delivery. |  | * Mainstream School placement * 4K AWPU (Universal Offer) * Age appropriate staffing ratios * Appropriate grouping for teaching |
| **Range 1**  **Mild** difficulty | * As above plus * Wave 2: SEN Need Specific Quality First Teaching | * Staff awareness training of relevant medical conditions on a ‘needs to know’ basis. | * School Support - Mainstream School placement * Universal offer plus up to 2K (Notional SEN Budget) to provide: * Occasional additional individual or small group support (1:6) for specific identified parts of curriculum |
| **Range 2**  **Moderate** difficulty | * As above plus * Wave 3: Small Group SEN Need Specific Interventions | * Care plan in place, if appropriate, written with specialist nurse/ school nurse. | * School Support - Mainstream School placement * Universal offer plus up to 4K (Notional SEN Budget) to provide: * Regular targeted small group support (1:6) for specific identified parts of curriculum |
| **Range 3**  **Significant** **Moderate** and consistent difficulty | * As above plus * Advice and guidance from external professional eg Educational Psychologist / Specialist Teacher / other relevant professional. * My Support Plan * Additional Individualised interventions | * Individual targets on IEP following advice from Physical & Medical Team and health professionals. * Modified planning for PE/outdoor play curriculum is likely to be needed. * May need further specialist input from Health professionals e.g. Physiotherapist, Occupational Therapist. * Furniture and equipment assessed jointly by Physical & Medical Team and Occupational Therapy * Adapted site may be necessary to physically access the building. * Hygiene / medical room may be necessary | * School Support - Mainstream School placement * Universal offer plus up to 6K (Notional SEN Budget) to provide: * Regular targeted small group support (1:4) for large parts of curriculum * Regular small group / 1:1 interventions linked to identified targets |
| **Range 4+**  **Severe** **and consistent difficulty** | * As above plus * Additional Individualised interventions as outlined in EHCP | * As Above | * Mainstream or possible Specialist Placement if in combination with additional needs * Universal offer plus up to 6K (Notional SEN Budget) plus * High Needs Block top up to provide: * Regular targeted small group support (1:3) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |
| **Range 5+**  **Profound and Multiple difficulty** | * As above plus * Additional Individualised interventions as outlined in EHC Plan | * As Above | * Usually Specialist Placement * Place plus funding plus * High Needs block top up to provide: * Small class adult: child ratio * Regular targeted small group support (1:2) for large parts of curriculum * Regular small group / 1:1 interventions linked to targets in EHCP / MSP |