Hampshire
Services

SEN Support Guidance for Schools

Hampshire
County Council

ISLE of
WIGHT
COUNCIL

Contents

Section One: Introduction

1.1 Summary and purpose

This document is designed to help education professionals in schools identify, plan for and meet the needs of children and young people (CYP) who have special educational needs or disabilities (SEND) and require reasonable adjustments or additionality at the SEN Support stage, in line with the Special Educational Needs and Disability Code of Practice 0-25 years, 2015. It highlights the vital importance of high-quality teaching and learning in the context of inclusive pedagogy for all CYP, as the basis for meeting the range of needs within a mainstream setting. It identifies the main categories of SEND and some typical characteristics of learners with SEND in those categories, alongside approaches and strategies to help address those needs in the classroom, at the level of SEN Support.

This document is intended to help realise our ambition for all CYP, to recognise difference and to help meet variance of need positively. It aims to assist schools in planning and refining their SEN Support provision, as well as clarifying the expectation on schools, both through the Code of Practice and within the Local Authority. Good educational outcomes alongside strong personal development are an entitlement of all CYP and this document seeks to help secure that entitlement for those requiring SEN Support.

When supporting CYP to learn, develop and successfully navigate any additional challenges that their needs may present, it is important that all involved understand the part they play in the critical partnership of families and professionals working together. The views of parents/carers alongside the lived experience and voice of the CYP should be central to decision-making and the determination of the most effective strategies, to assist in facilitating access to positive and successful learning for all.
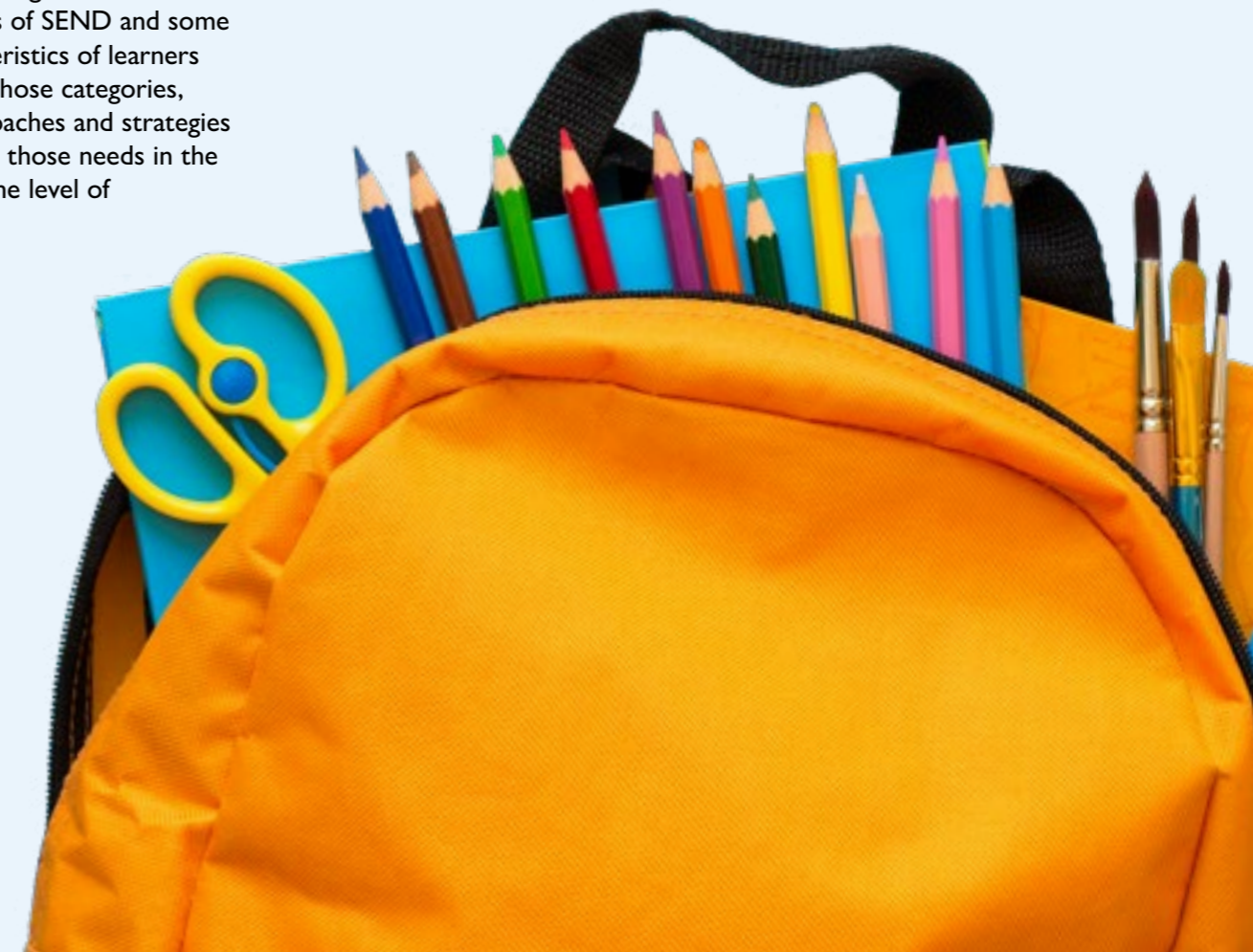
The Code of Practice states:

'Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled CYP and those with SEND **must** *have regard to:*

- *The views, wishes and feelings of the CYP, and the CYP's parents/carers*
- *The importance of the CYP, and the CYP's parents/carers, participating as fully as possible in the decisions, and being provided with the information and support necessary to enable participation in those decisions*
- *The need to support the CYP, and the CYP's parents/carers, in order to facilitate the development of the CYP and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.'*

If a CYP has multiple vulnerabilities or experiences factors which put them at greater risk of under-achievement educationally, it is important that schools consider their needs in the context of those vulnerabilities/factors and the potential additional impact. This might include if the family is economically disadvantaged or if there are other family circumstances which should be considered, if there is social care involvement, on-going health services involvement or if English is not the first language.

This document is also available to parents/carers, to help their understanding of what they might expect of their child's school in terms of partnership working, the assess/plan/do/review cycle and the adaptations they may see, to promote inclusivity and positive learning experiences for their child. We are grateful to profesionals, local parent/carer groups and SENDIASS (Special Educational Needs Information and Advice Support Service), both Hampshire and the Isle of Wight, for the contributions they have made to this guidance.

Department for Education   Department of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

1.2 What the legislation says

The following is an extract from the Code of Practice introduction:

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a **significantly** greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided to others of the same age in mainstream schools or mainstream post-16 institutions.'*

The Code of Practice is clear in its expectation of schools, stating that mainstream schools **'must:**

- *Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet CYP's SEN*
- *Ensure that CYP with SEN engage in the activities of the school alongside pupils who do not have SEN*
- *Designate a teacher to be responsible for co-ordinating SEN provision – the SEN Co-ordinator (SENCo)*
- *Inform parents when they are making special educational provision for a CYP*
- *prepare a Special Educational Needs Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.'*

1.3 Principles of inclusion

The Hampshire and Isle of Wight principles of inclusion which underpin these guidelines are:

• The entitlement of every CYP to receive a good education that enables them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance

• Strong pathways for every CYP into further education, training, employment and independent living

• Successful and fulfilling participation in society, economic prosperity, good physical and mental health

• Access for every CYP to suitable, high-quality provision, which meets diverse need and diminishes barriers to participation and engagement

• Equity of access and onward life chances; those who need something more or something different in order to realise this ambition do receive something more or something different

• A rounded education for every CYP; each having access to and benefiting from a breadth of experience and cultural capital

• A strong commitment to early intervention and prevention to tackle, diminish or avert potential barriers to success

• A strong commitment to partnership working which actively seeks and values the contributions of parents/carers and CYP

• A happy and memorable childhood for all.

These principles, whilst developed independently of the Code of Practice, are much aligned to those which underpin the Code and which are designed to support:

• *The participation of CYP and their parents/carers in decision-making*

• *The early identification of CYP's needs and early intervention to support them*

• *Greater choice and control for CYP and parents/carers over support*

• *Collaboration between education, health and social services to provide support*

• *High quality provision to meet the needs of CYP with SEN.*

Section Two:
The SEND Pathway

2.1 Summary

The SEND Pathway shows a graduated approach to ways in which needs may be met. It is important to recognise a continuum of need, with much variation of extent and nature of need within a defined group. Many CYP are identified as requiring SEN Support but the level and extent of need will vary significantly within that group, including for CYP who have the same category of need. This is why a graduated approach is important; one size will not fit all, and boundaries of need may often be blurred and/or variable.

2.2 The universal offer: high-quality, inclusive teaching

Universal, high-quality teaching is the first step in responding to CYP who have or may have SEND. All teachers are teachers of CYP with SEND.

Whilst not exhaustive and not intended to provide a checklist, the following are key features of high-quality, inclusive teaching and provision. Teachers should draw on the most appropriate features from this repertoire for each learning experience, with the expectation that high-quality teaching is routinely available to all CYP:
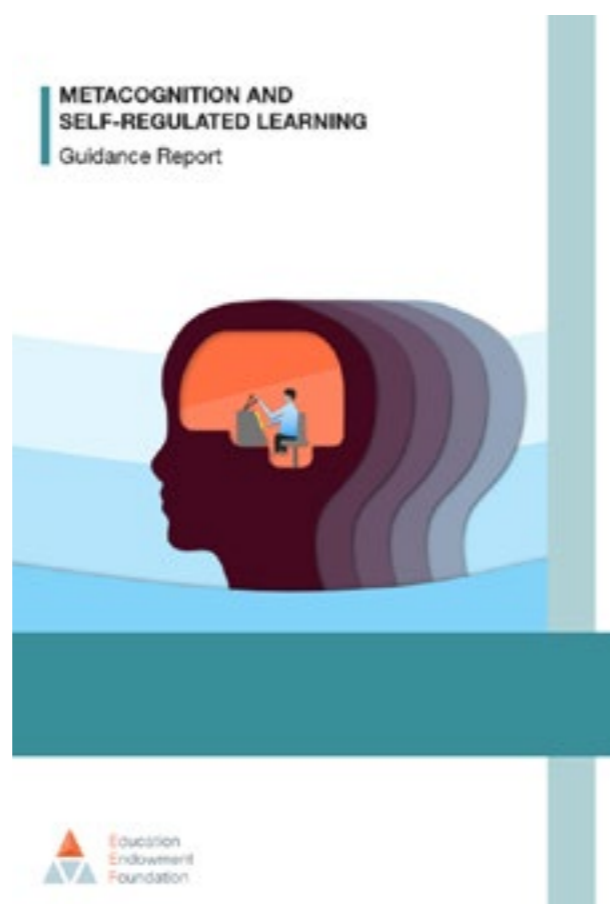
- Genuinely high expectations of all CYP, which are enacted in the teaching and learning they experience; adults believing that CYP can meet or exceed 'the standard' if the appropriate conditions are in place, through a personalised approach

- Teachers knowing the contexts of CYP (for example eligible for free school meals) and the characteristics of learners with such contexts, whilst not stereotyping or applying a label in a way which might have a negative impact on expectations or opportunities

- Access to a broad curriculum and to learning which is sequential, cohesive, relevant and contextualised

- On-going, responsive, diagnostic (formative) assessment, monitoring and review, which informs and shapes the teaching and learning, including in real-time

- Use of a wide range of assessment and feedback tools, including self and peer assessment

- Skilled, open-ended questioning; asking the right questions at the right time to reveal understanding and any misconceptions, in order to build further on learning

- Skilled pedagogical intervention; using knowledge of how CYP learn to craft and re-shape learning experiences

- Modelling to reveal the thought processes of an 'expert' learner, to aid understanding and help develop metacognitive skills

- Dedicated teaching of metacognitive skills; helping CYP to understand how they learn and to make decisions about learning, in order to problem-solve and select the most effective learning strategies for different tasks/contexts

- Building on prior knowledge, understanding, skills and ideas which CYP bring to new and subsequent learning opportunities and experiences

- Embedding key skills and understandings to gain fluency and mastery across different contexts of learning

- Opportunities to elaborate on learning; to use describing and explaining which helps integrate new information with prior knowledge and embed it in memory

- Planned sequences and cycles of learning which facilitate mastery

- Pre-teaching which acknowledges the different starting points of CYP and attempts to enable all CYP to access the core teaching and learning from the main lesson(s), as opposed to a 'deficit' model of catch-up which is implemented when a child has struggled with learning

- Flexibility in teaching and learning to adjust and personalise in response to CYP, whilst ensuring that any long-term and generic adaptation is always available, practised routinely and part of everyday adjustment if needed

- Dedicated subject-specific time as appropriate, as well as integrated learning and connecting learning journeys

- The explicit teaching of key vocabulary to assist in conceptual understanding and building knowledge

- Effective subject-specific pedagogy

- Variation in how learning and understanding is communicated and recorded

- Strong and effective adult to CYP and CYP to CYP interactions

- Understanding of CYP and their contexts, their personalities, ways of working with the CYP to gain positive engagement and promote self-driven learning

- Opportunities to learn in different ways, with collaborative learning recognised as a highly effective strategy, particularly for those who have had difficulty with the learning previously (alongside a recognition that how to learn collaboratively also needs to be taught explicitly)

- Use of flexible groupings to promote active pupil engagement with their learning and to encourage focused oral participation; assessment and/or prior attainment in that or other subjects not always determining a group

- The impact of any adjustments, personalisation, intervention or support critically evaluated, with these evaluations used to inform subsequent teaching and learning

- Strong, positive relationships within the learning environment; unconditional positive regard for CYP

- A physical environment which is conducive to learning, taking into account such aspects as sensory needs

- Effective, skilled classroom management

- Skilled deployment of any additional adults with appropriate training and clear, focused remits to support learning, independence, metacognition and self-regulation*

- The use of equipment, practical demonstration and concrete representation to support learning

- Explicit teaching of how to use different resources to support learning

- Appropriate use of modern technology such as programmes designed for problem-solving and open-ended learning for CYP, as well as resources to support teaching, such as interactive boards and learning platforms.

The above represents a sample of the ways in which high-quality teaching, a rich and adaptive curriculum, and an environment for learning conducive to all recognise the varying needs of CYP within a universal offer. Once again, it is important to stress that these are merely some of the features of effective teaching and learning which may be used as part of a universal offer for all CYP.

*Metacognition and self-regulation are fundamental aspects of high-quality teaching. These approaches support CYP to manage their own learning more effectively, for example by giving them the tools to plan, monitor and evaluate their learning. Research (see EEF link below) suggests that giving CYP a repertoire of strategies from which they choose, and the skills to select the most appropriate strategy for a learning task, is particularly effective when taught in collaborative groups. A number of systemic reviews and meta-analyses have consistently found strategies related to meta-cognition and self-regulation to have substantial positive impacts, particularly so with historically low attaining CYP and older pupils. For more information, please see The Education Endowment Foundation (EEF) Teaching and Learning Toolkit.

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

METACOGNITION AND SELF-REGULATED LEARNING
Guidance Report

Education Endowment Foundation

2.3 Identification of SEND

All schools are required to have a clear, defined approach to identifying and responding to SEND. If, for example, despite consistently high-quality teaching, a CYP experiences difficulties in accessing the same learning as their peers of a broadly similar age or needs much greater support in self-regulation than peers, or is not as 'emotionally healthy', there **may** be an underlying need.

The Code of Practice states:

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

- *Is significantly slower than that of their peers starting from the same baseline*

- *Fails to match or better the child's previous rate of progress*

- *Fails to close the attainment gap between the child and their peers*

- *Widens the attainment gap.*

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.'

It must be stressed that slow progress and/or low attainment **may** indicate that a CYP has SEND but not necessarily. Equally, attaining in line or indeed above chronological age or attainment of same-age peers should not lead to an assumption of no SEND; for example, some CYP with autism are exceptionally high functioning in particular areas but have difficulty in others. Sometimes a CYP may excel in the majority of areas but struggle with one, or may struggle with particular concepts, but not others, within the same subject. Again, this does not necessarily mean they have SEND; they may simply need further adaptations within the universal offer of high-quality teaching. However, a 'spiky profile' may indicate SEND. The assessment process to support identification is therefore vital in making a determination, whilst recognising that this may change over time.
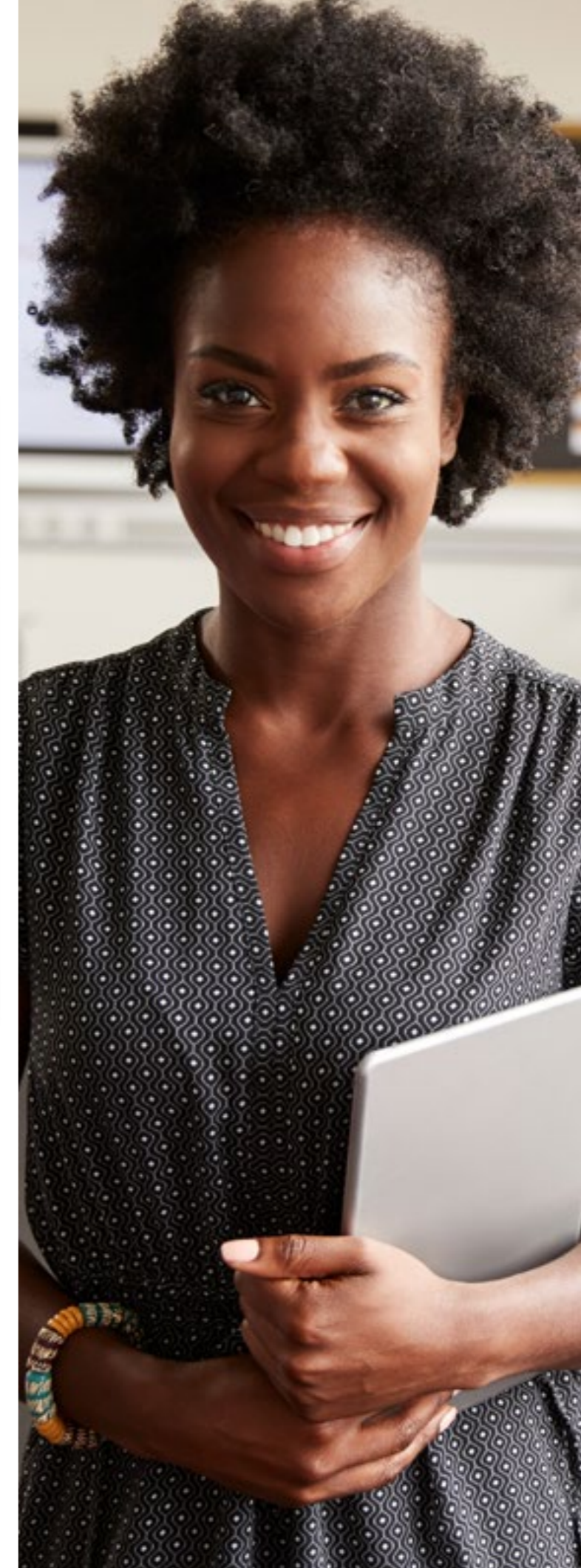
Persistent disruptive or withdrawn behaviours do not necessarily mean that a CYP has SEND; however, such behaviours are usually communicative and may indicate an unmet need such as social or communication issues, poor well-being or poor mental health. Attachment issues and/or trauma can lead to challenging behaviours. Factors such as family discord or other domestic circumstances including housing and financial needs can also have a negative impact on behaviours. When these factors have an impact on learning, there may be an SEMH (social, emotional, mental health) need. It is vital to identify causal factors at the earliest possible stage, to prevent escalation and help identify the best course of action. Clearly the process of assessment is critical in helping to determine causal factors accurately.

Neither cognitive learning nor personal, social, emotional development, or indeed rate of maturity, is linear; all CYP are different and this needs to be taken into account when making comparisons, for example against same-age peers, by way of trying to gain a benchmark to determine SEND.

It is important to remember that if a child's first language is not English, this may be a factor in any under-performance, slow progress or challenging behaviours; they may not have a special need but be experiencing language barriers. Contrary to that, however, is the caution not to attribute any difficulties simply to a language issue and therefore to potentially overlook specific need. The Ethnic Minority and Traveller Achievement Service (EMTAS) can assist schools with the identification and assessment of need for these CYP.

In deciding whether to make SEND provision, the school should gather a wide range of information from within the school, also from the parents/carers and from the CYP. Other information from specialists may also be helpful at the early stages, depending on the nature and extent of challenge the CYP is experiencing. Prior to this, though, the school must reflect on the provision that is already in place and ask challenging questions of itself which are fundamentally exploring whether the changes needed relate to the universal offer. For example:

- How might the classroom environment/layout be changed to better accommodate the needs of all?

- How might additional resources such as visual representations make learning more accessible to all?

- Is the deployment of additional adults effective; have they had the training they need to enhance learning whilst nurturing the independence of CYP?

- Is assessment effective and leading to an accurate understanding of need, both academically and pastorally?

- Is there consistent, universal high-quality teaching?

- How good are the relationships between adults and the CYP?

The best practitioners are the ones who ask the question **'how do I need to change my teaching or behaviours, how might I change the provision or environment/resources?',** rather than describing how the CYP needs to change.

Identifying need is finely balanced; on the one hand care needs to be taken not to confuse different rates of development and learning with a specific need, or to identify a need without first considering whether the solution lies more with the quality of the universal offer or with addressing gaps in learning. On the other hand, it is vital that specific need is identified and addressed at the earliest opportunity. The views of parents/carers are also critical in the decision-making for identification and assessment of need. Section Four of this document gives more detail on assessment, with Sections Five and Six also offering support in identification and strategies against the four main categories of need.

2.4 Labels and language - a word of caution

Having SEND denotes a difference and inclusive schools with strong leadership embrace difference. Inclusive schools are positive and ambitious in their aspirations for every CYP.

As with many labels, the term 'SEND' can carry the risk of negative stereotyping and suggest a 'deficit'. It is vitally important that SEND is seen as a difference in need as opposed to a shortcoming or a weakness. There is a danger of lowering aspiration and expectation for those with SEND, which must be proactively averted through the leadership of a strongly inclusive culture within every school setting. Everyone working with a CYP who has SEND must demonstrate high aspirations for and expectations of those CYP, asking the question 'what is it that I/we need to do differently in order to help this CYP access the learning and achieve success?'

The language used in schools is vitally important. Terms such as 'the bottom set' and 'the low ability group' must be eradicated. They can have a profoundly negative impact on the self-esteem of those CYP, the perceptions of their peers and the expectations of adults. They can also have an immensely detrimental impact on the parents/carers of those CYP. Put simply, these terms are potentially damaging and further compound the notion of deficit, instead of recognising and being positive about difference.

Person-first language, whereby one refers to the person first and the disability or barrier second (e.g. 'a child with Downs Syndrome', rather than 'a Downs Syndrome child') is important to remember. Historically, this has been widely considered more respectful and less inclined to stereotypical beliefs. However, there are increasing converse views which say that identity-first language (e.g. 'an autistic child' rather than 'a child with autism') is preferred, celebrating the identity and being empowering. Schools should consider preference of language and attend to the views of parents/carers and CYP in this respect. They might also use the dilemma positively as a debate with CYP and staff, to highlight the related issues of perception, stereotype and broader inclusivity.

Schools are advised to pro-actively consider and determine the language used by all CYP and adults, not just in relation to SEND but in the context of an inclusive and positive culture, where aspiration and expectation is high and where a 'can do' mindset permeates the environment, communications and behaviours of all.
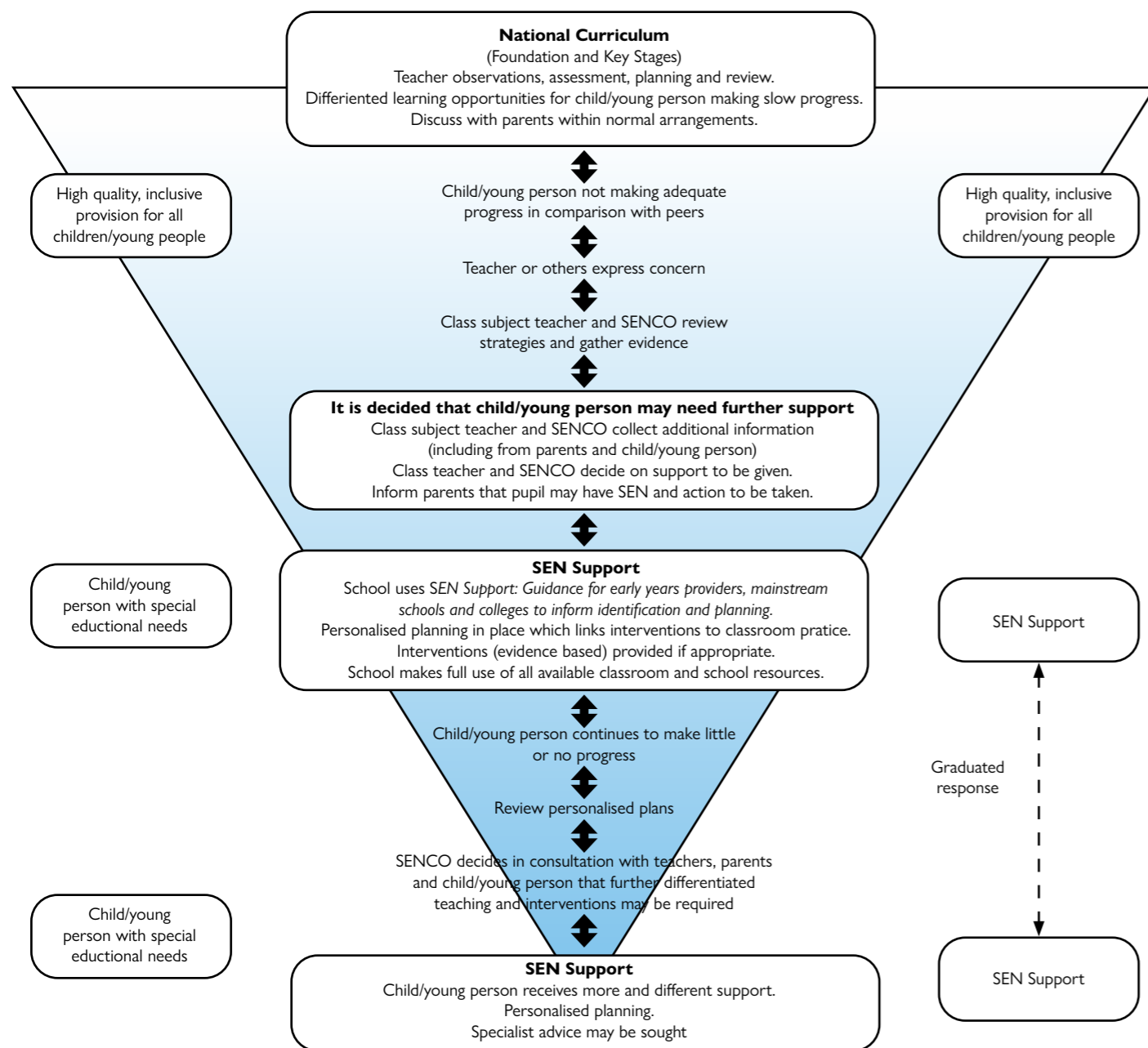
2.5 SEN support

If assessments indicate that a CYP needs provision beyond universal high-quality teaching, the next level is SEN Support. This document is primarily focused on SEN Support, which is broadly the adaptations, adjustments and additionality that should be ordinarily available within every school to support CYP with SEND.

There is delegated funding within the funding formula for mainstream schools (i.e. routinely within the annual budget share) to meet the costs of SEN Support of up to £6,000 per pupil, per annum. This is determined through both local funding formulae and through the use of a range of factors, such as those relevant to additional needs, which act as proxies for a school's cohort of pupils that need extra support, including those with SEND. It must be stressed that this funding is not ring-fenced or 'attached' to those specific CYP who are deemed to require SEN Support. Instead, it is an additional element within the budget which recognises potential levels of need within that school. This is why SEN Support is sometimes referred to as 'ordinarily available provision', because it should be part of the generic offer for which the school has already received funding, to facilitate provision beyond the universal offer of high-quality teaching to which all CYP are entitled.

Section Six offers suggestions for meeting the range of needs at the level of SEN Support

High quality, inclusive provision for all children/young people

National Curriculum
(Foundation and Key Stages)
Teacher observations, assessment, planning and review.
Differeinted learning opportunities for child/young person making slow progress.
Discuss with parents within normal arrangements.

High quality, inclusive provision for all children/young people

Child/young person not making adequate progress in comparison with peers

Teacher or others express concern

Class subject teacher and SENCO review strategies and gather evidence

It is decided that child/young person may need further support
Class subject teacher and SENCO collect additional information (including from parents and child/young person)
Class teacher and SENCO decide on support to be given.
Inform parents that pupil may have SEN and action to be taken.

Child/young person with special eductional needs

SEN Support
School uses SEN Support: Guidance for early years providers, mainstream schools and colleges to inform identification and planning.
Personalised planning in place which links interventions to classroom pratice.
Interventions (evidence based) provided if appropriate.
School makes full use of all available classroom and school resources.

SEN Support

Child/young person continues to make little or no progress

Review personalised plans

Graduated response

SENCO decides in consultation with teachers, parents and child/young person that further differentiated teaching and interventions may be required

Child/young person with special eductional needs

SEN Support
Child/young person receives more and different support.
Personalised planning.
Specialist advice may be sought

SEN Support

2.6 Beyond SEN Support

Should consideration be given to requesting an assessment for an Education, Health and Care Plan (EHCP), schools are expected to have first endeavoured to meet the CYP's needs through universal high-quality teaching and through the adjustments and/or additionality offered by SEN Support. Whole school approaches and strategies suggested within this document should give sufficient starting points for schools to meet need for the vast majority of CYP. If applying for an EHC needs assessment, a school would need to demonstrate that appropriate universal and SEN Support provision has been in place, and there is evidence that the CYP would benefit from further additional resource to meet need.

If, as a result of the EHC needs assessment, an EHCP is written, in the vast majority of cases a CYP would remain in their mainstream setting with the plan in place, enabling the school to enhance its repertoire of strategies and/or resources to meet need.

The SEN Pathway can be found in more detail here:

https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway

Section Three: Working in Partnership

3.1 Summary

The Code of Practice is rightly very clear in its expectation of partnership working in the best interests of CYP. It is important that the CYP and everyone involved with that CYP has a voice and works together to achieve the desired outcomes, ensuring that the CYP experiences success in its many forms. A child and family-centred approach should be at the heart of everything we do. Collaborative working in an open, honest, transparent and solution-focused way is fundamental to strong practice in support of CYP with SEND. The CYP should always be at the centre when decisions about their provision, indeed their lives, are being made.

3.2 Parents and carers

In every school there should already be a strong, collaborative partnership between school and parents/carers. This may be illustrated by, for example, regular conversations about a CYP's progress and a two-way understanding of the context of the child's life and experiences, both at home and at school. With firm foundations of regular, high-quality, positive communications, the initial exploration as to whether a CYP has SEND is a natural progression, whether initiated by the home or the school. If SEND is identified, the way in which needs are met is again most successful when decisions are made in positive and genuine partnership, rather than simply because parental involvement is a requirement.

Parents/carers know their CYP in a way that schools do not and cannot; they see them in different situations and with different people, across a range of relationships. Their views and insights are invaluable to the identification/assess/plan/do/review process. Parents/carers need to feel involved in processes and empowered to support their CYP's needs. There needs to be acknowledgement from all that a CYP and the perceptions of a CYP/needs may be very different in different contexts but that each context is equally of importance.

Both parents/carers and schools want the very best for their CYP. Sometimes parents/carers, teachers and others may have differing views about how a CYP's needs are best met and indeed whether those needs are additional and may be identified as SEND. These different perspectives can be very helpful in gaining a full understanding of a CYP's needs, strengths and behaviours, and of the various support strategies that may be helpful to them. Sometimes discussions can be challenging, which is one of the reasons why an already positive relationship is important, to support and facilitate such discussions whilst also preserving mutual respect and acknowledging differing viewpoints. Being child-centred, flexible, strengths-based and solution-focused is key to any discussion, challenging or otherwise, that parents/carers and schools may have with each other.

Sometimes parents/carers will feel anxious about their child's needs and/or about how their child is perceived by their peers or teachers. Working proactively in partnership with parents/carers to listen and to engage in joint problem-solving/decision-making is effective practice, which can benefit the CYP, family and wider school community. A family approach is advantageous, acknowledging that work with a CYP in isolation is generally not as effective, not least because emotions such as anxiety are invariably shared or have an impact, directly or otherwise, on the CYP.

3.3 Voice of the CYP

Every CYP can express their views and feelings in some way and every CYP should be given the opportunity to do so, routinely.

'CYP have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from their early years onwards. Their views should be given due weight according to their age, maturity and capability' (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).' SEND Code of Practice, 2015

Headteachers will want to think about how the voice of the CYP is an integral part of the school's overall policy, as well as how CYP with SEND are involved in planning and decision-making on the support they receive for their special educational needs. Schools have a variety of approaches to this at both an individual level (e.g. CYP invited to be part of target setting and reflecting on their own learning) through to the larger scale (use of school councils, representation of CYP in recruitment etc).

Additional efforts may be needed to ensure that the voice of CYP with SEND is sought and heard. All CYP need help to learn to make choices, have opinions, identify goals and make considered decisions. This is not something extra that is only done with CYP with SEND, although they may need more support and a lot more practice to learn these skills.

Participation for CYP with SEND is not something that happens as a one-off event, for example at an annual review, but part of the process of teaching and supporting them all year round. These are skills we want CYP to acquire to help them move towards adulthood and be able to live more independent lives as adults.

'Children and young people with SEN have unique knowledge of their particular circumstances. They have aspirations and goals. They have views on what might be done to remove any barriers to their learning and participation. They should be supported to participate in decisions about their own life…' (SEND Code of Practice 2.2)

Effective participation starts with knowing the child well; how they communicate, what makes them feel comfortable and able to express what they think or feel. Younger CYP and those with more learning difficulties will need lots of opportunities for making small everyday choices and practice in noticing and saying how they feel. Not all CYP will be able to articulate their views and experiences through verbal discussion, perhaps due to their age or due to their communication levels, or because this is not their preferred, most comfortable means of communication. The term 'voice of the CYP'

needs to be taken broadly to mean ways in which we can gain a perspective from the CYP's viewpoint and their lived experiences.

Most CYP will find it easier to think about the present rather than far into the future, so it will be most productive to ask them about what they enjoy, what they feel they are good at and anything they find harder, what helps them to learn or behave, what is going well and what could be better. These will be the building blocks for gathering their views for more formal purposes. We need to ask CYP about how they want to be involved and to give their views, offering flexible options as far as possible. This is part of the person-centred approach encouraged in the SEND reforms.

How and when a CYP experiences 'success' is important to understand, as this can help in the determination of positive solutions, contexts and strategies to address need. This is a key part of CYP voice and needs to feature in the assess/plan/do/review process.

3.4 Roles and responsibilities within the school

Meeting SEND is everyone's responsibility in a school, with some specific responsibilities being defined and assigned to particular roles.

The effective leadership of SEND provision is the responsibility of governors and senior leaders. The SENDCo is clearly a key player, as are those who have lead responsibilities for mental health and well-being, diversity and inclusion, for example. However, middle leaders, through their subject or cohort responsibilities, or through pastoral roles, and class teachers, as the leaders of SEND provision in their classrooms day to day, also have a significant leadership role to play. Returning to the notion of high-quality teaching being the first step in appropriate provision to meet the range of needs, every adult working with CYP has a role to play in SEND.

Governors

The governing body must ensure adherence to the Code of Practice and should promote best practice in respect of SEND. The governing body of maintained schools and the proprietors of academy schools must publish SEND information on their website about the implementation of their policy for CYP with SEND. This must include the SEND information report. Further information about this requirement can be found in the Code of Practice, paragraphs 6.79 to 6.83.

Governing bodies have an important strategic monitoring and evaluating role to play in respect of budgetary decisions, the quality of provision and the broad educational outcomes for those with SEND. It is expected that governors regularly receive a range of information specific to the SEND cohort in their school. As well as progress and attainment, this should highlight indicators such as attendance rates, including persistent absenteeism. Use of reduced hours provision (part-time timetables), exclusions and violent incidents should also be reported to governors for various pupil groups, including those with SEND, so that a more rounded picture of inclusivity, effectiveness of provision and impact can be gained.

The governor with lead responsibility for SEND should 'champion' provision, policy and practice for that cohort of CYP and should model the support and challenge needed to underpin good outcomes for that group. Where governance is effective, there is systematic, regular scrutiny of SEND policy, provision and practice. For the SEN governor this might include opportunities to review the following and to then inform the relevant committee/full governing body of findings:

- Current numbers of CYP at SEN Support/EHCP and categories of need; for each class, year group or Key Stage
- Identification procedures for pupils with SEND, with anonymised exemplification
- Staffing arrangements for pupils with SEND
- Staff training; generic and specific to areas of need
- Use and deployment of resources
- How pupils with SEND are ensured equity of access to the curriculum
- Progress on any parts of the School Improvement Plan relating to SEND
- Progress with the implementation of the SEND policy and evidence to inform its review
- Statutory reporting requirements and how they are met in a timely fashion
- Liaison with external agencies and support services
- Links with special/mainstream schools
- Communication with parents/carers
- The voice of the CYP.

Headteachers

The headteacher leads on the culture within a school; they set the standard, modelling the expectation of inclusivity and meeting the needs of all CYP. In good schools headteachers are the champions of all CYP; good schools are good for **all** CYP.

The headteacher has overall strategic oversight of the effective and consistent implementation of the SEND policy across the school. This will include such areas as ensuring frontline practitioners are appropriately trained and skilled to meet the range of need within the school. As for all other areas of a school's work, the headteacher, alongside governors, should ensure that SEND provision at a strategic level is monitored and evaluated routinely, within the school's overall quality assurance framework. This should focus on the impact of SEN provision on outcomes and be used to inform subsequent policy, procedure and practice, including the identification of any areas for improvement.

The headteacher also determines the professional learning offer within a school. A critical element of ensuring that the needs of CYP are met effectively is equipping staff with the knowledge and skills they require to meet the full range of need. Building capacity across all adults in the school to meet need should be fundamental to the school's SEND plan and strategy. Good headteachers ensure all staff are developed and empowered to offer the very best provision to all CYP. Headteachers can draw on a range of opportunities provided by education, health and care services to access training, some of which is free at the point of access/delivery.

The SENDCo (special educational needs and disabilities co-ordinator)

The SENDCo **must** be a qualified teacher working at the school and should be part of the senior leadership team. The SENDCo provides leadership and professional guidance to colleagues, working closely with those colleagues, parents/carers and partner agencies, in the best interests of CYP with SEND. Like the headteacher, the SENDCo will model inclusivity and exemplify best practice in teaching, curricular provision, the environment and resources, to support strong outcomes. Good schools identify the key features of the SENDCo's leadership role, with the CYP at the heart of that role. There should be appropriate, on-going professional learning opportunities and robust, relevant performance management processes in place for all SENDCos, specific to the role. It is particularly important to ensure this is the case when a member of staff is SENDCo as just a part of their role (for example when the majority of their time is spent as a class teacher with some dedicated time to undertake the SENDCo role in addition).

One of the greatest challenges for a SENDCo, particularly in larger schools or more complex settings with high staff ratios, is effective communication. There is a key role, for example, in ensuring all staff are aware of CYP's individual needs and programmes, that there is good, frequent liaison with parents/carers, that the package of support is cohesive and understood by all.

Working with the senior leadership team, the SENDCo needs to draw on regular monitoring and evaluation practices to determine next steps at a whole school, strategic level. This should include the professional learning programme which is needed, in order to ensure adults are skilled and equipped to meet the range of need and enhance their pedagogical understanding in the context of SEND.

The SENDCo will often be part of a team of people with complementary or inter-connected roles and it is important that there is alignment across these roles. For example, the SENDCo needs to work closely with the school's mental health lead and others with specific inclusion focused/vulnerable group roles.

More information on the role of the SENDCo can be found in the Code of Practice paragraphs 6.84 to 6.94 and here:

https://www.sendgateway.org.uk/whole-school-send/sencos-area/

The classteacher

It is imperative that every teacher knows which CYP in their class(es) have SEND, the nature and level of that SEND and the current plan to support the CYP's needs. Every teacher needs to consider their part in the delivery of that plan and, therefore, in meeting that CYP's needs effectively. Every teacher must have high aspirations for and expectations of CYP with SEND.

The primary task of the classteacher is to deliver universal, high-quality teaching for all. Some exemplification of high-quality teaching has already been offered in section two, alongside references to useful materials, such as those provided by the Education Endowment Fund. At the next level, that of SEN Support, the classteacher should be the person tailoring the provision to meet need, with expertise and guidance from the SENDCo as and when appropriate. The classteacher is the leader of provision for SEND at the point of delivery in the classroom and so occupies a pivotal – perhaps the most pivotal - role. Trained, skilful teachers who have a repertoire of teaching methods, strategies and resources, coupled with strong assessment practices and a responsive curriculum offer are therefore paramount to the success of provision and outcomes for CYP with SEND.

The classteacher needs to develop a relationship with the CYP that enables the voice of the child, as described earlier, to be 'heard' They also require a dynamic understanding of the CYP's needs, in order to plan learning effectively, make timely and appropriate interventions and support the continuum of learning.

The identification and effective use of resource to provide the adjustments and adaptations a CYP may require is a critical role of the classteacher. This may include the deployment of additional adults.

Additional Adults

Additional adults who deliver short, intensive spells of one to one or small group interventions, should do so within structured situations with high-quality prior training, support and direction for the adults. This is important. When adults are deployed in more informal and generalist ways, are unsupported or are in purely instructional roles, the intervention may not be delivered correctly. Their involvement in this way can have a negligible or even negative impact on CYP's learning outcomes and specifically their independence, metacognition and self-regulation.

For maximum effectiveness from additional adults, they must be well-trained and deployed appropriately, to add value to that which the teacher is doing, within a clearly defined remit focused on the CYP's needs. Importantly, additional adults should not replace the teacher for a CYP with SEND; they should enhance the teaching, with the CYP continuing to retain direct access to the high-quality teaching of the most qualified and lead professional in the classroom.

There are some essential 'need to know' elements for any additional adult supporting teaching and learning in the classroom, such as:

- The subject matter (concepts, facts, information) being taught
- The skills to be learnt, practised, extended or mastered
- Any common misconceptions and how to pre-empt them
- The intended learning outcomes
- The CYP's needs in the context of the current learning
- Expectations of independence and self-regulation for the learner and how to mediate their learning most effectively
- The expected feedback and how it is delivered, both to the CYP and the teacher.

Many schools have become reliant on the use of additional adults as the prime means of addressing SEND; however, this can be a high-cost strategy which does not always promote independence or effective support for learning, unless skilfully managed and astutely applied. Schools are encouraged to explore the broader range of means to differentiate and personalise the provision for CYP with SEND, in order to exploit the high impact, low- cost strategies which are predicated on high-quality teaching, with intelligently determined adjustments and additionality when required.

The EEF resources including using and maximising the use of teaching assistants can be found here:

https://educationendowmentfoundation.org.uk/

Children and young people - peers

Peers are an important element of the culture of inclusivity and of teaching and learning within the classroom. CYP themselves can be seen as a resource to support each other in learning and development and can play a highly effective role in the provision for those with SEND. The power of CYP learning in collaboration with and from each other should not be under-estimated, with a strong evidence base to support the value of learning from peers. CYP can often understand each other's misconceptions and can help each other to overcome them, through their own experiential learning. Additionally, interactions are powerful in the teaching and learning process, with CYP likely to have more direct interaction with peers than with adults; they learn together.

3.5 Partners

At the level of SEN Support, there may be no need to draw on the expertise and services of others such as outreach providers, education psychologists, social care or health colleagues. However, early input from other professionals may be helpful for the school, parents/carers or both, in order to inform the assess/plan/do/review process and to therefore enhance provision and outcomes. Partners are part of a 'whole system for CYP with SEND' and schools are encouraged to seek support and guidance beyond their setting when helpful in gaining successful early intervention.

Section Four: The Graduated Approach: Assess, Plan, Do, Review

4.1 Summary

Schools must, in line with the Code of Practice:

- Identify CYP who are having difficulties in learning
- Assess the needs of CYP, including any special need
- Plan and deliver provision to help CYP overcome their difficulties
- Review the provision to understand if adjustments and support have helped or are helping the CYP to overcome difficulties
- Involve parents/carers and CYP in planning and reviewing any adjustments or support that is put in place; securing parent/carer and CYP input throughout the assess/plan/do/review process.

At each level of need within the SEN Pathway – universal, SEN Support, targeted (2 tier), enhanced (2 tier), exceptional – a school needs to apply the assess/plan/do/review model, in collaboration with parents/carers and CYP.

4.2 Assess

As described previously, it is important to identify what a CYP **can** do, alongside the areas and means by which they succeed, as well as assessing areas they find more challenging and where they would benefit from adjustments or additionality. It is also important to determine whether there is a learning *gap* or a learning *need*. Identifying and addressing the gaps in a CYP's understanding or skills that have emerged in relation to specific areas or concepts may be sufficient to get that CYP back on track.

A clear analysis of the CYP's strengths and needs should be undertaken by the teacher(s) in conjunction with the SENDCo as appropriate. This can draw on the on-going formative assessments and experience of the CYP, their prior progress and attainment and other information from the school's core systems for monitoring and tracking, such as information on attitudes and behaviours. Historic information, such as prior attainment and that which is shared by previous schools, is also important in shaping a picture. Assessments also need to draw on response to any previous interventions, comparisons to age-related expectations and other data sets. Assessments will often need to go beyond that which is 'academic' or can be defined in age-related terms.

For example, a child's SEMH needs will require assessment using some non-academic indicators, such as resilience, independence and self-regulation.

In secondary schools, it is important to gather information from all teachers, to help determine whether there are strengths in some subjects relative to others and the factors which may be leading to variations, for example the quality of teaching or the accessibility of learning in some subject areas but not all.

The information provided by parents/carers and their views of the CYP's needs are critical to an effective, holistic assessment process, as are the views of the CYP, as previously explored.

In good schools, assessment is part of the regular cycle and is tailored appropriately to the specific areas of concern, as well as identifying strengths and progress from previous assessments and in other areas. Assessment should be a dynamic process.

For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

There are a number of ways in which SENDCos can assess and identify pupils who may require SEN support, and a high-quality assessment should triangulate information from multiple sources. Some of this data may already have been collected as part of routine progress assessments, for example through baseline assessments on school entry, pupil formative assessment (marking and work scrutiny), performance data from phonics screening checks, exam results and CATS (cognitive ability test scores).

Where additional information is needed, careful consideration should be given to identifying an appropriate assessment method. It will be important to have a clear idea of the specific question you are hoping to answer, and to match this to a tool which can provide this information. For example, if you decide to conduct an observation to gain evidence regarding a CYP's behaviour in class, it would be helpful to identify what you are looking for (e.g. times when they are off-task) and a structured approach for analysing the behaviour (e.g. functional behaviour analysis/ABC+C charts). The types of assessment you might consider include checklists and audits of need (often for specific conditions such as Autism), observation schedules, teacher/parent/pupil behaviour rating questionnaires, and standardised assessments of specific aptitude (e.g. single word reading) and more general aptitude (e.g. working memory) aptitude. It is important to ensure that any assessment includes understanding the CYP's areas of strength as well as their areas of difficulty. Assessment should also address how the CYP learns, as well as what they can and cannot do at one point in time.

When choosing a checklist or standardised assessment, you should verify you are using the most up-to-date version. If the tool is many years old, it could be helpful to find out if there is a more recent assessment available which addresses the same skills. A newer assessment is more likely to reflect the current research and understanding of that skill area. It will also have been standardised more recently, which means any age-related comparisons will be against an up-to-date sample of CYP.

If you require an accurate comparison with CYP of the same age, standardised measures should be delivered exactly as specified in the relevant guidance. The guidance will also outline whether there are any particular cohorts with which it may not be appropriate to use a certain tool, such as CYP with English as an additional language, so this is important to check. The assessment should be carried out by a member of staff who has practised using the assessment, and has the appropriate skills and experience, allowing them to interpret the results in a meaningful way.

The results of any such assessment should be analysed with consideration of the context within which the assessment was carried out, with attention to factors and potential sources of bias, such as the CYP's level of concentration, anxiety, their understanding of the instructions, and their relationship with the assessor. There should also be an awareness of the impact of the CYP's background, circumstances and experiences. For example, a measure of vocabulary may ask a child to define a culturally specific term or object with which they are unfamiliar. Finally, results of standardised assessments should be considered in the wider context of the CYP's social context, and their skills in other areas, and should not be given too much weight in the absence of other information.

Assessment does not always have to focus on the CYP. Learning and well-being are always a result of the inter-relationship between the CYP and their environment. It can therefore be extremely helpful to also assess more broadly a wide range of different aspects of the classroom learning environment, e.g. social systems, adult-child interactions, and the physical environment.

4.3 Plan

If it is decided following assessment that moving to a level of SEN Support would be beneficial in meeting the CYP's needs, parents/carers should be formally notified. Given the expectation that schools and parents/carers have been working in partnership through the identification and assessment stages, this should merely be a case of agreeing and confirming the decision which has been co-determined.

Schools should work with parents/carers and the CYP to devise a support plan with clearly defined actions, goals, timescales and arrangements for review/subsequent assessment. A support plan needs to clearly inform what happens in the classroom. It should be a dynamic document, with many different ways to record the information. All school staff working with the CYP should use the support plan to guide the teaching and provision for the CYP. On-going assessment should reflect progress in relation to the goals within the plan and how provision is helping the CYP access learning and/or meet their needs. The plan should indicate ways in which parents/carers can reinforce or contribute to goals within the plan at home/outside school.

Schools may wish to use a Person-Centred Planning (PCP) approach. PCP meetings represent an example of good practice in developing effective support plans in line with Section 19 of the Children and Families Act 2014. They enable CYP, their families and the staff who know them well, to engage in planning and decision-making through a process which deliberately keeps the CYP at the heart. PCP meetings are distinctive; accessible, facilitated in a positive and collaborative style which maximises engagement for everybody, with the CYP fully involved throughout the meeting. PCP meetings are facilitated by two professionals, one leading the process and the other making a graphic recording of the meeting. Further information about PCP work can be obtained from HIEP (Hampshire and Isle of Wight Education Psychology).

4.4 Do

Continued direct access to high-quality teaching is critical for any CYP and notably for those who are vulnerable to under-achievement. It is therefore important to focus on the adjustments and/or additionality which enable the CYP to continue to access learning through the lead professional(s) for that class.

The SENDCo's role is one of expert adviser and of helping to find solutions to ensure the CYP's needs are met effectively. They should also ensure that once a plan is in place, it will be implemented consistently and given time to have effect. This might include checking in with the CYP to monitor and make adjustments as required, in collaboration with others.

Section Six offers a range of strategies, adaptations, differentiation and personalisation designed to assist schools with devising the 'do' element of the cycle, according to needs.

4.5 Review

An important part of the cycle is the review of effectiveness in relation to the impact that the support plan and all that it contains is having on the CYP and their needs. Reviews should be regular (at least termly) and clearly defined; they need to be structured and focused.

As for other parts of the process, collaboration between school, parents/carers and CYP, as well as other partners if appropriate, is key to an effective review which establishes a shared, accurate understanding of the impact of support, intervention, adjustments and additionality.

The review stage informs and works in coalition with the next round of assessment within the cycle. However, it is important to remember that this 'specific' review stage does not replace the need for on-going, formative and responsive assessment in real-time. This stage is more summative in nature.

Section Five: The Broad Areas of Need

This section offers the definitions of the broad areas of need and seeks to outline some of the common characteristics that may be exhibited when a CYP is experiencing difficulties in any of the key areas of need. Schools must remember that sometimes a CYP can be experiencing difficulties in more than one area and/or that one area can have a detrimental impact on another, sometimes short-term, especially if there is an unmet need. For example, if a CYP has an on-going unmet need in the area of cognition and learning, that may result in frustration, low self-esteem and/or anger, which could in turn result in challenging behaviour, as an outcome of unmet learning needs.

Exhibiting certain characteristics does not necessarily mean the CYP is in need of special educational provision or that this provision is required long-term. The characteristics described below are merely to assist in raising the questions for identification, for determining whether further assessment is needed and where the focus of that assessment might be initially.

Every CYP will have a unique set of strengths and needs, and these will change over time and between contexts. The areas and characteristics below are helpful in understanding and identifying needs but should not define or limit our understanding of a CYP.

5.2 Communication and interaction

The Code of Practice states:

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

CYP with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can have an impact on how they relate to others.'

SLCN is an umbrella term derived from the Bercow review in 2008. It applies to all CYP who have difficulty with speech, language and/or communication. These difficulties could be:

- As a primary need (developmental language disorder) in the absence of any other difficulties

- As part of another condition such as autism, learning difficulties, deafness or cerebral palsy

- Resulting from social and/or environmental disadvantage.

CYP with SLCN may need help to understand abstract vocabulary, words with more than one meaning depending on context and the literal meaning of language. They may benefit from support in drawing inference, making predictions, cause and effect reasoning and problem-solving. CYP with disordered, delayed expressive language may need help to access vocabulary (word retrieval), organise and express thoughts and ideas sequentially and express those ideas through both spoken and written output. CYP with SLCN do not necessarily experience delay in their academic learning.

CYP with SLCN may have difficulty expressing emotion, which can result in frustration, high anxiety, ritualistic and/or challenging behaviour.

5.3 Cognition and Learning

'Support for learning difficulties may be required when CYP learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs:

- *Moderate learning difficulties (MLD)*

- *Severe learning difficulties (SLD), when CYP are likely to need support in all areas of the curriculum and any associated difficulties with mobility and communication*

- *Profound and multiple learning difficulties (PMLD), when CYP are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment*

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

SpLD can also co-occur with difficulties on the autistic spectrum, such as autism without intellectual disability or delay.

At the SEN Support level, CYP with cognition and learning needs will typically have fallen behind their peers and age-related expectations by a considerable margin. Progress will invariably be slow and generally this will be across a range of areas/subjects.

It is important to ascertain whether slow progress and/or low attainment is attributable to a learning need or a learning gap. Both can be improved with appropriate provision but there may be differences in the nature of that provision.

5.4 Social, emotional and mental health (SEMH) difficulties

The Code of Practice states:

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

Behaviours which may manifest as a result of unmet SEMH need may include distractibility, poor relationships with peers, non-co-operation, disengagement, anger, distress, verbal or physical violence.

It is important to consider the factors influencing and contributing to a CYP's SEMH needs. Schools must reflect on what can be done to address the factors which are within their influence. For example, a CYP may respond negatively to particular environments or to particular adults. Schools must consider how the environment can be changed or how the adults' behaviours and relationship with the CYP might be changed in order not to trigger certain unwanted behaviours. Involving parents/carers is also important here, to ensure the partnership of home/school addresses these issues together. Teaching new skills and building intervention around that which motivates the CYP is particularly important in this context, as is consideration of how the CYP can achieve a sense of belonging and worth within the school community.

When planning how to meet a CYP's needs, full consideration should also be given to any co-existing challenges with communication, interaction or learning. However, it is important to remember that a CYP with SEMH will not necessarily be experiencing any delay in their academic learning although, in time, this may be a consequence, if SEMH needs are not met. Similarly, non-attendance and school refusal may be a sign of SEMH needs and these will have a negative impact on academic attainment if not addressed.

5.5 Sensory and/or physical needs

The Code of Practice states:

'Some CYP require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many CYP with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support. CYP with an MSI have a combination of vision and hearing difficulties.

Some CYP with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.'

CYP with sensory and/or physical impairment may need additions and adaptations to the environment and to resources, in order to access learning at the appropriate level. They may need specialist equipment and the school may need specialist advice. Adaptations to the curriculum and the teaching may also be needed, in order to allow full access to learning; for example, more time to complete tasks, support with processing information and managing information over-load for the 'well-functioning' senses, or alterations to the physical education curriculum.

CYP may need support with developing and maintaining a positive self-image and self-esteem, coupled with a sense of acceptance and belonging within the school community. There should be acknowledgement that not all CYP are confident in explaining or discussing their conditions and benefit from support in managing the perceptions of others. Additionally, some CYP may require adaptations to school rules to help them manage their conditions and this needs to be understood within the school community.

Section Six: The Main Categories of Need: Strategies at SEN Support Level

6.1 Summary

This section identifies some of the key strategies to meet the needs of CYP requiring SEN Support within the four main categories of need. Some of the strategies also feature within the universal offer of high-quality teaching but feature again for SEN Support because they are known to be particularly effective for certain categories of need.

6.2 Communication and interaction

- Staff can be supported to better understand the developmental levels of communication and interaction by accessing formal training (e.g. ELKLAN) or informal training (through the Hampshire Specialist Teacher Adviser Communication and Interaction Team)
- Specific attention and listening activities built into daily learning experiences for CYP. In general, attention and listening skills can be promoted through consistent use of visual support by the adults to assist the CYP's understanding of the expectations, use of specific praise and feedback and consistent access to developmentally appropriate learning resources
- Curriculum and time-tabling which provides opportunities for pre-teaching and re-enforcement of vocabulary when new concepts or units of work are introduced
- Use of adult/peer facilitator to scaffold and check understanding at key points in learning
- Targeted support to make verbal contributions to the group in identified/focus areas
- Use of peer mentor and peer support systems
- A range of opportunities for CYP to develop their understanding of curriculum specific and general vocabulary, such as digital media, real life experience and visits. This will need to be supported by curriculum and time-tabling at key opportunities (e.g. introduction of a new topic)
- Key vocabulary and concepts targeted first with consistent visual representation of vocabulary (e.g. through use of symbolic communication and the written word); this can promote generalisation of understanding across learning opportunities

- Use of tailored support strategies to scaffold oral responses
- Targeted support to make verbal contributions to the group in identified/focus areas; this may include providing visual supports to enable the CYP to contribute verbally, such as choice boards. writing frames, story boards, sequencing or cue cards
- Symbol support programmes should be considered to adapt resources where literacy levels or comprehension are low e.g. Communicate in Print
- Sensitive grouping to enable social interaction in a secure environment; planned groupings in class enable peers to provide role models re. communication with reference to explicit and implicit information
- For some CYP, visual whole word approaches to literacy due to difficulty with sound systems
- Enhanced opportunities for guided reading to support decoding comprehension, and inference, with targeted comprehension groups identified through appropriate assessment (e.g. through blank level questioning)
- Regular (at least weekly, ideally more frequently) explicit pre-teaching of new vocabulary; this will need to be supported by curriculum and timetabling at key opportunities (e.g. introduction of a new topic)
- A focus on teaching the use of phonological and semantic cues; this is best supported by consistent visual scaffolds (e.g. word maps and mind maps) which have the added benefit of support for conceptual understanding and generalisation. Use of adult/peer facilitator to scaffold and check understanding at key points in learning

- Frequent checking of the understanding of instruction; the processing of information via 'show me' rather than 'tell me' so that true representation of understanding is gained
- Assessing baseline speaking and listening skills via a set of structured activities and comparison of the CYP to a set of developmental 'norms'
- Use of ready-made screening resources, such as the 'progression tools' from the Communication Trust or the STAS' extension to the progression tools
- Speech, language and communication interventions preferably delivered by staff who have accreditation e.g. ELKLAN
- For CYP whose skills only fall slightly behind age-related expectations, schools might consider developing language use and understanding via specific targeted interventions e.g. Talk Boost and assessing improvement prior to consideration for a Speech and Language Therapy (SALT) referral
- For CYP with more significant or persistent difficulties, the development of language use and or understanding via targeted interventions should coincide with a SALT referral
- Structured opportunities to learn how to work collaboratively and to practise those skills regularly
- Consideration of environment and seating arrangements to support both collaboration and independent working without distractions, as appropriate to the task. Access to a low stimulation workspace or sensory space should be considered if the CYP finds group work challenging
- Structured opportunities to interact with different peers and adults in a range of contexts
- Use of resources and strategies to alleviate load on auditory memory and organisation of information e.g. task plans, sequence boards, visual time-tables, subject specific word banks and glossaries, post-it notes, digital recorders, smart 'phone apps
- Careful use of language and avoidance of information overload by reducing and chunking language
- using literal language with simple grammatical structure
- Supporting verbal speech with a visual representation of the information (appropriate to the developmental needs of the CYP).

Social communication

- Teaching of specific interaction skills and social use of language e.g. SULP (the Social Use of Language Programme) with opportunities to generalise skills on a daily basis
- Visual approaches to develop social understanding e.g. Social Stories
- Social/behaviour interventions preferably delivered by staff who have accreditation eg ELSA, ELKLAN
- Specific, focused teaching of the co-ordination of oral and written language
- Specific teaching of inference
- Ensuring that agreed support resources are readily available e.g. signs, symbols, writing frames, flexible timetable
- Consistent and structured routines and organisation
- Preparing CYP for non-routine events and changes to the norm
- Use of a visual timetable to manage changes and lesson transitions
- Access to low distraction areas
- Support to transfer attention from self-selected tasks to those which are directed.

6.3 Cognition and learning

- Curriculum adapted to promote full participation, support experiential learning, use talk for learning, promote independence, and support social inclusion
- Curriculum differentiated so that content can be accessed independently of specific difficulties while supporting the development of key skills
- Curriculum provides opportunities for repetition, over-learning and consolidation of skills at an appropriate level
- Questioning supports CYP in their learning and in developing independence/skills
- Encouragement to verbalise, share and develop ideas prior to writing
- Pre-teaching of vocabulary
- Use of developmental language appropriate to the CYP in questioning and use of skilled explanation

- Planned multi-sensory teaching opportunities taking account of differing strengths and interests
- Strong emphasis on meta-cognitive approaches e.g. how can you help yourself to remember this?
- Visual supports embedded to aid language understanding e.g. pictures, symbols, objects of reference, signing, gestures
- Use of strategies for scaffolding of literacy- based tasks e.g. writing frames, sequencing, cue cards, highlighting
- Access to alternative methods of recording (mind-mapping, video or audio recording, posters, dictation, use of ICT)
- Use of specific ICT programmes and specialist equipment to enhance recording and presentation of work e.g. CIP, Write on-Line, Read and Write

- Structured programmes for phonics, comprehension, numeracy
- Interventions to develop cognitive function, for e.g. comparison, categorisation, metacognition
- Modification of environment and the teaching of skills to develop:
  o Attention and on task behaviour
  o Memory and retention of information
  o Planning and organisation
  o Thinking and reasoning
- Use of specialist resources to support the development of numeracy e.g. Numicon, number frames and rods, counting and number lines
- Use of specialist resources to support the development of literacy e.g. word banks and glossaries, ACE dictionaries.

6.4 Social, emotional and mental health (SEMH)

- Minimal change of routine, familiar key adults and environment
- Trusted key worker in place who forms a genuine and meaningful professional relationship with the CYP
- Transitions including changes of staff or peer group notified in advance and planned for, preferably alongside the CYP
- Significant preparation for changes using such strategies such as 'social stories'
- Specific support for unstructured times within the day
- Use of structured assessments, including those commercially produced
- Strategies that are successful for the CYP readily available, with CYP given opportunity to select a strategy themselves to support independent learning skills
- Planning matched to type of need and presenting behaviours e.g. withdrawn, physically aggressive, different types of attachment
- Interspersing of non-preferred and preferred tasks
- Groupings to maximise a sense of belonging, esteem, communication skills, listening skills, emotional literacy, resilience, social and emotional aspects of learning, self-awareness, self-organisation and independence
- Grouping to explicitly promote turn-taking and sharing
- Opportunities for taking responsibility, opportunities to take on a role outside current expertise
- Flexibility built into the behaviour policy to accommodate different SEMH needs
- Staff vigilant to perceived injustice and proactively explicit in how matters are addressed and resolved
- Specific teaching of emotional language with opportunity to observe staff and peer modelling of language use
- Focused learning of social communication skills
- Reduced, chunked language; supported by visual aids appropriate to the reading and cognition levels of the CYP
- Direct teaching of active listening strategies
- Use of communication and interaction strategies to enhance whole class and small group teaching; including (but not restricted to) visual referencing, questioning, vocabulary development, social thinking and working memory techniques

- Explicit teaching of emotional vocabulary and specific feedback on the emotions when opportunity arises in context, e.g. when they occur/are triggered and how they can be managed
- Co-regulation techniques leading to self-regulation
- Enhanced PDL programme and re-enforcement throughout the school day
- Opportunities to explore the development of close relationships, enabling the growth of self-assurance and promoting a sense of belonging, allowing CYP to explore the world from a secure base
- Inclusion in nurture groups or intervention set up with Nurture Principles, run by trained staff, co-ordinated across the school and seeking to reintegrate CYP by reviewing carefully targeted outcomes
- Range of additional opportunities for social and emotional development e.g. social skills, buddy systems, circle time, circle of friends
- Consideration of seating plans according to the CYP's needs e.g. are they better placed near to the teacher, which peers should they sit with? Seating plans and classroom layout adjusted to meet sensory, attention needs
- Positive behaviour system in place for less structured times of the day and for extra-curricular activities, with planned intervention for identified CYP
- Time out opportunities within and outside the classroom which follow procedures agreed with the CYP and which focus on getting back on track/task completion
- Staff trained in de-escalation strategies and positive intervention
- Use of specific attachment and trauma guides/strategies as appropriate to need
- Use of practitioner-designed supporting resources which have proven successful for those practitioners over time.

6.5 Sensory and/or physical

Visual impairment

- Staff aware of CYP's eye condition and the impact it has on their learning, personal development and daily tasks
- Plan and adapt the classroom environment and any group or practical work to ensure that the CYP is in the optimum viewing position; this may change with different activities
- Check lighting levels and glare from windows; CYP should sit with back to window (use blinds if needed)
- Use STAS Environmental checklist (see STAS website) to consider adaptations such as highlighting steps and keeping routeways clear
- Staff aware of the principles of effective task design for CYP with visual impairment and can put this into practice for CYP so they can access learning as independently as possible
- Lesson content prepared in advance and presented in a way which meets the individual CYP's visual needs, e.g. preferred large print size and decluttered
- Repetition and oral clarification of instructions, vocabulary and new concepts
- Additional time to complete tasks if needed or modification to task to allow completion at the same time as peers

- Multi-sensory teaching approaches that enable the CYP to use their other senses to access learning
- Use of real objects and real-life contexts to support learning
- Explicit teaching to develop specialist skills such as touch typing
- Access to specialist equipment such as technology to replicate the interactive whiteboard on a mobile device, low vision aids and magnifiers, sloping boards, large print materials, as advised by STAS
- Consideration of access arrangements for all school-based and external assessments based on the CYP's usual way of working.
- Advice and support for mobility, orientation and independence skills
- All off-site activities planned carefully to ensure the CYP has full/appropriate access to be able to participate safely
- Additional support in new or unfamiliar environments
- Individual/small group intervention to help CYP manage their visual impairment and develop a positive self-image
- Support for social interaction and inclusion
- Peers may need awareness raising to understand and support the needs of the CYP
- Appropriate risk assessment in place.

Specialist advice and training on strategies and teaching approaches is provided by the Qualified Teachers for Visual Impairment in the Specialist Teacher Advisory Service (STAS)

https://www.hants.gov.uk/stas

Hearing impairment

- Staff aware of CYP's hearing impairment and the implications
- Curriculum differentiated to enable the CYP to access it independently and at a level of appropriate challenge
- Support for social interaction and inclusion
- Additional time to complete tasks as required
- Attention to positioning in class; CYP with mild or fluctuating hearing loss may need to read the lip pattern of the speaker to supplement their auditory access, therefore position when speaking to CYP is significant
- Consideration given to the CYP's access to spoken language in large group situations such as assemblies
- Consideration given to the CYP's access to spoken language in large reverberant rooms such as school halls, gyms, science labs
- Use of subtitles and or a written script when being shown video clips, DVDs etc. (CYP with hearing impairment should not be asked to take notes when they are watching a clip)
- The speaker should always have the attention of the CYP before speaking
- Adults repeat the contributions of other CYP in lessons as these may be missed or misheard
- Individual/small group intervention to introduce and consolidate new language and concepts
- Checking understanding of instruction and new vocabulary through open comments with the CYP's name at the start e.g. 'Lea, show me'

- A multi-sensory approach including the use of visual aids and contextual cues. This is especially important during phonics sessions when CYP are establishing their phoneme-grapheme correlation and may mis-hear sounds or not have access to the sounds due to their hearing threshold
- Individual/small group intervention to help CYP accept and manage their hearing loss and develop a positive self-image
- Other CYP may need awareness raising to understand and enable greater inclusion of their deaf peers' needs

- Consideration of Access Arrangements for assessments and embed these into the normal way of working if required
- Appropriate risk assessment in place
- Training and advice from STAS (hearing impaired team) on appropriate strategies, teaching approaches and implication of the CYP's hearing loss
- Training in how to manage the CYP's hearing aids and any additional equipment
- Monitoring of and support for the use of hearing aids and any additional equipment
- Appropriate risk assessment in place.

Specialist advice and training on strategies and teaching approaches is provided by the Qualified Teachers for Visual Impairment in the Specialist Teacher Advisory Service (STAS)

https://www.hants.gov.uk/stas

Multisensory impairment (reduced hearing and vision)

- Staff involved are aware of CYP's multisensory impairment and the impact it has on their learning, personal development and daily tasks
- Plan and adapt the classroom environment and any group or practical work to ensure that the CYP is in the optimum seating position; this may change with different activities
- Well organised classroom to avoid obstacles such as bags on the floor or furniture, which may cause trip hazards
- Check lighting levels and glare from windows; CYP should sit with their back to the window (use classroom blinds and lights to optimise learning environment)
- Ensure background noise is kept to a minimum e.g. noise from corridor
- Use STAS checklist to consider environmental adaptations such as highlighting steps and keeping walkways clear
- Lesson content should be prepared in advance and presented in a way which meets the individual CYP's needs e.g. large print, decluttered
- Planning to ensure full participation in class activities and allowing additional time to complete some tasks
- Multisensory teaching approaches that enable the CYP to use their other senses to access learning
- Use of real objects and real-life contexts to support learning
- Repetition and oral/visual clarification of instructions, vocabulary and new concepts
- Training in how to manage the CYP's hearing aids and any associated additional equipment from STAS

- Access to supporting equipment such as technology to replicate the interactive whiteboard on a mobile device, low vision aids and magnifiers, sloping boards and large print materials as advised by STAS
- Equipment provided/recommended is maintained and used as appropriate
- Additional support to reinforce lesson content, ensure the CYP is accessing the curriculum and is socially included at key points in the day
- Consideration of Access Arrangements for all school-based and external assessments based on CYP's usual way of working
- Use of sensory motor-based activities e.g. movement breaks, fidget toys
- Advice and support for mobility, orientation and independence skills
- Off-site activities need to be planned carefully to ensure the CYP has full/appropriate access to be able to participate safely
- Additional support in new or unfamiliar environments
- Individual/small group intervention to help CYP manage their multisensory impairment and develop a positive self-image
- Peers may need awareness raising to understand and support the needs of the CYP
- Appropriate risk assessment in place.

Specialist advice and training on strategies and teaching approaches is provided by the QTVI & QTHI from the Specialist Teacher Advisory Service (STAS).

https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory

Physical disability

- Staff aware of the nature of the physical or neurological difficulty and the impact if has on a CYP's learning, personal development and/or access requirements

- The CYP may require emotional support with regards to their understanding and acceptance of any physical limitations imposed on them by the effects of their disability

- Plan and adapt the classroom environment and any group or practical work to ensure that the CYP is in the optimum seating position; this may change with different activities

- Adjustments and adaptations to the environment allowing independent access and mobility

- Well organised classroom to avoid hazards such as bags on the floor or furniture, which may be difficult to manoeuvre around

- Off-site activities planned carefully to ensure the CYP has full/appropriate access to be able to participate fully and safely

- CYP's attention should be gained before adults or peers start speaking

- Extra time allowed for thinking, processing and formulating responses

- Access to therapeutic programmes as appropriate

- Staff will need to follow advice from therapists regarding management of the CYP's programmes of physiotherapy, occupational therapy and self-help skills

- Additional support in new or unfamiliar environments

- Access Arrangements for assessments

- Access to a range of alternative recording methods, including a scribe, the use of ICT, rest breaks and extra time as appropriate

- Resources chosen to limit need for manipulation if appropriate

- Written recording demands reduced as appropriate; alternative means of recording made available

- Regular rest breaks to reduce mental and physical fatigue

- Additional support for self-care provided by trained staff when required/requested

- Safe, accessible storage, ensuring all parts of equipment are kept together and charged ready for use, as appropriate

- A personalised emergency evacuation plan in place as appropriate.

Section Seven: Transition

When a CYP has recently transferred or is at the point of transferring from another setting or class, schools should draw on information from previous providers. Transitions are a fundamental aspect of life. We learn to manage transitions from an early age and for most CYP this is a natural process, rooted in developing secure attachments. We know that some transitions can be more difficult for some CYP. This might be the case if they have experienced disruption in their relationships and changes or transitions that have not gone well. Such CYP, along with the adults in their lives, benefit from carefully planned transitions.

The importance of having good transition arrangements in place for all CYP and most notably those with vulnerabilities should not be understated. Good, early exchange of information about academic, social, emotional and behavioural aspects as well as how the CYP learns best, what their strengths are and how they are most likely to achieve success is important, coupled with any useful contextual information. Some schools also use strategies such as bridging projects that cut across transition years (such as Y5 to Y8) with good success rates, enabling cross-phase working and visits to/from linked schools by staff and CYP. Systems that facilitate collaboration across partner schools, or schools and linked early years/post 16 settings, can also assist successful transition processes but need to be established and on-going, as opposed to episodic, only at key times of transition.

The above types of approaches are not in themselves enough to underpin successful transition. A CYP is much more likely to make successful transitions if they have the core emotional and social skills they need and if they have known strategies on which to call when necessary. Building resilience, emotion regulation and independence, for example, are all important aspects of any CYP's learning and personal growth. These skills need to be explicitly taught within a continuum, at the appropriate developmental level. For those CYP with SEMH need and those who need support in communication and interaction, it is especially important to have specific programmes in place that systematically target and plan for successful transition. This requires personalisation and differention.

Additionally, the differences in pedagogical approaches and in the way both the curriculum and learning are organised, particularly in transition from KS2 to KS3, needs to be acknowledged and planned for proactively. The change in environment from pre-school to school and then from KS2 to KS3 and again from KS4 to post-16 is significant. These changes can trigger uncertainty, anxiety and adverse behaviours for CYP. Similarly, the loss of established friends, the known peer group and trusted key adults can all have a negative impact on a CYP as a consequence of transition. Strategies targeted at attachment and trauma issues can be of assistance.

Schools need to be mindful of the impact of transition for the more transient groups, such as CYP from Service families, and should make additional provisions for these CYP. In particular, schools should facilitate smooth and swift transfer l of information and be pro-active in preparing CYP for onward destinations as part of their support plan.

Preparing for transition should not therefore be seen as episodic; rather it should be an integral part of teaching and learning over time, with adjustments and additionality for those with SEND, as appropriate to need. It is important to remember that for those CYP with SEMH needs in particular, those needs may be exacerbated by change.

Schools may wish to consider use of The Transition Partnership Agreement (TPA), which uses person-centred approaches to make an action plan which supports transition. The TPA is intended to support the process of ensuring that there is a co-operative and child-centred approach to meeting a CYP's needs. More information can be found here:

https://www.hants.gov.uk/educationandlearning/educationalpsychology/Transition

Section Eight: The Local Offer

All local authorities must publish a Local Offer, which sets out in one place the information about provision which is available in the local area for CYP with SEND. This provision is across education, social care and health.

The local offer has two key purposes:

• To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.

• To make provision more responsive to local needs and aspirations by directly involving CYP with SEND and their parents/carers in developing and reviewing the offer alongside service providers.

The co-production of the Local Offer is important in facilitating participation and ownership for the range of stakeholders. The process of developing and reviewing the Local Offer in partnership enhances the provision, by promoting shared understanding and response to need, as identified by both providers and users.

The Local Offer includes provision for CYP who are at the SEN Support level, across education, social care and health. As well as accessing the Local Offer to support their own work, schools should signpost parents/carers to the Local Offer in their partnership working with them.

> **The Local Offer can be found here:**
>
> **Hampshire**
> **https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page**
>
> **IoW**
> **https://www.iow.gov.uk/Residents/care-and-Support/Local-Offer/Special-educational-need-support-services/School-Special-Educational-Needs-SEN-Offer**

Section Nine: Useful websites and information

Statutory and DfE guidance

• The Code of Practice: 0 to 25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

• The Department for Education SEND pages
https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

Overarching SEND

There is a vast bank of generic and specific advice and resources available to schools.

The Nasen SEND Gateway is supported by Government and designed to be a 'one stop shop' or repository of relevant information and support:
https://www.sendgateway.org.uk/

Cambridge Assessment International Education

Teaching toolkit:
https://www.cambridgeinternational.org/about-us/

Education Endowment Foundation

https://educationendowmentfoundation.org.uk/

Guidance reports researched and published by the EEF give evidence-based suggestions and under-pinning principles alongside proven strategies to support effective provision for SEND. This includes:

• The EEF Toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

• The EEF report on Metacognition and Self-Regulated Learning:
https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/

• The EEF report on Special Educational Needs in Mainstream Settings:
https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/#recommendation-1

• The EEF report on Making Best Use of Teaching Assistants in Schools:
https://educationendowmentfoundation.org.uk/tools/making-best-use-of-teaching-assistants/

• The EEF report on Improving Behaviour in Schools:
https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/behaviour/

• The EEF report on Education and Neuroscience:
https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Lit_Review_NeuroscienceAndEducation.pdf

• The EEF report on Social and Emotional Learning:
https://educationendowmentfoundation.org.uk/public/files/Social_and_Emotional_Learning_Evidence_Review.pdf

Children's Services teams and resources

- Hampshire and Isle of Wight Education Psychology (HIEP)
  https://www.hants.gov.uk/educationandlearning/educationalpsychology

- Specialist Teacher Advisory Service (STAS)
  https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory

- Hampshire Primary Behaviour Service (PBS)
  https://www.hants.gov.uk/hampshire-services/services-for-schools/pupil-support/primary-behaviour

- Hampshire SEN Service, including advice on outreach support available
  https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts

- IoW SEN Service, including advice on outreach support available
  https://www.iow.gov.uk/Residents/care-support-and-housing/SEND-Reforms/Special-Education-Needs-SEN/Children-and-families-act-2014

- Hampshire Inclusion Support Service
  https://www.hants.gov.uk/educationandlearning/educationinclusionservice

- IoW Inclusion Support Service
  https://www.iow.gov.uk/Council/OtherServices/Education-Welfare/About

- The Hampshire and Isle of Wight Virtual School, including how to access the PEP (personal education plan) toolkit and related training
  https://www.hants.gov.uk/educationandlearning/virtual-school

- EMTAS (Ethnic Minority and Traveller Achievement Service)
  https://www.hants.gov.uk/educationandlearning/emtas

- The HIAS Moodle
  https://hias-moodle.mylearningapp.com/

Parent/carer local links

- Hampshire SENDIASS
  https://www.hampshiresendiass.co.uk/

- Isle of Wight SENDIASS
  http://iowsendiass.co.uk/

- Hampshire Parent Carer Network
  http://www.hpcn.org.uk/

- Parents' Voice Isle of Wight
  http://www.parentsvoice-iw.co.uk/

Section Ten: Glossary of Terms and List of Acronyms

Acronyms

ABC+C	Antecedence, Behaviour, Consequence, Communication Chart
ACE dictionaries	Aurally Coded English Dictionaries
ASD	Autistic Spectrum Disorder
CATS	Cognitive Ability Test Scores
CYP	Child or Young Person/Children and Young People
EEF	Education Endowment Foundation https://educationendowmentfoundation.org.uk/
EHC	Education, Health and Care
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistants
EMTAS	Ethnic Minority and Traveller Education Service
HIEP	Hampshire and Isle of Wight Educational Psychology
HI	Hearing Impairment
ICT	Information Communication Technology
KS	Key Stage
MLD	Moderate Learning Difficulties
MSI	Multi-sensory Impairment
PDL	Personal Development Learning
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapy
SEMH	Social, emotional and mental health
SEN	Special Educational Needs
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SEND	Special Educational Needs and Disabilities

SENDIASS	Special Educational Needs Information and Advice Support Service
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
STAS	Specialist Teacher Advisory Service
SULP	Social Use of Language Programme
TPA	Transition Partnership Agreement
VI	Visual Impairment

Web links to documents (accessed on 13/11/2020)

Children and families act 2014
https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Code of practice
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

United Nations Convention on the Rights of the Child
https://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england

The Bercow Review
https://www.basw.co.uk/resources/bercow-report

The Local Offer
https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page

Glossary

access arrangements	pre-examination adjustments that allow all candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment
accessibility plan	how school access is to be improved for pupils/students, staff and visitors with disabilities
anonymised exemplification	examples which do not identify the child
a scribe	somebody writing on behalf of the child or young person
Asperger's Syndrome	a neurodevelopmental disorder characterised by significant difficulties in social interaction and non-verbal communication, along with restricted and repetitive patterns of behaviour and interests
attachment issues	issues resulting from childhood trauma, separation, neglect or an otherwise troubled upbringing
attainment gap	the difference in academic (and social) achievement between different groups of pupils
auditory access	ability to hear
auditory memory	the ability to take in information that is presented orally, to process that information, store it in one's mind and then recall what one has heard
autism	a lifelong condition that can affect how a person communicates with and relates to other people. It can also affect how a person makes sense of the world around them
autistic spectrum	a condition related to brain development that has an impact on how a person perceives and socialises with others, causing problems in social interaction and communication
baseline assessments	a means of collecting information about a child's development or attainment at the point at which they start school
blank level questioning	four levels of questioning which move from simple, concrete questions to more difficult, abstract questions
chronological age	age in terms of years, months and days since the date of birth
collaborative learning	the use of groups of pupils working together to enhance learning opportunities
compulsory school age	a child is of compulsory school age on the 1st January, 1st April or 1st September following their 5th birthday
conceptual understanding	where ideas and concepts are learnt in a way which is transferable between different areas of learning

conceptual understanding	an integrated grasp of concepts and ideas, the ability to relate distinct concepts
concrete representation	a representation of an abstract idea in concrete terms – for example, using a specific example or objects
cognitive learning	active, constructive and long-lasting learning
continuum of learning	intellectual, behavioural and emotional change over time
cross-phase working	co-ordinated work between different settings, often designed to promote positive transition
cultural capital	exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens
culturally specific term	a term unique to a specific culture
curricular provision	the content and nature of the curriculum being delivered
cycles of learning	a concept of how people learn from experience. A learning cycle will have a number of stages or phases of a cyclical nature
de-escalation strategies	ways of lowering heightened behaviours; actions that are intended to support the solution of conflict and difficult situations
diagnostic (formative) assessment	allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to teaching
digital media	any form of information that uses electronic devices for distribution
dynamic process	a continuous and developing process
dynamic understanding	the ability to continue to develop knowledge
dyscalculia	a math learning disability that impairs an individual's ability to learn number-related concepts, perform accurate math calculations, reason and problem solve, and perform other basic math skills
dyslexia	a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words
dyspraxia	a neurological disorder that affects an individual's ability to plan and process motor tasks
early intervention	identifying and providing effective early support to children and young people who are are at risk of under-achievement
economically disadvantaged	where the household income is below a certain level and the child is eligible for free school meals
emotional literacy	the ability to understand and express feelings

focused oral participation	the use of pupil talk on a specific subject within a lesson to enhance learning opportunities
formative assessments	a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons
functional behaviour analysis	a process which identifies antecedents or consequences that maintain behaviour with a view to introducing adjustments that will produce an alternate behaviour or set of behaviours
funding formula	the process by which government decides how much money is allocated to each school
inclusive pedagogy	an approach to teaching and learning that attends to individual differences between pupils but avoids the marginalisation
inference	a conclusion reached based on evidence and reasoning
learning difficulty or disability	a learning difficulty constitutes a condition which creates an obstacle to a specific form of learning but does not affect the overall IQ of an individual. A learning disability constitutes a condition which affects learning and intelligence across all areas of life.
learning platform	a set of interactive online services that provide tools and resources to support and enhance educational delivery and management
mastery	where pupils confidently achieve and understand a learning objective or goal and can apply it in different contexts
meta-analyses	examination of data from a number of independent studies of the same subject, in order to determine overall trends
metacognition	the process used to plan, monitor and assess one's performance and understanding
metacognitive skills	the skills needed for organising, guiding, and controlling one's own thinking, actions, and learning processes. It concerns the skills for task orientation (what am I to do?), goal setting (what am I to achieve?), planning (how do I reach that goal?), a systematic approach (step-by-step), monitoring oneself during task execution (am I not making mistakes, do I understand all of it?), evaluating the outcome (is the answer correct?), and reflection (what can I learn from this episode?)
middle leaders	for example, heads of year, curriculum or department leads… a layer of organisation
multi-sensory teaching opportunities	using a visual, auditory, kinaesthetic and tactile approach to learning
multiple vulnerabilities	a number of areas of weakness
neurological	of or affecting the nervous system

nurture groups	short-term, focused intervention for pupils with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class
outreach providers	organisations from outside the school that can offer specific and specialist support and advice
over-learning	practising newly acquired knowledge/skills to ensure under-standing and that the knowledge/skill is embedded
peer assessment	a structured learning process for pupils to critique and provide feedback to each other on their work
peer mentor	someone who has experience of a particular experience who then helps another who is new to that experience
persistent absenteeism	when a pupil's overall absence equates to 10% or more of their possible sessions
Person-Centred Planning (PCP)	planning meetings which ensure the CYP remains at the centre of the planning process
person-first language	the person first, the condition second (eg a child with autism)
phoneme-grapheme correlation	the relationship between the sounds of spoken language and the letters and spellings that represent those sounds in written language
phonological and semantic cues	the use of either knowledge of sounds within a word, or related clues to support decoding
reduced hours provision	an arrangement whereby a pupil attends school for a specific amount of time each week, not the full timetable
ring-fenced	allocated for a particular purpose and not to be used for anything else
rounded education	an education that covers all areas of the curriculum and is not narrowed to key or basic skills of numeracy and literacy
school councils	a group of pupils who are elected to represent the views of all pupils and to help improve their school
School Improvement Plan	a working document used to set priorities and monitor progress throughout the year
SEN information report	an information report detailing the implementation of a school's SEN policy which must be published on the school's website
self-driven learning	where the pupil is able to take control of his or her learning and development
self-regulation	the ability to monitor and manage your energy states, emotions, thoughts, and behaviours in ways that are acceptable and produce positive results

senior leadership team	a group of senior teachers and leaders who support the daily management and planning of a school
social stories	short descriptions of a particular situation, event or activity which include specific information about what to expect in that situation and why
social thinking	the process of trying to make sense of our own and others' thoughts, feelings, and intentions in context
spiky profile	an assessment that shows strengths in some areas and difficulties in others
subject-specific pedagogy	specific methods or practices which are used to teach a certain subject
support plan	a working document to clarify specific requirements that ensure a child can work successfully in the classroom
symbolic communication	the use of symbols and pictures to portray information
triangulate	consider evidence from a range of different sources
Universal Offer	high-quality, inclusive teaching that meets the needs of all pupils in the class