

Sheffield Special Educational Needs & Disability (SEND) Support Grid



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

This grid uses the idea of Quality First Teaching outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model. This three waves model proposed that specialist skills were required for some teachers in some schools: advanced skills were required for some teachers in all schools; but core skills were required for all teachers in all schools.

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

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1. Communication and Interaction				
A. Speech and Language				
Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Differentiation needed in some subject areas.</p> <p>Emphasis should be placed on developing social and communication skills.</p> <p>Access to appropriate resources.</p> <p>Awareness of the potential need for guidance and support. Staff training</p> <p>Adult support for learning as required.</p>	<p>Mild difficulty with understanding language and communicating.</p> <p>Responds to simple instructions in context/uses simple language to express needs/sustains listening concentration for short periods.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with speech and language needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <p>Flexible grouping arrangements.</p> <ul style="list-style-type: none"> Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources Differentiated questioning and targeted simplified level/pace/amount of teacher talk Alternative forms of recording routinely used Use of visual, auditory and kinaesthetic approaches. Small steps approaches Resources and displays that support independence. Routine feedback to pupil Advice from Speech and Language Therapy is included in the planning <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> Autism Team Educational Psychology Speech and Language Therapy Early Years Inclusion Team S2S
2	<p>The curriculum should be differentiated and place a high emphasis on speech and language development.</p> <p>The pupil may benefit from a predictable environment and routine within a highly structured curriculum.</p> <p>Access to appropriate</p>	<p>Moderate difficulty with understanding language and communicating.</p> <p>Pupil's language difficulties affect curriculum access, indicated by attainments below expected level, and social relationships.</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills Flexibility of groupings allows for buddy support / good role models / focused teaching. Further modification of level, pace, amount of teacher talk to address pupils' identified need. Advice from external agencies is implemented in the classroom There may be need for very structured and multi-sensory approaches to learning. Pre and post tutoring is used to enable the pupil to engage with learning 	<p>SEN Support</p> <p>Consultancy/advice and guidance from:</p> <ul style="list-style-type: none"> Autism Team Educational Psychology Speech and Language Therapy Early Years Inclusion

	<p>resources.</p> <p>Awareness of the potential need for guidance and support to develop specific interventions.</p> <p>Planned time for small group working. Staff training</p> <p>Some adult support for learning and to aid the development of positive relationships</p>		<p>in the classroom.</p> <ul style="list-style-type: none"> Enhanced opportunities to use technological aids The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENCo advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) Pupils are taught strategies and provided with resources to assist with the development of independent learning. Mainstream class but advice from the Speech and Language Therapy Service is included in the planning and support is delivered through access to small group support on a regular basis <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	<p>Team</p> <ul style="list-style-type: none"> S2S
3	<p>The curriculum should be significantly modified and place high emphasis on speech and language with specialist advice.</p> <p>Access to appropriate resources and guidance and support to develop specific interventions.</p> <p>Planned time for small group and individual working with some adult support. Staff training</p> <p>Frequent adult support for learning.</p>	<p>Significant difficulties with receptive and/or expressive language.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> work on modified curriculum tasks; access regular individual support encourage independence create frequent opportunities for peer to peer interaction monitor the progress of the CYP using structured methods the pupil access small group support, as advised, to work on targets as advised by Speech and Language Therapy <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/MyPlan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> Autism Team Educational Psychology Speech and Language Therapy Early Years Inclusion Team. S2S <p>Advice from Special Educational Needs Team.</p>
4	<p>The curriculum should be significantly modified to provide a specialist curriculum which places high emphasis on speech and language development in adapted or specialist teaching settings with access to speech and</p>	<p>Severe speech and language difficulties.</p> <p>Pupil uses a combination of verbal and alternative communication.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> work on significantly modified curriculum tasks; access daily individual support 	<p>MyPlan/ EHC Plan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> Autism Team Educational Psychology Speech and Language

	<p>language therapy.</p> <p>Access to appropriate resources and specific interventions.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>High level of adult support for learning.</p> <p>Alternative Communication systems may be considered.</p>	<p>Language impairment affects access to all aspects of the curriculum.</p> <p>Very slow response to verbal stimuli, low retention of abstract concepts.</p> <p>Speech very hard to follow, reliance more on gesture/pointing</p> <p>Struggles to appreciate the needs of the listener.</p>	<ul style="list-style-type: none"> • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • The pupils accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service • To provide opportunities for the YP to engage in community activity <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>Therapy</p> <ul style="list-style-type: none"> • Early Years Inclusion Team • Special Educational Needs Team.
<p>5</p>	<p>An alternative specialist speech and language curriculum should be provided in a specialist teaching setting with access to speech and language therapy.</p> <p>Use of appropriate resources and access to specific interventions from specialist staff.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>High level of adult support for learning.</p> <p>Alternative Communication systems will be considered.</p>	<p>Severe and complex speech and language difficulties that also include other areas of significant difficulty such as sensory or learning difficulties.</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>EHC Plan Consideration of Resourced Provision</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Special Educational Needs Team.

2. Communication and Interaction

B. Social Communication (and including those with a diagnosis of Autism)

Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Differentiation needed in some subject areas.</p> <p>Emphasis should be placed on developing social and communication skills.</p> <p>Access to appropriate resources.</p> <p>Awareness of the potential need for guidance and support re: social communication and sensory issues. Staff training</p> <p>Adult support for learning as required.</p>	<p>Has mild difficulties with social communication and getting along with people.</p> <p>Some rigidity of thoughts which affects learning & may affect being a member of a group in some contexts.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with social communication needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <p>Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupil • Advice from Speech and Language Therapy is included in the planning • Consideration is given to supporting the pupil to access social situations <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Early Years Inclusion Team. • S2S
2	<p>The curriculum should be differentiated and place a high emphasis on speech and language development.</p> <p>The pupil may benefit from a predictable environment and routine within a highly structured curriculum.</p>	<p>Frequent moderate difficulties with getting along with people.</p> <p>Can be quite literate in interpreting situations.</p> <p>Prefers to play alone and tends to focus on own</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. 	<p>SEN Support</p> <p>Advice and guidance from:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Primary Support • Speech and Language Therapy

	<p>Access to appropriate resources;</p> <p>Awareness of the potential need for guidance and support to develop specific interventions re: social communication and sensory issues.</p> <p>Planned time for small group working. Staff training</p> <p>Some adult support for learning and to aid the development of positive relationships</p>	<p>choice of activities.</p> <p>Has difficulty understanding other people's feelings.</p> <p>Finds change difficult to cope with.</p> <p>Has some sensory issues such as over-sensitivity to noise</p> <p>May show signs of stress and anxiety.</p>	<ul style="list-style-type: none"> • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • Classroom visuals which support a clear daily routine • The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Sensory breaks built into the timetable to respond to anxieties and over stimulation. <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	<ul style="list-style-type: none"> • Early Years Inclusion Team. • S2S
3	<p>The curriculum should be significantly modified and place high emphasis on social communication and social skills development, with specialist advice.</p> <p>Provision to meet sensory needs, as appropriate and advised.</p> <p>Access to appropriate resources and guidance and support to develop specific interventions.</p> <p>Planned time for small group and individual working with some adult support. Staff training</p> <p>Frequent level of adult support for learning.</p>	<p>Significant and consistent difficulties with social interaction, interpreting situations and the social use of language.</p> <p>Tend to avoid approaches from other children and seldom starts interactions.</p> <p>Show a preference for solitary actions and may react physically if others try to join for play etc.</p> <p>Appears highly verbal but require visual support to understand language.</p> <p>Has persistent patterns of behaviour that interfere</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • the pupil access small group support, as advised, to work on targets as advised by Speech and Language Therapy • access to regular group support to develop social skills • Enhanced use of individual visual timetables/workstations, resources and rewards to develop independence <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/MyPlan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Early Years Inclusion Team • Special Educational Needs Team. • S2S

		<p>with his/her ability to learn.</p> <p>High levels of anxiety and sensory sensitivities affect access to the curriculum and often lead to challenging behaviour.</p>		
4	<p>A significantly modified specialist curriculum which places high emphasis on social communication, social skills development and sensory needs, in an adapted teaching setting.</p> <p>Access to appropriate resources and specific interventions.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>Access to speech and language therapy and a high level of adult support for learning.</p> <p>Alternative Communication systems may be considered.</p>	<p>Has severe and consistent difficulties with social interaction and the social use of language.</p> <p>Is very susceptible to sensory triggers which often lead to challenging behaviour.</p> <p>Is resistant to change and may use aggressive behaviour to express this.</p> <p>Has rigid thought processes and routines that affect all aspects of school life.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer social interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • The pupils accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service • Access to daily group and individual support to extend social skills and social use of language <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>My support Plan/EHC Plan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Early Years Inclusion Team • Special Educational Needs Team.
5	<p>An alternative specialist social communication, social skills and possible sensory needs curriculum should be provided in a specialist teaching setting.</p>	<p>Profound difficulties with social interactions. Is very literal in the interpretation of situations.</p> <p>Is very susceptible to</p>	<p>As above through a mainstream highly individualised curriculum approach and planned opportunities to access specific individual programmes of support</p>	<p>EHC Plan</p> <p>Consideration of Resourced Provision/Special School</p> <p>Involvement of:</p>

	<p>Use of appropriate resources and access to specific interventions from specialist staff.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>Access to speech and language therapy, as appropriate, and a high level of adult support for learning.</p> <p>Alternative Communication systems may be considered.</p>	<p>sensory triggers which regularly lead to challenging behaviour.</p> <p>Is resistant to change and often uses aggressive behaviour to express this.</p> <p>Has rigid thought processes and routines that affect all aspects of school life.</p>		<ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Special Educational Needs Team.
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2. Cognition and Learning				
A: Learning				
Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Differentiation needed in some subject areas.</p> <p>Awareness of the potential need for guidance and support.</p> <p>Some adult support for learning.</p>	<p>Mild difficulties in the acquisition and/or use of language, literacy and numeracy skills.</p> <p>Mild difficulties with adaptive behaviour and social skills.</p> <p>May be able to organise resources for familiar activities.</p> <p>Low GSCE Level 1 functional skills Post 16.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with learning needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Learning Support • Educational Psychology • Early Years Inclusion Team • S2S
2	<p>Considerable differentiation and / or modification needed in most subject areas.</p> <p>Awareness of the potential need for guidance and support.</p>	<p>Moderate difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress in other areas of the curriculum.</p> <p>Support needed to</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address 	<p>SEN Support</p> <p>Advice & guidance from:</p> <ul style="list-style-type: none"> • Learning Support • Educational Psychology • Early Years Inclusion Team

	<p>Frequent adult support for learning.</p>	<p>organise resources or new activities.</p> <p>In the Early Years has been identified as working at 1-2 ages and stages below chronological age</p> <p>Working at high P Levels and beyond.</p> <p>Entry level Functional Skills for Post-16 and will also have moderate difficulties with adaptive behaviour and social skills.</p>	<p>pupils' identified need.</p> <ul style="list-style-type: none"> • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	<ul style="list-style-type: none"> • S2S
<p>3</p>	<p>Considerable differentiation and / or modification needed in all subject areas.</p> <p>May need high level of support for personal/social/emotional well-being and /or self-help and safety.</p> <p>Consideration of adaptations to ensure safety.</p> <p>High level of adult support for learning.</p>	<p>Significant and persistent difficulties in the acquisition and use of language, literacy and numeracy. As a result access to most curriculum areas is affected.</p> <p>Regularly finds it hard to understand, learn and apply new skills.</p> <p>Can only organise resources for familiar activities with some help.</p> <p>In the Early Years working within 2 ages and stages below chronological age</p> <p>Likely to be working at</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • Learning Support • Educational Psychology • Early Years Inclusion Team • S2S <p>Advice & guidance from:</p> <ul style="list-style-type: none"> • Special Educational Needs Team

		<p>Level P3 or Step 4 and beyond.</p> <p>Entry level Functional Skills in post-16 and will also have significant difficulties with adaptive behaviour and social skills.</p>		
4	<p>Considerable differentiation and / or modification needed in all subject areas.</p> <p>Constant adult support for learning</p> <p>At secondary level access to a curriculum for independent living</p> <p>Likely to need a constant, on-going level of support for personal/social/emotional well-being and /or self-help and safety.</p> <p>Consideration of adaptations to ensure safety and access needed</p>	<p>Severe learning difficulties.</p> <p>Making very limited progress in early years tracking tools.</p> <p>Likely to be working within P Levels, below step 15, or slightly higher.</p> <p>Functional Skills in English and Maths at Entry level in post-16 and also have severe difficulties with adaptive behaviour and social skills.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>My Support Plan/EHC Plan</p> <p>Mainstream School placement Consideration of Resourced Provision Possible SLD School Placement if in combination with additional needs</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • Learning Support • Educational Psychology • Early Years Inclusion Team <p>Advice & guidance from:</p> <ul style="list-style-type: none"> • Special Educational Needs Team
5	<p>Developmental curriculum.</p> <p>At secondary level access to a curriculum for life skills.</p> <p>Constant level of support for level of support for personal/social/emotional well-being and /or self-help and safety.</p> <p>Adaptations for safety and access needed</p> <p>Constant adult support for access to curriculum</p>	<p>Profound and multiple learning difficulties.</p> <p>Working within P Levels, Step 15.</p> <p>Working at Pre-Entry level Functional Skills at Post-16 and Profound difficulties with adaptive behaviour and social skills</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>EHCP</p> <p>Likely SLD/PMLD Special School Placement</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology • Special Educational Needs Team

2. Cognition and Learning				
B: Specific Learning Difficulties				
Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Targeted interventions to support the development of literacy and/or numeracy skills.</p> <p>Awareness of the potential need for guidance and support and staff training.</p>	<p>Limited progress with literacy/numeracy despite appropriate learning opportunities.</p> <p>Working within National Curriculum levels/equivalents.</p> <p>Persistently at Post-16 low GCSE and Functional skills level 1 despite appropriate educational opportunities.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with additional needs for support to develop literacy and/or numeracy skills. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks</p> <p>Guided reading and writing groups are led by the teacher Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Alternative forms of recording routinely used, including cloze procedure and IT • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils • Consideration of the presentation of homework tasks <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Learning Support • Educational Psychology • Early Years Inclusion Team • S2S
2	<p>Curriculum differentiation and / or modification needed.</p> <p>Adult support for targeted interventions to support the development of literacy and or numeracy.</p> <p>Access to appropriate resources.</p> <p>Awareness of the potential need for guidance and support to develop specific</p>	<p>Persistent difficulties in acquiring literacy or numeracy skills despite appropriate learning opportunities and taking into account age and developmental level.</p> <p>Working within P Levels 6 and beyond for literacy and/or numeracy</p> <p>At Post-16, working persistently within Entry</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for focused teaching. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • and rewards to develop independence 	<p>SEN Support</p> <p>Advice and guidance from:</p> <ul style="list-style-type: none"> • Learning Support • Educational Psychology • Early Years Inclusion Team • S2S

	interventions. Staff training will be necessary.	level/ Level 1 functional skills despite appropriate educational opportunities	<ul style="list-style-type: none"> The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that targets the development of literacy and/or numeracy. Multisensory approaches are used , where appropriate Pupils are taught strategies and provided with resources to assist with the development of independent learning. Alternative ways of recording include electronic devices Consideration is given to individualised and differentiated homework tasks Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the child's needs and the planning of individualised programmes of support <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	
3	<p>Curriculum differentiation and / or modification needed.</p> <p>Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy.</p> <p>May have access to an amanuensis</p> <p>Access to appropriate resources and specific interventions.</p> <p>Planned time for small group and individual working with adult support. Staff training may be necessary</p>	<p>Significant difficulties in acquiring literacy or numeracy skills despite appropriate learning opportunities and taking into account age and developmental level.</p> <p>Working within P Levels 6 and beyond for literacy and/or numeracy</p> <p>At Post-16, working persistently towards the higher end of Entry Level Functional skills/ equivalent despite appropriate educational opportunities.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> work on modified curriculum tasks; access regular individual support to access targeted and specific programmes of intervention, including multi-sensory approaches encourage independence Consideration is given to individualised and differentiated homework tasks The CYP is supported in some lessons by an amanuensis Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the CYP's needs and the planning of individualised programmes of support monitor the progress of the CYP using structured methods <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/MyPlan</p> <p>Involvement from:</p> <ul style="list-style-type: none"> Learning Support Educational Psychology Early Years Inclusion Team S2S
4	<p>Curriculum differentiation and / or modification needed.</p> <p>Adult support and subject</p>	<p>Severe and pervasive difficulties in acquiring literacy or numeracy skills which prevent access to</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p>	<p>MyPlan/EHCP</p> <p>Advice from:</p>

	<p>withdrawal for daily targeted interventions to support the development of literacy and or numeracy.</p> <p>Will have access to an amanuensis</p> <p>Use of appropriate resources and access to specific interventions.</p> <p>Planned time for small group and individual working with adult support. Staff training will be necessary</p>	<p>the curriculum.</p> <p>Working within P Levels and beyond for literacy and/or numeracy,</p> <p>.</p> <p>At Post-16, working persistently within entry level Functional skills/equivalent despite appropriate educational opportunities</p>	<p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual targeted and structured programmes to extend literacy and/or numeracy skills • encourage independence where possible in learning situations by encouraging the learner to use strategies to address areas of difficulty • monitor the progress of the CYP using highly structured methods • Consideration is given to individualised and differentiated homework tasks • The CYP is supported in most academic lessons by an amanuensis • Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the CYP's needs and the planning of individualised programmes of support <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<ul style="list-style-type: none"> • Educational Psychology • Early Years Inclusion Team <p>Involvement of:</p> <ul style="list-style-type: none"> • Special Educational Needs Team.
<p>5 (N/A as no specialist provision applicable)</p>				

3. Social, Emotional and Mental Health Needs				
A. Emotional Regulation				
Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Modification needed in some areas of school life.</p> <p>Emphasis should be placed on developing social skills and emotional regulation.</p> <p>Access to appropriate strategies.</p> <p>Awareness of the potential need for guidance and support. Some staff training</p>	<p>Occasional difficult, demanding or concerning behaviour.</p> <p>Is functioning within the current school environment though there are some disruption and disaffection difficulties.</p> <p>The pupil has, at times difficulties in maintaining attention and following appropriate behaviour during lessons.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with social and emotional needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Some differentiation of activities and materials • Differentiated questioning • Use of visual, auditory and kinaesthetic approaches • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Resources and displays that support independence • Routine feedback to pupils. • Transparent system of class/school rewards and sanctions. Rules and expectations consistent across staff. • Personalised reward systems covering targeted lessons / activities • Use of different teaching styles • Clear routines e.g. for transitions • Careful consideration of group dynamics that enables adjustments to classroom organisation, seating and group dynamics • Nurturing classroom approaches • Offering CYP opportunities to take on responsibilities e.g. class monitors, prefects, school council reps • Information about CYPs needs/difficulties is shared with relevant staff • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings, based on IEP targets • Opportunities for small group work based on identified need • Time-limited intervention groups 	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Educational Psychology • /Early Years Inclusion Team • S2S
2	<p>School life should be modified and/or differentiated with a</p>	<p>Frequent difficult, demanding or concerning</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p>	<p>SEN Support</p>

	<p>strong emphasis on developing social and emotional regulation.</p> <p>The pupil may benefit from a predictable environment and routine within a structured curriculum with positive reinforcement.</p> <p>Implementation of appropriate strategies.</p>	behaviour.	<p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • Identified frequent support to teach social and emotional skills and address behavioural targets on individualised plans. • Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal. • Enable some planned time in smaller groups in order to develop social skills and emotional regulation. • Provide access to appropriate support to aid the development of relationships (Buddies, Mentors, ESAs) 	<p>Advice and guidance from:</p> <ul style="list-style-type: none"> • Educational Psychology • Early Years Inclusion Team • Multi agency Support Service • Social Emotional Mental Health support systems. (e.g, PSPs) • Child & Adolescent Mental Health • S2S
3	<p>School life should be significantly modified and differentiated with a priority emphasis on developing social skills and emotional regulation.</p> <p>A high level of adult support to ensure a predictable environment and routine within a structured curriculum with positive reinforcement.</p> <p>Appropriately trained support for physical intervention/restraint.</p>	Difficult, demanding or concerning behaviour is of high frequency, intensity or duration.	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement.</p> <p>Additional identified adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • Support the CYP across the curriculum in an inclusive mainstream setting. • Teach social and emotional skills daily to address behavioural targets on individualized plan (e.g. My Support Plan). • Use key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. • Personalise reward systems known to all staff in school who have contact with the CYP so that they can be implemented consistently across the curriculum. • Plan and deliver time-limited and evaluated intervention programmes with familiar staff who have knowledge, skills and experience to address CYP's specific needs, may include withdrawal. • Have planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation. • Provide opportunities for CYP to develop self-monitoring skills at the end of each session • Enable regular access to appropriate support to aid the development of relationships (Buddies, Mentors, ESAs) 	<p>SEN Support/ MyPlan</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • Educational Psychology • Early Years Inclusion Team • Multi agency Support Service • Social Emotional Mental Health support systems. (e.g, PSPs) • Child & Adolescent Mental Health • S2S
4	<p>Access to appropriate specialist support with a high level of adult intervention.</p> <p>Planned programmes of intervention involving multi agency approaches where</p>	Difficulty managing emotional responses leading to difficult, demanding or concerning behaviour.	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <ul style="list-style-type: none"> • Identified specialist skilled individual support across the curriculum. • Continuous teaching of social and emotional skills to address behavioural targets on My Support Plan. 	<p>MyPlan/ EHC plan</p> <p>Possible Behaviour Resourced Provision</p> <p>Involvement from:</p>

	<p>appropriate.</p> <p>Consideration given to an environment that ensures the safety of the individual and others.</p> <p>Appropriately trained support for physical intervention/restraint.</p>	<p>This sometimes affects their own safety or that of others.</p>	<ul style="list-style-type: none"> • Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. • Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the CYP’s specific needs, may include withdrawal. • Access to resourced provision on or off school site 	<ul style="list-style-type: none"> • Educational Psychology • Early Years Inclusion Team • Multi agency Support Service • Social Emotional Mental Health support systems. (e.g, PSPs) • Child & Adolescent Mental Health
5	<p>Access to a range of appropriate multi agency support and strategies.</p> <p>An environment that ensures the safety of the individual and others.</p> <p>Appropriately trained support for physical intervention/restraint.</p>	<p>Difficulty managing emotional responses leading to extremely difficult, demanding or concerning behaviour.</p> <p>This always affects their own safety or that of others.</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p> <p>The CYP is accessing special Social Emotional and Mental Health provision, where appropriate. This will provide small class groups with high teacher, pupil ratio and high levels of support to access curriculum</p>	<p>MyPlan/EHC Plan</p> <p>Likely Specialist provision</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • Educational Psycholog • Early Years Inclusion Team • Multi agency Support Service • Social Emotional Mental Health support systems. (e.g, PSPs) • Child & Adolescent Mental Health

3. Social, Emotional and Mental Health
B: Mental Health

Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	Modification may be needed in some areas of school life.	<p>His experienced some mental health difficulties in facing difficulties with normal life problems such as:</p> <p>Bereavement Bullying Family Issues Behavioural issues ie feeding ; toileting ; Anger Management</p> <p>School concerns including:</p> <p>Attendance Low self esteem Behaviour changes – e.g becoming withdrawn</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with mental health/emotional wellbeing needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Teacher provides an environment that enables the CYP to:</p> <ul style="list-style-type: none"> • feel a sense of belonging • talk about problems in a non-stigmatising way • feel safe • have opportunities to be successful and valued • develop social and relationship skills • understand the range of acceptable and unacceptable behaviours • become aware of others and empathise with them • play and learn; • develop a sense of right and wrong • resolve (face) problems and setbacks and learn from them • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Resources and displays that support social and emotional development. • Have tasks that are differentiated and modified to promote 	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Learning Support • Educational Psychology • Early Years Inclusion Team • S2S • Child & Adolescent Mental Health • School Health Team • Multi agency Support Teams

			inclusion	
			<p>The progress of the CYP will requires regular monitoring to check progress and attendance in school. Awareness of the potential need for guidance and support. Some staff training.</p>	
2	<p>School life may need to be modified and/or differentiated.</p>	<p>Occasionally displays symptoms of mental health difficulties</p> <p>Mild depressive symptoms</p> <p>Mild anxiety symptoms</p> <p>Relationship difficulties</p> <p>Moderate behavioural problems which may have led to exclusion</p> <p>Known Drug and Alcohol use</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with mental health/emotional wellbeing needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Additional identified adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • plan and deliver time limited interventions that targets social skills (e. g. in initiate, develop and sustain mutually satisfying personal relationships) • Actively engage parents/carers in decisions about the CYP. • Plan and deliver time limited interventions designed to promote positive behaviour, social development and self-esteem • manage CYP’s behaviour taking into account the needs of the whole class • Access to some individual and/or small group sessions to help CYP to develop coping strategies. <p>Requires minimal off site therapeutic intervention. Implementation of appropriate strategies. Some staff training.</p>	<p>SEN support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Educational Psychology • Early Years Inclusion Team • Child & Adolescent Mental Health • S2S • School Health Team • Multi agency Support Teams
3	<p>School life should be significantly modified and differentiated.</p> <p>A high level of adult support to take a lead role in developing a flexible response from school, including the curriculum.</p> <p>Implementation of some therapeutic intervention.</p> <p>Regular access to appropriately trained support to aid the development of social</p>	<p>Frequently displays symptoms of mental health difficulties</p> <p>Mild depressive symptoms</p> <p>Mild anxiety symptoms</p> <p>Relationship difficulties</p> <p>Moderate behavioural problems which may have led to exclusion</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement.</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • provide access to regular individual support • provide access to frequent planned and evaluated time in smaller groups • encourage emotional wellbeing • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • provide family support 	<p>SEN Support/MYPlan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Educational Psycholog • Early Years Inclusion Team • Child & Adolescent Mental Health • S2S • School Health Team • Multi agency Support Teams

	adjustment skills.	Known Drug and Alcohol use		
4	Access to appropriate multi agency specialist support and adapted curriculum with a high level of adult intervention .	<p>Displays symptoms of mental health difficulty that prevent regular attendance at school.</p> <p>Moderate/severe depression</p> <p>Thoughts about suicide, Deliberate Self Harm, Eating Disorders Psychotic symptoms</p> <p>Moderate to severe anxiety</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement.</p> <p>Planned programmes of intensive therapeutic intervention involving multi agency approaches. Consideration given to an environment that ensures the safe emotional well-being and development of the individual. Regular access to appropriately trained support.</p>	<p>MyPlan/ EHC Plan</p> <p>Hospital and Home Education</p> <p>Involvement of :</p> <ul style="list-style-type: none"> • Educational Psychology • Early Years Inclusion Team • School Health • CAMHS • Hospital and Home Education
5	Specialist hospital environment and appropriate access to an adapted curriculum.	<p>Displays symptoms of mental health difficulty that likely to endanger themselves or others.</p> <p>Severe depression</p> <p>Planning of suicide</p> <p>Deliberate and regular Self Harm,</p> <p>Eating Disorders which pose a significant risk to health</p> <p>Regular Psychotic symptoms</p> <p>Severe anxiety</p>	<p>Requires constant therapeutic intervention and likely to require some hospitalisation with access to a range of appropriate multi agency support and strategies. An environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint.</p>	<p>MyPlan/ EHC Plan</p> <p>Hospital and Home Education</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • CAMHS • Clinical Psychology • Educational Psychology • School Health

4. Sensory and/or Physical Needs
A: Visual Impairment

Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Attention will need to be paid to visually presented information.</p> <p>May not yet be a fully independent learner</p>	<p>Visual loss is classified as mild with acuities better than 6/12</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with visual impairment needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <p>Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Assessment of functional vision and consultancy from a specialist teacher from the Vision Support Service teacher</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Educational Psychology • Early Years Inclusion Team • S2S
2	<p>Requires modification of everyday printed materials in order to access the curriculum with some reformatting and perhaps some enlarged materials</p> <p>Needs help in some aspects of mobility, orientation and independence skills. Staff in the</p>	<p>Vision loss is classified moderate with acuities with the range 6/12 to 6/18</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support as appropriate • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. 	<p>SEN Support</p> <p>Assessment of functional vision and consultancy from a specialist teacher from the Vision Support Service teacher</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • S2S

	<p>school will need appropriate training</p> <p>Frequent adult support for learning, health and safety and risk management.</p>		<ul style="list-style-type: none"> • Advice from external agencies is implemented in the classroom • Pre and post teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Multisensory approaches are used , where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	<ul style="list-style-type: none"> • Educational Psychology • Early Years Inclusion Team
3	<p>Vision loss is classified significant with acuities with the range 6/18 to 6/36</p> <p>Requires reformatted modification of everyday printed materials in order to access the curriculum.</p> <p>Considerable differentiation and / or modification needed in most subject areas.</p> <p>Needs formal instruction in the development of mobility and orientation skills and independence training. Staff in the school will need appropriate training</p> <p>High level of adult support for learning, health and safety and risk management</p>		<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support Possible Integrated Resource Provision (Secondary).</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Vision Support Service • S2S • Educational Psychology Service
4	<p>Requires fundamental reformatted modification to</p>	<p>Vision loss is classified as severe with acuities</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide</p>	<p>MyPlan</p>

	<p>everyday printed materials in order to access the curriculum or Braille.</p> <p>Considerable differentiation and / or modification needed in all subjects.</p> <p>Needs formal instruction in the development of mobility and orientation skills and independence training.</p> <p>Teaching of long cane skills may be required. Staff in the school will need appropriate training.</p> <p>May need constant level of adult specialist support for learning, health and safety and risk management.</p>	<p>with the range 6/36 to 6/60</p>	<p>opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>Probably placement in an Integrated Resource Provision (Secondary).</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Vison Support Service • Educational Psychology Service • Special Educational Needs Team
5	<p>Requires braille or MOON, tactile diagrams, 3D representations, to access the curriculum.</p> <p>Will need formal intensive instruction in the development of mobility and orientation skills and independence training.</p> <p>Teaching of long cane skills is essential, Staff in the school will need appropriate training</p> <p>Constant level of adult specialist support for access to the curriculum including health and safety and risk management</p>	<p>Vision loss is classified as profound with equities less than 6/60</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of specialist support and teaching.</p>	<p>My Support Plan</p> <p>Likely Resourced Provision</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Vison Support Service • Educational Psychology Service • Special Educational Needs Team

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

4. Sensory and/or Physical Needs				
B: Hearing Impairment				
Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Deaf awareness strategies should be evident in the classroom. Staff in the school will need appropriate training</p> <p>Accessibility planning should involve consideration of acoustic and sound properties in school.</p> <p>Some adult support for learning health and safety and risk management.</p> <p>Any audiological equipment (hearing aids, BAHA etc) should be regularly checked and used consistently.</p>	<p>A hearing loss is classified as mild with unaided threshold between 21 – 40 dBHL, or unilateral, with hearing loss in excess of 60dBHL in the worse ear.</p> <p>NATSIP Criteria score 21-34</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with hearing impairment needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the teacher</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <p>Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Consultancy support from the Service for Deaf and Hearing Impaired Children</p>
2	<p>Likely to be able to access speech but additional attention will need to be paid to task instruction and structure and to the development of oral expression through curriculum differentiation</p> <p>Visual and practical</p>	<p>Hearing loss is classified as moderate with unaided threshold 41-70 dBHL</p> <p>NATSIP Criteria score 35 - 59</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to 	<p>SEN Support</p> <p>Advice and support provided by the Service for Deaf and Hearing Impaired Children, (may include direct teaching from a Teacher of the Deaf, provision of a radio aid)</p> <p>Consultancy support from Educational Psychology / /Early Years Inclusion</p>

	<p>approaches to be used where possible.</p> <p>Communication may include the use of sign supported English (SSE) and finger spelling.</p> <p><i>And see above</i></p> <p>Frequent adult support for learning, health and safety and risk management.</p>		<p>learning.</p> <ul style="list-style-type: none"> • Pre and post teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. Within PVICs the Area SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Multisensory approaches are used , where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	<p>Team/Speech & Language Therapy/S2S</p>
<p>3</p>	<p>Communication may include the use of sign supported English (SSE), British Sign Language (BSL) and finger spelling.</p> <p>Considerable differentiation of all curriculum areas.</p> <p><i>And see above</i></p> <p>Access to staff with sign language skills as appropriate</p> <p>A high level of adult support for learning, health and safety and risk management.</p>	<p>Hearing loss is classified as severe with unaided threshold 71-95 dBHL, and/or NATSIP Criteria score 60 – 75.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan</p> <p>Advice, support and provided by the Service for Deaf and Hearing Impaired Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid, may include specialist TA support</p> <p>Consultancy support from Educational Psychology / /Early Years Inclusion Team</p> <p>Possible involvement from Speech & Language Therapy</p>
<p>4.</p>	<p>Communication may include the use of sign supported English (SSE),</p>	<p>Hearing loss is classified as severe with unaided threshold 71-95 dBHL, or</p>		<p>SEN Support/My Support Plan/EHC</p>

	<p>British Sign Language (BSL) and finger spelling.</p> <p>Considerable differentiation of all curriculum areas.</p> <p><i>And see above</i></p> <p>Access to staff with sign language skills as appropriate</p> <p>A high level of adult support for learning, health and safety and risk management.</p>	<p>profound with unaided threshold in excess of 95 dBHL.</p> <p>Evidence of language delay</p> <p>NATSIP Criteria score 75 +</p>		<p>Advice, support and provided by the Service for Deaf and Hearing Impaired Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid, specialist TA support</p> <p>Possible resource provision</p> <p>Consultancy support from Educational Psychology / Early Years Inclusion Team Involvement of Speech and Language Therapy</p>
5	<p>Preferred and most effective mode of communication is BSL and/or SSE.</p> <p>Considerable differentiation and / or modification needed in all subject areas.</p> <p>A high level of support from staff with excellent sign language skills.</p> <p>Access to an appropriate Deaf peer group.</p> <p><i>And see above</i></p> <p>May need constant level of specialist adult support for learning, health and safety and risk management.</p>	<p>Hearing loss is classified as profound with unaided threshold in excess of 95 dBHL.</p> <p>Language delay in excess of 2 years</p> <p>NATSIP Criteria score 75+</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • access to specialist delivery of the 'Additional Curriculum' <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Support Plan/EHC</p> <p>Likely resource provision</p> <p>Advice, support and provided by the Service for Deaf and Hearing Impaired Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid, specialist TA support</p> <p>Involvement from Educational Psychology / Early Years Inclusion Team/Speech & Language Therapy</p>

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

4. Sensory and/or Physical				
C: Physical				
Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Some differentiation</p> <p>Occasional support may be needed for mobility, gross and/or fine motor difficulties and minor difficulties in spatial orientation.</p> <p>Staff may require advice and training re appropriate equipment and/or specific programme of work.</p> <p>May benefit from using portable writing aid.</p> <p>Some adult support for learning.</p> <p>Support needed to access some aspects of the curriculum</p>	<p>A minimal physical difficulty related to fine/gross motor, spatial awareness.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with physical needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> Increased differentiation of activities and materials by design (ie adapted pencils, scissors etc) Alternative forms of recording routinely used Use of visual, auditory and kinaesthetic approaches. Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. Small steps approaches Resources and displays that support independence. Routine feedback <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p>	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> Paediatric Health Professionals Early Years Inclusion S2S
2	<p>Some gross and/or fine motor difficulties with a need for remediation and dedicated adult support identified.</p> <p>Difficulties in spatial orientation requiring specific personalised programmes. Staff may require advice and training re appropriate equipment and/or specific programmes of work and to existing IT provision.</p>	<p>Moderate physical difficulties related to fine/gross motor awareness</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills Flexibility of groupings allows for buddy support Advice from external agencies is implemented in the classroom There may be need for very structured and multi-sensory approaches to learning. Enhanced opportunities to use technological aids The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Early Years Inclusion Teacher advises and 	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> Paediatric Health Professionals Early Years Inclusion S2S <p>Possible involvement of:</p> <ul style="list-style-type: none"> Educational Psychology Service

	<p>May benefit from using portable writing aid.</p> <p>Advice to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. breaks</p>		<p>supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning)</p> <ul style="list-style-type: none"> • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	
3	<p>Significant modification / differentiation of some aspects of the curriculum</p> <p>Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision.</p> <p>Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times.</p> <p>Support to address self care needs and use modified equipment.</p> <p>Likely to require a portable writing aid.</p> <p>Appropriately trained support for moving and handling may be required.</p> <p>Frequent adult support for access to learning</p>	<p>Significant physical difficulties. May have impaired mobility and or communication.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • access programmes of support as advised by the paediatric therapy teams <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/MyPlan Consultancy advice and guidance from:</p> <ul style="list-style-type: none"> • Early Years Inclusion Team. • S2S <p>Access to:</p> <ul style="list-style-type: none"> • Occupational Therapy and/or Physiotherapy programmes. <p>Use of paediatric therapy intervention file.</p>
4	<p>Significant modification / differentiation of the majority of the curriculum</p> <p>Staff will require advice and</p>	<p>Severe physical difficulties. Likely to have severely impaired mobility and /or communication</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher</p>	<p>MyPlan/ EHC Plan</p> <p>Consideration of Resourced Provision</p>

	<p>training re appropriate equipment and specific programmes of work and to adapted IT provision.</p> <p>Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times.</p> <p>Support to address self-care needs and use modified equipment.</p> <p>Likely to require a portable writing aid.</p> <p>Appropriately trained support for moving and handling will need to be considered.</p> <p>Staff may need training in the use of communication aids.</p> <p>May need constant adult support to access the curriculum and may need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p>		<p>to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • Access programmes of support as advised by paediatric therapy services <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>Frequent access to Occupational Therapy and/or Physiotherapy visits and programmes implemented on a daily basis.</p> <p>Use of paediatric therapy intervention file.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology • Advice from Special Educational Needs Team
<p>5</p>	<p>Significant modification / differentiation of the majority of the curriculum</p> <p>Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision.</p> <p>Close supervision to address safety and access in PE, safety</p>	<p>Multiple complex physical difficulties. Will be wheel chair dependent and may or may not be able to communicate intentionally.</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>EHC Plan</p> <p>Likely Resourced Provision</p> <p>Consultancy / advice and guidance from Early Years Inclusion Team.</p> <p>A high level of therapy intervention needed with access to Occupational Therapy and/or Physiotherapy visits and</p>

	<p>issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times.</p> <p>Support to address self care needs and use modified equipment.</p> <p>Likely to require a portable writing aid.</p> <p>Appropriately trained support for moving and handling will need to be considered.</p> <p>Staff will need training in the use of communication aids.</p> <p>Constant adult support to access the curriculum and will need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p>			<p>programmes implemented on a daily basis.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology • Advice from Special Educational Needs Team
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Sensory and/or Physical Needs				
D: Medical				
Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	Modification may be needed in some areas of school life. Health Care Plan in place	A minor diagnosed medical condition Medication may be required during the school day. Attendance affected because of ill health/medical needs.	Wave 1 (Quality First Teaching) with a specific consideration for children with medical needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities. Wave 1 (Quality First Teaching) meets the needs of all pupils and includes: <ul style="list-style-type: none"> • Flexible grouping arrangements. • Increased differentiation of activities and materials by design • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Cover arrangements and briefing for supply teachers • Risk assessments for school visits, holidays, and other school activities outside of the normal timetable • support to meet the CYP resulting needs (e.g. medication, treatments, access to food or drink, environment issues) • Monitoring CYP healthcare plans • Flexible teaching to manage absence (i.e. for treatment appointments) • Resources and displays that support independence. • Routine feedback A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.	SEN Support Consultancy support from: <ul style="list-style-type: none"> • School Health • Early Years Inclusion Team • S2S Possible involvement from Hospital and Home Education.
2	School life may need to be modified and/or differentiated. Health Care Plan in place	A diagnosed established and controlled medical condition. Medication may be required during the school day. Attendance affected because of ill health/medical needs.	As above Wave 1(Quality First teaching) plus Wave 2 interventions: <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • The teacher takes take responsibility for supporting others to devise, 	SEN Support Consultancy / advice and guidance from health professionals Consultancy support from: <ul style="list-style-type: none"> • Learning Support • Educational Psychology

			<p>deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Area SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning)</p> <ul style="list-style-type: none"> Pupils are taught strategies and provided with resources to assist with the development of independent learning. <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p>	<ul style="list-style-type: none"> Early Years Inclusion Team S2S
3	<p>School life may need to be significantly modified and differentiated.</p> <p>Health Care Plan in place Specialist equipment</p> <p>Appropriate strategies at a school and individual level.</p> <p>May need planned time to develop appropriate emotional responses and coping strategies.</p> <p>Regular access to appropriately trained support.</p> <p>Requires some medical/nursing intervention.</p> <p>A high level of adult support to take a lead role in developing a flexible response from school, including the curriculum.</p>	<p>A diagnosed established medical condition which is not yet fully controlled</p> <p>Medication may be required during the school day.</p> <p>Attendance affected because of ill health/medical needs.</p> <p>Periods of hospitalisation required.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> work on modified curriculum tasks; access regular individual support encourage independence create frequent opportunities for peer to peer interaction monitor the progress of the CYP using structured methods access programmes of support as advised by the paediatric therapy teams <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>SEN Support/My Plan Consultancy / advice and guidance from health professionals.</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> Educational Psychology Early Years Inclusion Team S2S <p>Possible involvement from Hospital and Home Education.</p>
4	<p>Access to appropriate multi agency specialist support and adapted curriculum.</p> <p>Health Care Plan in place</p> <p>Specialist equipment</p>	<p>A constant severe medical condition, which has effects on day-to-day functioning, requiring specialist intervention</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> work on significantly modified curriculum tasks; 	<p>MyPlan/EHC Plan</p> <p>Possible involvement of:</p> <ul style="list-style-type: none"> Educational Psychology Early Years Inclusion Team

	<p>Consideration given to an environment that ensures the safe emotional well-being and appropriately trained support of the individual.</p> <p>Requires regular medical/nursing intervention.</p> <p>High level of adult intervention.</p>	<p>Medical procedures needed during the school day.</p> <p>Periods of hospitalisation required.</p>	<ul style="list-style-type: none"> • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for CYP to develop independent living skills through access to targeted interventions • To provide opportunities for the CYP to engage in community activity • Access programmes of support as advised by paediatric therapy services <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<ul style="list-style-type: none"> • Health Services and School Health. <p>Access to Occupational Therapy and/or Physiotherapy programmes</p>
5	<p>Health Care Plan in place</p> <p>Special arrangements in place for a curriculum based education appropriate to the ability to gain access to it.</p> <p>Links maintained with mainstream school as appropriate.</p>	<p>A constant severe medical condition, which has profound effects on day-to-day functioning. The condition may be life threatening or life limiting. Specialist intervention is necessary.</p> <p>Unable to attend school</p> <p>Requires daily medical/nursing intervention and specialist equipment</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>EHC Plan</p> <p>Likely resourced provision</p> <p>Possibly Hospital and Home Education provision.</p> <p>Frequent access to Occupational Therapy and/or Physiotherapy visits and programmes implemented on a daily basis.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology • Special Educational Needs Team

This support grid is largely based on work completed by Wakefield Local Authority. Their support and permission to use the model they have developed is much appreciated.