

BRISTOL CITY COUNCIL

Department of Education and Lifelong Learning

Children with Special Educational Needs

FROM ASSESSMENT TO PROVISION

Special Provision Matrix

September 2002

Special Provision Matrix

Contents

| | |
|--|----|
| Introduction | 1 |
| Essential Advice from Contributing Professionals | 3 |
| Special Provision Matrix | 4 |
| Special Provision Matrix (Pre-School and Early Years) | 8 |
| Additional Guidance: | |
| The Academic Curriculum | 11 |
| The Academic Curriculum (Pre-School and Early Years) | 18 |
| Additional Guidance: | |
| The Social Curriculum | 24 |
| Additional Guidance: | |
| Specialist Resources | 30 |
| Additional Guidance: | |
| Therapy | 33 |
| Additional Guidance: | |
| Physical Requirements | 35 |
| Additional Guidance: | |
| Assessment, Review and Monitoring | 39 |
| Additional Guidance: | |
| Additional human resources | 42 |
| Additional Guidance: | |
| Transport | 45 |
| Glossary: | 47 |

Introduction

- 1.1 This document is intended, primarily, as a guide for headteachers, education officers and support staff when making decisions concerning the provisions for children with long-term and complex learning and behavioural difficulties. These are children who are at School Action Plus in the staged assessment model described by the revised national Code of Practice on the identification and assessment of Special Educational Needs, issued in 2002, or who already have a Statement of Special Educational Needs and whose needs are under review.

The Special Provision Matrix

- 2.1 The range of provisions made for children with Special Educational Needs is extensive and can be categorised in a number of ways reflecting both areas of difficulty and severity. In the system outlined below, possible arrangements have been organised on an eight by seven **special provision matrix** (see Figures 1 and 2) to cover levels of provisions across the following dimensions of special education: the academic curriculum; the social curriculum; special resources; therapy; physical requirements; assessment and review; recommended adult support; and transport requirements. Further details or "descriptors" are contained in the additional guidance sections of this document.
- 2.2 As a rough "rule-of-thumb", provisions indicated at:-
- (a) Bands 1 & 2 should be arranged by the child's school, drawing where necessary on funding from the school's own budget. These provisions will correspond to arrangements described for School Action and the part of School Action Plus where the expectation is that the school will seek advice from relevant external agencies.
 - (b) Bands 3 & 4 should generally be arranged locally, with funding specifically provided by the LEA to meet the needs of identified individual children. The provision will generally be arranged by individual schools or by clusters of schools working together to share resources. Alternatively, some children with Band 4 needs may have their provisions arranged by the LEA in resource bases within mainstream schools.
 - (c) Bands 5 & 6 should generally be arranged by the LEA in resource bases within mainstream schools, individual inclusion within mainstream schools with high levels of support, or in special schools.

For an individual child, provisions may be made through a combination of the above.

Children with academic, social or physical needs at Bands 5 or 6 should always be the subject of a Statement; children with learning and behavioural needs at Bands 3 and 4 are likely to have their needs met through delegated funding provided by the LEA on the basis of a moderated school-based SEN assessment (SSENA).

Essential Advice from Contributing Professionals

- 3.1 Those using the special provision matrix must be fully satisfied with the advice received from the contributing professionals to the statutory assessment or the Statement review. In particular, that the advice contains:-
- a clear description of the child's learning and/or behaviour difficulties, together with a description of the special educational needs and any care requirements;
 - descriptions of the provision considered necessary for the child in terms of: the academic curriculum; social curriculum; special resources; therapy; physical requirements; assessment and review; additional human resources; and transport;
 - a clear statement of the short and long-term objectives for the child, against which the effectiveness of special provisions can be evaluated during statutory reviews.
- 3.2 If the advice received does not contain the necessary information **and evidence**, further written advice and opinions should be sought from the contributing professionals and the child's parents.
- 3.3 Using the advice received, the LEA will construct a provision profile for the child based on the special provision matrix and the additional guidance given in the following sections.
- 3.4 Wherever possible decision-makers will seek to provide for the child in the **least restrictive environment**, ie. as close as possible to mainstream schooling and to the child's community. Where more than one child with a statement is educated by the same providing institution, the effectiveness of special educational provisions made for the individual child can be maximised by grouping, where possible, children with similar needs.
- 3.5 In using this document, every effort should be made to make the descriptors personal and specific to the child and any examples used should relate directly to them as individuals. Additional descriptors may be used where they are felt to be appropriate.
- 3.6 It is essential that advice-givers use the most relevant descriptors. In some sections this may be a combination of 'general' and Band-specific descriptors.
- 3.7 It also assists the process if **only the most important** descriptors are used (ie. those that relate to needs, support and provision to be mentioned in the final statement).
- 3.9 Where the word "additional" is used with regard to adult support, this invariably relates to **mainstream** school situations.

Figure One: SPECIAL PROVISION MATRIX

| Band | Curriculum (Academic) | Curriculum (Social) | Special Resources | Therapy | Physical Requirements | Assessment & Review | Additional Human Resources | Transport |
|------|--|---|--|--|--|---|--|--|
| 0 | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements |
| 1 | Differentiated curriculum. | Differentiated personal and social curriculum; individual behaviour management plan developed within school. | Normally available classroom technology. | No additional therapy requirements over and above those available to all children. | Class teacher carefully monitors child's health, safety and curriculum access. | Informal advice from support service staff. Class teacher monitors progress. | Development of appropriate curriculum materials /programmes by class teacher with support of SENCO. | Normally available transport arrangements. |
| 2 | Above plus individual or small group support to supplement core subjects of the National Curriculum. Temporary modification to or disapplication of areas of the National Curriculum. | Planned programme for personal and social development/ behaviour management developed in consultation with support staff normally available to the school, which may involve additional adult support (not more than 10% of the timetable). | Personalised time for classroom technology. Low cost (up to £150) technical aids/ specialist materials. | Contribution to programme planning following assessment; progress monitored via liaison with school. | Occasional individual help from a classroom assistant to assist child with managing motor, health and hygiene needs, or to provide mediation of the sensory environment (not more than 5% of timetable). | SENCO takes lead in assessing child's difficulties. Planning takes place between SENCO and class teacher. External specialist services may be involved. SENCO and class teacher review progress regularly with parents/carers (min. six monthly). | Additional adult support (individual or group) for not more than 10% of timetable. SENCO, teacher and parental involvement in developing Individual Education Plan (IEP). | Minor modifications to school bus or equivalent. |

| Band | Curriculum (Academic) | Curriculum (Social) | Special Resources | Therapy | Physical Requirements | Assessment & Review | Additional Human Resources | Transport |
|------|--|--|---|--|---|--|---|--|
| 3 | <p>Individual or small group support for National Curriculum.</p> <p>Child will require modified programmes of study to reflect attainments outside expected range of levels for key stage in one of NC core subjects. <u>Or</u> child (because of sensory or language impairment) requires modification of means of curriculum presentation for some of his/her learning.</p> | <p>Planned programme for personal and social development/behaviour management involving enhanced levels of adult contact for supervision, teaching of social and study skills, and/or regular counselling for part of the school day (not more than 25%)</p> | <p>Special personal equipment and specialised access to the curriculum.</p> <p>Medium cost technical aids/specialist resources.</p> | <p>Contribution to programme planning following face-to-face assessment and regular review with school and parents. In some cases limited direct therapy, individually or in groups.</p> | <p>Regular and planned help from a classroom assistant to assist child with managing motor, health or hygiene needs, or to provide mediation of the sensory environment (not more than 25% of timetable).</p> | <p>As above, but with monitoring at least six monthly by class teacher and other professionals, with parents/carers, at minimum.</p> <p>Statutory annual review and transition planning where child has a Statement.</p> | <p>Regular direct support and/or planning advice from a teacher with appropriate specialist expertise, working alongside non-specialist teachers and teaching assistants.</p> <p>SENCO to work with external agencies in developing an IEP.</p> | <p>Child may require a taxi to and from school on a daily basis.</p> |

| Band | Curriculum (Academic) | Curriculum (Social) | Special Resources | Therapy | Physical Requirements | Assessment & Review | Additional Human Resources | Transport |
|------|--|---|--|--|---|---|--|---|
| 4 | Individual or small group support for National Curriculum. Modified programmes of study to reflect attainments outside expected range of levels for key stage in two of NC core subjects. <u>Or</u> child (because of sensory or language impairment or reading difficulties in KS 3/4) requires modification of means of curriculum presentation for much of his/her learning. | Planned programme for personal and social development/behaviour management, requiring supported interaction with other children and adults for a significant proportion of the school day (not more than 50% of the timetable.) | Special personal equipment and specialised access to curriculum - high cost technical aids/specialist resources. | Regular direct therapy sessions with child and/or contribution to programme planning, involving regular school visits by a therapist. Training for educational staff may be necessary in order to implement programme given. | "On call" and regular assistance with managing motor, health or hygiene needs, or to provide mediation of the sensory environment (not more than 50% of the timetable). | As above, but with at least termly monitoring of progress by class teacher and other professionals with parents/carers, at minimum. Statutory annual review and transition planning where child has a Statement. | Frequent direct support and/or planning advice from a teacher with appropriate specialist expertise , working alongside non-specialist teachers and teaching assistants. | The child requires transport to and from home on a daily basis with an escort. A specially adapted vehicle may be required. |

| Band | Curriculum (Academic) | Curriculum (Social) | Special Resources | Therapy | Physical Requirements | Assessment & Review | Additional Human Resources | Transport |
|------|---|---|---|--|---|---|--|--|
| 5 | Individual or small group support for National Curriculum. Child will require modified programmes of study to reflect attainments outside expected range of levels for key stage in all of NC core subjects, and in addition may require an increased emphasis on developmental skills such as self-care. <u>Or</u> child requires total modification of means of curriculum presentation. | Planned programme of personal and social development/behaviour management, requiring supported interaction with other children and adults, in groups of reduced size, for most of the school day (50% - 100% according to the child's needs). | Specialised learning environment allowing complex means of environmental control and access. Exceptional cost technical aids/specialist materials. | Regular weekly therapy sessions and/or contribution to programme planning, involving weekly schools visits by a therapist. Training for educational staff will be necessary to implement programme given. | Frequent checking and assistance to help child with managing motor, health or hygiene needs, or to provide skilled mediation of the sensory environment for most of the school day (50% - 100% according to the child's needs). | As above but with at least half termly monitoring by class teacher and other professionals, with parents/carers. Statutory annual review and transition planning. | High levels of direct teaching from a teacher with appropriate specialist expertise. | The child may require transport to and from school/hostel on a regular basis with an escort. A specially adapted vehicle may be required. |
| 6 | Total modification and/or disapplication of the National Curriculum requiring a separate special curriculum. | Planned programme of personal and social development/behaviour management requiring reduced group sizes and specialist adult contact in a totally managed environment extending beyond the school day. | 24 hours totally managed environment. Exceptional cost technical aids/specialist materials. | Regular daily therapy sessions and/or daily contribution from therapist to programme planning. Training for educational staff will be necessary to implement programme given. | Constant assistance to attend to child's motor, health or hygiene needs, or skilled mediation of more than one sensory channel. | As above but with weekly monitoring of progress by class teacher and other professionals, with parents/carers where possible. Statutory annual review and transition planning. | Direct special education teaching on a full-time basis. | The child will require specialised and/or escorted transport to and from a residential setting on a regular basis. |

Figure Two: SPECIAL PROVISION MATRIX
Pre-school and Early Years

| Band | Curriculum (Academic) | Curriculum (Social) | Special Resources | Therapy | Physical Requirements | Assessment & Review | Additional Human Resources | Transport |
|------|---|---|--|--|--|---|---|--|
| 0 | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements | No additional arrangements |
| 1 | Differentiated curriculum. | Differentiated personal and social curriculum; individual behaviour management plan developed within school. | Normally available classroom technology. | No additional therapy requirements over and above those available to all children. | Class teacher carefully monitors child's health, safety and curriculum access. | Informal advice from support service staff. Class teacher monitors progress. | Development of appropriate curriculum materials by SEN Coordinator with class teacher. | Normally available transport arrangements. |
| 2 | Above plus individual or small group support to supplement work in key experience areas (not more than 10% of the timetable). | Planned programme for personal and social development/behaviour management developed in consultation with support staff normally available to the school, which may involve additional adult support (not more than 10 % of the timetable). | Personalised time for classroom technology -low cost (up to £150) technical aids/specialist materials. | Contribution to programme planning following assessment; progress monitored via liaison with school. | Occasional help from a classroom assistant to assist child with managing motor, health and hygiene needs, or to provide mediation of the sensory environment (not more than 5% of timetable) | SENCO takes lead in assessing child's difficulties. Planning takes place between SENCO and class teacher. External specialist services may be involved. SENCO and class teacher review progress regularly with parents/carers (min. six monthly). | Additional mainstream adult support (individual or group) for not more than 10% of timetable. SENCO and teacher develop individualised programmes. | Minor modifications to school bus or equivalent. |

| Band | Curriculum (Academic) | Curriculum (Social) | Special Resources | Therapy | Physical Requirements | Assessment & Review | Additional Human Resources | Transport |
|------|---|--|--|--|--|---|--|--|
| 3 | Child will require modified programmes to reflect developmental levels outside the expected range for the majority of children of his/her age in three key experience areas <u>or</u> child (because of sensory or language impairment) requires modification of means of curriculum presentation for some of his/her learning. | Planned programme for personal and social development/behaviour management involving enhanced levels of adult contact for supervision, teaching of social and study skills, and/or regular counselling for part of the school day (not more than 25%). | Special personal equipment and specialised access to the curriculum - medium cost technical aids/specialist materials. | Contribution to programme planning following face-to-face assessment and regular review with school and parents. In some cases limited direct therapy, individually or in groups. | Regular and planned help from a classroom assistant to assist child with managing motor, health or hygiene needs, or to provide mediation of the sensory environment for part of the school day (not more than 25%). | As above, but with monitoring at least six monthly by class teacher and other professionals, with parents/carers, at minimum. Statutory annual review where child has a Statement. | Regular direct support or advice from a teacher with appropriate specialist expertise, working alongside non-specialist teachers and special needs general assistants. SENCO and external agencies develop IEP. | Child may require a taxi to and from school on a daily basis. |
| 4 | Child will require modified programmes of study to reflect developmental levels outside the expected range for the majority of children of his/her age in four to five of the key experience areas, <u>or</u> child (because of sensory or language impairment) requires modification of means of curriculum presentation for much of his/her learning. | Planned programme for personal and social development/behaviour management, requiring supported interaction with other children and adults for much of the school day (not more than 50%). | Special personal equipment and specialised access to curriculum - high cost technical aids/specialist materials. | Regular direct therapy sessions with child and/or contribution to programme planning, involving regular school visits by a therapist. Training for educational staff may be necessary in order to implement programme given. | "On call" and regular assistance with managing motor, health or hygiene needs, or to provide mediation of the sensory environment for much of the school day (not more than 50%). | As above, but with at least termly monitoring of progress by class teacher and other professionals with parents/carers, at minimum. Statutory annual review where a child has a Statement. | Frequent direct support from a teacher with appropriate specialist expertise, working alongside non-specialist teachers and special needs teaching assistants. | The child requires transport to and from home on a daily basis with an escort. A specially adapted vehicle may be required. |

| Band | Curriculum (Academic) | Curriculum (Social) | Special Resources | Therapy | Physical Requirements | Assessment & Review | Additional Human Resources | Situation and Transport |
|------|--|---|---|--|---|---|--|---|
| 5 | Child will require modified programmes to reflect developmental levels outside the expected range for the majority of children of his/her age in all key experience areas, <u>or</u> child (because of sensory or language impairment) requires modification for most of his/her learning. | Planned programme of personal and social development/behaviour management, requiring supported interaction with other children and adults, in groups of reduced size, for most of the school day (50% - 100% according to the child's needs). | Specialised learning environment allowing complex means of environmental control and access - exceptional cost technical aids/specialist materials. | Regular weekly therapy sessions and/or contribution to programme planning, involving weekly schools visits by a therapist. Training for educational staff will be necessary to implement programme given. | Frequent checking and assistance to help child with managing motor, health or hygiene needs, or to provide skilled mediation of the sensory environment for most of the school day (50% - 100% according to the child's needs). | As above but with at least half termly monitoring by class teacher and other professionals, with parents/carers. Statutory annual review. | High levels of direct teaching from a teacher with appropriate specialist expertise. | The child may require transport to and from school on a daily basis with an escort. A specially adapted vehicle may be required. |
| 6 | Total modification of programmes as above and/or total modification of means of curriculum presentation. | Planned programme of personal and social development/behaviour management requiring reduced group sizes and specialist adult contact in a totally managed environment extending beyond the school day. | 24 hours totally managed environment - exceptional cost technical aids/specialist materials. | Regular daily therapy sessions and/or daily contribution from therapist to programme planning. Training for educational staff will be necessary to implement programme given. | Constant assistance to attend to child's motor, health or hygiene needs, or skilled mediation of more than one sensory channel. | As above but with weekly monitoring of progress by class teacher and other professionals, with parents/carers where possible. Statutory annual review. | Direct special education teaching on a full-time basis. | The child will require specialised and/or escorted transport to and from a residential setting on a regular basis. |

Additional Guidance:

Academic Curriculum

All pupils have an entitlement to the National Curriculum. However, there may be a need to adapt, modify or disapply aspects of it. Where this is done, there is a requirement to replace specific elements in order to ensure relevance, breadth and balance.

The following general descriptors apply across Bands 1 and 2 and should be used according to individual needs :

- ACG.1 Flexible grouping for core curriculum skills.
- ACG.2 Opportunities to practise specific skills.
- ACG.3 Modified/supplementary learning materials.
- ACG.4 Modified curriculum outcomes reflecting child's learning difficulty.
- ACG.5 Teacher/tutor time to provide regular opportunities to discuss learning difficulties.

Band One:

The child is to be taught within appropriate Key Stage, but requires the following special provisions to have full access to the National Curriculum:

- AC1.1 Carefully differentiated teaching within normal classroom programme.

Band Two:

The child can be taught within appropriate Key Stage for age, but will need a planned programme to support his/her learning. Additional (mainstream) adult support required is not likely to exceed 10% of the timetable. The child is likely to require some if not all the following special provisions:

- AC2.1 Curriculum adaptations and differentiation in more than one subject.
- AC2.2 Opportunities for individual or small group work with an adult to facilitate development in areas of delay.

The following general descriptions apply across Bands 3 to 6 and should be used according to individual needs :

- ACG.6 Opportunities to work within small, structured group situations where distractions can be minimised.
- ACG.7 Carefully constructed programmes to assist in the development of..(**please specify**).
- ACG.8 Teaching approaches which place a high emphasis on direct teaching and practical tasks and which provide opportunities for frequent repetition and reinforcement.
- ACG.9 Teaching approaches which place a high emphasis on structured multisensory techniques and provide opportunities for frequent repetition and reinforcement.
- ACG.10 Awareness by (**child's name**)'s teachers that his/her learning difficulties are specific to particular areas of the curriculum, and of appropriate strategies for differentiation.
- ACG.11 Modification of curriculum presentation to reflect difficulties in working memory - for example, ensuring that homework is properly recorded and understood.
- ACG.12 Modification of curriculum presentation to reflect the child's level of literacy skill - eg. (**please specify**)
- peer support in reading texts,
 - simplified or tape-recorded texts and worksheets,
 - alternative recording techniques such as word-processing, dictating to scribe, taping,
 - pictorial and diagrammatic representation,
 - sequencing sentences or filling gaps in prepared text,
 - use of electronic spellchecker.
- ACG.13 Modification of curriculum presentation where spatial skills are required (eg. work with maps, plans, co-ordinates, shapes, measurement, locating information on busy pages).
- ACG.14 Skilled use of a variety of techniques to support the child's communication with others.
- ACG.15 Additional (mainstream) teaching of keyboard and word processing skills.
- ACG.16 Modification of National Curriculum assessment and public examination assessment to circumvent specific areas of difficulty - eg. (**please specify**)
- the use of an amanuensis to support a pupil with a severe reading difficulty,
 - using a separate room where instructions need to be read and/or clarified,
 - use of a closed circuit television for a severe visual impairment.

- ACG.17 Use of modification of classroom arrangements which are appropriate for children on the autistic spectrum - for example:
- ensuring structure and predictability to the child's day by use of visual timetables, careful prior explanation of any changes to routine, closed rather than open-ended tasks,
 - providing the child with an individual workstation in class, where distractions are kept to a minimum and everything needed for the work to be done is organised in sequence,
 - teaching social scripts to rehearse appropriate learning behaviours,
 - using visual cueing to support instructions and classroom routines.

Band Three:

The child is to be taught within appropriate key stage for the majority of time, though some modification of National Curriculum programmes of study may be necessary, to reflect attainments outside expected range for the relevant key stage in one of the core subjects. Alternatively there may be a need for modified means of curriculum presentation for some of his/her learning, because of sensory or language impairment. The child will require some if not all of the following special provisions:

- AC3.1 Modification of the National Curriculum is required in (**subject area**) so that the child can work and be assessed on a programme of study appropriate to his/her individual needs rather than key stage.
- AC3.2 Some modification of curriculum presentation to reflect sensory impairment: for example (**please specify**),
- a child with visual impairment may need clear work sheets, carefully selected texts, and support when working from the blackboard or from displays,
 - a child with hearing impairment may need picture and gesture supports for language input and careful cueing in to the introduction of a new topic.
- AC3.3 Some modification of curriculum presentation to reflect language difficulties: for example, repetition of instructions or explanation of non-literal use of language.

Band Four:

The child is to be taught within appropriate key stage for the majority of time but will require modified programmes of study to reflect attainments outside the expected range of levels for the relevant key stage in two National Curriculum core subjects. Alternatively there may be a need for modification of means of curriculum presentation for much of the child's learning, because of sensory or language impairment or (in Key Stages 3/4) reading difficulties. The child will require some if not all the following special provisions:

- AC4.1 Modification of the National Curriculum is required in (**subject areas**) so that the child can work and be assessed on a programme of study appropriate to his/her individual needs rather than key stage.
- AC4.2 Substantial modification of curriculum presentation to reflect sensory or language difficulties. For example:
- a child with visual impairment may require enlarged print, alternatives to working from a blackboard,
 - a child with hearing or language impairment may require skilled use of a variety of communication techniques and aids based on an in-depth knowledge of his/her level of understanding
- AC4.3 Substantial modification of curriculum presentation to reflect reading difficulties in Key Stage 3 or 4: for example, a child may need texts taped or read aloud.
- AC4.4 Substantial modification of curriculum presentation to reflect language difficulties, skilled use of a variety of communication techniques based on an in-depth knowledge of the child's level of understanding.
- AC4.5 Increased attention to study skills; practical applications of learning; prevocational skills; skills for independent adult life.
- AC4.6 Disapplication of the requirement to study some areas of the National Curriculum in order to concentrate on a more limited range. In particular, s/he should not be required to study **..(please specify)....**
- AC4.7 Opportunities for regular contact with mainstream peers who can provide appropriate models of, for example, expressive language.

Band Five:

Substantial modification of programmes of study will be necessary to reflect attainments outside the expected range of levels for the relevant key stage in all of the core subjects of the National Curriculum. Alternatively there may be a need for modified means of curriculum presentation for most of the curriculum, because of sensory or language impairment. Normally, the child will be the subject of a Statement of Special Educational Needs and require some if not all the following special provisions:

- AC5.1 Considerable modification of the mainstream curriculum in terms of content, presentation and recording methods, whilst allowing content to reflect areas of work being covered by peers.
- AC5.1a (For profoundly deaf children) Access to the National Curriculum will be through a bilingual teaching approach which recognises BSL as a first language and English as a second language.

- AC5.2 Total modification of curriculum presentation to reflect sensory or language impairment; for example **(please specify)**,
- a child with visual impairment may require frequent explanation of all vocabulary that describes the seen world and significant use of 3-D and tactile forms of worksheets,
 - a child with a hearing or language impairment will need skilled use throughout the school day of a variety of communication techniques in an environment where visual systems are an accepted means of communication.
- AC5.2a Total modification of curriculum presentation to reflect profound hearing impairment. The curriculum will be accessed and delivered through BSL.
- AC5.3 Teaching of a supplementary or alternative means of communication eg. Braille, Makaton, British Sign Language, with opportunities for peers to learn this alongside the child.
- AC5.3a (For profoundly deaf children) The curriculum will include teaching of BSL and English.
- AC5.4 A carefully planned approach to the inclusion of the pupil, with a named member of staff to oversee the social and academic aspects of this, and to liaise with parents, other agencies and the LEA, as appropriate.
- AC5.5 A key worker assigned to support the inclusion of the pupil, by meeting regularly (at least twice weekly) with the child to discuss positives and difficulties, build on successes and create meaningful links with home.
- AC5.6 Peer support for curriculum access, arranged for example by setting up a 'circle of friends' for the pupil.
- AC5.7 Additional support for the first term following new mainstream school placement to allow school staff to access advice, training and support for staff from teachers and other professionals experienced in working with children with complex needs.
- AC5.8 Additional support for the first term following entry to secondary school to help cope with the physical and organisational elements of a secondary school, including understanding timetables and maps, finding way around school.
- AC5.9 Adjustment to the balance of the curriculum to allow for additional time to be spent on language understanding, independence training, personal and social relationships.
- AC5.10 Disapplication of the requirement to study some areas of the National Curriculum in order to concentrate on a more limited range. In particular, s/he should not be required to study **..(please specify)....**

- AC5.10a (For profoundly deaf children) Disapplication of the requirement to study some areas of the National Curriculum. In particular N should not be required to study a Modern Foreign Language.
- AC5.11 A carefully planned approach to enable N to work with mainstream peers who can provide appropriate models of (specify what to be focussed on eg expressive language, social communication etc), for the majority of the day.
- AC5.12 For children with profound hearing impairment, opportunities to practise sign communication with a peer group of deaf children.
- AC5.13 Teaching approaches which place a high emphasis on direct teaching, very finely-graded tasks, practical tasks and which provide opportunities for frequent repetition and reinforcement.
- AC5.14 For children on the autistic spectrum, an augmented communication system, eg pictures and signs, to be implemented with advice from a specialist teacher or a Speech and Language therapist.

Band Six:

The child is unlikely to be taught within appropriate key stage for any of his/her time in school. Arrangements for the child are likely to require total modification or (in very rare circumstances) disapplication of the National Curriculum. The child will be the subject of a Statement of Special Educational Needs and require some if not all the following special provisions:

- AC6.1 Access to the National Curriculum remains important but the curriculum will need substantial modification in all subjects to allow the child to work and be assessed on programmes of study appropriate to his/her individual needs rather than key stage.
- AC6.2 Total modification of curriculum presentation to reflect multiple sensory or language impairment; for example, a child with both visual and hearing impairment may only be able to learn through tactile experiences.
- AC6.3 Teaching of a supplementary or alternative means of communication eg. Braille, Makaton, British Sign Language.
- AC6.4 The timetable will reflect the child's special needs with emphasis on such areas as stimulation, helping him/her to interpret and respond to the environment, exercising choice rather than independence and means of communicating with others.

- AC6.5 Disapplication of the requirement to study some areas of the National Curriculum in order to concentrate on a more limited range. In particular, s/he should not be required to study ..(please specify)....
- AC6.6 Teaching groups of reduced size for the major part of the school day.
- AC6.7 Modification/disapplication of National Curriculum assessment arrangements.
- AC6.8 Teaching approaches which place a high emphasis on direct teaching, very finely-graded tasks, practical tasks, and which provide opportunities for frequent repetition and reinforcement.
- AC6.9 For children on the autistic spectrum, an augmented communication system, eg pictures and signs, to be implemented with advice from a specialist teacher or a Speech and Language therapist.
- AC6.10 Use of visual cueing to support instructions and classroom routines.

Additional Guidance:

Academic Curriculum (Pre-School and Early Years)

An appropriate academic curriculum for children aged 0-3 years is likely to reflect the key experience areas of expressive language, receptive language, problem-solving, fine motor skills, gross motor skills, and self-care (independence) skills. For children aged 3-6 the Foundation Curriculum applies with six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; creative development. In each area of learning children work towards Early Learning Goals which are further broken down into stepping stones. As for older children, there may be a need to adapt and modify aspects of this curriculum within the overall requirement for relevance, breadth and balance.

Band One:

The child will be working in the key experience or entry assessment areas within the range of developmental levels expected of the great majority of his/her age group for most of the time. S/he is likely to require some if not all of the following special provisions:

- PAC1.1 Careful curriculum planning and suitable materials in identified key experience areas.
- PAC1.2 Opportunities to practise specific skills.
- PAC1.3 Modified curriculum outcomes.

Band Two:

The child will be working, in the key experience or entry assessment areas, within the range of developmental levels expected of the great majority of his/her age group for most of the time. S/he is likely to require some if not all of the following special provision:

- PAC2.1 Opportunities for individual or small group work with an adult to facilitate development in areas of delay.
- PAC2.2 Modified learning materials and/or curriculum outcomes.
- PAC2.3 Supplementary learning materials.

The following general descriptors apply across Bands 3 to 6 and should be used according to individual needs :

- PACG.1 Modifications of work in (**area of learning**) in terms of level, pace and approach.
- PACG.2 Teaching approaches which place a high emphasis on direct teaching, practical tasks and provide opportunities for frequent repetition and reinforcement;
- PACG.3 Modified learning materials and/or enhanced access to technical aids in the school.
- PACG.4 Supplementary learning materials.
- PACG.5 Modified curriculum outcomes reflecting the child's learning difficulty.
- PACG.6 Modification of curriculum presentation where spatial skills are required (eg work with puzzles, shapes and drawing).
- PACG.7 Carefully constructed programmes to assist in the development of **..(please specify)..**
- PACG.8 Teaching approaches which place a high emphasis on structured, multisensory techniques and opportunities for frequent repetition and reinforcement.
- PACG.9 Opportunities to work within small, structured group situations where distractions can be minimised.
- PACG.17 Use of modification of classroom arrangements which are appropriate for children on the autistic spectrum - for example:
- ensuring structure and predictability to the child's day by use of visual timetables, careful prior explanation of any changes to routine, closed rather than open-ended tasks,
 - providing the child with an individual workstation in class, where distractions are kept to a minimum and everything needed for the work to be done is organised in sequence,
 - teaching social scripts to rehearse appropriate learning behaviours,
 - using visual cueing to support instructions and classroom routines.

Band Three:

The child will be working within the range of levels expected of the great majority of his/her age group for much of the time, but will require modified programmes to reflect developmental levels outside the expected range in three of the six key experience areas of receptive language, expressive language, problem-solving, fine motor skills, gross motor skills and self care (independence) . For children in YR and Y1, there will be a similar delay in three of the following seven entry assessment areas of experience: language, reading, writing, maths, problem solving, large motor skills, small motor skills.¹

Alternatively, there may be a need for modification of means of curriculum presentation for some of the child's learning, because of sensory or language impairment. The child will require some if not all of the following special provisions:

PAC3.1 Some modification of the curriculum in **(area of learning)** in terms of level, pace and approach

PAC3.2 Some modification of curriculum presentation to reflect sensory impairment or language difficulties; for example **(please specify)**,

- a child with visual impairment may need books with large, bold pictures and text,
- a child with hearing or language impairment may need picture and gesture supports for language input and careful cueing in to the introduction of a new topic.

Band Four:

The child will be working within the range of levels expected of the great majority of his/her age group for some of the time, but will require modified programmes to reflect developmental levels outside the expected range in four of the six areas of learning, or four to five of the seven relevant entry assessment areas of experience.

Alternatively, there may be a need for modification of means of curriculum presentation for much of the child's learning, because of sensory or language impairment. The child will require the following special provisions:

PAC4.1 Modification of the curriculum in **(area of learning)** in terms of level, pace and approach.

PAC4.2 Modification of curriculum presentation to reflect sensory or language impairment; for example **(please specify)**,

1

A Stage 2 assessment on an Entry Profile for a YR child, or a Stage 3 assessment on AREA for a Y1 child, can be taken to indicate developmental levels outside the normally expected range.

- a child with visual impairment may require books with large, bold pictures and enlarged print,
- a child with hearing or language impairment may require skilled use of a variety of communication techniques based on an in-depth knowledge of the child's level of understanding.

PAC4.3 A carefully planned approach to enable N to work with mainstream peers who can provide appropriate models of (specify what to be focussed on eg expressive language, social communication etc) for the majority of the day.

Band Five:

Substantial modifications of the curriculum will be necessary, to reflect developmental levels outside the range expected of the great majority of his/her age group in five or more of the key areas of learning or six to seven of the relevant entry assessment areas of experience.

Alternatively, there may be a need for modification of means of curriculum presentation for most of the child's learning, because of sensory or language impairment. The child is likely to be the subject of a Statement of Special Educational Need and will require some of the following special provisions:

PAC5.1 Substantial modification across the curriculum in terms of level, pace and approach.

PAC5.1a (For profoundly deaf children) Access to the Foundation Curriculum will be through a bilingual teaching approach which recognises BSL as a first language and English as a second language.

PAC5.2 Teaching approaches which place a high emphasis on direct teaching, very finely-graded tasks, practical tasks, and which provide opportunities for frequent repetition and reinforcement.

PAC5.3 Modified or specialist learning materials and equipment.

PAC5.4 Total modification of curriculum presentation to reflect sensory or language impairment, for example (**please specify**),

- a child with visual impairment may require frequent explanation of all vocabulary that describes the seen world,
- a child with a hearing or language impairment will need skilled use throughout the school day of a variety of communication techniques in an environment where visual systems are an accepted means of communication.

PAC5.4a (For profoundly deaf children) Total modification of curriculum presentation to reflect profound hearing impairment. The curriculum will be accessed and delivered through BSL.

- PAC5.5 Teaching of a supplementary or alternative means of communication eg. Braille, Makaton, British Sign Language.
- PAC5.5a (For profoundly deaf children) The curriculum will include teaching of BSL and English.
- PAC5.6 Opportunities for regular contact with mainstream peers who can provide appropriate models of, for example, expressive language.
- PAC5.7 A carefully planned approach to enable N to work with mainstream peers who can provide appropriate models of (specify what to be focussed on eg expressive language, social communication etc), for the majority of the day.
- PAC5.8 A carefully planned approach to the inclusion of the pupil, with a named member of staff to oversee the social and academic aspects of this, and to liaise with parents, other agencies and the LEA, as appropriate.
- PAC5.9 A key worker assigned to support the inclusion of the pupil, by meeting regularly (at least twice weekly) with the child to discuss positives and difficulties, build on successes and create meaningful links with home.
- PAC5.10 For children with profound hearing impairment, opportunities to practise sign communication with a peer group of deaf children.
- PAC5.11 For children on the autistic spectrum, an augmented communication system, eg pictures and signs, to be implemented with advice from a specialist teacher or a Speech and Language therapist.

Band Six:

Substantial modifications of the curriculum will be necessary, to reflect developmental levels outside the range expected of the great majority of his/her age group in all of the key areas of learning or six to seven of the relevant entry assessment areas of experience.

Alternatively, there may be a need for modification of means of curriculum presentation for all of the child's learning, because of sensory or language impairment. The child is likely to be the subject of a Statement of Special Educational Need and will require some, if not all, of the following special provisions:

- PAC6.1 Total modification of all areas of the curriculum to reflect the difficulties the child has in acquiring, retaining and transferring skills.
- PAC6.2 The timetable would reflect the child's special needs with emphasis on such areas as stimulation, helping him/her to interpret and respond to the environment, exercising choice rather than independence and means of communicating with others.

- PAC6.3 Teaching approaches which place a high emphasis on direct teaching, very finely-graded tasks, practical tasks, and which provide opportunities for frequent repetition and reinforcement.
- PAC6.4 Modified and specialist learning materials and equipment.
- PAC6.5 Curriculum outcomes reflecting the child's learning difficulties and stage of development.
- PAC6.6 Total modification of curriculum presentation to reflect multiple sensory or language impairment; for example, a child with both visual and hearing impairment may only be able to learn through tactile experiences.
- PAC6.7 Teaching of a supplementary or alternative means of communication, eg. Braille, Makaton, British Sign Language.
- PAC6.8 For children on the autistic spectrum, an augmented communication system, eg pictures and signs, to be implemented with advice from a specialist teacher or a Speech and Language therapist.
- PAC6.9 Use of visual cueing to support instructions and classroom routines.

Additional Guidance:

Social Curriculum

Although this dimension is most often thought of in connection with children with emotional and behavioural difficulties, the social curriculum is a very important element in the education of all children with special educational needs.

Please note: The term (mainstream) applies to descriptors which are generally only appropriate for children in mainstream schools

The following general descriptors could apply to children across all of the bands and should be used according to individual needs :

- SCG.1 Additional (mainstream) adult contact to facilitate appropriate behaviour, for example in-class support or occasional supervised use of sanctuary or time-out.
- SCG.2 Frequent opportunities to experience success and to be given praise in order to improve self-esteem.
- SCG.3 Consistency of expectation from all the adults involved in his/her education.
- SCG.4 Additional designated` support to ensure regular school attendance.
- SCG.5 Additional (mainstream) supervision to help the child stay on task for academic seatwork - that is, sedentary activities such as paper and pencil tasks.
- SCG.6 Additional (mainstream) support to help the child develop appropriate skills when working in a group with others.
- SCG.7 Regular opportunities to experience small group work in areas such as managing conflict, making and keeping friends, self esteem, awareness of own feelings and those of others.
- SCG.8 Adaptation of National Curriculum assessment arrangements to reflect behavioural needs.
- SCG.9 Direct teaching of organisational and study skills.
- SCG.10 Individual support to teach appropriate and/or safe behaviours in practical lessons.
- SCG.11 Individual arrangements for supervision in out-of-class time or in unstructured times, requiring the provision of extra adult support.

- SCG.12 Access to support during the lunch break, for example, through lunchtime clubs or other supervised activities.
- SCG.13 A classroom context that pays particular attention to the child's need for a structured and predictable environment.
- SCG.14 Careful planning of group size and composition to encourage positive social interaction and/or the development of appropriate study skills.
- SCG.15 Careful supervision in situations where inappropriately naive social behaviour could place the child at risk.
- SCG.16 A consistent learning environment with secure and explicit boundaries.
- SCG.17 A carefully constructed plan specifying the role of physical contact in managing the child's behaviour.
- SCG.18 Access to quiet withdrawal area.
- SCG.19 An identified key adult to act as the first point of contact on a daily/weekly basis to discuss social difficulties, review targets, build on successes and create meaningful links with home.
- SCG.20 Access to alternative curricular approaches appropriate to disaffected students - for example, work related learning, college link courses, enrichment, activities aimed at broadening the pupil's range of life experiences.
- SCG.21 Providing the pupil with a carefully structured and monitored way of withdrawing him/herself from situations which could escalate into confrontation, for example, use of a sanctuary card for access to an in-school centre or quiet 'cool-off' room.
- SCG.22 Involving the pupil in a planned programme to build self-esteem, such as tutoring younger pupils or being part of a group that counsels or supports pupils who are experiencing friendship problems.

Band One:

The child can be taught within the ordinary classroom and managed by the application of normal discipline and socialisation methods employed by the teacher and other adults, with the addition of a differentiated personal and social curriculum and/or an individual behaviour management plan developed within school. Some of the following special provisions will be needed:

- SC1.1 Individual management organised by the class teacher using within-school support systems.
- SC1.2 Social skills taught within class group work, PSHE programmes etc.

- SC1.3 Regular opportunities to discuss social difficulties with classteacher or pastoral staff within school.
- SC1.4 Sanctuary/supervised time-out provided through within-school arrangements.

Band Two:

The child can be taught within the ordinary classroom, but will need a planned programme for personal and social development/behaviour management developed in consultation with support staff normally available to the school. Additional mainstream adult support required is not likely to exceed 10% of the timetable. Some, of the following special provisions will be required:

- SC2.1 A individual management programme designed by the teacher in conjunction with an educational psychologist or other external agency, with emphasis on encouraging appropriate social or on task behaviours, reducing social withdrawal or enabling the child to manage anxiety. The programme may involve additional mainstream adult support for up to 10% of the timetable (support to a group) or up to 5% of the timetable (individual support).
- SC2.2 Regular opportunities to discuss social difficulties with, for example, class teacher, mentor, EWO, nurse, educational psychologist or pastoral staff within the school.
- SC2.3 Small group work to facilitate the development of social skills.
- SC2.4 Focused support from regular lunchtime supervisors, working in consultation with the class teacher to encourage appropriate behaviour outside the classroom.

Band Three:

The child can be taught within the ordinary classroom for the majority of the time, but will need a planned programme for personal and social development/behaviour management involving enhanced levels of adult contact for supervision, teaching of social and study skills, or counselling for part of the school day (not exceeding 25%). S/he will require some of the following special provisions:

- SC3.1 An individually managed programme for personal and social development/behaviour management involving additional (mainstream) adult support for some of the school day. This may require consultation with an Educational Psychologist and/or specialist support staff.

Band Four:

The child is likely to need a planned programme of personal and social development/behaviour management, requiring supported interaction with other children and adults for a significant proportion of the school day (not exceeding 50%). S/he will require some, if not all, of the following special provisions:

- SC4.1 An individually managed programme of personal and social development/behaviour management involving additional (mainstream) adult support for a significant proportion of the school day.
- SC4.2 An individually planned programme using explicit rewards and sanctions. This should emphasise self-organisation, attention to tasks, negotiating help, accepting whole-class conformity and the management of "free" time.
- SC4.3 Individual guidance, counselling or structured play in which individual and group goals can be set and evaluated.
- SC4.4 Regular teaching of the skills of social interaction, using, for example, modelling or role play.
- SC4.5 Access to quiet, comfortable withdrawal area.
- SC4.6 Opportunities for regular contact with mainstream peers who can provide appropriate models of social behaviour.

Band Five:

The child will require a planned programme of personal and social development/behaviour management, requiring supported interaction with other children and adults, in groups of reduced size for most of the school day. The child is likely to be taught in a resource base or special school for the majority of the time or to have substantial support to promote inclusion within a mainstream environment. Normally the child would be the subject of a Statement of Special Educational Needs and require some, if not all, the following special provisions:

- SC5.1 An individually managed programme of personal and social development/behaviour management, involving additional (mainstream) adult support for most of the school day.
- SC5.2 A predictable and structured management regime using explicit rewards and sanctions with emphasis on encouraging self-organisation, attention to tasks, negotiating help, accepting whole class conformity and the management of "free" time.

- SC5.3 Opportunity to broaden experiences and practise learning in mainstream settings.
- SC5.4 Individual counselling or structured play from a trained professional.
- SC5.5 Regular psychotherapeutic work to enable access to the wider curriculum.
- SC5.6 Teaching programmes that have clear, individually negotiated personal and social goals. These could be aimed at raising self-esteem, increased concentration and independent work skills, effective communication and acceptance of social norms.
- SC5.7 Intensive teaching of the skills of social interaction, for example using modelling, role play and video feedback, if appropriate.
- SC5.8 Access to a secluded, comfortable withdrawal area.
- SC5.9 Opportunities for regular contact with mainstream peers who can provide appropriate models of social behaviour.
- SC5.10 Adult support during play times to promote positive relationships with peers - for example facilitating structured playground games, and/or indoor games with peers.
- SC5.11 Adult assistance to help child remain on task with constant focus on encouraging and promoting the child's independent work skills.
- SC5.12 (For profoundly deaf children) A deaf peer group providing everyday experiences of social interaction to facilitate and support the development of BSL as a first language.
- SC5.13 (For profoundly deaf children) A PHSE curriculum to include Deaf Studies to foster and develop a positive identity as a Deaf Person.
- SC5.14 (For profoundly deaf children) A school community which enables the child to socialise with deaf peers and deaf adults.
- SC5.15 (For profoundly deaf children) An environment that provides recognition and respect for BSL as a first language.

Band Six:

The child will require a planned programme of personal and social development/behaviour management requiring reduced group sizes and specialist adult contact in a totally managed environment extending beyond the school day. The child is likely to be taught in a special school full-time. The child will be the subject of a Statement of Special Educational Needs and require some, if not all, the following special provisions:

- SC6.1 A total environment for the child with consistent management by teaching and care staff.

- SC6.2 A predictable and structured management regime using explicit rewards and sanctions with emphasis on encouraging self-organisation, attention to tasks, negotiating help, accepting whole class conformity and the management of "free" time.
- SC6.3 Expectations that are consistent, but sensitive, to variations between intellectual and emotional development.
- SC6.4 Opportunity to broaden experiences and practise learning in mainstream settings.
- SC6.5 Highly predictable routine and timetabled social activities that extend beyond the school day in a residential setting.
- SC6.6 Daily individual counselling by a trained professional.
- SC6.7 Regular therapeutic work to promote emotional stability.
- SC6.8 Teaching programmes that have clear, individually negotiated personal and social goals. These could be aimed at raising self-esteem, increased concentration and independent work skills, effective communication and acceptance of social norms.
- SC6.9 Care and education arrangements as complementary parts of a total planned programme for up to 52 weeks per year.

Additional Guidance:

Specialist Resources

Some children with special educational needs require specialist equipment and technological aids to enable them to have full access to curriculum and other beneficial activities offered by the school. Many of these aids are commonly available; others may need to be individually tailored to meet the requirements of the child.

Individual pupils may require one or more items of equipment and these items may be drawn from more than one category below.

Advice-givers should indicate both the range of the equipment and provide accurate details of the equipment required (with current price and full details of supplier). As with other descriptors, this should be accompanied by evidence that justifies the need and the exact purpose to which it is to be put.

Provision will be placed in either Part 3 or Part 6 of the Statement according to whether it is deemed to be an Education or Health responsibility.

Band One:

Normally available classroom technology. It is necessary for the child to have some if not all the following provisions:

- SR1.1 Shared group use of specialist teaching materials/equipment provided by the school.
- SR1.2 Increased use of technology available to the school, eg computer.

Band Two:

Low-cost aids (up to £150), or specialist materials provided by the school.

- SR2.1 Shared group use of specialist teaching materials/equipment provided by the school.
 - SR2.2 Access to low-cost lap-top computers to facilitate communication.
 - SR2.3 Individual access to (indicative list)
- | | | |
|--|-------------------------|-----------------------------|
| Dictaphone | Large format calculator | Electronic spellchecker |
| Large print books | Keyboard keyguard | Low cost laptop computer |
| Specialist software programmes | | Social curriculum materials |
| Academic curriculum materials (eg. Portage activity cards) | | |
| Low cost sloping writing aid | | |

Band Three:

Special personal equipment and specialised access to the curriculum. It is essential for the child to have individual access to medium cost (up to £300) technical aids or specialist materials.

SR3.1 Individual access to (indicative list).....

Specialist computer trolley Nappy disposal unit Adapted toilet seat with footrest
"VOCA" (Voice Output Communication Aid)

Band Four:

Special personal equipment and specialised access to the curriculum. It is essential for the child to have individual access to high cost (over £300) technical aids or specialist materials.

SR4.1 Individual access to (indicative list).....

Braille and card Braille printer
Speech synthesizer Variable height table Radio hearing aid
Notebook computer/word-processor with mouse, printer, case (for children with physical or sensory impairment)
"VOCA" (Voice Output Communication Aid)

Band Five:

The child is likely to be or will be educated in a specialist environment. In addition, it is necessary for the child to have some if not all the following, exceptionally high cost technical aids.

SR5.1 Individual access to (indicative list).....

Closed circuit television Hoists Light/dark stimulation
Adapted furniture Large print notebook computer/printer
Communication IT system (eg. ORAC)
High-cost variable height sloping desk top
"VOCA" (Voice Output Communication Aid)

Band Six:

The child will be educated in a totally managed environment. In addition, it is necessary for the child to have some of the aids and provision indicated in Bands 2 to 5 :

SR6.1 Individual access to (indicative lists above).....

All equipment in Bands 3 to 6 is provided in addition to the cash allocation. It is seen as 'on loan' to the school.

During the loan period, schools are responsible for insurance and any repairs and/or maintenance, as well as for checking that the equipment is covered by an appropriate level of insurance during any periods of use in the child's home.

Schools are expected to notify the SEN Section when a child leaves or ceases to need the equipment, so that it may be collected and used elsewhere.

Additional Guidance:

Therapy

Speech, occupational and physio-therapy are often essential elements of special provision. They are normally arranged by the local Health Care Trust. Advice received from professionals should indicate whether therapy is required and, if so, to what degree in order to meet the child's needs. Any subsequent commitment of therapist time must be agreed with the appropriate Health Care Trust or other provider. Recommended therapeutic provisions may also include psychiatric support, social work interventions, intensive therapeutic work by a psychologist, music therapy and hydrotherapy.

Band One:

T1.1 The child may require an assessment by a speech, occupational or physiotherapist from time to time.

Band Two:

T2.1 The child's needs are such that in addition to assessing the child, a therapist may be required to contribute to an individual education plan for the child, though not work directly with him/her.

Band Three:

T3.1 The child's needs are such that a regular review by an appropriate therapist is considered essential. In addition, the therapist will work closely with the child's parents and teachers who will be responsible for carrying out suggested daily activities.

T3.2 A regular/weekly/daily (**insert as appropriate**) regime of speech and language activities recommended by an appropriate therapist and implemented by an experienced and/or trained LSA.

Band Four:

T4.1 The child requires therapy sessions, the frequency and duration of which will relate to the child's difficulties and to the judgement of the professional concerned.

T4.2 Regular school visits by a therapist for joint planning, with education staff, of an in-school programme. Training of education staff may be needed to implement programme.

T4.3 A regular/weekly/daily (**insert as appropriate**) regime of speech and language activities recommended by an appropriate therapist and implemented by an experienced and/or trained LSA.

Band Five:

- T5.1 The child requires weekly therapy sessions in order to meet his or her special educational needs. Access to such therapy may necessitate the child visiting or being placed in a special school or resource base.
- T5.2 Weekly school visits by a therapist for joint planning and implementation, with education staff, of an in-school programme. Training will be required by education staff in order to implement programme.
- T5.3 A weekly/daily (**insert as appropriate**) regime of speech and language activities recommended by an appropriate therapist and implemented by a trained LSA.

Band Six:

- T6.1 The child requires daily therapy sessions in order to meet his or her special educational needs.
- T6.2 Daily input from a therapist for joint planning and implementation, with education staff, of an in school programme. Training will be required by education staff in order to implement programme.
- T6.3 A daily regime of speech and language activities recommended by an appropriate therapist and implemented by a trained LSA.

Additional Guidance:

Physical Requirements

The following general descriptors could apply to all children requiring special provisions in the physical dimension. They apply to all bands.

- PRG.1 Additional adult support to ensure safety and curriculum access in PE, swimming, school trips etc. (**specify activity**).
- PRG.2 Supervision at lunchtimes for reasons of safety and/or to provide help with eating.

Band One:

Careful monitoring of the child's health, safety and curriculum access by staff within school will be needed, but no other special provisions (such as classroom assistant support for physical requirements or contribution to programme planning from the Health Service) will be required.

- PR1.1 Careful monitoring of the child's health, safety and curriculum access by school staff.

Band Two:

Occasional help will be required to assist the child with managing health and hygiene needs, or to provide mediation of the sensory environment. Any individual support required is not likely to exceed 5% of the timetable. The child will require some of the following special provisions:

- PR2.1 A Health Service contribution to planning programmes for the child. (The level of intervention is assumed to involve members of the local community child health team in making a contribution to assessment and to decisions about the nature of the child's special educational programme.)
- PR2.2 Periodic help from a classroom assistant to assist the child with toileting, washing and changes of clothes.
- PR2.3 Occasional help to assist the child with physical activities or the manipulation of tools and equipment.
- PR2.4 Regular, small amounts of individual or small group work to implement a programme of motor skill development recommended by an appropriate therapist.

Band Three:

Regular and planned help from a classroom assistant will be required to assist the child with managing health or hygiene needs, or to provide mediation of the sensory environment for part of the school day (not exceeding 25%). The child will require some of the following provisions:

- PR3.1 Regular medical or nursing oversight of needs and progress by a qualified health professional.
- PR3.2 Regular help when required from a classroom assistant, to help the child with toileting, washing and changes of clothes.
- PR3.3 Regular work in a small group on a programme of motor skill development, motor or mobility skills devised by an appropriate therapist.
- PR3.4 Additional adult support in lessons requiring manipulation of tools and equipment.
- PR3.5 Additional adult support to provide mediation of the visual environment to ensure safety and curriculum access for part of the school day, for example, reading texts to a visually impaired child.
- PR3.6 Additional adult support to provide mediation of the auditory or language environment to ensure safety and/or curriculum access for part of the school day, for example, with a hearing impaired child, directing the child's attention and ensuring that s/he has understood lesson content and instructions.

Band Four:

"On call" and regular assistance with managing health or hygiene, or to provide mediation of the sensory environment, will be required for a significant proportion of the school day (not exceeding 50%). The child will require some of the following provisions:

- PR4.1 Regular treatment sessions in school from a qualified health professional.
- PR4.2 "On call" classroom assistant support to help the child with toileting, washing and changes of clothes.
- PR4.3 Regular individual work on a programme of motor or mobility skills or speech and language development recommended by an appropriate therapist or officer.
- PR4.4 Additional (mainstream) adult support in lessons requiring manipulation of tools and equipment.
- PR4.5 Additional (mainstream) adult support to provide mediation of the visual environment to ensure safety and curriculum access for a significant proportion of the school day, for example, reading texts to a visually impaired child.

- PR4.6 Additional (mainstream) adult support to provide mediation of the auditory or language environment to ensure safety and/or curriculum access for a significant proportion of the school day, for example, with a hearing impaired child, directing the child's attention and ensuring that s/he has understood lesson content and instructions.
- PR4.7 Help in moving about the school between lessons and at busy times.
- PR4.8 For children with hearing impairment, extensive access to learning areas offering optimal acoustic conditions (eg low ceilings, carpeted and curtained rooms).

Band Five:

The child will require frequent checking and assistance to help with managing health or hygiene needs, or to provide skilled mediation of the sensory environment, for most of the school day (50% - 100% according to the child's needs). The child will require some of the following provisions:

- PR5.1 Daily medical and nursing care.
- PR5.2 Frequent checking and assistance from a classroom assistant to help the child with toileting, washing and changes in clothes.
- PR5.3 Daily intensive work on a programme of motor or mobility skills recommended by an appropriate therapist or officer.
- PR5.4 Frequent help in lessons requiring motor skills and the manipulation of tools and equipment.
- PR5.5 Additional (mainstream) skilled adult support to provide mediation of the visual environment to ensure safety and curriculum access, for most of the school day; for example, mediation from an adult with Braille skills.
- PR5.6 (For profoundly deaf children) Additional (mainstream) skilled adult support to provide mediation of the auditory or language environment to ensure safety and/or curriculum access, for most of the school day; for example, mediation from an adult with knowledge of Makaton or BSL.
- PR5.6a Skilled adult support to provide mediation of the auditory environment to ensure curriculum access, eg mediation from an adult fluent in BSL.
- PR5.7 Constant help in moving about school and classroom.
- PR5.8 Access to adapted school buildings with, for example, ramps, lifts or stair lifts.
- PR5.9 Adapted toileting and personal hygiene areas.

- PR5.10 Therapy rooms.
- PR5.11 Access to hydrotherapy facilities.
- PR5.12 Access to environments specially adapted to meet the needs of deaf children.

Band Six:

The child will require constant assistance to attend to health needs or hygiene or skilled mediation of more than one sensory channel. Some or all of the following provisions will be required:

- PR6.1 24 hour medical and nursing care.
- PR6.2 Constant classroom assistant support to attend to the child's personal hygiene needs.
- PR6.3 Constant classroom assistant support to help with mobility and/or manipulation of tools and equipment.
- PR6.4 Skilled help from an intervenor able to provide mediation of both auditory and visual environment.
- PR6.5 Individual adaptations to the environment to enable access eg ramps, stair lifts, tactile trails, carpeting and quiet rooms.
- PR6.6 Buildings that are internally and externally safe for the child in question.
- PR6.7 Adapted toileting and personal hygiene areas.
- PR6.8 Therapy rooms

Additional Guidance:

Assessment, Review and Monitoring

This dimension is concerned with the assessment, review and monitoring of children with special educational needs. Regular reviews by the school are recommended, including measures of the child's progress in literacy and numeracy plus a review of the effectiveness of differentiation of mainstream lessons. Reviews should include the child whenever appropriate and his/her parents/carers. One of these reviews should co-incide with the Annual Review of the child's statement where appropriate and appropriate professionals should also be involved.

Band One:

The child's class teacher or form tutor has overall responsibility. He or she may inform or seek advice from the SEN Co-ordinator and consult the child's parents/carers. Informal advice may be provided on regular visits from central support services.

- AR1.1 Assessment, review and monitoring by class teacher or form/year tutor.
- AR1.2 Assessment which focuses on the child's learning characteristics, the learning environment, the **task and the teaching style**.

Band Two:

The SENCO takes the lead in further assessment of, and planning future support for the child in discussion with colleagues. He or she will work with the child's teachers and ensure that parents are consulted. External specialist services relevant to the child's needs may be involved in assessment, monitoring and review.

- AR2.1 Assessment, monitoring and review by SENCO in consultation with teachers.
- AR2.2 Review dates at least twice a year.
- AR2.3 Progress reviewed in consultation with parents wherever possible.
- AR2.4 Assessment, monitoring and review involving external specialist support services.

Band Three:

The child's needs are such that a statutory annual review may in some cases be required. In addition short-term educational targets should be set at least annually and progress monitored at least twice a year by the class teacher and parents/carers.

- AR3.1 Short term targets to be set by the school, in consultation with parents/carers, within two months of the child's placement or at annual review.
- AR3.2 A multi-agency review, on at least an annual basis.
- AR3.3 Meetings at least twice a year between school, parents /carers and wherever possible pupil, to review progress and individual education plan.

Band Four:

The child's needs are such that statutory reviews may in some cases be required. In addition, short term educational targets should be set at least annually and progress monitored at least termly by the class teacher and contributing professionals and parents.

- AR4.1 Short term targets to be set by the school, in consultation with parents/carers, within two months of the child's placement or at annual review.
- AR4.2 A multi-agency review, on at least an annual basis.
- AR4.3 Termly meetings between school and parents to review progress and individual education plan.

Band Five:

The child's needs are such that in addition to statutory reassessment and annual reviews progress needs to be monitored at least half termly by the class teacher and support professionals.

- AR5.1 Short-term targets to be set by the school, in consultation with parents/carers, within two months of the child's placement or at annual review.
- AR5.2 A multi-agency review, on at least an annual basis.
- AR5.3 Half-termly meetings between school and parents to review progress and programme.

Band Six:

The child's needs are such that in addition to statutory reassessment and annual reviews progress needs to be monitored at least weekly by the class teacher and other professionals. This level of assessment and review is a major commitment of resources and should, therefore, be either very short-term or confined to very complex problems.

- AR6.1 Short-term targets to be set by the school, in consultation with parents/carers, within two months of the child's placement or at annual review.
- AR6.2 A multi-agency review, on at least an annual basis.
- AR6.3 Weekly monitoring of progress and programme by teachers, parents/carers and relevant professionals (on a short-term basis).

Additional Guidance:

Additional Human Resources

The following descriptors could apply to all children requiring special provisions in type and level of adult contact. They apply across all Bands.

- COG.1 A teacher or other professional with appropriate specialist expertise provides training for those working on a day-to-day basis with the child.
- COG.2 Adult support for the preparation of differentiated materials eg. enlarging print, preparing concept keyboard overlays, simplifying language on worksheets, developing tactile and 3-D aids.
- COG.3 Time from a teacher with appropriate expertise to instruct and support child, school and parents in the use and care of specialist equipment or aids.
- COG.4 Involvement of a specialist careers officer in providing appropriate advice on post-school education, training or employment.
- COG.5 Regular monitoring by an education welfare officer, including home visits as appropriate and other supportive actions to promote improved school attendance.
- COG.6 Input to the child's programme from a mobility teacher/officer.

Band One

- CO1.1 Class teacher or tutor develops appropriate curricular materials/programme with support of SENCO.

Band Two

- CO2.1 SENCO, class teacher or tutor and parents/carers are involved in developing Individual Education Plan (IEP).

Band Three

- CO3.1 Involvement of external agencies in developing and reviewing IEP.
- CO3.2 Involvement of a teacher with specialist expertise in cognition and specific learning difficulties; emotional, behavioural and social development; communication and social interaction (speech and language difficulties/autistic spectrum disorder); physical impairment, sensory impairment (**please specify**) in programme planning and monitoring. This may involve direct work with the child on a regular basis.

Band Four

CO4.1 Direct work with the child on a regular basis from a teacher with specialist expertise in cognition and learning difficulties; emotional, behavioural and social development; communication and social interaction (speech and language difficulties/autistic spectrum disorder); physical impairment, sensory impairment **(please specify)**.

Band Five

- CO5.1 High levels of direct teaching by teachers with appropriate specialist expertise in cognition and learning difficulties; emotional, behavioural and social development; communication and social interaction (speech and language difficulties/autistic spectrum disorder); physical impairment, sensory impairment **(please specify)**.
- CO5.2 Input to the child's programme from a Sign Language Communication Adviser.
- CO5.3 Input from a teacher with specialist expertise who will support the inclusion of the pupil by
- helping the school plan and monitor the impact of inclusive strategies
 - modelling appropriate teaching approaches
 - advising on resources
 - providing training to the teachers and learning support assistants working directly with the child
- CO5.4 Involvement of a teacher with specialist expertise to work across the phases in planning for the pupil at times of transition (nursery to reception, or primary to secondary age).
- CO5.5 A key worker assigned to meet regularly (at least daily) with the child to plan and review targets, build on successes and create meaningful links with home.
- CO5.7 (For profoundly deaf children) Support from deaf adults to ensure curriculum access.
- CO5.8 (For profoundly deaf children) High levels of direct teaching in small groups by teachers fluent in BSL with appropriate specialist expertise in hearing impairment.
- CO5.9 (For profoundly deaf children) Support for the teaching programme provided by deaf adults and learning support assistants fluent in BSL.
- CO5.10 (For profoundly deaf children) Input to the child's programme from a Deaf Instructor, eg a Deaf Studies Curriculum and BSL assessment.

Band Six

- CO6.1 Direct full-time work with the child by a teacher with appropriate specialist expertise in cognition and learning difficulties; emotional, behavioural and social development; communication and social interaction (speech and language difficulties/autistic spectrum disorder); physical impairment, sensory impairment **(please specify)**, supported by other adults.
- CO6.2 Care staff with appropriate specialist expertise to work with the child out of school time (up to 24 hours a day, 52 weeks a year).
- CO6.3 Multi-professional support for parents and carers, which may involve practical help, eg respite care, hostel provision, regular therapy, interventions from psychologists to moderate or extinguish self-injurious behaviours.

Additional Guidance:

Transport

Note to advice givers: these descriptors should only be used where the child's own SEN are such that s/he would be unable to access education in school or elsewhere without transport. They should not be used to indicate a need for transport on purely social or familial grounds.

Band One:

TR1.1 Normally available transport arrangements.

Band Two:

TR2.1 Minor modifications to school bus or equivalent eg. handrail or portable steps for curriculum activities such as swimming, trips etc.

Band Three:

TR3.1 Transport to and from school (and including school visits, work experience etc.) on a daily basis.

Band Four:

TR4.1 Transport to and from school on a daily basis with an escort.

TR4.2 Transport with escort to and from school visits, work experience etc.

TR4.3 Specialist transport able to take, for example, an electric wheelchair.

Band Five:

TR5.1 Transport to and from school on a daily basis with an escort.

TR5.2 Transport with escort to and from school visits, work experience etc.

TR5.3 Specialist transport able to take, for example, an electric wheelchair.

TR5.4 Transport to hostel provision on a regular basis.

TR5.5 Regular provision of suitable transport to ensure contact with mainstream peers.

Band Six:

- TR6.1 Escorted or specialised transport to and from a residential setting on a regular basis to enable the child to maintain links with the home environment.
- TR6.2 Transport with escort to and from school visits, work experience etc.

Glossary

| | |
|--|---|
| amanuensis | someone who acts as a 'scribe' or writer for a child |
| 'circumvent specific areas of difficulty' | usually applied to approaches that seek to avoid an emphasis on those areas/skills that a child with serious problems finds really difficult |
| care staff | those staff, usually in residential school settings, whose role is purely to look after the personal needs of children |
| cognitive development | development of thinking and reasoning skills |
| cognitive skills | thinking, reasoning, perceiving, analysing, remembering |
| communication techniques | those skills, (eg verbal, non-verbal, signing) which assist in communication |
| core subjects | English, Maths. and Science within the National Curriculum |
| curriculum | the full educational programme provided by a school. In this respect the curriculum can have social as well as academic aspects |
| curriculum adaptations | changes to the presentation of the curriculum to make it easier for a child to understand or complete tasks |
| curriculum presentation | how the school designs tasks and experiences to ensure that all of its pupils receive the agreed curriculum |
| differentiation | adapting the presentation and tasks to recognise the different ways in which different children learn |
| direct teaching/work | the teacher or other support person works face-to-face with the child. This is different from indirect support, where the teacher or support person advises others on how to help the child but does not teach him/her directly |
| disapplication of the NC | the child does not have to study a particular area of the National Curriculum |
| enhanced level of adult contact | extra support from an adult to help a child (or group) deal effectively with a task |
| fine motor skills | the ability to use the sense of touch for small, detailed activities |

| | |
|--|---|
| flexible grouping | the child is taught in a group of children who are at a similar stage in learning - which means s/he works with different groups for different school subjects |
| gross motor skills | the ability to move, use arms and body for effective actions and movement |
| intellectual development | development of thinking and reasoning skills |
| key experience areas | experiences which influence key aspects of a child's development |
| Key Stages | a child's Nursery and school life will be made up of a Foundation Stage and four Key Stages. The Foundation Stage covers the Nursery and Reception Years Key Stage 1 covers Years 1 and 2 Key Stage 2, Years 3 - 6, Key Stage 3, Years 7 - 9; and Key Stage 4, Years 10 and 11 |
| learning difficulties | greater difficulty with learning than the majority of children of the same age and educational experience |
| literacy skills | usually those skills related to the learning of reading and writing (often only reading is meant) |
| 'locating information on a busy page' | finding information on a page (eg a textbook page) which is densely covered with print, diagrams etc. |
| mobility | the ability to move and find one's way around |
| MLD | moderate learning difficulties - greater difficulties with learning than 98% of children of the same age. The child is able to cope independently with the normal activities of life |
| modified curriculum outcomes | a reduction in expectation with regard to the amount that a child is expected to produce in verbal or written form or an acceptance of modified ways of presenting it |
| MNSI | Multi-Needs Sensory Impaired - a combination of extreme difficulties; this involves impairment of sight/hearing as well as, probably, additional physical difficulties |
| motor control | effectively using parts of one's body for fine and gross activities (see 'fine' and 'gross motor skills') |
| non-teaching staff | school staff who are not employed as trained teachers eg Learning Support Assistants, School Meal Supervisory Assistants, kitchen staff, caretakers |

| | |
|--------------------------------|---|
| out-of-class time | playtimes, lunch breaks, times between lessons |
| pastoral staff | those school staff who have the responsibility for the personal care and well-being of specific children |
| peers/peer group | children who are in the same class/year |
| PMLD | Profound and Multiple Learning Difficulties - a set of extreme difficulties - physical, mental or both - that make the process of daily living extremely difficult |
| pre-vocational skills | skills which prepare a young person for the world of work |
| PSHE | Personal, Social and Health Education - courses and aspects of the curriculum that relate to relationships, behaviour and values |
| psychotherapeutic work | the use of counselling skills, art or drama activities, or (for young children) exploration of feelings through play in order to effect changes in the child's emotional well-being |
| sanctions | punishments; consequences designed to prevent behaviour occurring again |
| sanctuary | a place where the child can withdraw from the classroom/playground in order to calm down and regain self-control |
| sedentary activities | those activities that can/should be carried out seated or at a desk |
| self-esteem | a child's positive feelings about his/herself |
| self-help skills | those skills which assist the child in becoming independent in social and academic activities |
| SLD | severe learning difficulties - very significant difficulties with learning which will affect the child's ability to cope independently with the normal activities of living |
| social withdrawal | not being able or willing to get involved in group activities or to make friendships |
| spatial skills | skills relating to balance and awareness of space around the child |
| SpLD | Specific Learning Difficulty - a learning difficulty that is out of pattern with the rest of a child's abilities. This is most often used as a substitute for the word 'dyslexia', |
| structured multisensory | techniques and or teaching styles that rely upon the |

| | |
|---|---|
| techniques/teaching | simultaneous use of hearing, sight and touch to reinforce curriculum work or the learning of skills |
| supplementary learning materials | materials that are provided in addition to those normally used usually to assist children who experience difficulties with the normal amount or level of difficulty of teaching materials |
| support in seatwork | supervision to help the child concentrate on and complete activities - like paper and pencil tasks - which involve sitting still and working quietly |
| tactile form | presentation in a way that allows a child to use his/her sense of touch to gain the information |
| time out | a place where the child takes a short, fixed time 'away from it all' after behaving inappropriately, rather than becoming the focus of attention. This might be in a quiet corner of the classroom or an agreed place outside the classroom |
| total modification of curriculum | the curriculum content and presentation, together with what is expected from the pupils is modified in the light of the complexity of the child's learning difficulties |
| unstructured times | time when the child has to occupy him or herself rather than participate in activities organised by an adult |
| very finely graded tasks | a sequence of tasks which move on in very small steps, not asking for large or dramatic changes in knowledge or skill |