

**CRITERIA FOR CARRYING OUT STATUTORY ASSESSMENTS
OF
SPECIAL EDUCATIONAL NEEDS
AND
DRAWING UP STATEMENTS OF SPECIAL EDUCATIONAL
NEEDS**

**Lancashire County Council
Directorate for Children and Young People**

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FOREWORD

In taking decisions about how best to support children and young people with special educational needs and disability, schools and officers of a Local Authority (LA) must follow statutory regulations and have regard to both national and local guidance. This document fulfils those requirements.

In particular, it sets out the criteria, which the LA will apply, consistently, openly and objectively. These criteria will be used initially to decide whether or not to carry out a formal, statutory assessment of a child or young person's special educational needs; and then at the conclusion of any such assessment, whether or not to issue a statement of special educational needs.

These criteria will be followed by all those working with children and young people who have special educational needs and will be made available to parents / carers and those involved in advising them. The criteria are also set within the context of the LA's overall policy on meeting children and young people's special educational needs.

Table of Contents

FOREWORD.....	2
LEGAL BASIS	3
AUTHORITY POLICY	4
RESPONSIBILITIES	5
MEETING ADDITIONAL NEEDS	10
At Early Years Action Plus	19
At School Action Plus.....	22
MEETING STATEMENTED NEEDS.....	25
Setting / School referral for statutory (multi-professional) assessment.....	25
The Health Authority	26
Formal Request from a Parent for an Assessment.....	26
Referral by the Early Years Panel or Educational Psychologist.....	26
Emergency referrals for statutory assessment	27
The Local Authority decision to complete a statutory assessment.....	27
APPENDICES	31
APPENDIX 1: DESCRIPTORS OF SPECIAL EDUCATIONAL NEED	31
Cognition and Learning.....	31
Communication and Interaction.....	32
Sensory / Physical or Medical Needs.....	34
Behaviour, Emotional and Social Development.....	37
APPENDIX 2: NATIONAL CURRICULUM STATEMENT ON INCLUSION AND GUIDANCE FOR WORK AT THE UNIVERSAL LEVEL	38
APPENDIX 3: BANDING DOCUMENT	41

LEGAL BASIS

The law relating to special educational needs is set out in the Education Act 1996. This says that a child or young person has special educational needs (SEN) if they have a **learning** difficulty or disability, which calls for special educational **provision** to be made for them.

A **learning** difficulty means that the child or young person either:

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability, which either prevents or hinders the child from making use of educational facilities which are provided for children or young people of the same age in schools in the Local Authority area,
- is under compulsory school age and fall within the definition in the two points above or would do so if special educational provision was not made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children or young people who are **underachieving** in relation to their cohort should not necessarily be considered as experiencing special educational needs or having a learning difficulty. The Government has proposed the Pupil Premium to raise achievement. The premium will help target money so that more can be done to help children from disadvantaged backgrounds who are still not doing as well at school as they could or should do.

Underachievement is described as the consequence of ineffectual educational practice which prevents a child or young person's unknown potential from being realised. It is often compounded by poverty and other social factors.

Whilst underachievement can only reliably be identified on an individual basis certain groups have emerged in the course of government research. These include:

- Ethnic minorities
- Boys
- Poor primary school attenders
- Children Looked After
- Disruptive children and young people
- Travellers
- Young Carers
- Those from families under stress
- Pregnant school girls and teenage mothers, and
- Those with special educational needs

A learning **disability** is defined as a physical or mental impairment that has a substantial and long term adverse effect on the ability to carry out normal day to day activities. (Substantial means more than minor or trivial). Discrimination arising from disability occurs when a disabled person is treated less favourably because of something connected with their disability. All settings and schools should take note of guidance provided through the Government Equalities Office [Equality](#)

Special educational **provision** means educational provision, which is additional to, or different from, the provision made generally for children of the same age in mainstream schools in the area. For children under two this means educational provision of any kind.

The 1996 Education Act requires local authorities and schools and their governors to have regard to the 2001 Special Educational Needs Code of Practice. The Code indicates that the child's or young person's school will meet the **vast majority of special educational needs**, with outside help if necessary.

Only in a small minority of cases - around 2% of all children whether in early year's settings, mainstream and special schools - will a child or young person have special educational needs of a severity or complexity which requires the LA to determine and arrange the special educational provision by means of a statutory statement of special educational needs.

Special Educational Needs Code of Practice 2001 [SEN COP 2001](#)

AUTHORITY POLICY

Lancashire's criteria need to be read in conjunction with the SEN Code of Practice. In deciding whether to carry out a statutory assessment, the Authority will expect schools to have regard to the Code, in particular guidance on:

- the partnership between parents, children and young people, and, as appropriate, the health services or the local authority social services department, as well as with the LA and any other providers of support services;
- the role of governing bodies, including statutory duties towards children and young people with special educational needs;
- intervention to identify, assess and make provision to meet special educational needs on a staged basis;
- the importance of planning, reviewing and evaluating the provision made to meet special educational needs;
- the resources within the school's delegated budget which have been provided to meet the needs of children and young people with special educational needs

The National Context

The national framework within which Local Authorities and schools work to meet children and young people's special educational needs is under review.

Other recent reviews have contributed to our understanding of the issues faced by children, young people and their families, and the services that support them, including:

- Brian Lamb (on parental confidence in provision for children with SEN and disabilities);
- Toby Salt (on provision for children with severe learning difficulties and profound and multiple learning difficulties);
- John Bercow MP (on meeting the needs of children with speech, language and communication difficulties);
- Sir Jim Rose (on teaching children with literacy difficulties and dyslexia); and
- Aiming High for disabled children (on better support for families).

The Government also wishes to encourage Local Authorities to delegate funding to schools wherever possible to encourage schools, working in co-operation with parents, to have direct responsibility for the management of resources required to meet children and young people's needs.

This is to be achieved in part by increasing the school-based support for children with special educational needs but, alongside that, stressing the importance of LA monitoring of the quality of provision in schools.

The Government continues to question whether, for some children, statements are the most effective way of securing the support that they need. Over time, the expectation is that the special educational needs of most children who do not have **severe, long-term or lifelong complex medical or physical needs** will be met **without** the need for a statement.

A continuing strand in the Government's view is to promote inclusion within mainstream schools where parents want it **and** appropriate support can be provided. The participation of all children and young people in the curriculum and social life of mainstream schools is seen as an important part of building an inclusive society.

The Authority's criteria for **learning** difficulties and disabilities have been drawn up with due regard to the principles set out in the Government's strategy for meeting special educational needs.

The Local Context

Alongside the need to respond positively to the Government's agenda, the County Council has been concerned with a number of issues in relation to Special Educational Needs. The revised criteria take account of the potential implications of a number of themes running through recent reports and OfSTED: The special educational needs and disability review – a statement is not enough September 2010. [OFSTED REVIEW](#)

The key implication of these findings is that any further changes to the system should focus not on tightening the processes of prescribing entitlement to services but, rather, on:

- improving the quality of assessment
- ensuring that where additional support is provided, it is effective
- improving teaching and pastoral support early on so that additional provision is not needed later
- ensuring that schools do not identify child or young person as having special educational needs when they simply need better teaching
- ensuring that accountability for those providing services focuses on the outcomes for the children and young people concerned

Across all the education providers visited in the Inspection, the keys to good outcomes were:

- good teaching and learning,
- close tracking,
- rigorous monitoring of progress with intervention quickly put in place, and
- a thorough evaluation of the impact of additional provision.

The best learning occurred in all types of provision when teachers or other lead adults had:

- a thorough and detailed knowledge of the children and young people;
- a thorough knowledge and understanding of teaching and learning strategies and techniques, as well as the subject or areas of learning being taught; and
- a sound understanding of child development and how different learning difficulties and disabilities influence this.

With regard to the delegation of SEN funding, all Lancashire primary and secondary schools already receive substantial resources to meet the needs of children with special educational needs who do not need a statement. From April 2011 the new schools' funding formula has been implemented. From this new formula there is even greater delegation of resources in every school to meet the needs of all children and young people and especially those with identified special educational needs.

RESPONSIBILITIES

Setting and School responsibilities

Every Head Teacher and Governing Body has the responsibility for ensuring that the mechanisms in place to meet special educational needs of any children or young people in their school are clear and transparent for all parents and carers to understand. With increased resources each school and setting will have greater accountability for ensuring and providing evidence to demonstrate positive outcomes for all children and young people with identified special education needs.

Resource Implications

With greater delegation of resources each mainstream school will have an increased resource sufficient to provide interventions previously supplemented by the Local Authority up to the level of Band D to ensure that all children and young people's special educational needs are met at the early stages of the SEN Code of Practice.

In all but a few cases a child or young person's needs will be met at their mainstream school from within these resources without the need for a statement of special educational needs.

For some children and young people with SEN, a statement may be the only way to secure the exceptional provision required to meet their needs. This will be, in the majority of cases, a place in a special school.

For a very small minority of children with the most significant needs a place in a mainstream school remains the most appropriate option. These children will need the expertise and experience of specialist teachers to provide direct teaching input for the child as well as assisting the school staff in developing their expertise to meet the child's needs.

The statement will also provide the statutory framework within which the Local Authority can monitor the child or young person's progress.

Suggestions for resource allocation below indicate a minimum that might be expected for any child or young person whose needs cannot be met at Early Years or School Action Plus. However there is sufficient funding to provide for any child or young person:

- an individualised curriculum for some of the day
- frequent specialist advice and occasional input for school staff on how to enable full access to the curriculum and provide support for several curriculum or skill areas and/or task analysis, differentiated activities and resources in small group / 1:1 settings
- support to facilitate effective communication, interaction and curriculum access / personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme for some of the day
- specific/targeted and visual strategies to enhance the communication environment throughout the day
- support to implement mobility and health care plans / some use of multi sensory strategies / support to develop fine and gross motor skills
- guidance and support to develop self-help and independence skills
- support to develop appropriate social skills / empathy and awareness of the needs of others / ability to maintain attention / emotional regulation / coping strategies for dealing with difficult situations OR independence in a learning environment
- completion of Risk Assessments and implementation of associated plans, which are regularly reviewed and updated to manage behaviour safely

Specifically at the ACTION level there will be sufficient resources to provide intervention:

- at Early Years Action with an appropriate staffing ratio to facilitate opportunities for daily individual observation and targeted group activities and intervention.
- at School Action by the teacher using dedicated time each day to provide and/or oversee the delivery of daily, specific timed interventions and a staffing ratio to facilitate this.

At the ACTION PLUS level there will be sufficient resources to provide:

- intervention at Early Years Action Plus with an appropriate staffing ratio to facilitate increasing opportunities for individual or small group programmes and / or support whilst additional external expertise must be sought to inform the setting staff's ability to include the child in their setting.
- intervention at School Action Plus by the teacher to provide and/or oversee a minimum of 30 minutes per day for individual programmes and a minimum of 1 hour daily for in class support and should include interventions and / or advice from professionals with specialist knowledge in the child or young person's identified areas of need.

Parental Concerns

Any concerns raised by parents and carers for children and young people whose needs have been identified at Early Years Action or School Action, Early Years Action Plus or School Action Plus will need to be dealt with directly by the setting or school in relation to:

- formal complaints

- MP letters
- Ombudsman requests and directions

Disagreement Resolution Service meetings

If there is any disagreement between the setting or school and the parent / carer, the Head Teacher / Manager can seek to resolve the disagreement through the use of the Disagreement Resolution Service meeting. This is a voluntary meeting which can only take place if both parties agree to enter into discussion facilitated by an independent mediator. The setting or school has the responsibility to resolve any disagreements with parents/carers regarding the identification of special educational needs and any provision made through the staged approach advised by the SEN Code of Practice.

Special Educational Needs and Disability Tribunal (SENDIST)

If a parent lodges an appeal to the SEN and Disability Tribunal (SENDIST) because of a decision by the Local Authority not to carry out a statutory assessment of their child or young person's special educational needs, the school will be expected to take the lead *in providing the evidence to support the Local Authority's decision* and to present this to the Tribunal. The Local Authority may use its power to subpoena a Head Teacher to appear as a witness for the Local Authority.

The Equality Act 2010

[The Equality Act 2010](#) which has superseded the Disability Discrimination Act 2005 sets out a duty not to treat a disabled child „less favourably“ than someone else for a reason related to their disability. Schedule 10 regarding accessibility for disabled children still applies.

The duties in Part 3 of the Disability Equality Duty 2006 already apply to providers of services who are not constituted as schools. The Part 3 duties require providers to make „reasonable adjustments“ to policies, practices and procedures that make it impossible or unreasonably difficult for young disabled children to make use of a service. The „reasonable adjustments“ duty in Part 3 includes:

- the provision of auxiliary aids and services;
- from October 2004, making physical alterations to buildings.

Schools now also have a responsibility under the Equality Act 2010 to provide access to specialist equipment (auxiliary aids and services). The change will mean that the school has a 'duty' to provide the aids and services so far as reasonable (even though the child does not have a statement). (SEN Equipment update to be included as an Appendix)

The Local Authority's responsibilities

The LA is responsible for ensuring that where additional resources have been delegated to settings and schools to meet the needs of children and young people with identified special educational needs whether at Action, Action Plus or through a statement of special educational needs that the provision made is effective.

The LA should ensure that schools understand how to identify not only special educational needs but also to differentiate between a child's learning difficulty or disability and teaching which is not helping the child or young person to make progress.

The SEN and Disability Officer's role together with all other officers in the Inclusion and Disability Support Service within the Local Authority is to act as an advocate for the child or young person in ensuring that all their identified special educational needs are met whether this is through the funding delegated to schools to meet the needs of children and young people through the staged approach advocated by the SEN Code of Practice where any provision is additional to or different from that which is provided at a universal level or through a statement of special educational needs.

The Local Authority is responsible for ensuring that any assessments undertaken are of a good quality.

GUIDANCE ON HOW TO MEET ALL CHILDREN'S AND YOUNG PEOPLE'S NEEDS

Guidance is provided in the next sections which relates to the **Universal, Additional and Statemented** levels of intervention which it is expected all Managers or Head Teachers and their staff will follow in order to include all children and young people in their setting or school.

UNIVERSAL

The first section provides guidance at the **universal** level for the setting or school on the Local Authority's expectations for a child or young person's entitlement. This sets out seven key areas for the Head Teacher and Governors to ensure they are working towards or are in place.

ENTITLEMENT

Every child / young person should have the opportunity to be educated in a mainstream setting / school with the knowledge, support and resources of all adults within that setting / school. Every setting / school should strive to ensure that **no** child or young person is treated 'less favourably' and that 'reasonable adjustments' are made to ensure the inclusion of any child or young person with a disability. *Equality Act 2010* [The Equality Act 2010](#) (formerly DDA 2005) [DDA](#)

AT A UNIVERSAL LEVEL ALL MAINSTREAM SCHOOLS AND SETTINGS SHOULD:

- 1 Ensure that all teaching staff will have a sound knowledge and evidence based practice of **child development** in (*SEN COP 7:52*):
 - Cognition and learning
 - Specific Learning Difficulties(SpLD)
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Communication and interaction
 - Speech Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorders (ASD)
 - Physical and sensory
 - Physical Difficulties (PD)
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Behaviour, emotional and social including nurture
 - Behaviour, Emotional and Social Difficulties (BESD)
 - 2 Ensure that all teaching and setting staff will have a sound knowledge and apply best practice in **teaching functional skills** for:
 - learning access and appropriate framework or curriculum
 - basic literacy and numeracy
 - speech, language and communication
 - social, emotional and life skills
- and in **differentiating** the curriculum and **adapting teaching** to children and young people's individual learning needs.
- 3 Ensure that all teaching and setting staff will have a sound knowledge and evidence based **systems for promoting**:
 - social, emotional and behavioural skills
 - 4 Demonstrate successful:
 - parental involvement
 - partnership working
 - 5 Demonstrate that they value and use:

- parents' /carers' knowledge of their child's or young person's development.

6 Demonstrate effective **mapping** of provision for:

- the setting / school resources
- the staff
- the children / young people

7 In schools:

- have a SENCo who is a qualified teacher with training and knowledge in child development in SEN

In settings

- have an identified adult who is the named SENCo who has knowledge of child development and the SEN Framework.

Further information is available in Appendix 2.

The second section provides guidance at the **Additional** level for meeting children and young people's needs at:

- Early Years Action
- School Action
- Early Years Action Plus
- School Action Plus

Each setting or school should if it is appropriate for the individual child or young person;

- provide all the requirements highlighted in **bold** in the left hand column
- informed by the indicators in the middle column, and
- using resources and approaches outlined right hand column.

ENTITLEMENT AT EARLY YEARS ACTION OR SCHOOL ACTION

Every child / young person in a setting or school should have their individual special educational needs identified and met from within the knowledge, support and resources of all adults within that setting / school **in addition to and different from** that already available at the **universal** level of provision.

Despite appropriate education and differentiated learning experiences, taking into account the child's age and stage of development triggers for intervention through **Early Years Action / School Action** could be:

- little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need
- working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas
- communication or interaction difficulties which create barriers to learning and specific interventions are needed
- sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment
- persistent emotional and / or behavioural difficulties which are not improved by the techniques normally employed in the **nurturing** environment of the setting / school *SEN COP 4:21 / 5:44 / 6:51 [SEN Toolkit](#)*

FOR CHILDREN IDENTIFIED AT EARLY YEARS ACTION ALL EARLY YEARS SETTINGS SHOULD

PROVIDE:	INFORMED BY:	USING:
<ul style="list-style-type: none"> • Observation on a daily basis to plot the child's position within the Early Years Foundation Stage framework 	<ul style="list-style-type: none"> • Observation and assessment by the key person / room leader / identified adult with responsibility for fulfilling the SENCo role • Evidence from any agencies working with the child at the universal level • Evidence provided by the parents / carers • Observation by all other adults in the setting working with / interacting with the child 	<ul style="list-style-type: none"> • The Early Years Foundation Stage framework to chart progress over time EYFS • Written observations • Discussion / meeting / conversation / contacts with parents to compare responses at home / in other settings • Discussion / meeting with other agencies already involved to inform how you work with the child
<ul style="list-style-type: none"> • Plans based on observation, assessment and information for the next steps in learning 	<ul style="list-style-type: none"> • Analysis of the key person / room leader's observations, assessments and information in discussion with other involved adults • Impact measures of intervention on child's progress within the Early Years Foundation Stage framework 	<ul style="list-style-type: none"> • Daily record sheets / monitoring forms to analyse input / progress / next steps • Records to indicate a Plan / Do / Review approach
<ul style="list-style-type: none"> • Frequent ongoing opportunities to build by small steps the development of the child's skills to access the Early Years Foundation Stage 	<ul style="list-style-type: none"> • Staff with knowledge of child development and able to set targets in small steps • Nurturing principles within the setting 	<ul style="list-style-type: none"> • A nurturing environment / ethos within the setting • Learning through play • Speech and language programmes recommended in small groups across the framework • Care Plans to inform practice for children with physical and medical needs • Small group intervention or individual programmes by the adults within the setting

<ul style="list-style-type: none"> • Support from staff qualified and / or experienced in breaking the intervention down into small steps 	<ul style="list-style-type: none"> • Mapping of the setting and its resources (the physical environment of the setting and the equipment, toys etc available) • Mapping of the skills and strengths of the staff (see Inclusion Development Programme mapping staff skills) • Mapping provision for the children with additional needs (use of a timetable or other strategy to plot which staff work with identified children at which times to make best use of resources) • Sympathetic matching of staff strengths to child needs • Sympathetic groupings of children to enhance learning, communication, interaction, behaviour and progress (Examples to be included) 	<ul style="list-style-type: none"> • Groups which take account of the child's EYFS profile • Groups which provided good role models for children with language and communication difficulties • Small groups to focus on the development of social interaction skills • Shared good practice between adults in the setting (Continuing Professional Development) • Training to fill gaps in knowledge and understanding of staff
<ul style="list-style-type: none"> • Follow up practice following the intervention / programme in the setting 	<ul style="list-style-type: none"> • Progress made in the small group or individual interventions on a daily basis 	<ul style="list-style-type: none"> • Repetition and simplification of task instructions / information / approaches reinforced by visual material where appropriate • Clear setting routines supported by visual cues • Multi sensory approaches to provide repetition and consolidation of skills • Strategies to develop and extend listening skills and attention • Arrangements to support and develop self care skills such as toileting, feeding and dressing • Additional practice activities to promote fine and gross motor skills • Adaptation or modification of resources to ensure access to all aspects of the EYFS framework (VI/HI/PD) • Strategies to support problem solving and the development of concepts • Teaching and learning that reflects the child's

		<p>preferred method of learning</p> <ul style="list-style-type: none"> • Strategies which promote successful learning outcomes to enhance confidence and self esteem • Group management that enhances each child's inclusion
<ul style="list-style-type: none"> • Effective liaison with parents 	<ul style="list-style-type: none"> • Regular face to face communication with parents which is reciprocal 	<ul style="list-style-type: none"> • Structured / Learning conversations Achievement for All Structured Conversations • Regular communication of the child's achievements / outcomes to the home • Invitations / encouragement to provide feedback from progress / developments at home
<ul style="list-style-type: none"> • Involvement and awareness so that the child knows what and how they will learn 	<ul style="list-style-type: none"> • Observing the child and listening to their views about their preferred method of learning 	<ul style="list-style-type: none"> • Observations of likes and dislikes / achievements / preferred ways of learning / attempts at various activities • Photographs / videos • Early Support Family File Early Support Family Pack
<ul style="list-style-type: none"> • Staff with the knowledge to understand the child's level of development and interventions needed to make further progress Child Development 	<ul style="list-style-type: none"> • An audit of staff knowledge of child development 	<ul style="list-style-type: none"> • Audit tools such as found in the Early Years Inclusion Development Programmes • Training for all or groups of staff, based upon identified development needs
<ul style="list-style-type: none"> • Environmental adaptations to remove any barriers to learning 	<ul style="list-style-type: none"> • Advice from environmental audits • Advice from professionals already involved with the child • Moving and Handling / Care Plans 	<ul style="list-style-type: none"> • Strategies to allow children with sensory overload to move when they need to • Checks of the listening environment • Room planning to avoid visual overload • Provision of specialist equipment (auxiliary aids and services) Equality Act 2010 (<i>DDA 06</i>)

INCLUDING ALL CHILDREN AND YOUNG PEOPLE IN YOUR SETTING / SCHOOL		MEETING ADDITIONAL NEEDS
FOR CHILDREN AND YOUNG PEOPLE IDENTIFIED AT SCHOOL ACTION ALL MAINSTREAM SCHOOLS SHOULD		
PROVIDE:	INFORMED BY:	USING :
<ul style="list-style-type: none"> • Daily specific timed intervention(s) to develop the skills needed to access the full school curriculum 	<ul style="list-style-type: none"> • Observation and assessment by the class/subject teacher / SENCo Key Stage Co-ordinator / literacy and Numeracy co-ordinator / observation by any adults working with the child in the setting / school across the day • Information from any agencies working with the child at the universal level • Information provided by the parents / carers • Best practice / use of evidence based interventions • Diagnostic tests for specific areas of difficulty • Observations for identifying patterns of behaviour / collation of evidence • Modification of curriculum delivery, resources and materials • Speech and language programmes guided by speech and language therapists or specialist teachers completed within a small group and informing whole class practice to make sure the communication environment addresses the child or young person's needs • Care Plans where a child or young person has to take medication or other 	<ul style="list-style-type: none"> • The Early Years Foundation Stage profile completed at the end of the Reception year to inform Year 1 planning • End of Key Stage levels whether at end of each year or key stage • PIVATs information to inform planning of next steps and SMART targets • Assessing Children and young people' Progress (APP) to provide diagnostic information at a more discreet level to assist with weekly planning APP Handbook • Standardised tests to provide baseline data • Baseline testing using less formal assessment data • Moving and Handling Plans where a child or young person has an identified plan following an assessment and suitable training of staff to ensure the plan can be put in place • Interventions using the Plan / Do / Review cycle • Discussion / meetings with parents to ensure information is current / views and approaches are shared and consistent across the school and home setting • Discussion / meetings with other agencies involved at a universal level to ensure full understanding of the needs identified and how these should be met within the school setting • Daily individual support to address specific identified needs

	medical / physical issues	
<ul style="list-style-type: none"> Support from adults qualified to deliver the intervention(s) 	<ul style="list-style-type: none"> Mapping of the school's provision and its resources (the physical environment of the setting and the equipment etc available) Mapping of the skills and strengths of the staff (see Inclusion Development Programme mapping staff skills) Mapping of the additional needs of the children and young people (use of a timetable or other strategy to plot which staff work with identified children at which times to make best use of resources) Sympathetic matching of staff strengths to child needs Sympathetic groupings of children to enhance learning, communication, interaction, behaviour and progress Information from SEF feedback in relation to SEN <p>(Examples to be provided)</p>	<ul style="list-style-type: none"> Curriculum and support groups with peers at similar working / cognitive levels particularly important for children and young people experiencing specific difficulties Small group work which includes access to good role models for children with language and communication difficulties Small groups to focus on the development of social interaction skills Individual discussion and support to provide counselling or pastoral input Peer support in unstructured as well as class times Preparation time to develop knowledge of new vocabulary for the child or young person
<ul style="list-style-type: none"> Weekly recorded monitoring of progress and skill building to inform next steps 	<ul style="list-style-type: none"> Class / subject teacher analysis in discussion with other involved adults Impact measures of intervention as part of a Plan / Do / Review cycle 	<ul style="list-style-type: none"> Daily record sheets / monitoring forms to analyse input / progress / next steps monitored each week by the class teacher Records to indicate/ evaluate the effectiveness of the planned intervention and amendments where progress has not been made Built in liaison time between all staff working with the child to ensure all are working together towards agreed outcomes

<ul style="list-style-type: none"> • Effective liaison with parents / carers to promote mutual trust and respect 	<ul style="list-style-type: none"> • Regular communication with parents preferably face to face 	<ul style="list-style-type: none"> • Structured / learning conversations Achievement for All Structured Conversations • Regular communication of the child's achievements / outcomes to the parents / carers through both formal and informal methods • Invitation to provide feedback from progress / developments at home by the child or young person / parents / carers
<ul style="list-style-type: none"> • Involvement of the children and young people in what and how they will learn next 	<ul style="list-style-type: none"> • Observations of the child and listening to their views about their preferred method of learning 	<ul style="list-style-type: none"> • Opportunities for the child or young person to contribute towards the planning and review process of the targeted intervention – what targets do they want to achieve / feel they can achieve / who they can work best with
<ul style="list-style-type: none"> • Follow up practice within the class/setting 	<ul style="list-style-type: none"> • Work completed / progress made in the small group or individual interventions on a daily basis 	<ul style="list-style-type: none"> • Differentiated work within all lessons based on work completed in the small group or 1:1 intervention • Adaptation or modification of resources to ensure access to all aspects of the curriculum (VI/HI/PD) • Repetition and simplification of task instructions / information / approaches reinforced by visual material where appropriate • Clear classroom routines supported by visual cues (e.g. Visual timetable) • Multi sensory including kinaesthetic approaches to provide repetition and consolidation of skills currently targeted and previously taught • Strategies for the child or young person and the adults working with them to develop and extend listening skills and attention • Arrangements to support the development of self care skills such as toileting, feeding and dressing • Additional activities / opportunities to practise to promote fine and gross motor skills development • Strategies to support problem solving and the

		<p>development of concepts</p> <ul style="list-style-type: none"> • Attention focussing and support in organisation for starting a task and completing it / use of scaffolding (small steps and modelling) / moving away to allow for the development of independence • Strategies for independence such as self checking systems • Regular checks on understanding before and during task completion • Alternative strategies for accessing and recording information (ICT) • Teaching and learning styles which reflect the child's preferred method of learning • Strategies which promote successful learning outcomes which in turn will enhance confidence and self esteem • Clear behavioural expectations and at least weekly communication of outcomes to the child and home • Clear reward systems with feedback delivered according to identified need • Flexible teaching arrangements where helpful for the child to achieve their outcomes (internal exclusion is NOT a SEN strategy) • Activities to develop peer awareness and support within the class • Provision of low tech consumables (VI) where identified by a specialist teacher
<ul style="list-style-type: none"> • Environmental adaptations to remove any barriers to learning 	<p>School plans, policies, programmes etc including:</p> <ul style="list-style-type: none"> • Advice from environmental audits • School's Access Plan • School's Disability Equality Scheme • School's Behaviour Policy • School's Pastoral Support Programmes 	<ul style="list-style-type: none"> • Classroom management to support change e.g. visual timetables • Classroom management to optimise good listening, attention, visual attention • Regular checks of hearing aids • Positioning of children within the classroom to optimise learning • Clear pathways around the classroom to accommodate additional equipment / assist mobility

		<ul style="list-style-type: none"> • School systems which provide a nurturing or a behavioural approach to meet individual circumstances and needs • Provision of specialist equipment (from Sept 2011) where this is reasonable (<i>Equality Act 2010</i>)
<ul style="list-style-type: none"> • Staff with the knowledge to understand the child /young person's level of development 	<ul style="list-style-type: none"> • An audit of staff knowledge of child development 	<ul style="list-style-type: none"> • Audit tools such as found in the Inclusion Development Programmes for SpLD, SLCN, ASD and BESD IDP • Training for all or groups of staff, based upon identified development needs using qualified professionals in that area of expertise

ENTITLEMENT AT EARLY YEARS ACTION PLUS OR SCHOOL ACTION PLUS

Every child / young person in a setting or school should have their individual special educational needs identified and met from within the knowledge, support and resources of all adults within that setting / school **in addition to and different from** that already available at the **universal level** and at the **early years / school action** level of provision.

Triggers for intervention at **Early Years Action Plus or School Action Plus**, despite appropriate interventions identified within the staged approach, could be:

- Little or no progress in specific areas over a substantial (e.g. 2 terms) period when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need
- Continuing to work substantially below that expected for children or young people of a similar age within the framework or curriculum and in developing literacy and mathematic skills from Key Stage 1
- Ongoing difficulties in communication or interaction that impact upon the development of social relationships and cause substantial barriers to learning
- Sensory or physical needs that require additional specialist equipment or regular visits for direct intervention or advice from practitioners from a specialist service
- Emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite an individual plan to manage behaviour safely *SEN COP 4:31 / 5:56 / 6:64*

This should involve the expertise of external professionals and agencies who may be regarded as a Team Around the Setting / School.

At Early Years Action Plus All Settings Should

PROVIDE IN ADDITION TO EARLY YEARS ACTION	INFORMED BY:	USING :
<ul style="list-style-type: none"> • Appropriate and timely consultation with outside agencies working in a multi agency manner (Team Around the Setting) (which may be a single agency or several agencies based on the needs of the child) 	<ul style="list-style-type: none"> • Focussed, targeted and evaluated interventions at Early Years Action (normally for two terms) • An audit of staff skills and qualifications identify gaps in knowledge and 	<ul style="list-style-type: none"> • Ready access to an identified adult with responsibility for fulfilling the SENCo role or other adult time for consultation and liaison with outside agencies • A range of agencies available which might include:

	<p>experience</p> <ul style="list-style-type: none"> • Knowledge of all the agencies who work with children in their locality and the additional expertise that they can bring • Knowledge of referral routes / CAF process / panel referral / TAC meetings • Ongoing consultations with outside agencies through co-ordinated TAC meetings leading to more focused, targeted and evaluated interventions where previous interventions have not been successful • Careful scrutiny of methods and approaches used which critically evaluate why progress is not being made or is slower than expected 	<ul style="list-style-type: none"> • Inclusion Teachers • Educational Psychologists • Therapists (SLT/OT/Physio) • Paediatricians • Health Visitors • Any other relevant professionals
<ul style="list-style-type: none"> • Intervention, if appropriate, from outside agencies 	<ul style="list-style-type: none"> • Assessment / observation by the outside agency • Work completed to date at Universal and Early Years Action shared with the outside agency • Evaluated and updated assessments following each planned intervention • Evidence from parents 	<ul style="list-style-type: none"> • In a PVI following a request for guidance up to a maximum of three IDSS teacher visits to support and challenge good inclusive practice for staff, support target setting and next steps for identified child. • In the maintained sector using interventions and strategies suggested by their designated SENCo and teaching staff • Following a panel referral and the child being in their preschool year input from IDSS professionals as stated in the panel outcome letter. • Work with parents / carers to improve outcomes for the child and family • Liaison time for regular reviews to evaluate the impact of provision made and inform the appropriate provision • Attendance at reviews or target setting meetings by agencies involved
<ul style="list-style-type: none"> • Action based upon recommendations made by the outside agency leading to effective interventions and development for the child 	<ul style="list-style-type: none"> • Reports or written evidence completed with recommendations by outside agencies based on observation and assessments, where appropriate • Evaluation of outcomes based on 	<ul style="list-style-type: none"> • Targeted intervention within a small group with an identified adult who may be the key worker or SENCo • In a PVI Input from a LA HLTA resulting from a request for guidance for short term timed intervention to provide modelling strategies and interactions to promote good

	<p>previous intervention programmes</p> <ul style="list-style-type: none"> • A clear understanding by all involved of the child's preferred learning style • An understanding by all staff of the recommendations from outside agencies • Liaison and planning meetings with outside agencies • An understanding of small steps approaches 	<p>inclusive practice with the identified child</p> <ul style="list-style-type: none"> • HLTA input if agreed by the EY Panel in a PVI for a short term intervention up to a maximum of 8 hours over a term to support the setting implement strategies for the identified child and develop good inclusive practice • Reinforcement of strategies throughout the EYFS • Access to adult support provided by the setting in addition to specified programmes if necessary • Risk assessments to plan for positive behaviour management • Specific/targeted and visual strategies to enhance the communication environment across the setting • Activities and strategies which promote increased attention and concentration skills throughout the EYFS • Further improvements to setting organisation and management
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INCLUDING ALL CHILDREN AND YOUNG PEOPLE IN YOUR SETTING / SCHOOL		MEETING ADDITIONAL NEEDS
At School Action Plus All Mainstream Schools Should		
PROVIDE IN ADDITION TO SCHOOL ACTION:	INFORMED BY:	USING:
<ul style="list-style-type: none"> • Appropriate and timely consultation with outside agencies working in a multi agency manner (Team Around the School) 	<ul style="list-style-type: none"> • Focused, targeted and evaluated interventions at School Action (normally for two terms) • An audit of staff skills and qualifications to identify gaps in knowledge and • Knowledge Knowledge of all the agencies who work with children and young people in their locality and the additional expertise that they can bring • Knowledge of referral routes / CAF process / TAC meetings • Ongoing consultations with outside agencies through co-ordinated TAC meetings leading to more focused, targeted and evaluated interventions where previous interventions have not been successful • Careful scrutiny of methods and approaches used which critically evaluate why progress is not being made 	<ul style="list-style-type: none"> • Ready access to Class / subject teacher / SENCo / other adult time for consultation and liaison with outside agencies • A range of agencies available which might include: <ul style="list-style-type: none"> • Specialist, Inclusion Teachers • Educational Psychologists • Therapists (SLT/OT/Physio) • CAMHS • Children's Social Care • Clinical Psychologists • Paediatricians • Counselling services • Nurses • Health Visitors
<ul style="list-style-type: none"> • Intervention, if appropriate, from outside agencies 	<ul style="list-style-type: none"> • Assessment / observation by the outside agency • Work completed to date at Universal and School Action shared with the outside agency • Evaluated and updated assessments following each planned intervention 	<ul style="list-style-type: none"> • Coaching of teaching or assistant staff who are to provide the direct interventions • Work with parents / carers to improve outcomes • Liaison time for regular review to evaluate the impact of provision made and inform the provision mapping • Attendance at reviews or target setting meetings by agencies • Direct input from specialists for identified curriculum or

		<p>skill areas e.g. literacy and numeracy / mobility / PE / science</p> <ul style="list-style-type: none"> • Direct teaching or therapy by a specialist (For some children and young people this would typically involve up to 1 hour per week for teaching / modelling / training / working with the class / subject teacher, TA and/or SENCo on differentiation, modification and target setting with the child or young person dependent upon need)
<ul style="list-style-type: none"> • Action based upon recommendations made by the outside agency leading to effective interventions and development for the child / young person 	<ul style="list-style-type: none"> • Reports completed with recommendations by outside agencies based on observation, non standardised tests and or diagnostic and standardised tests. • Evaluation of outcomes based on previous intervention programmes • A clear understanding by all involved of the child's preferred learning style • An understanding by all staff of the recommendations from outside agencies • Liaison and planning meetings with outside agencies • An understanding of scaffolding approaches 	<ul style="list-style-type: none"> • Increased opportunities for small group and / or individual work with the class / subject teacher / SENCo modelling the work for the TA to focus on identified areas of need both within the class and in withdrawal sessions where needed for the privacy of the child • An individualised curriculum for some of the day planned and delivered by the teacher • Reinforcement later in the week by a TA with training in the identified area of need on specific programmes and / or opportunities for developing independence strategies by the child or young person • Access to In class support in addition to specified programmes • Risk assessments to plan for managing behaviour safely • Alternative methods of or assistance with recording for most curriculum areas • Specific/targeted and visual strategies to enhance the communication environment throughout the day • Activities and strategies which promote increased attention and concentration skills • Further improvements to classroom organisation and management • Adaptations where necessary such as hazard highlighting, curtains and blinds (Use of Schools Access Initiative bids may be possible in some circumstances) • Specialist equipment (See Equipment Guidelines and Equality Act)

		<ul style="list-style-type: none"> • Mentoring opportunities • Partnership working with additional adults to ensure work is co-ordinated and helps the child to progress • Use of specialist teaching programmes • Alternative curriculum for 14 – 16
<ul style="list-style-type: none"> • Impact analysis and evaluation of the interventions by additional professionals involved at School Action Plus 	<ul style="list-style-type: none"> • Regular reviews of the learning / behaviour plan with all agencies involved to co-ordinate approaches and methods and delivery • Evidence based research on methods and approaches used • Planning of what the child needs to learn next 	<ul style="list-style-type: none"> • Standardised and non standardised / diagnostic / formative assessments to identify progress or lack of it / plan next steps • The child or young person's views of their learning / behaviour plan and whether they are making / can make progress • Information from parents / carers on progress made / areas of ongoing concern • The skills and knowledge of others in the setting / school working with or observing the child or young person to evaluate what has been put in place and offer • Regular Regular planned meetings to evaluate progress and determine where other agencies may be needed • Planned liaison meetings with external agencies working with the child or young person
<ul style="list-style-type: none"> • Effective liaison with parents / carers 	<ul style="list-style-type: none"> • Regular meetings with parents / carers face to face wherever possible • Alternative methods of communication which allow the parents / carers to be actively involved 	<ul style="list-style-type: none"> • Structured / Learning conversations (see References) (See Early Years / School Action) • Lamb Inquiry into Parental Confidence training for staff
<ul style="list-style-type: none"> • Involvement and awareness in the child of what and how they will learn 	<ul style="list-style-type: none"> • Including the child or young person in any reviews of their provision at a level appropriate to their developmental level and understanding 	<ul style="list-style-type: none"> • Scaffolding before reviews • Written evidence of the child or young person's views

INCLUDING ALL CHILDREN AND YOUNG PEOPLE IN YOUR SETTING / SCHOOL

MEETING STATEMENTED NEEDS

ENTITLEMENT

Every child / young person in a setting or school should have their individual special educational needs identified and met from within the knowledge, support and resources of all adults within that setting / school in addition to that already available at the universal, early years / school action and early years / school action plus levels of provision.

For a very small minority of children and young people with significant special educational needs there may be a need to consider a statutory assessment.

A child or young person needing a statutory assessment would have clearly identified long term and enduring SEN or Disabilities usually identified at birth or within the early years which will have a significant impact upon their ability to access the Early Years Foundation Stage / National Curriculum. Some children or young people may have additional needs as a result of late onset or deteriorating conditions or following significant physical or sensory trauma / illness.

Referral for statutory assessment

A child will be brought to the Local Authority's attention, for consideration of an assessment through one of the following:

- referral by the child's or young person's setting / school
- referral by another agency (e.g. Health Authority)
- a formal request for an assessment from a parent
- referral by the Early Years Panel or Educational Psychologist

Should the referral for statutory assessment come to Lancashire?

In general, Lancashire County Council is responsible for children and young people living in the County. Schools outside Lancashire intending to refer a child or young person for whom the County is responsible should normally have involved specialists serving the school, but should make the formal referral to Lancashire.

Schools within Lancashire intending to refer a child or young person for whom another LA is responsible should involve specialists serving the school. However, they should make the formal referral to the responsible Authority - usually the LA where the child is ordinarily resident / lives.

Setting / School referral for statutory (multi-professional) assessment

The terms Statutory Assessment or multi-professional assessment are often used interchangeably. In deciding to refer a child or young person for a statutory assessment, the setting / school should consider the statutory requirements and guidance referred to in this document and in the SEN Code of Practice.

Any setting / school considering requesting a statutory assessment must convene a meeting with the Local Authority Officer (SENO) and other professionals involved at universal and targeted levels of intervention to evaluate the provision implemented to date and advise the school regarding their next steps.

As a general rule, the LA will only accept referrals from settings / schools where the setting / school provides evidence that sufficient measures have been taken to try to meet the child or young person's special educational needs. In particular the LA will need clear evidence from the setting / school that it has for all special educational needs:

- sought the views of and involved the child or young person and the parent(s) / carers at each stage;
- taken consistent action to make both the curriculum and the setting session / school day accessible to the child, by alerting all teachers to the child's particular needs;
- formulated, monitored and regularly evaluated plan / do / review interventions at SEN Code Stages, Early Years action / School Action and Early Years Action Plus / School Action Plus, with clear targets and evidence of outcomes - at least two plan/ do / review meetings at each stage should have taken place;
- assessed progress, using reliably administered standardised tests and National Curriculum assessments where appropriate;
- deployed its own resources in a way which best promotes the child's or young person's learning; consulted and acted upon the advice of external specialists, including the educational psychologist, and monitored the child's or young person's progress as a result of the action taken;
- considered and, where appropriate, made use of information technology;
- closely monitored the child's or young person's emotional and behavioural responses to her or his learning difficulties or disabilities, and implemented its policy on pastoral care and guidance and/or its behaviour policy;
- with the consent of the parent(s), notified and sought the assistance of the school doctor and/or the Child's GP as appropriate.

The Health Authority

For some children who are identified at birth as having severe, long-term or lifelong complex medical or physical needs then a referral for a statutory assessment can be accepted from a Consultant Community Paediatrician as the named Health representative.

Formal Request from a Parent for an Assessment

The SEN Code of Practice sets out the procedures, which Local Authorities should follow when a formal request from a parent is received. The Local Authority will immediately contact the parents in order to find out more about their concerns.

The LA will then ask the child's setting / school to convene a meeting with all agencies involved at Early Years or School Action Plus and the parents / carers to discuss evidence about the child's special educational needs. In particular, the LA will need to find out about the setting's / school's assessment of the child's or young person's learning difficulty and the setting / school's account of the special educational provision that has been made.

The Authority will seek to tell parents within 6 weeks from the receipt of the parental request whether the Authority intends to carry out an assessment based upon all the evidence or information it has gleaned.

The SEN Code of Practice says that an assessment should be undertaken only if the LA believes that they will probably need to issue a statement. The Local Authority will consider very carefully the information and evidence from the setting / school.

If that information or evidence shows that the setting / school does not feel that the child or young person needs an assessment, or the setting / school have not taken sufficient measures to meet the child's special educational needs from the setting's / school's own resources, it is unlikely that the Authority would decide to carry out an assessment.

Referral by the Early Years Panel or Educational Psychologist

Any setting considering a child's needs are so significant that they may require a statutory assessment should identify this within the action plan in the Common Assessment Framework (CAF). The Early Years Panel will then make the decision on how to take this forward which may be a referral to the LA for a statutory assessment.

Any referral for statutory assessment completed by an Educational Psychologist (likely to be for Early Years only) will require the EP to convene a meeting with the LA and any other agencies involved.

Emergency referrals for statutory assessment

In the great majority of cases, before making any referral to the LA for a statutory assessment, the school will have assessed a child's learning difficulties. It will have consequently made special educational provision to meet the child's needs in the context of its graduated approach/response. However, in a very small minority of cases, for example a diagnosis of a major sensory impairment, there may be such significant difficulties that it may be impossible or inappropriate for the school to carry out in full a staged or graduated approach / assessment.

Where there is agreement between the school, the child's parents and any relevant consultant or adviser about the child's need for further multidisciplinary assessment, or there is concern that any delay might further damage the child's development, the child may be referred immediately to the LA for consideration for statutory assessment.

The Authority will react consistently to such requests. It will subsequently make open and objective judgments whether to issue a statement.

The Local Authority decision to complete a statutory assessment

This section describes the type of evidence and information that the SEN Code of Practice recommends the LA considers when determining whether or not to carry out a statutory assessment.

The SEN Code says that in deciding whether to make a statutory assessment, the critical question will be whether there is convincing evidence that:

- despite the school, with the help of external specialists, taking relevant and purposeful action to meet all the child or young person's learning difficulties as described above in universal and targeted provision;
- those difficulties remain or may not have been remedied sufficiently; and
- may require the LA to determine the child's special educational provision.

Most of this evidence will be determined at a meeting between the LA, the parents / carers, setting/ school and all other professional already involved in working with the child or young person.

The SEN Code goes on to say that LAs will wish to:

- see evidence of the school's assessment of the child's learning difficulties;
- secure evidence of the child's or young person's academic attainment and to understand why the child or young person has achieved the levels shown;
- establish what action the setting / school has taken to meet those difficulties - using the graduated approach and using resources normally available to mainstream settings and schools, including part time attendance elsewhere.

Academic attainment

The SEN Code establishes that LAs will always require evidence of the child's or young person's academic attainment. Academic attainment will be understood in the context of:

- the attainments of the child's or young person's peers - the comparative element of the child's or young person's progress over time - the progressive element;
- (where appropriate) expectations of the child's or young person's performance – the predictive element.

All children or young people needing statutory assessment should have clearly identified needs in at least three areas of the SEN Code of Practice:

- cognition and learning
- communication and interaction
- physical and sensory, and
- social emotional and behavioural development at a significant level.

Cognition and Learning

A child or young person would have identified needs in learning which were severe or profound in nature.

They would also require identified additional support to access the Early Years Foundation Stage (EYFS) / curricular access / personal development to implement programmes.

In order to access the EYFS / curriculum or make developmental progress the child or young person needs:

- a personalised curriculum for the greatest part of the day
- specialist teacher input to devise, support implementation and monitor the impact of the EYFS / personalised curriculum
- assistance with and alternative recording methods for most curriculum areas
- a specialist teacher to ensure that curricular materials are modified and differentiated appropriately

Communication and Interaction

A child or young person would have identified needs in communication and interaction if they required support to access the curriculum and to communicate and interact with others throughout the day.

In order to access the EYFS / curriculum or make developmental progress the child or young person needs:

- trained staff to implement specialist programmes covering more than three areas of communication as identified by a specialist in the identified area of need
- assistive, alternative and augmentative communication aids requiring at least occasional programming by a specialist teacher
- identified strategies to develop and maintain attention and concentration skills in line with their developmental stage

Physical and Sensory

A child or young person would have identified physical or medical needs if they required support to maintain their existing level of skill or to minimise further deterioration.

A child or young person would have identified needs which are sensory if they require significant support to access the physical, social and academic curriculum or require support to develop more specialist forms of communication such as Braille, Signing and British Sign Language (BSL).

In order to access the EYFS / curriculum or make developmental progress the child or young person needs:

- significant involvement of health professionals in devising / implementing programmes
- support to implement Moving and Handling, Mobility programmes and Care plans
- multi sensory approaches adapted to deliver the majority of the EYFS / curriculum
- specialist teaching from QTVI/QTHI/QTMSI to develop communication skills and to support access to the curriculum

Social, Emotional and Behavioural

This child or young person will already be within a setting/school that has successful and enduring systems and programmes that understand and support the developmental needs of a child or young person displaying developmental delays in the acquisition of:

- a secure attachment and ability to form a relationship with significant others
- emotional regulation
- self awareness
- awareness of others and empathy
- ability to modify behaviour to accommodate others

In order to access the EYFS / curriculum or make developmental progress the child or young person needs:

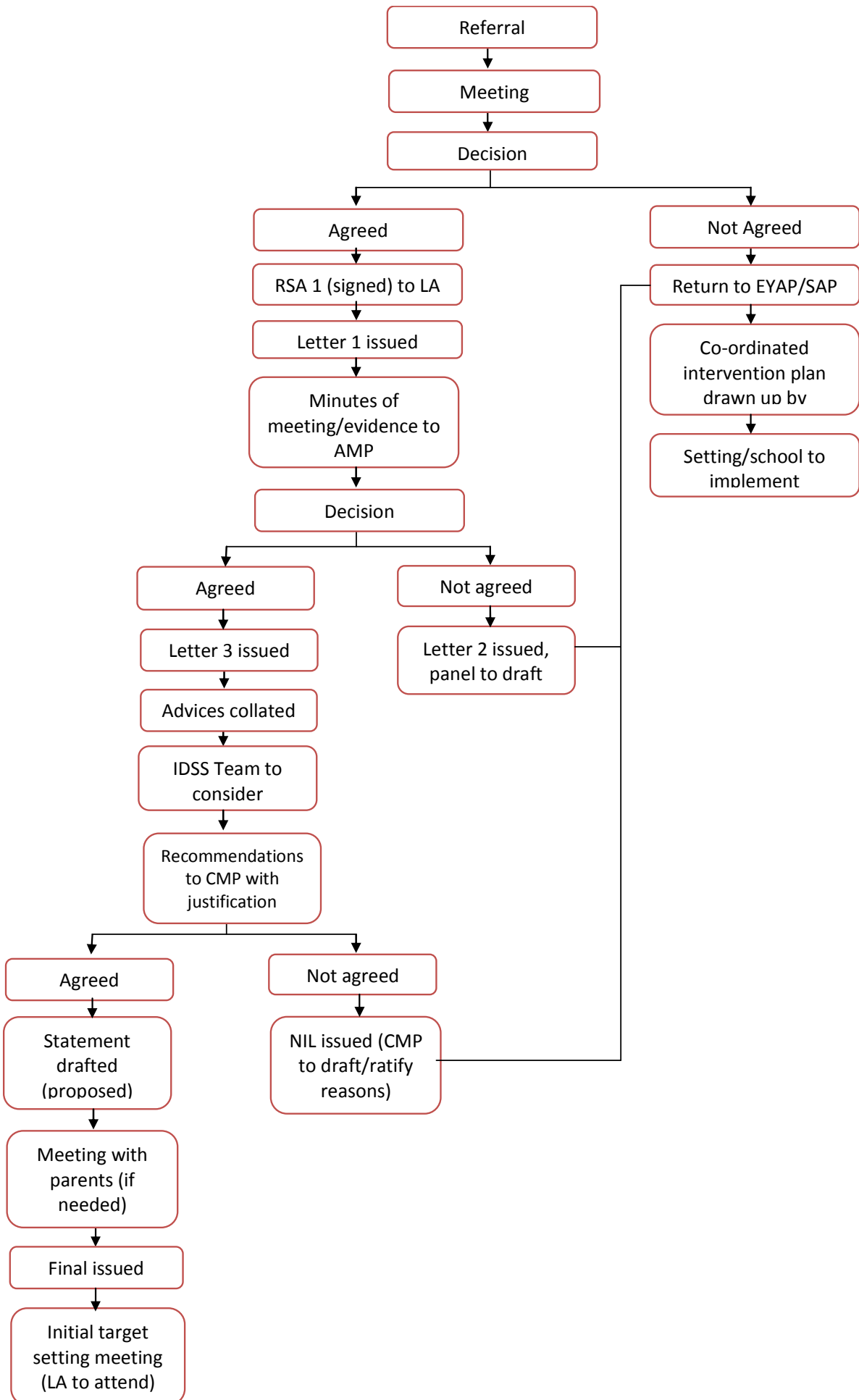
- a significant, trusting and attuned relationship(s) and intervention(s) on an individual basis throughout the

day to structure learning situations both within the curriculum and during unstructured times

THE PROCESS FOR STATUTORY ASSESSMENT REFERRAL PATHWAYS			
Referral source	Meeting	Convened by:	Chaired by:
Setting or school	EYAP or SAP review	Setting or school	Local Authority representative
Health Authority	TAC meeting	Consultant Community Paediatrician	Local Authority representative
Parent / carer	TAC / EYAP / SAP review	Local Authority representative / SEND Officer	Local Authority representative
Early Years Panel or Educational Psychologist	TAC / EYAP / SAP review	Early Years Panel or EP	Local Authority representative

The table above clarifies the type of meeting that should be convened and by whom once a referral for statutory assessment is being considered. For all four types of referral a LA representative will chair the meeting to evaluate with the meeting attendees the evidence for a more detailed, multi disciplinary, statutory assessment.

The FLOW CHART on Page 30 provides a diagrammatic representation from the referral source to the completion of the referral and assessment process.



APPENDICES

APPENDIX 1: DESCRIPTORS OF SPECIAL EDUCATIONAL NEED

Cognition and Learning

Mild, moderate, specific, severe and profound learning difficulties

Mild and Moderate Learning Difficulties

Children and young people with general learning difficulties experience significant problems across the majority of the curriculum. Their general level of development and academic attainment is significantly below that of their peers. In many cases difficulties will include speech and/or language developmental delay. Some children may have poor social skills and/or may show signs of emotional and behavioural difficulties. The incidence of such difficulties will vary between schools.

Specific Learning Difficulties

Children and young people with specific learning difficulties have significant difficulties in reading, writing, spelling or manipulating numbers which are not typical of their general level of performance. The assumption is therefore that they show one or two areas of very specific difficulty within the basic skills curriculum, although this difficulty may affect access to other areas which rely on these skills.

Research suggests that there can be a hereditary component to the development of a specific learning difficulty, but also that pre-school experience of sound discrimination and the systematic teaching of reading at school entry make a difference for many. There is no evidence to suggest that specific learning difficulties have a different presentation or causation in children who are of different levels of ability.

Severe or Profound Learning Difficulties

Children and young people with very severe or profound and multiple learning difficulties are almost always identified before they reach statutory school age. In most cases the LA will be able to draw upon a considerable body of existing knowledge arising from assessments carried out and provision made by Child Health and Social Services.

Provision for mild, moderate, severe and profound learning difficulties

Almost all children with mild, moderate and severe learning difficulties will be educated within mainstream schools, without the need for a statement of Special Educational Need. These children may require help at the school-based stages of the SEN Code of Practice. Often they will progress at a slower pace than the majority of their age group. This will not necessarily mean that their needs are not being met appropriately by the varying levels of provision in schools; it may reflect best possible progress. Provision in mainstream schools will range from the normal differentiated curriculum practices in the classroom to detailed programmes on the advice of external professional services, supported by additional staff where necessary.

Statutory assessment should never be seen as an answer to non-educational problems. For example, if a child is at risk from social circumstances, it is important that there is communication with the appropriate agency that can protect the child. However, when ascertaining the need for statutory assessment, the LA will take account of all relevant factors.

Provision for specific learning difficulties

As with most areas of difficulty, specific learning difficulties are on a continuum, with almost all children and young people having their needs met within mainstream schools without statements. Provision will vary from normal differentiation and support to specific teaching and support structures agreed in consultation with external professional services. As most classes will include at least one child or young person with a degree of specific learning difficulty, all teachers should have the knowledge and understanding to meet their needs through the Inclusion Development Programme.

Communication and Interaction

Speech and Language Delay, impairments or Disorders and the Autistic Continuum

Speech and Language Difficulties

Children and young people with speech and language difficulties will often be identified before they are 5 years old. The SEN Code of Practice stresses the importance of early identification, assessment and intervention. Early language difficulties often lead to difficulties with literacy skills, social communication, and emotional development.

Children with severe speech and language difficulties can only be identified by a detailed assessment of their speech, language and overall communication, cognitive processing and emotional functioning. Speech and language difficulties are often a feature of other Special Educational Needs, and should also be considered together with:

- Disorders on the autistic continuum
- Behaviour, Emotional and Social Development
- Sensory and or Physical Needs

'Specific Language Impairment' can be difficult for non-specialists to understand the diagnostic labels used, and their relevance to the teaching situation. It is therefore essential that specialists ensure that their reports are both able to be understood by non specialists, and written from the perspective of the implications for the child's teaching and learning in school.

Developmental Language Delay

This describes a delay in one or more aspects of a child's language development; once the language has developed, it does so in the normal pattern and sequence. There is broad variation in ages at which normal development of language takes place, although there is also a "sensitive period" beyond which normal language will probably never develop. It should be noted that in this context language does not imply pronunciation.

Developmental Language Disorder

This refers to language development which is delayed, unusual or uneven to the extent that it interferes with the child's ability to communicate and to learn. It is a general term; there are different elements to language learning and therefore different areas of potential impairment.

Phonological/Severe Pronunciation Problems

Impaired intelligibility is one of the most common specific language difficulties. The child is unable to use the sound set of English in order to generate meanings. The problem may be defined as delay (unintelligible to an unfamiliar adult at age 4 years) or non-typical development. Dyspraxia may be a feature. Although most phonological difficulties appear to be resolved by the end of the first year in school, impaired phonological awareness underlies problems with the acquisition of literacy skills.

Expressive Language

Expressive language means the language a child uses to express him/herself and includes his / her ability to use an appropriate vocabulary, find word labels for objects, structure sentences grammatically, and convey meaning to others.

Receptive Language/Language Comprehension

Language comprehension means the child's understanding of the language he or she hears and includes his or her ability to understand vocabulary, obtain meaning from the way that sentences are structured (the grammar of the language), and understand the messages that are being conveyed.

Social Communication/Semantics and Pragmatics

Semantics refers to handling the meaning of words and sentences, expressing meaningful ideas that reflect what is going on and understanding the expression of ideas by other people. It is about "knowing what is being talked about". Pragmatics refers to knowing and using the social uses to which language is put, being able to use language in different ways on different occasions, and having an appropriate sense of audience.

Apparent semantic-pragmatic disorder may result from specific difficulties with development of language, or be indication of a more pervasive disorder, such as those of the “autistic continuum”.

Disorders on the Autistic Continuum

Children with disorders on the autistic continuum will often cause concern by the time that they are 3 years old, and a diagnosis of autism or of having an autistic spectrum disorder is likely to be made before they are 5 years old. The SEN Code of Practice stresses the importance of early identification, assessment and intervention. Recent research suggests that when a child is under 3, clinical judgement is the more effective indicator of autism than the application of checklists of autistic features; however, those children inappropriately diagnosed as autistic are likely to have severe and complex learning needs.

Validated concern about autistic features should always trigger comprehensive multidisciplinary assessment, and statutory assessment is not required for this to take place.

Children with disorders on the autistic continuum can only be identified by a detailed assessment of their: social awareness and communication; language; imagination; cognitive processing; and emotional functioning. However, disorders on the autistic continuum are often a feature of other special educational needs, and are frequently found in conjunction with severe learning difficulties.

A wide range of difficulties are covered by the term „autistic“, and it can be difficult for non-specialists to understand the diagnostic labels used, and their relevance to the teaching situation. The label „autistic“ gives limited information about any one individual child. It is therefore essential that specialists ensure that their reports are both able to be understood by non specialists, and written from the perspective of the implications for both the child’s learning as well as teaching in school.

Autism

Autism is an innate developmental disorder which affects at least 4 in every 10,000 members of the population. The basic impairments can occur with varying degrees of severity. It occurs in conjunction with severe learning difficulties in about one half of people with autism, and with moderate learning difficulties in a quarter.

As with other developmental disorders, there may be other Special Educational Needs. All children with autism will show deficits in:

- social awareness and social interaction
- social communication and language
- creative / imaginative development.

A diagnosis of autism does not always imply special educational needs so complex and severe that the LA must determine the provision to be made.

Asperger's Syndrome

Asperger's Syndrome is the term generally used to describe the presentation of some children where language is well developed, but there are impairments of social interaction, communication and imagination that may adversely affect the child’s development and progress.

Impairments may be very specific, such as in inability to understand the use of metaphor. A diagnosis of Asperger's Syndrome does not imply special educational needs so severe and complex that the LA must determine the provision to be made. Current estimates are that there are likely to be a number of children and young people in most schools who could be diagnosed as having Asperger's Syndrome. All teachers need knowledge and understanding of the condition to meet these children's needs through the Inclusion Development Programme.

Sensory / Physical or Medical Needs

Hearing Difficulties

Children with hearing difficulties range from those with mild short-term hearing impairment, to those who have permanent and profound hearing loss. Children with significant levels of hearing impairment will normally be identified before they are 5 years old.

The SEN Code of Practice stresses the importance of early identification, assessment and intervention; close interagency co-operation is essential. Early hearing difficulties often lead to difficulties with language development, literacy skills, social communication, and emotional development. Audiological information alone will not determine a child's special educational needs.

The range of factors that need to be taken into account includes the child's general sensory and physical development; speech and language development; social communication skills; levels of educational and developmental attainment; cognitive processing; behaviour; and emotional functioning.

A wide range of difficulties are covered by the term „hearing impairment“; it can be difficult for non specialists to understand the diagnostic labels and information provided, and their relevance to the teaching situation. It is therefore essential that specialists ensure that their reports are both able to be understood by non-specialists and written from the perspective of the implications for the child's teaching and learning in school.

The definitions below are for broad guidance only:

Degrees of Hearing Loss Other Descriptors

Mild	20 - 40 dB	Severe	71 - 95 dB
Moderate	41 - 70 dB	Profound	95 + dB
Progressive	deteriorating	Bilateral	both ears
Unilateral	one side	Asymmetrical	ears differ

Conductive Hearing Loss

This is not usually a permanent loss, but results from a block in the transmission of sound. One of the most common forms of conductive loss is „glue ear“. It has been estimated that as many as 20% of children have a mild conductive hearing loss at some point in their school life.

Sensori-neural Hearing Loss

This refers to a permanent hearing impairment arising from damage to the inner ear or to the auditory nerve. It can vary from mild to profound, and may occur before birth or after language has been established.

Most children with a severe or profound sensory hearing loss will have been identified and assessed audiologically before they reach school age. Some children have a conductive loss in addition.

VISUAL IMPAIRMENT

Children with visual difficulties range from those who have vision only in one eye to those who are born blind or lose all sight through illness or trauma. Many children especially those with severe visual impairment will normally be identified long before they are 5 years old.

The SEN Code of Practice stresses the importance of early identification, assessment and intervention; close interagency cooperation is essential. Early difficulties can lead to difficulties with emotional development, social adjustment, communication, curiosity and exploratory learning, listening skills, language development, and mobility.

A wide range of difficulties is covered by the term visual impairment. It can be difficult for non specialists to understand the diagnostic labels and information provided, and their relevance to the teaching situation. It is therefore essential that specialists ensure that their reports are both able to be understood by non-specialists, and written from the perspective of the implications for the child's teaching and learning in school.

The definitions below are for broad guidance.

Visual Acuity

Distance vision is measured and expressed as a fraction denoting the size of print on a Snellen chart seen at distance;

6/6 The child sees at 6 metres that which it is normal to see at this distance (normal vision).

6/12 The child sees at 6 metres that which it is normal to see at 12 metres (vision required for driving).

6/18 The child sees at 6 metres that which it is normal to see at 18 metres (impaired vision).

Statutory Definition of Blindness

The person is so visually impaired as to be “unable to perform any work for which eyesight is essential”.

Blindness

A patient's sight is considered to have reached this stage if only the top letter of the eye chart can be seen when the eye specialist holds the eye chart just in front of him. This is known as 3/60 vision; the patient can see at three metres distance the letter people with normal vision would be able to see when they were 60 metres away from it. If a person has reduced visual field s/he may qualify as blind even if s/he has slightly better visual acuity (6/60).

Educationally Blind

This term is used for a person who needs to be educated primarily by non-sighted methods, using tactile and auditory means. A child who is educationally blind may use Braille.

Functionally Blind

A person who is functionally blind uses mainly tactual and auditory channels for receiving information.

Low Vision

Low vision means severely impaired vision which nevertheless allows vision to be used as a channel for learning and receiving information. A child or young person with low vision may use it quite effectively in the near environment with appropriate lighting, positioning and low vision aids. Such children may also use Braille.

Partially Sighted

A person may be considered to be partially sighted if he or she is “substantially and permanently handicapped” by defective vision.

Generally a partially sighted person will have adversely affected vision in one of two ways:

6/60 Poor visual acuity together with relatively normal visual fields

6/18 Better visual acuity together with restricted visual fields.

Within an education context, partially sighted is generally used to describe children and young people who have vision useful for school tasks, but who require adaptation to teaching approaches and to materials.

MULTI SENSORY IMPAIRMENT

Hearing and sight are the primary means of gaining information from the environment and any type or degree of combined sight and hearing impairment affects the perception of sensory information and causes difficulties with communication, access to information and mobility (Department of Health, 1995).

Access to sensory information is often limited further by the presence of additional sensory impairments affecting touch, balance and smell. The MSI child's or young person's ability to *process and respond* to the sensory information they are able to perceive through their residual hearing, residual vision and the compensatory/supplementary use of other senses may in addition be compounded by the presence of additional physical disabilities, complex medical needs and/or learning difficulties. .03% of Lancashire's current 0 -19 population is estimated to experience MSI. 30% of these are likely to have Usher's Syndrome.

PHYSICAL DISABILITIES

Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties.

For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue. Many of these children and young people will require some of the following:

- flexible teaching arrangements
- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to different amplification systems
- access to low vision aids
- access in all areas of the curriculum through specialist aids, equipment or furniture
- regular and frequent access to specialist support.

Most children with significant physical disabilities are identified, assessed and begin to receive special educational provision before they reach statutory school age. The SEN Code of Practice stresses the importance of early identification, assessment and intervention; close interagency cooperation is essential. There will be some children who have a deteriorating condition, or who become disabled through illness or injury.

A wide range of difficulties is covered by the term „physical disability“. It can be difficult for non-specialists to understand the diagnostic labels and information provided, and their relevance to the teaching situation. It is therefore essential that specialists ensure that their reports are both able to be understood by non specialists, and written from the perspective of the implications for the child's teaching and learning in school.

Provision

The level of physical disability described for a child does not necessarily indicate that s/he requires statutory assessment. A careful assessment of the child's functioning in relation to the educational context is needed and full regard given to the Disability Discrimination Act (DDA) Equality Act 2010, Inclusive Schooling (Statutory Guidance, 2001) and the DDS Code of Practice.

MEDICAL CONDITIONS

The SEN Code of Practice (7:64) states “A medical diagnosis or a disability does not necessarily imply SEN. It may not be necessary for a child or young person with any particular diagnosis or medical condition to have a statement, or to need any form of additional educational provision at any phase of education. It is the child's educational needs rather than a medical diagnosis that must be considered. Some children and young people may not require statements or school-based SEN provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Provision

Educational provision is always for **educational** purposes - to meet special educational needs arising from or associated with the condition. Statutory assessment is not required for specific educational arrangements to be made for children and young people in hospital, or ill at home. Supporting Children and young people with Medical Needs: a good practice guide“ provides advice for schools on drawing up medication policies and putting in place effective management systems to support children and young people with medical needs. DfEE/DH Circular 14/96 sets out the legal framework. Access to Education for Children & Young People with Medical Needs, DFES/0025/2002 provides statutory guidance.

Behaviour, Emotional and Social Development

Children and young people with emotional and/or behavioural difficulties may also have learning difficulties. The emphasis is on whether the child or young person meets expectations of progress in school; some, but by no means all, children with emotional and behavioural difficulties (EBD) also disrupt the education of others.

The SEN Code of Practice (7.60) states “Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:

- flexible teaching arrangements
- help with development of social competence and emotional maturity
- help in adjusting to school expectations and routines
- help in acquiring the skills of positive interaction with peers and adults
- specialised behavioural and cognitive approaches
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- provision of class and school systems which control or censure negative or difficult behaviours and encouragement of positive behaviours
- provision of a safe and supportive environment.

Provision

For most children, these difficulties are resolved within the family and community, and with the support of: effective whole school approaches to behaviour management and pastoral care; individual intervention when appropriate; and routine counselling through class teacher and/or pastoral systems.

Experience shows that not only do schools and teachers differ in their expectations and thresholds of tolerance, but that the way in which schools, classrooms, the curriculum and individual children and young people are managed makes a substantial difference to the behaviour of children and young people, and can make a substantial difference to the emotional development of vulnerable children. Considerable emphasis is therefore made by the LA on the level and quality of provision made for the child in school.

Exclusion, including removal from the classroom as a sanction, should not be an intervention in terms of the SEN Code of Practice on its own but only as part of an overall BESD strategy.

APPENDIX 2: NATIONAL CURRICULUM STATEMENT ON INCLUSION AND GUIDANCE FOR WORK AT THE UNIVERSAL LEVEL

Inclusion: providing effective learning opportunities for all children and young people

Schools have a responsibility to provide a broad and balanced curriculum for all children and young people. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of children and young people. This statutory inclusion statement on providing effective learning opportunities for all children and young people outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all children and young people with relevant and appropriately challenging work at each key stage¹. It sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to children and young people's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young people

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a child or young person.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children and young people such as speech and language therapy and mobility training.

Three principles for inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles:

Setting suitable learning challenges

Teachers should aim to give every child or young person the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most children and young people should be taught at each key stage -but teachers should teach the knowledge, skills and understanding in ways that suit their children and young people's abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual children and young people can make progress and show what they can achieve. Where it is appropriate for children and young people to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in children and young people's learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including children and young people with neurological problems, such as head injuries, and those with degenerative conditions).

For children and young people whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their children and young people.

For children and young people whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Responding to children and young people's diverse learning needs

When planning, teachers should set high expectations and provide opportunities for all children and young people to achieve, including boys and girls, children and young people with special educational needs, children and young people with disabilities, children and young people from all social and cultural backgrounds, children and

young people of different ethnic groups including travellers, refugees and asylum seekers, and those from linguistic backgrounds. Teachers need to be aware that children and young people bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan approaches to teaching and learning so that all children and young people can take part in lessons fully and effectively.

To ensure that they meet the full range of children and young people's needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

Teachers should take specific action to respond to children and young people' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning

Teachers should create effective learning environments in which:

- the contribution of all children and young people is valued
- all children and young people can feel secure and are able to contribute appropriately
- stereotypical views are challenged and children and young people learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability
- children and young people learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- children and young people are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

Teachers should secure children and young people's motivation and concentration by:

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for children and young people who may be absent for extended periods of time.

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education
- avoiding gender stereotyping when organising children and young people into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- taking account of children and young people' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- enabling the fullest possible participation of children and young people with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to

facilitate access to activities with appropriate support, aids or adaptations

Teachers should use appropriate assessment approaches that:

- allow for different learning styles and ensure that children and young people are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the children and young people and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to children and young people to aid further learning.

Teachers should set targets for learning that:

- build on children and young people' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help children and young people to develop their self-esteem and confidence in their ability to learn.

Overcoming potential barriers to learning and assessment for individuals and groups of children and young people

See the main body of the document for guidance on including children and young people Early Years Action, School Action, Early Years Action Plus and School Action Plus.

APPENDIX 3: BANDING DOCUMENT

INCLUSION AND DISABILITY SUPPORT SERVICES

All children and young people in Lancashire have a right to education and the opportunity to fulfil their potential.

Excellence in universal, targeted and specialist services for children and young people with special educational needs is underpinned by the implementation of the Special Educational Needs Banding Document. The document below describes the way in which Lancashire determines in general terms the level of additional provision needed in mainstream and special schools to meet the identified special educational needs of a child or young person.

<p>UNIVERSAL</p>	<p>Funding is provided to all Lancashire mainstream schools at a Universal level to meet all children and young people's needs.</p>
<p>ADDITIONAL</p>	<p>Following consultation funding is allocated on the basis of an agreed formula to meet the special educational needs of those children or young people who need support which is additional to or different from differentiated approaches and resources normally available within the classroom.</p> <p>Funding is provided in mainstream schools through School Action and School Action Plus to meet the needs of more vulnerable children and young people who experience a more severe and complex range of needs including learning difficulties, speech and language, autism, sensory, physical, medical and behaviour, emotional and social difficulties.</p>
<p>STATEMENTED</p>	<p>Each individual child or young person is allocated a band of funding on the basis of their identified needs the majority of pupils with more severe learning and behaviour difficulties would have their needs met at Band E.</p> <p>This is to assist the school in providing a specifically identified intervention which is in addition to the range of provision already in place from within the school's full range of resources.</p> <p>For a small proportion of pupils with significant sensory needs, high cost specialist provision is made in mainstream schools.</p> <p>In special schools or mainstream schools in Key Stage 4 with an individually tailored package, children and young people with a range of challenging and complex behaviours and / or conditions/difficulties have their needs met through intensive specialist multi agency working and individual programmes and interactions throughout the day often requiring 2:1 or 3:1 interventions.</p>

MEETING ADDITIONAL NEEDS

COP 4 Areas of Need	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	PHYSICAL AND SENSORY	SOCIAL, EMOTIONAL AND BEHAVIOURAL
A D D I T I O N A L	Targeted individual and/or small group support in 1 specific area of need			
	<p>Some modification of curriculum delivery, resources and materials. Some modification of curriculum delivery, resources and materials.</p> <p>Occasional specialist advice for school staff on how to enable full access to the curriculum and provide support or frequent input for identified curriculum or skill areas e.g. literacy, numeracy, mobility / PE, science, technology.</p> <p>Some assistance with recording for identified curriculum areas.</p>	<p>Support to access the interaction elements of the unstructured parts of the day</p> <p>Support to facilitate communication, interaction and curriculum access/personal development through a specified therapy programme.</p> <p>Strategies to develop attention and concentration skills.</p> <p>General strategies to enhance the communication environment.</p>	<p>Some modification of resources and materials</p> <p>Conditions at a level that require minimum support from suitably trained staff, aimed towards independence and self-management.</p> <p>Some use of multi sensory strategies.</p> <p>Strategies to develop organisational skills.</p>	<p>Strategies to focus on difficulties at unstructured times which impact on learning opportunities and access.</p> <p>Support to develop: Appropriate social skills OR Empathy and awareness of the needs of others OR Ability to maintain attention OR Emotional regulation OR Coping strategies for dealing with difficult situations OR Independence in a learning environment</p> <p>Support to develop a sense of danger and skills for personal safety.</p> <p>Key worker to support transitions</p>
B D D I T I O N A L	Increased targeted individual support in 1 or 2 specific areas of need.			
	<p>Modification of some curriculum delivery, resources and materials.</p> <p>Regular specialist advice for school staff on how to enable full access to the curriculum or weekly input to provide support for identified curriculum or skill areas</p> <p>Assistance with recording for some curriculum areas.</p>	<p>Support to facilitate communication, interaction and curriculum access / personal development and manage transitions through a specified therapy programme.</p> <p>Occasional SLT Advice. Strategies to develop attention/concentration skills.</p> <p>General strategies to enhance the communication environment throughout the day.</p>	<p>Support to reinforce health professional programmes and health care plans.</p> <p>Some use of multi sensory strategies.</p> <p>Support to develop fine and gross motor skills</p> <p>Strategies to promote self-help / independence skills. Occasional specialist teacher or QTVI/QTOD advice.</p>	<p>Support to develop: A combination of 2 or 3 programmes as identified in Band A above.</p> <p>Support to develop identified social / behaviour / imaginative skills.</p>

COP 4 Areas of Need	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	PHYSICAL AND SENSORY	SOCIAL, EMOTIONAL AND BEHAVIOURAL
C A D D I T I O N A L	Increased targeted individual support in 2 or 3 specific areas of need.			
	Individualised curriculum provided for the pupil for some of the day. Frequent specialist advice for school staff on how to enable full access to the curriculum or weekly input to provide support for identified curriculum or skill areas with differentiated activities and resources in small groups or 1:1 settings. Assistance with recording for several curriculum areas.	Support to facilitate effective communication, interaction and curriculum access / personal development through a specified therapy programme and for some of the day. Targeted support to develop attention and concentration skills. Regular SLT advice / input from staff with relevant expertise. General and visual strategies to enhance the communication environment throughout the day.	Support to implement mobility and health care plans. Some use of multi sensory strategies / Support to develop fine and gross motor skills. Strategies or support to promote self-help / independence skills. Frequent specialist external or qualified HI or VI specialist teacher advice.	Ongoing support as identified in Bands A (3 or 4 programmes) and B above. Individualised support programmes as advised by an appropriate specialist teacher or educational psychologist or other specialist professionals. Access to a Key Worker in addition to times of transition. Integrated home-school support plan.
D A D D I T I O N A L	Increased targeted individual support in 3 or more specific areas of need.			
	Individualised curriculum provided for the pupil for some of the day. Frequent specialist advice and occasional input for school staff on how to enable full access to the curriculum and provide support for several curriculum or skill areas and/or task analysis, differentiated activities and resources in small group / 1:1 settings OR smaller classes. Assistance with recording for most curriculum areas.	Support to facilitate effective communication, interaction and curriculum access / personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme for some of the day. Support to develop attention and concentration skills for some of the day. Frequent SLT advice or input from staff with relevant expertise. Specific/targeted and visual strategies to enhance the communication environment throughout the day.	Support to implement mobility and health care plans. Some use of multi sensory strategies. Support to develop fine and gross motor skills. Guidance and support to develop self-help and independence skills. Frequent specialist external or qualified HI or VI specialist teacher advice and occasional input.	Ongoing support as identified in Bands A (4 or 5 programmes), B and C above. Completion of Risk Assessments and implementation of associated plans, which are regularly reviewed and updated to manage behaviour safely.

