The SENCO Handbook 2016

The SENCO Handbook has been devised to support the work of Special Educational Needs Coordinators. This document provides guidance on the steps a school or other provision may take to support learners with different types and degrees of need: the graduated response.

This document should be read in conjunction with the SEND Code of Practice, Jan 2015.

It is designed to help identify the the features of quality first teaching and in-school intervention that schools may provide to meet pupils' needs and to help schools to identify when best to access to other services and resources for those with higher needs. The majority of SEND needs are met at SEN support level and a minority (2-3% of all learners) require high needs support / EHC Plans.

Northumberland County Council and NHS partners also provide specialist services for learners with each of the SEND needs. You can seek advice or support at any time. You will find the contact details at the start of each section.

You can find a library of all SEND documents in our Northumberland SEND Local Offer webpages. **We need your feedback.** This document and the library are under continual review: if you have an idea to improve the guidance or a question about an issue please raise it at your local SENCO network meetings or send it direct to sen@northumberland.gov.uk. You can also request electronic copies of our SENCO guidance documents and forms via this e-mail address.

I hope you find this information helpful and wish you every success in your important work.

Alan Carrick, SEND Commissioner, Northumberland County Council

Contents

For learners with profound and multiple learning difficulties (PMLD) or other complex combinations of SEND a bespoke approach will be required, which draws upon a range of guidance given in the categories above.

For learners with medical needs and / or reliance upon medical technologies an Individual Healthcare Plan (IHP) should be written, rather than an SEND plan. Please speak to the health professional or nursing service to support you in writing the IHP.

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When does a learner have a Special Educational Need?

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

When does an SEND learner become 'High Needs' or need an EHC Plan?

High Needs funding is available when the resources normally available to the school have been exceeded. The normally available resources include:
- £6,000 per year of support from the school budget.
- Services readily available to the school that do not have to be separately funded by the school. You will see the SEND services listed in the sections which follow.

EHC Plans are for learners with High Needs who, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the learner, have not made expected progress. Only a small number SEND learners will require an EHC Plan. Not all assessments for an EHC Plan will lead to an agreement to create a Plan. In Northumberland all funding and services and *resources are available to SEND learners whether or not they have an EHC Plan: an EHC Plan does not lead to additional resources.

*One exception: an EHC Plan is needed to access a specialist school place.

SEND referral routes and key contacts

SEND SUPPORT SERVICE	Type of support required	How to refer	Contact number	Service/team manager
Psychological Services	Psychological Support for children and young people	Discussion with link EP then complete online 'Request for Support' form located on service web page	Office Manager Dorothy MacDonald 01670 624813	Service Manager Paula Hesford
ASD Behaviour	School Support for pupils with Social Communication, ASD & SEND Behaviour needs that are impacting on learning.	Complete online 'Request for Support' form located on service web page	Office Manager Julie Sinclair 01670 624802	Service Manager Fiona Tarn
Literacy Speech and Language	School Support for pupils with literacy and speech and language needs that are impacting on learning	Complete online 'Request for Support' form located on service web page	Office Manager Helen Robson 01670 624807	Service Manager Judith Dodds
Portage	Children 0 to 5 with a diagnosed medical condition and significant delay in two areas of development	Email referral form to portage@northumberland.gov.uk	Admin Assistant Lisa Headington 01670 624716	Team Manager Carol MacDonald
Sensory Support	Support for children with a hearing, visual or multi sensory impairment and their families.	Referrals are generally made via Health Professionals. Queries can be directed to sensorysupport@northumberland.gov.uk	Office Manager Lynne Lowes 01670 624854	Team Manager Nicola Taylor

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SECTION 1

Meeting the special educational needs of children and young people with Speech, Language and Communication Needs (SLCN)

Guidance provided by the Speech & Language Team, Tel 01670 624 807.
This team forms part of the local authority SEND Communication Service.

Support can also be sought from the NHS Speech & Language Service.

Difficulties with SLCN can arise as a **PRIMARY** need, specific to the speech and language systems associated with making and using speech sounds, understanding, using sentences, and social interaction. SLCN can also arise as a **SECONDARY** need, related to autism, physical, hearing or cognitive difficulties affecting the development of speech, language and communication skills. Reduced developmental opportunities may contribute to language delay and social disadvantage is one risk factor.

A speech and language difficulty will be evident if a child or young person has a difficulty in one or more of the following areas:
- Listening and attention
- Understanding of language
- Expressive language skills
- Speech and Phonological Awareness (processing, producing and manipulating sounds)
- Capacity to use language successfully to interact and learn.

Children who are learning English as an Additional Language (EAL) should not be considered as having a special educational need purely on the basis of the additional language needs.

Indicators of need: Quality First Teaching and Additional Needs
Listening and Attention ● Has difficulty sustaining attention and focus to tasks relative to peers ● Can have difficulties attending to verbal information, e.g. class teaching, discussion and stories ● Has difficulties following instructions without peer or adult support Understanding of Language ● Has difficulties understanding some question types, instructions and explanations, needing additional time for clarification ● Has difficulties understanding some general vocabulary, as well as relational or abstract concepts, needing additional time for explanation ● Has some difficulties retaining and processing information

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- Has some difficulty understanding language that is non literal, also involving irony and jokes

Expressive Language
- May need support to use new vocabulary appropriately, including subject specific vocabulary
- May lack confidence to contribute to group or whole-class activities, needing support to join in
- May use shorter less complex utterances than peers and for older children, this will impact upon content of written language
- May have difficulty structuring ideas to successfully convey thoughts and meaning within sentences and longer utterances
- May find some aspects of conversation difficult, such as maintaining a topic and awareness of a listener's needs

Speech and Phonological Awareness
- Minor speech immaturities, some sound restrictions, generally intelligible to others
- May need support to develop age related syllable/sound awareness
- May need support to identify sounds at the beginning, end and middle of words

Social Interaction
- May display some difficulty with understanding and using non-verbal communication
- Some difficulties with conversation skills
- May have some difficulties using language appropriate to the situation
- May have difficulties working collaboratively with peers

When considering the social communication aspects of SLCN please also read SECTION 2 of this guide.

Indicators of need: High Needs

Listening and Attention
- A pupil is unable to control their attention
- Support to attend is needed in most contexts and for most activities

Understanding of Language
- Has difficulties understanding verbal information/material, including many questions types, directions and explanations, presented in many contexts
- Vocabulary understanding is very limited and related to familiar situations
- Has significant difficulties retaining and processing information
- Has significant difficulty following the pace of learning and content of the curriculum

Expressive Language
- Has significant difficulty verbalising needs and ideas
- Uses unusual sentence structure which is very difficult for a listener to follow
- Has significant difficulty interacting with peers and participating in classroom activities
- May use alternative and/or augmentative communication (AAC), such as signing, e.g. Makaton, communication aids, or visual based system such as Picture Exchange Communication System (PECS)

Speech and Phonological Awareness
- Persisting speech errors, restricted or disordered sound repertoire, affecting listener intelligibility, even when subject of conversation is known
- Unable to segment and blend sounds as would be typically expected by age

Social Interaction
- May not understand/use non-verbal communication
- Significant difficulties present with social interactions and conversations
- May experience sensory-based difficulties within the environment which impact on attention levels and understanding of the instructions provided

Quality First Teaching to meet need:

All staff should be aware of the central role of speech, language and communication in teaching and learning and their responsibility to develop these skills. Children develop differently but a general guide to typical development of speech and language skills can be found at http://www.talkingpoint.org.uk/teachers

The Early Years Curriculum as well as the spoken language element of the National Curriculum in England, Key Stages 1-4, outline the statutory requirements in relation to spoken language. Guidance relating to measuring the progress of pupils using the primary spoken language curriculum can be found at https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-curriculum/

Successful personal and social development, as well as access to all areas of the curriculum, depend upon good spoken language skills. Staff in schools should be aware of the classroom language environment as well as the impact of SLCN on a pupil. Recommendations for supportive language environments for all children can be found at https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-friendly-checklists/ A more in-depth resource designed to identify features of communication supportive classrooms in Reception and Key Stage One is available at https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communication-supporting-classroom-observation-tool/ . This resource arose from The Better Communication Research Project (BCRP, 2012, DfE).

For pupils with mild SLCN, access of the curriculum can be achieved with appropriate planning and differentiation. For some pupils with more significant SLCN, additional in-class support will be required. Regular planning, monitoring and review of outcomes will enable progress to be measured against SMART targets and consideration of the need for additional help. Clear recording of provision and impact is essential.

Listening and Attention
- Organise the seating arrangements to enable pupils to see the teacher clearly
- Consider the levels of ambient/background noise and use furniture arrangements to attenuate sound if possible

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- Ensure pupils know the adult voice they must focus upon and ensure that it is clearly audible against any background noises
- Focus attention using children's names before giving instructions
- Have clear classroom routines and explicit teaching of 'Good Listening' rules, using visual prompts
- Reinforce good listening and attention by explicitly highlighting when demonstrated by pupils and provide reward if appropriate
- Use personal/classroom visual timetable to ensure pupil knows what is happening
- Ensure purpose of activities is clear to pupils and links are made explicitly to learning
- Use visual cues/pictures/colour to supplement auditory information
- Ensure resources needed by pupils are readily available
- Structure breaks/change activities regularly

Understanding of Language
- Adapt adult language so that it is accessible to pupil
- Use short, grammatically simple sentences, emphasising key words
- Give instructions in order of completion, e.g. 'Finish your writing and go to the carpet' rather than 'go to the carpet after you have finished your writing'
- Use task sheets which will encourage independence and assist understanding. These can be organised using pictures or words, depending on pupil's age/written language skills
- Use child friendly language to identify lesson objectives
- Give time to process information - use pauses between sentences to help understanding
- Consider purpose and type of questions and how this can extend learning
- Check understanding regularly, simplify and repeat questions when necessary
- Ask children to check with each other at intervals to ensure they are completing task as directed
- Draw attention to new or different vocabulary and link to other known words. Revisit this to help to reinforce. Use visual displays to maintain access to key vocabulary
- Develop an asking friendly classroom so that children are encouraged to question when uncertain
- Encourage adults to 'talk aloud' when making predictions, inferences, hypotheses etc., so that pupils begin to understand the processes involved in linking new learning to existing information, speculating, problem solving etc.
- Introduce idioms, puns etc. so that pupils can begin to appreciate how language can be used in non- literal ways
- Encourage pupils to use strategies to organise ideas and information, e.g. mind maps, narrative frameworks (spoken and written), colour coding, use of bullet points

Expressive Language
- Model correct grammatical forms to reinforce desired target and extend a pupil's spoken utterance as appropriate
- Provide pupils with opportunities to prepare a response/rehearse a contribution to class discussions
- Teach pupils new vocabulary using sound and meaning and enable a pupil to practise using words

- Encouraging self-cueing strategies when trying to recall known words, using prompts such as categorisation, location and function as well as linking with known associated words
- Use role play, paired work, group work to encourage expressive language
- Use dedicated roles to help pupils develop group working skills, such as having a chairperson, questioner, challenger, summariser, time keeper etc. or equivalent roles for younger children. Model to children how to work together and understand different roles when learning in groups
- Staff to use differentiated questioning techniques to develop learning and support pupil response formulation
- Give additional time to pupils to formulate language. Use 3 second pauses before seeking responses to questions, giving all children longer to plan a response

Speech and Phonological Awareness
- Adults model correct production of a sound/word made in error. NB when a sound is modelled, take great care to ensure that it is the sound in isolation, e.g. when correcting 'p', model 'p' only, not 'puh'. The additional sound will cause confusion when a child is learning to blend
- Give children time to produce a target word, encouraging them to focus on correct production rather than rushing to finish
- Introduce activities designed to develop phoneme awareness to focus on distinguishing sounds at the beginning of words, followed by the end of words and then middle of words. Words should comprise consonant-vowel-consonant structure so as not to confuse a child
- Opportunities to hear and use rhyme to be included in speaking and listening activities
- Use of visual aids to help children develop sound skills, such as the picture cues used for Read Write Inc. etc.

Social Interaction
- Adult modelling of language skills in different contexts
- Role play, enabling discussion of alternative approaches/feelings etc.
- Consideration of environmental adaptations with relation to the classroom routine and environment (e.g. use of visual timetables, sand timers, reducing unnecessary distractions where necessary).

Additional interventions within the setting:

SEN support for children with SLCN should follow the graduated response outlined in the Code of Practice, 2014. This follows the Assess-Plan-Do-Review process, as helpfully illustrated in relation to Early Years but is not confined to this phase:
https://www.thecommunicationtrust.org.uk/media/342970/implementing_graduated_approach_poster.pdf
Evidence of this approach will be sought by the SEND Communication Service prior to their involvement in a request for additional support. Examples of interventions/strategies that will be expected for a learner with a SLCN are as outlined below.

The areas relating to language learning are central to the Early Talk Boost, Talk Boost Key Stage 1 and Talk Boost Key Stage 2 interventions, see I CAN for further details:

www.ican.org.uk.These pre-school/ school delivered interventions are designed for children experiencing language delay and give a range of activities and guidance to promote these skills as well as enabling staff to complete a measure of individual pupil progress. Information about these programmes and other information, including details of the evidence base for their use, can be found on the What Works website which was established following the BCRP (2012) and is available for staff to access at http://www.thecommunicationtrust.org.uk/projects/what-works.aspx

Listening and Attention
● Engage in listening games/activities with younger pupils, with a focus on auditory information
● Provide task sheets, visual or written, which give a stepped approach to a task and encourage independent working
● Younger children to participate in a listening and attention group, using range of games and activities to teach/model skills
● Use timers/visual cues to indicate time for pupil to spend upon an activity. Extend time as appropriate (can begin with seconds and build to minute etc)

Understanding of Language
● Pre-teach vocabulary so that children will have a greater understanding when encountering this in a lesson. Use objects/visual information to support understanding and try and use in different contexts
● Provide opportunities for pupils to develop their skills of sequencing information (including teaching of language of time). Also teach skills of categorisation and understanding of idioms
● Introduce a question card in class, all pupils to have two and use one to respond to and the other to ask a question during specified times, e.g. carpet times. This ensures all children participate in responding to a question and also are encouraged to ask a question
● Adults to use differential questioning to develop a pupil's target skills such as application of knowledge, linking to prior knowledge, understanding of emotions, prediction etc.
● Opportunity to develop inferential understanding and verbal reasoning skills through pictures and text

Expressive Language
● Opportunities to engage in activities designed to address specific objectives such as use of target grammatical structure
● Provide pupils with model to ask for help/signal desire to join in with peers/initiate interaction etc.
● Use of question card (see above) to develop pupil's questioning skills. Similarly, a 'my turn' card to ensure participation in group activities
● Adult support to assist pupil to maintain topic focus and reciprocity in conversation
● Adults support use of alternative and/or augmentative communication.
● Written language skills to be supported by use of IT programmes, apps such as Clicker 5
● Use of frameworks and word banks to extend written language skills

Speech and Phonological Awareness
- A quiet room may be needed to help a child discriminate a sound. Classrooms can be quite a distracting environment, especially when distinguishing between similar sounds, such as 'p' and 'b'.
- Encourage children to segment and produce syllables in multisyllabic words where their production is causing difficulty
- Children who are struggling to blend and segment phonemes to have opportunity to practise skills using syllables, beginning by identifying the number of syllables in a word and then using compound words (e.g. foot and ball) to make a word (football).
- Additional group work focusing on phonological awareness skills and differentiated activities to target specific areas of need

Social Interaction
- Group working, with opportunity to undertake different roles which are explained
- Direct teaching of key elements of non-verbal communication.

When should we seek external support?

- Support and advice from the SEND Communication Service should be sought following the application of two assess/plan/do/review cycles and where limited progress by the pupil has been made.

In addition, where schools are concerned about a pupil's speech and language development and do not have a programme to deliver, a request for assessment can be made to the team.

- The SEND Communication Service can offer schools a range of accredited, published and bespoke training to support any of the areas identified above. This includes training to deliver interventions such as the Talk Boost programmes, early listening and language groups, spoken language in the curriculum, the communicative supportive environment, vocabulary in school, etc. Accredited training is delivered for support staff and opportunity for whole-school accreditation is also available.

- Schools should be able to clearly demonstrate how they are using Element 2 Funding

Pathways to further external support

- Request support from the SEND Communication Service – Request forms can be found on the NCC SEND Support Services web page
- Schools can initiate an Early Help Assessment and invite relevant professionals to attend a planning meeting
- If the child has needs that may be best met through a multidisciplinary approach, a referral to the 'Early Intervention Hub' would be appropriate
- If a child is under the care of the Northumbria Healthcare Speech and Language Service, schools can contact the involved professional to receive updated advice and targets. A request can then be made to the SEND Communication Service for further advice if appropriate.

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- A request for support can be made to this service if required for children who have entered mainstream school with a diagnosis of autism following the withdrawal of involvement of Northumbria Healthcare Speech and Language Service
- Training from the SEND Communication Service can be delivered to schools on request. As an education based service, including several dual qualified speech and language therapists and teachers, we are uniquely placed to offer training designed to meet school needs in this area. Request forms can be found on the NCC SEND Support Services web page

Other useful websites/sources of advice and guidance

- www.thecommunicationtrust.org.uk
- www.ican.org.uk
- www.talkingpoint.org.uk
- http://www.afasic.org.uk

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SECTION 2

Meeting the special educational needs of children and young people with Autism and Social Communication Difficulties

Guidance provided by the ASD Team, Tel 01670 624 802.
This team forms part of the local authority SEND ASD and Behaviour Support Service.

Does the learner have autism or 'social communication needs'? It is important to note that only a suitably qualified person, usually a health professional, can confirm someone has a formal diagnosis of autism or related conditions. A school cannot enter a child in the SEN register or the census as 'ASD' without having sight of that formal diagnosis first.

Until that point we might respectfully refer to the learner having social communication needs. The school would need to choose another SEND category for the register and census, whilst noting that the nature of the learning difficulty arises from social communication needs.

Indicators of need:

Communication and Language
- Verbally communicates in a meaningful way with some echolalia or unusual delivery.
- Has mild difficulty understanding non-verbal communication – for example body language/facial expressions.
- Recognises the need for help but may be unable to seek it effectively.
- May have difficulty following instructions without support.
- May have difficulty sustaining attention for extended periods.
- May attend better to non-language based tasks than language based ones.
- May find it hard to listen when engaged in a focus task.

Emotional and Social Development
- Demonstrates some understanding of simple feelings but does not recognise more subtle emotions such as disappointment.
- Is able to take turns with some low level adult support.
- Tolerates play/social interaction alongside peers but may not initiate an interaction appropriately.
- Has limited self-confidence in a range of settings.
- May be unusually quiet.
- May exhibit significant anxiety.
- Unclear about the ways to become involved in group activities.
- May have difficulty maintaining a topic of conversation appropriately.

Thinking Flexibly
- Could be distracted from interaction by repetitive behaviours.

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- Continues to experience some difficulty with change, even when prepared by adult.
- Displays some repetitive and/or ritualistic behaviour, but can be managed within existing arrangements.
- Can organise materials for a task and follow familiar routines with verbal and/or visual prompts.
- With support can cope with different requirements and routines across a range of subjects.
- May struggle to make choices about their future.

Sensory Needs
- Experiences some discomfort with sensory stimuli and/or may seek out certain sensory stimuli.
- Displays inappropriate behaviours and unusual responses in some settings.
- May well struggle with the demands of group work.

Learning
- Has some difficulties with motivation even with appropriately differentiated materials.
- Requires verbal and/or visual prompts to follow self-care routines such as dressing /toileting.

When considering the communication aspects of ASD please also read SECTION 1 of this guide. Many ASD learners have SLCN needs.

Indicators of need: High Needs

Communication & Language
- Has limited verbal communication and lacks spontaneity. Sometimes need visual prompts to support communication.
- Understanding tends to be literal.
- Has significant difficulty with understanding non-verbal communication – for example body language/facial expressions.
- Difficulties demonstrating joint attention.
- Communication and understanding are mostly non-verbal with significant difficulty understanding spoken language and gestures.
- Uses augmentative communication for example PECS (Picture Exchange Communication System) or Makaton.
- May display extreme, challenging inappropriate behaviour that is very difficult to manage, including extremely withdrawn behaviour.
- Displays adverse/extreme or behaviourally inappropriate responses that are very difficult to manage.

Emotional & Social Development
- Unable to take turns unless given significant adult support.
- Has limited understanding of own feelings and cannot recognise feelings in others.
- There is a marked lack of awareness of others.
- Tends to avoid interactions with peers; has little interest in peer interactions.
- Approaches others in odd or unusual manner (for example from behind /with poor

eye contact).
- Appears aloof or indifferent to others.
- If interaction is unavoidable, it is usually on his/her terms.
- Is unaware of the concept of feelings
- Displays adverse/extreme or behaviourally inappropriate responses.
- Can be withdrawn /isolated.
- Demonstrates a high level of anxiety (possibly around self-image), with some verbalisation.
- Extremely negative thoughts about self.
- Has limited understanding of own feelings and cannot recognise feelings in others. There is a marked lack of awareness of others.
- Tends to avoid interactions with peers
- Still developing Theory of Mind.

Thinking Flexibly
- Has significant on-going difficulties managing change even if prepared.
- Repetitive and/or ritualistic behaviour or special interests interfere with learning or are all consuming.
- Is extremely difficult to motivate - can be totally absorbed in own interests.
- Has significant and persistent difficulties in organising self, (for example, to collect items for a task or follow daily routines), without visual cues/objects and adult modelling.
- May not generalise learning from one setting to another.

Sensory Needs
- Has unusual responses to certain sensory stimuli with some behavioural reactions or signs of stress - may seek sensory feedback such as rocking, mouthing objects.
- Is unable to tolerate certain sensory stimuli. Shows extreme reactions.
- Is difficult to distract from preferred sensory stimuli.
- At risk of self-harm due to sensory needs.

Learning
- Has considerable difficulty with motivation, with erratic response to classroom rewards.
- Has difficulty organising materials for a task even with visual and verbal prompts and adult modelling.
- Requires adult intervention/ close supervision and visual/verbal prompts to support self-care routines.
- Is unaware of the need to ask for help with a task.
- Needs a high level of support to sustain attention in most contexts.
- Tends to flit between activities and is easily distracted.

Quality First Teaching to meet need:

Communication and Language
- Adults should keep language clear and avoid sarcasm, ambiguities and idioms.
- Pupils may benefit from use of a scribe, use of IT or exploration of alternative means of recording.

- Pupils should be cued into instructions and key pieces of information.
- Teacher/TAs could use a pointing stick or similar to help cue and maintain pupil's attention to a focus item
- Planning should be shared with all staff members.
- There should be visual support such as: class visual timetable to prepare for change; task planners; prompts to show good listening and sitting.
- Regular opportunities to listen to adults reading to them in a quiet environment.
- There should be adults taking time to listen to what pupils are saying and modelling positive listening behaviours.
- There should be clear introduction of key topic specific vocabulary.
- Language should be clear and positive.
- Adults should provide time for the processing/understanding of the language.
- There should be clear classroom routines to establish good listening skills.
- Teaching colloquial language.
- Teaching language for sexual awareness and relationships.

Emotional and Social Development
- Pupils should be grouped appropriately – working alongside good role models and pupils they are likely to socialise with on the playground.
- Staff should affirm appropriate social interaction working alongside good role models.
- Staff should support self-esteem with working on and emphasising abilities/interests/social skills
- Opportunities to take part in learning discussions with peers and adults.
- Opportunities to be able to socially interact with peers and adults.
- Buddy support to facilitate peer interaction.

Thinking Flexibly
- There should be clear class rules and routines which have been written by the class, understood and displayed visually.
- There should be clear rules and routines for moving around the school.
- Tasks should be broken down into manageable steps with a clear start and finish.
- Tasks should show a finished example wherever possible.
- Clear separation between visual timetable and 'First, Then' (or similar) as they serve different purposes and should not be confused by the pupil
- There should be clear identification of the purpose of activities and links to previous learning.
- Clear routines for homework.
- Rehearsals for further education life skills.

Sensory Needs
- Pupils should work in a well-organised classroom – equipment easily accessible, drawers for equipment labelled clearly, furniture arranged to best effect.
- Pupils should have a quiet area within the classroom.
- Pupils should work in an environment that is as calm and quiet as possible.
- Strategies for obtaining time out, as necessary, in an age-appropriate way.

Learning
- Encouragement and motivation of pupils with autism by meaningfully using their

strengths, favourite activities and special interests.
- Involvement of pupils with ASD, at a level relevant to them, in formulating their learning goals.
- Equality of access, including the extended curriculum and exam concessions, as appropriate.

Additional interventions within the setting:

SEN support should take the form of Assess-Plan-Do-Review to enable good progress and good outcomes for learners. The ASD Service will expect to see evidence of a graduated approach being used prior to request for additional support being made. Examples of the type of interventions expected to be observed when a learner has been identified as having additional needs are given below:

Communication and Language
- Adults cue pupil into instructions and key pieces of information by always calling them by name first.
- Tasks should be rehearsed or modelled, showing a finished example wherever possible.
- Pupils should be given time to process information/expectations.
- There should be a visual means to request help.
- Staff should explain idioms and non-literal language.
- Pupils should have key language supported visually.
- Pupils should be alerted to the need to listen through using their name.
- Colloquial and idiomatic language is explained.
- Staff to focus on language being reduced, chunked and simplified to support accurate retention – verbal bullet points.
- Pre-teaching of topic-specific vocabulary takes place.

Emotional and Social Development
- Staff need to provide inclusion in a social skills group.
- Phrases about safety and help are taught and modelled.
- Pupils will have access to a buddy/peer support system.
- Partner work with supportive peers is arranged.
- Pupils are seated in a position with a good view of the teacher to enable use of non-verbal communication such as gesture and facial expression.
- Pupils should be taught to understand the passage of time.
- Pupils are taught strategies to help them to manage their anxieties.
- Staff support the skills into adult life around dating, sexual health.

Thinking Flexibly
- Staff teach what the rules are and who polices them.
- Pupils are taught skills to make their own visual cues.
- Young people need to learn how to cope with free lessons in a timetable.

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- Young people need to develop an awareness of the law and what they can and cannot do
- There are clear expectations of rules and routines shown which are shown visually.
- There should be personalised visual supports – visual timetable to prepare for change, task planners, prompts to show good listening and sitting.
- Pupils should have tasks broken down into manageable steps with a clear start and finish by using task planners that have been personalised for the pupil.
- There should be visual prompts to support organisational skills.
- There should be a calm, firm and consistent approach to managing learning behaviour related to rewards that are motivating for the pupil.
- A suitably motivating and personalised reward system where the pupil is rewarded for small achievements and good citizenship.

Sensory Needs
- There should be a distraction-free area within the classroom such as a workstation.
- Distractions to be minimised within the classroom – the pupil being sat away from strong visual stimuli.
- There should be a place of calm within the class or school – book corner or library.
- There should be a designated space for sitting on the carpet.
- Movement breaks are provided.
- A sit and move cushion/writing slope/pencil grip is provided as necessary

When should we seek external support?

- At least two rounds of assess/plan/do/review has been implemented and limited progress has been achieved.
- School should be able to clearly demonstrate how they are using their element 2 funding.

Pathways to further external support

- Request Support from the ASD Service - 'Request for Support' forms can be found on the SEND Support Services web page.
- School could initiate an Early Help Assessment and invite suitable professionals to attend a planning meeting.
- If the child has needs that may be best met through a multidisciplinary approach, a referral to the 'Early Intervention Hub' would be appropriate.

Other useful websites/sources of advice and guidance

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- The Autism Education Trust (AET): www.autismeducationtrust.org.uk
- National Autistic Society: www.autism.org.uk
- Toby Henderson Trust: www.ttht.co.uk
- Autism Northumberland: www.autismnorthumberland.co.uk

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SECTION 3

Meeting the special educational needs of children and young people with learning difficulties.

This guidance was provided by Psychological Services,
Tel 01670 624 813.

In this section each level of need builds on the previous one. It assumes that provision in the previous level is in place.

Indicators of need:
Characteristics of pupils Pupils will benefit from Quality First Teaching if they operate broadly within the expected range of abilities but their progress/development may occur at a slower pace than that of other pupils. Pupils may have Additional Needs if progress with learning is at a very slow rate over time and additional support is needed to achieve this. Pupils are attaining at a level significantly below age related expectations and there is evidence of an increasing gap between them and their peers over time. Schools should also consider whether assessments are needed to identify a specific SEND which may be the underlying cause of the learning difficulty. Pupils may have High Needs if they have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Some pupils may have life-long learning difficulties, across several areas of development, and will require more targeted and specialist intervention.

Quality First Teaching to meet need:
Where learners are operating broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other pupils Quality First Teaching (QFT) provision should continue to be used by the class teacher. This means: - Teaching should be structured to ensure the learner accesses a continuous loop of improvement - Assess, Plan, Do, Review, through school monitoring systems.   - Address the pupil by name and gain eye contact before giving an instruction   - Use clear and simple language   - Break down longer instructions into 'chunks'.

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- Staff check with the learner for understanding.
- Break down new learning into smaller steps.
- Link any new learning to what the pupil already knows to provide 'anchors' e.g. use mindmaps of what students already know about a topic.
- Ensure activities such as target words for spelling are properly differentiated.
- Use a variety of recording options, not just pencil and paper tasks. Provide opportunities for practical and interactive tasks.
- Give pupils thinking time or the chance to work with talking partners or say, "I'm going to come back in a minute to hear your idea".
- Use a range of lesson activities to take into account different learning strengths. Offer practical activities where possible e.g. learning from pictures, diagrams, mind maps, using practical equipment, handling objects, moving and doing rather than sitting.
- Give lots of examples of new concepts and take these examples from the children's own experiences rather than using more abstract examples.
- Provide a visual list of key topic vocabulary and teach what each word means.
- A range of aids and resources is easily accessible to support learning and aid independence, such as letter and number charts, word banks of high frequency words and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate).
- Use visual prompts and visual timetables.
- Use writing frames to help structure thinking.
- Provide prompt sheets containing things like key words, questions to answer, paragraph openings etc.
- Routinely teach independent study skills. Encourage pupils to take charge of their learning and develop strategies that work best for them.
- Use a variety of flexible groupings and pairs e.g. ability, mixed ability, study buddies.
- Marking policies celebrate positive aspects of pupils' work and how their work can be developed/improved.
- Differentiate homework and independent tasks to present an equal level of challenge to all pupils.
- Encourage the use of personal jotters to record homework and to aid memory.
- Ensure a consistent learning environment with established practices and routines is established and shared with the learner.
- Pupils are involved in setting, monitoring and review of their targets.
- Regular communication is established and maintained with parents about how they can support their child's learning needs, e.g. during parents' evenings, parent workshops on specific learning themes.

Additional interventions within the setting (building on Quality First Teaching):

When pupils are still struggling to make progress despite consistent Quality First Teaching, schools will need to use Element 2 funding to provide additional support. To support this process, schools may wish to ask for advice from other agencies to help them with the assessment and interventions for these pupils. SEND services will expect to see

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evidence of a graduated response prior to schools requesting extra support from external agencies. Examples of the types of interventions and strategies expected to be observed when a learner has been identified as having additional needs are suggested below.

- SENCO and other staff are aware of and use appropriate evidence based teaching approaches and interventions.
- Retention of learning is enhanced by daily short practice sessions rather than longer weekly sessions.
- Teach one skill at a time.
- Use cumulative learning to aid retention. A small amount of material is learnt to fluency, then a small amount is added and practiced alongside the original. Any new material is always combined with the old.
- Use worked examples to model appropriate steps.
- Give specific feedback
- Ongoing teaching through assessment is used.
- Model and explicitly teach metacognitive strategies (thinking about thinking and learning how to learn things).
- Increased differentiation of individual tasks and materials used.
- Use of visual and practical resources as much as possible.
- Pre-teach key vocabulary and upcoming topic vocabulary.
- Regular intervention (with group or individual is provided by the teacher /other adult)
- Any support provided by teaching assistants or other adults must continue to be planned, monitored and reviewed by the teacher.
- Careful consideration is given to staff who support pupils with intervention, ensuring that staff have the thorough subject knowledge required to enable them to identify pupils' misconceptions and rapidly process suggestions and strategies to help pupils to address them.
- Interventions are closely monitored by subject and/or senior leaders so that impact can be measured and, where interventions are not working, they can quickly be adapted or removed to avoid disengaging the pupil
- Pupils have the opportunity to develop independent working skills
- Timetable planning allows for required interventions to be implemented consistently.
- Individual programmes to address specific targets may be delivered in small group sessions but also need to be explicitly reinforced in whole class activities to aid the transfer of skills.
- When a pupil demonstrates uneven performance from one day to the next and from task to task, staff understand that increased skill practice to develop automaticity/fluency is required and then following this, enable increased practice at generalising skills to different contexts.
- There is increased use of technology to support learning such as touch typing programmes and Apps.
- Staff implement the Inclusion Development Programme (IDP) materials when appropriate for the needs displayed.
- Expected interventions to support learning are evident and any identified difficulties are addressed promptly with support being sought from the various County and wider services. (Eg. SEND support teams, Inclusion Support, Primary Mental Health)

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Suggested additional strategies for pupils with high needs. It is likely these pupils will be in receipt of additional funding.

- Schools use assessment approaches such as P scales or more detailed monitoring systems such as PIVATS.
- More frequent rehearsal takes place to allow for over-learning.
- Additional time is allowed to consolidate new skills.
- More frequent reinforcement of learning through daily, individual, short sessions of specific teaching on key skills.
- Daily explicit teaching on how to transfer skills from one context to another is given.
- Interventions as advised by external agencies are in place and monitored.
- Interventions as advised in the pupil's EHC Plan, if they have one, are in place and monitored.
- Best practice interventions and resources to support particular learning needs are implemented
- Staff may attend consultation sessions with Educational Psychologists or Specialist Teachers in the SEND Services.

When should we seek external support?

- Schools and settings know that some children may experience some difficulties with learning. Quality First Teaching means that most of these difficulties can be managed within a whole school / class setting because of positive teaching strategies, good differentiation and stimulating, well planned lessons which enable every child to demonstrate their understanding and make good progress. General support is offered by the class teacher and class based support staff.
- Some pupils with additional needs will require higher level distinctive support that it is tailored to the specific needs of the individual learner. This support may be offered to a small number of students who, despite Quality First Teaching, continue to experience difficulty. These learners may have multiple needs that call for an intensive, individualised intervention and external support and advice should be obtained.
- Schools/settings are expected to base any intervention provided in school on a model of assess/plan/do/review and may implement several cycles of this approach. This provides the SENCO with a clear picture of what has been tried and what has worked/has not worked.
- Schools are expected to use their Element 2 funding to support pupils with additional needs. Element 2 funding is used over and above the Quality First Teaching approach and evidence of its use would need to be demonstrated.

Pathways to further external support

- Discussion with named Educational Psychologist for the school or other relevant SEND Services e.g. Specialist Teachers and Teaching Assistants for Literacy.

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- Consideration of an Early Help Assessment if there are are wider factors impacting on the pupil's learning.

Other useful websites/sources of advice and guidance

- Brooks G. (2016) What works for children and young people with literacy difficulties? The effectiveness of Intervention Schemes, 5th edition. The Dyslexia-SpLD Trust. www.interventionsforliteracy.org.uk is the website related to this research.
- Department for Education (2015) Special Educational Needs and Disability Code of Practice: 0-25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.
- Department for Education and Skills (2005) Supporting children with gaps in their mathematical understanding. Primary National Strategies.
- Department for Children, Schools and Families (2009) What works for children with mathematical difficulties? The effectiveness of intervention schemes. (Based on research by Dowker A. 2004)
- Dowker A. and Sigley G. (2010) Targeted interventions for children with arithmetical difficulties. Understanding Number Development and Difficulties, 65-81. BJEP Monograph Series 11, 7. The British Psychological Society.
- Gathercole S. and Alloway T. (2007) Understanding Working Memory: A Classroom Guide. Harcourt Assessment.
- National Centre for Excellence in Teaching Mathematics https://www.ncetm.org.uk/resources/teaching-resources
- The Sutton Trust -EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. http://educationendowmentfoundation.org.uk/toolkit

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SECTION 4

Meeting the special educational needs of children and young people with Specific Learning Difficulties (SpLD), particularly persistent literacy difficulties (Dyslexia)

This guidance was written by the Literacy Team, Tel 01670 624 807.
This team forms part of the local authority SEND Communication Service.

A literacy difficulties/dyslexia screening tool has been developed for use by schools and colleges. It can be requested direct from the Service.

Indicators of need:
Learners may demonstrate some or all of the following characteristics at any age: **Phonological awareness** • Difficulties with phonological awareness (awareness of sounds in words). The learner may struggle to blend and isolate sounds in words or be able to manipulate sounds in words (removing, adding or exchanging them). **Phonics** • Difficulties with acquiring and/or applying phonic knowledge: knowing which sounds are made by individual letters and groups of letters, alternative ways to write each sound. • Difficulties with reading (accuracy, fluency and comprehension). **Reading** • Reading accuracy, being able to accurately decode words and sentences. • Reading fluency, being able to decode words at sufficient pace so that the meaning of the text is understood. • Reading comprehension, being able to gain meaning from the text and demonstrate literal and inferential understanding of the text. **Spelling/writing** • Difficulties with spelling: acquiring age-appropriate spellings, learning and applying spelling patterns in own writing. Some learners may spelling the same word differently each time it is used within the same piece of writing. • Difficulties with writing: letter formation, sizing, joining and spacing. Use of punctuation. **Verbal memory** • Difficulties with memory for words and verbal items. **Verbal processing speed**

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- Difficulties responding to questioning in a timely manner. Problems in focussing attention to scan, discriminate between, and sequentially order visual information.

Signs of potentially persistent literacy difficulties, according to developmental phase:

- Pre-school: delayed or problematic speech, weak expressive language, poor rhyming skills,difficulties with syllable awareness, difficulties with syllable awareness, lack of interest/difficulty learning letters
- Early school years: poor letter-sound knowledge, weak phoneme awareness, poor word attack skills idiosyncratic spelling, problems copying
- Middle school years: slow reading, weak decoding skills when faced with new words, reliance on phonetic or non-phonetic spelling, difficulty with irregular words
- Adolescence: poor reading fluency, slow speed of writing, difficulty with organisation and expression in work

Quality First Teaching to meet need:

Quality First Teaching recognises learning differences and caters for the needs of the range of learners within the classroom and offers variety to suit all learners:

- Task instructions are clear and longer instructions are broken down into chunks, giving one at a time.
- Tasks are well explained, modelled and scaffolded and staff check for pupil understanding.
- Specific activities e.g.spellings are appropriately differentiated.
- Tasks are practical and interactive as well as written, adopting multi-sensory methods.
- Pupils are given 'thinking time' or opportunities to discuss their answers with peers before answering questions.
- Key vocabulary is displayed within the classroom and staff teach the meaning of each word.
- Learning aids are easily accessible: letter and number charts, high-frequency word banks, dictionaries topic words etc.
- Staff use writing frames to structure thinking.
- Staff make use of differentiated reading materials to enable pupils to access learning.
- Use of ICT to support learning.
- Staff allow alternatives to traditional written recording (such as bullet points, oral presentation, voice-recorders).
- Staff use learner groupings to support pupils with difficulties: paired recording with a fluent writer, dictation to a helper, groups where pupils take different responsibilities).

The first step in identifying that children may have literacy difficulties, including dyslexia, is to notice those making poor progress in comparison with their typically developing peers, despite receiving high quality Wave 1 literacy teaching.

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Children's progress in the mainstream classroom should be monitored as standard practice, leading to adaptations to Wave 1 teaching that recognise individual differences in literacy and other learning. Where literacy difficulties are identified, responses should always take into account the quality of the teaching received by the child. Regular skills based assessments should be in use to inform teaching (see school literacy assessment information used by school, such as Read Write Inc. information). Schools ensure that the learner's sight and hearing are deemed satisfactory prior to making further judgements about appropriate progress.

Effective early years settings and primary schools provide high quality experiences designed to boost children's spoken language especially those showing signs of impoverished vocabulary and language delay.

Additional interventions within the setting:

Targeted provision is provision that is additional to or different from that made for the majority of pupils in school. Analysis done at the 'assess' stage of the graduated approach will help to pinpoint the kind of provision that is likely to be most effective in meeting the pupil's needs, based on the main areas of difficulty.

Possible areas that may need targeted provision:
- Phonemic awareness instruction: teaching students to manipulate the sounds of words (phonemes) to improve reading (blending) and spelling (segmentation) skills.
- Phonics instruction: teaching students how to sound out printed words using knowledge of graphemes, to decode multisyllabic words, and to generalise learned rules of language to new words.
- Spelling and writing instruction: encouraging students to write letters, sound patterns (graphemes), words, and sentences to support and reinforce segmentation strategies and the acquisition of phonics rules.
- Fluency instruction: providing students with practice in reading words accurately to gain sufficient speed to ensure that comprehension is not impaired because of undue focus on word reading.
- Reading comprehension: providing students with additional practice deriving information from pictures and text, developing independent use of taught strategies.

Schools should keep parents informed of the plans for, and progress of, children with literacy or dyslexic difficulties. Schools should publish the procedures they follow to identify and support children with literacy or dyslexic difficulties.

When should we seek external support?

School should be aware that some children demonstrate persistent difficulties, despite Quality First Teaching (QFT) and well-founded intervention. Prior to seeking external

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support, staff should be confident that learners have received high quality QFT and that Wave 2 and/or 3 interventions carried out were appropriate for the pupil's needs and of sufficient quality. External support can be sought:

- After at least two rounds of assess/plan/do/review have been undertaken and significant concerns remain. This will provide the SENCO with a picture of what has or has not worked for the pupil.
- Schools are expected to have used the element 2 funding to support the learner. Element 2 funding is used over and above the QFT approach.
- Schools are expected to use the Northumberland Screening Assessment Tool for Persistent Literacy Difficulties (Dyslexia) prior to making a request for support to the Northumberland SEND Service. This will also assist the further setting of SMART targets.

Pathways to further external support

Request for support can be made into SEND Workstream for Communication: Literacy. If the primary difficulty identified is reading comprehension, a request for support from the Communication: Speech and Language Team may be indicated.
Request for support can be made to the Educational Psychology Team
If the child has needs that may be best might by a multidisciplinary approach, a referral to the 'Early Intervention Hub' would be appropriate.

Other useful websites/sources of advice and guidance

www.literacytrust.org.uk
www.thedyslexia-spldtrust.org.uk
www.dyslexianortheastengland.org.uk

SECTION 4

Meeting the special educational needs of children and young people with Social, Emotional and Mental Health difficulties.

This guidance was written by the Behaviour Support Team, Tel 01670 624 802. This team forms part of the local authority SEND ASD and Behaviour Service..

Please also see national DfE guidance: *Mental health and behaviour in schools Departmental advice for school staff*, March 2016

Indicators of need:

Social behaviour

Learners may demonstrate ***some or all*** of the following characteristics:
- The learner may have difficulty in forming positive relationships. They may struggle to make and keep friends. This could then prevent them from being able to cooperate with other peers or adults;
- The learner may have a neurodevelopmental condition which has been diagnosed that helps in the understanding of the behaviour and thus in the planning of intervention.

Emotional behaviour

Learners may demonstrate ***some or all*** of the following characteristics:
- The learner may struggle to manage and accept change in systems and routines
- The learner may not be able to understand or appreciate the changes that they could make (with support) in order to make progress
- The learner may find it hard to express themselves verbally and instead may communicate their thoughts and feelings through their behaviour
- The learner may sometimes be anxious, distressed or aggressive, or they may withdraw from the situation be that a social or learning situation
- The learner may have a negative view of themselves at times and may make deprecating comments. The learner is more likely to give up easily when there is a challenge facing them.

Learning behaviour and attitude towards school

Learners may demonstrate ***some or all*** of the following characteristics:
- Difficulty in developing a positive behaviour for learning attitude. This could affect the learning skills needed to attend school, to start and to complete tasks
- The learner may demonstrate difficulty in keeping their attention on one thing (directed adult tasks);

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- Their progress may be inhibited (though this may be in certain areas only and sporadic) and their actions may also be hindering the learning of others
- The learner may find some subjects difficult (for example literacy) in that they are not motivated by the learning
- The learner may show some areas of learning in which they are more successful. The learner may find it easier or harder to learn, which can be addressed through careful planning.

Quality First Teaching to meet need:

Where learners are operating broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other learners, Quality First Teaching (QFT) provision should continue to be used by the class teacher. Quality First Teaching includes:

- The learner should remain part of the mainstream teaching timetable for all activities.
- A consistent learning environment with established practices and routines which should be shared with the learner.
- There should be consistency in approach from all adults in the learner's approach to education including non-teaching staff.
- Teaching should be planned to ensure the learner accesses a continuous loop of improvement - : Assess, Plan, Do, Review, through school monitoring systems.
- Behaviour management systems should be used consistently with the learner and positive praise given often to provide motivation.
- An appropriately differentiated curriculum should be made available to the learner to ensure they are included within the mainstream classroom.
- Internal staff communication is paramount to ensure information is shared and consistent approaches are adopted and used.
- The learner is enabled to participate in the setting, monitoring and review of their targets.
- Regular communication is established and maintained with parents about how they can support their child's learning needs, eg during parents' evenings, parent workshops on specific learning themes.
- Expected interventions to support emotional well-being for learning are evident and any identified difficulties are addressed urgently with support being sought from the various County and wider services. (Eg. SEND support teams, Inclusion Support, Primary Mental Health, Hub referral)
- Appropriate differentiation enables success-based learning (to enhance both learning and motivation) and still provides an appropriate level of challenge.
- Visual evidence of their success as a result of their effort is regularly reviewed by the learner, to enhance confidence and intrinsic motivation.
- Teachers take into account the impact which emotional needs may have on the learner's learning, and appropriate support is provided.

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- Teachers increase their use of effective praise that focuses on the learning behaviour and process.
- A calm, consistent learning environment with clear expectations, routines and rules, with secure and explicit boundaries in all curriculum areas and at times of less structure is established. This is especially important for less structured times of the day. (E.g lunchtime or room transition)
- Use a variety of social learning experiences/groupings which provide opportunities for peer modelling and positive social interaction.
- Consistently use logical consequences as part of a stepped approach in order to encourage pupils to self-regulate and make appropriate choices in order to develop their skills
- Teachers should know how to apply behaviour systems to less structured times of day and learning environments - for example lunchtimes, playtimes, school trips.

Additional interventions within the setting:

- Peer mediation; peer mentoring and other forms of peer support
- Anti-bullying interventions
- A comprehensive social and emotional skills programme across the school
- After school activities and other personal development and play/ leisure opportunities
- Circle Time - Jenny Mosely
- Alternative provision - such as Nurture Groups and other small group provision
- Multi agency working and pulling together so that there is effective supportive working towards similar outcomes (Early Help Assessment EHA)
- Planned provision implemented by a suitably competent, experienced and confident member of staff
- Planned opportunities for calming routines as needed during the school day
- Emotional literacy - self-awareness and regulation
- Group size composition and staff levels and environment are adjusted to facilitate access to/engagement with the curriculum
- A nominated person such as a Learning Mentor or another key adult (buddy) who can provide this emotional support and regulation
- Successful schools have staff who value and promote positive relationships between adults and children within school setting. Ideally, everyone who walks through the front door of the school each morning (staff and pupils) should feel that this a place where they belong and that they feel safe, secure and happy in the environment.
- A good relationship will provide the continuous safe base that the learner so desperately needs for healthy development.
- Proximity and sensitive attuned care are necessary within a genuine relationship in order to build up both his sense of self and sufficient internal control.

When should we seek external support?

What would be the triggers to seek external advice and support?

Schools and settings know that some children may experience emotional, social and personal issues which lead to difficulties with behaviour at some stage of their education. Many of these difficulties can be managed within a whole school / class setting because of the positive, caring ethos where expectations, rules and routines are clear and are applied consistently. When things go wrong, issues are dealt with by the class teacher and class based support staff.

- Where the learner requires higher level distinctive support that it is tailored to their specific needs and is offered to a small number of learners who, despite whole school behaviour support and targeted interventions, continue to experience difficulty. These learners may have multiple needs that call for an intensive, individualised intervention and external support should be obtained
- Schools/settings are expected to base any intervention provided in school on assess/plan/do/review - this may involve several rounds of the approach. The outcomes of the assess/plan/do/review cycle will provide the SENCO with a clear picture of what has been tried and what has worked/has not worked.
- Schools are expected to use their element 2 funding to support the learner. Element 2 funding is used over and above the QFT approach.

Pathways to further external support

- Referral into Inclusion Team
- Referral into SEND Workstream for Behaviour and ASD
- Referral to Educational Psychology team
- Where more than one agency is involved, referral into locality HUB
- School/setting to open an Early Help Assessment.

Other useful websites/sources of advice and guidance

- **http://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning**
- **http://www.priorygroup.com/specialist-education/besd**
- **http://www.pureinnovations.co.uk/who-we-help/besd/**

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SECTION 6

Meeting the special educational needs of children and young people with VISUAL IMPAIRMENT (VI)

This guidance was written by the Sensory Support Service, Tel 01670 624 854

Introduction - identifying needs

- The National Sensory Impairment Partnership (NatSIP) have agreed criteria that classify vision loss into categories ranging from mild to severe/profound. All visual impairments must be treated on an individual basis as children use the vision they have in different ways. A young person may have a mild reduction in visual acuity (the ability to distinguish details and shapes of objects) but be functioning within a more severe category due to an additional ophthalmic condition e.g. nystagmus, visual field loss, cerebral visual impairment
- Each level of need i.e. Quality First teaching (QFT), Additional School Intervention and Support (AIS) and High Needs(HN) builds on the one before. It assumes that provision in the previous level is in place and does not repeat this in the later level. High Needs provision may have additional funding allocated to it
- For some children their visual impairment (VI) may not be their primary need. It may add to and compound other difficulties they have
- Many children, who have had a diagnosis of VI in the pre-school phase, will enter settings and schools with support already in place from the Sensory Support Service (SSS) (www.northumberland.gov.uk/Children/Needs/Sensory.aspx)
- Schools and settings can expect to be contacted by the Service prior to school entry to discuss a child's needs, and the likely impact of the VI on their ability to learn in an educational context
- Diagnosed VI children and young people receive support from the Sensory Support Service according to need; this is allocated using a set of nationally recognised criteria. The need is not always greatest where the visual impairment is greatest. Changing needs can be responded to, with the frequency and nature of interventions adapted. Schools and settings are always welcome to highlight areas of concern, and identify if learners are not reaching their potential
- Some youngsters may already have an EHA in place, and discussions may already have taken place around top up funding/EHCP, depending on the degree of visual impairment and its impact on learning
- There may also be children entering schools and settings with a diagnosed visual impairment who are not known to the SSS. The Service operates an open referral policy for VI children and young people

Quality First Teaching (QFT)

Pupil Characteristics
- NatSIP Criteria - Mild Vision loss (visual acuity measured at 6/6 to 6/18 Snellen, 0.3 to 0.48 LogMAR), with other factors affecting vision being taken into consideration
- There may be difficulty with near and/or distance vision, spectacles may have been prescribed
- There may be monocular vision (good vision in only one eye), restricted visual fields e.g. central or peripheral field loss. Patching or occlusion to treat a squint
- Difficulty with fixation and tracking
- Fluctuating vision e.g. Stationary Night Blindness affected by poor light levels, Photophobia affected by glare and high light levels

Staff Knowledge and Understanding
- The Qualified Teacher of Visually Impaired (QTVI) will monitor the pupil on an annual or twice yearly basis or in some cases they will be held on the SSS database on a school to contact basis. A written report will be provided to school outlining the implications of the pupil's VI and giving advice and recommendations to overcome their barriers to learning. Some INSET may be given to staff to raise understanding of the VI and implications on learning etc.
- An assessment of the school environment may be carried out by the QTVI and/or by a Specialist Mobility / Habilitation Officer and advice given to school about possible environment changes and safety considerations e.g. improvement of lighting, better blinds, highlighting hazards. The classroom environment should be kept free from clutter
- Generally the pupil will be expected to manage without additional adult support
- The class teacher will monitor the pupil's progress and their ability to visually access the curriculum on an ongoing basis and will communicate any concerns to the SSS

Expected interventions to support learning
- The pupil may need to be near the teaching point or the focus of the lesson. They should not be expected to share texts and other learning resources. They may struggle to see information on Interactive whiteboards and may need to have a monitor they can sit close to or hard copies of what is being displayed
- Consideration should be given to seating position in relation to teaching point, lighting, potential glare from windows etc. The position of personal points e.g. pupil's storage tray, coat peg etc. needs consideration
- Adaptation and enlargement of some learning materials, visually simplifying, enlarging fonts, improving contrast
- Desktop computers and laptops should have accessibility options adjusted to have the optimum size and type of font, cursor and icon for the VI pupil
- VI pupils will benefit from additional verbal descriptions and explanations. They may not be able to access information at a distance so may need to be allowed hands-on or close-to access of artifacts and display work. They may benefit from access to equipment etc. prior to a lesson e.g. gym equipment

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- VI Pupils will require additional time and adaptation considerations for tests and assessments/ external examinations
- VI Pupils will need more support when in an unfamiliar environments e.g. on a school trip

Expected interventions to support social and emotional well-being
- VI Pupils often struggle to accurately see and read facial expressions and body language. Consideration needs to be given to this and additional verbal descriptions and explanations can help
- Some VI pupils will need emotional support to come to terms with a vision loss or a deteriorating condition
- Pastoral care should be given to help develop and maintain the pupil's self-esteem

Additional School Intervention and Support

Pupil Characteristics
- NatSIP Criteria - Moderate Vision loss (visual acuity measured at less than 6/18 to 6/36 Snellen, 0.5 to 0.78 LogMAR), other factors affecting vision being taken into consideration
- These pupils may include those with; Restricted fields of vision e.g. tunnel vision, Cataracts, Macular Dystrophy, Retinitis Pigmentosa, Cerebral Visual Impairment, Optic Nerve Hypoplasia, Aniridia, Albanism and Nystagmus. These pupils are often registered Partially Sighted

Staff knowledge and Understanding
- The Qualified Teacher of Visually Impaired (QTVI) will monitor the pupil on a termly or half termly basis. The written report will be updated as required. School will be offered INSET to give a more indepth understanding of the pupil's individual visual needs, its implications on learning and key strategies to overcome barriers to learning. There will be closer liaison with key staff in school and any other key professionals involved
- An assessment of the school environment will be carried out by the QTVI and/or by a Specialist Mobility / Habilitation Officer and advice given. If building adaptations are required then the SSS will liaise with those carrying out the adaptations
- The pupil may require some additional adult support and some specialist curriculum input e.g. learning to touch type or use of magnification aids
- The class teacher will monitor the pupil's progress and their ability to visually access the curriculum on an ongoing basis and will communicate any concerns to the SSS. An EHA would be beneficial

Expected interventions to support learning
- The pupil will need to be near the teaching point or the focus of the lesson. They may needs information written down for them on a small whiteboard or a hard

enlarged copy provided. They may need to use Low Vision Aids to access information at both near and distance

- Large print texts and materials specifically produced may need to be sourced
- They may need emboldened large spaced paper and exercise books and large nibbed pens to allow them to independently record their work
- Specialist equipment for practical subjects may need to be acquired e.g. talking scales, liquid level indicators, bell ball for P.E.. Pupils may require BIg Keys qwerty keyboards to access computers as well as Audio feedback software
- Support during unstructured times, or when activities are specifically related to vision, should be considered
- Pre-tutoring, to prepare pupils for specific lessons may be required
- They should not be expected to share texts and other learning resources. They may struggle to see information on interactive whiteboards and may need to have a monitor they can sit close to or hard copies of what is being displayed
- Consideration should be given to seating position in relation to teaching point, lighting, potential glare from windows etc. The position of personal points e.g. pupil's storage tray, coat peg etc. needs consideration
- Adaptation and enlargement of some learning materials, visually simplifying, enlarging fonts, improving contrast
- Desktop computers and laptops should have accessibility options adjusted to have the optimum size and type of font, cursor and icon for the VI pupil
- VI pupils will benefit from additional verbal descriptions and explanations. They may not be able to access information at a distance so may need to be allowed hands-on or close-to access of artifacts and display work. They may benefit from access to equipment etc. prior to a lesson e.g. gym equipment
- VI Pupils will require additional time and adaptation considerations for tests and assessments
- VI Pupils will need more support when in an unfamiliar environments e.g. on a school trips

High Needs (HN)

Pupil Characteristics
- NatSIP Criteria - Severe/Profound Vision loss (visual acuity measured at less than 6/36 to 6/60 Snellen, 0.8 to 1.00 LogMAR and above), other factors affecting vision being taken into consideration
- The pupil will have severely reduced or no functional vision. They may be Registered Severely Sight Impaired (Blind)
- They are likely to require provision of specialist equipment and may be Giant Print, Braille or Moon users. They may require other tactile and audio methods of accessing the curriculum and of recording their work

Staff knowledge and Understanding
- The Qualified Teacher of Visually Impaired (QTVI) will monitor and visit the pupil on a regular basis, depending on levels of need this may be as often as two to three times a week. They may do some teaching of specialist curriculum areas e.g. Braille Codes, use of specialist software, use of specialist equipment etc. School will be encouraged to have regular INSET to give an indepth understanding of the pupil's individual visual needs, its implications on learning and key strategies to overcome barriers to learning. There will be close and regular liaison with key staff in school and any other key professionals involved
- It is likely that there will need to be regular input, with the pupil, from a Mobility / Habilitation Officer
- An assessment of the school environment will be carried out by the QTVI and/or by the Specialist Mobility / Habilitation Officer and advice given. If building adaptations are required then the SSS will liaise with those carrying out the adaptations
- If schools are intending to apply for top up funding, there must be clear evidence of how element 2 funding has been used, implementing the QF and Additional School Interventions outlined above. In many cases a pupil will require an assessment for an EHCP

Expected interventions to support learning
- It is likely that the pupil will require allocated staff to support in lessons, particularly practical lessons, and also to modify and adapt resources. Teaching staff will need to liaise closely with support staff to provide enough time for resources to be produced or acquired so that the curriculum can be accessed
- Withdrawal from class may be needed for areas of specialist curriculum but also for support staff to work individually with a pupil so they can:-
    - complete a task made slower because of their VI
    - reinforce understanding
    - prepare for future activities
    - provide additional hands-on experience of resources used in class
    - provide additional experiences to address gaps in knowledge

Expected interventions to support social and emotional well-being
- Pupils may need to be supported during non-teaching times so that they are able

- to socialise with their peer group. Emotional wellbeing is crucial to learning, and advice can be given by Sensory Support Staff to help develop their social and emotional skills.
- Pupils with more severe visual impairments may need guidance to help them learn social norms e.g. facing people they are talking to, not invading personal space etc.
- Some pupils may display 'blindisms' (characteristic movements that some blind people make that appear unusual to sighted people e.g. eye-pressing, rocking, hand shaking). Strategies may need to be put in place to help alleviate these.

When should we seek external support?

- Further external support should be sought if concerns remain after 2 cycles of assess/plan/do/review have been completed and limited progress has been made, with all recommended accommodations having been made
- If schools are intending to apply for top up funding/EHCP assessment if none is already in place, there must be clear evidence of how element 2 funding has been used, implementing the QFT strategies and additional interventions described above

Pathways to further external support

- If school suspect a vision loss which is undiagnosed, parents should be directed to seek the advice of their GP. The GP can refer to the Ophthalmology Department at the RVI, Newcastle. If a loss is identified, referral may be made directly by them to Sensory Support Service
- Request advice from the Sensory Support Service - 'Request for Support' forms can be found on the Service web page, reached via the Local Offer page. Advice can also be sought by telephone 01670 624854 or e mail nicola.taylor@northumberland.gov.uk. Assessment by the Service can only be carried out following a diagnosis of a Visual Impairment by an Ophthalmologist or Consultant Paediatrician. The SSS assessment will take place in school with parents and school staff, and will determine levels of direct support offered
- School could initiate an Early Help Assessment and invite suitable professionals to attend a planning meeting
- If the child has needs that may be best met through a multidisciplinary approach, a referral to the 'Early Intervention Hub' would be appropriate.

Other useful websites/sources of advice and guidance

Useful Vision is a registered charity providing positive opportunities and fun-packed events for vision impaired children and their families across the North East. www.usefulvision.org.uk/

Henshaws is a charity supporting people living with sight loss and a range of other disabilities. www.henshaws.org.uk

RNIB www.rnib.org.uk

Blind Children UK formerly NBCS (National Blind Children's Society), is a charity for children and young people with sight loss.

Action for Blind People offering vital support for people who are blind and partially sighted www.actionforblindpeople.org.uk

Royal Blind Society www.rsbc.org.uk

SECTION 7

Meeting the special educational needs of children and young people with HEARING IMPAIRMENT

This guidance was written by the Sensory Support Service, Tel 01670 624 854

Introduction - indicators of need
- Learners with hearing impairment (HI) range from those with mild losses to those who are profoundly deaf, and they cover the whole ability range. A significant number have additional learning needs   - As a result of the Newborn Hearing Screening Programme, permanent deafness is almost always diagnosed at birth, and many children will enter settings and schools with support already in place from the Sensory Support Service (www.northumberland.gov.uk/Children/Needs/Sensory.aspx)   - Schools and settings can expect to be contacted by the Service prior to school entry to discuss an individual's needs, and the likely impact of the deafness on their ability to learn in an educational context.   - Children and young people diagnosed as hearing impaired receive support from the Sensory Support Service (SSS) according to need; this is allocated using a set of nationally recognised criteria. The need is not always directly related to the degree of hearing loss. Changing needs can be responded to, with the frequency and nature of interventions adapted. Schools and settings are always welcome to highlight areas of concern, and identify if learners are not reaching their potential   - There may also be children entering schools and settings with an undiagnosed hearing problem. This may be permanent (acquired subsequent to the initial screening) or temporary (likely to be glue ear). If this is suspected, please contact SSS for advice.   - Such children may appear to be lacking in ability to focus, easily distracted away from tasks, quiet or conversely overly loud, have delayed or unintelligible speech, and have difficulty maintaining communication with others.   - There may be issues tackling phonic based work where hearing impacts directly on ability to hear phonemes.   - Some youngsters may already have an EHA in place, and discussions may already have taken place around top up funding/EHCP, depending on the degree of deafness and its impact on communication and learning.
Quality First Teaching
The needs of some HI learners will be met via Quality First Teaching alongside monitoring or low levels of visits from the Sensory Support Service. Pupil characteristics:

- Learner has a functionally mild hearing impairment (according to BATOD descriptors). It may be unilateral or bilateral, and could be conductive, sensori neural or of auditory neuropathy/dyssynchrony in nature
- Learner has a functionally moderate hearing impairment (as above) but is very well settled with their personal aids and is achieving at school in line with age expectations
- Learner has a fluctuating hearing loss which makes fitting hearing aids difficult
- Learner has a severe or profound loss but has age appropriate language, (measured via standardised assessments) and has done for a number of years. They are attaining at school in line with their cognitive ability and age related expectations
- Learner may think they have fully understood verbal communications but may not recognise when they have missed information. They may mishear or misunderstand what is said or written, but say they have understood to avoid feeling embarrassed. The learner is likely to be communicating orally
- Hearing loss may affect understanding of the world and access to the curriculum

High Needs

HI learners who have high needs will be in receipt of high levels of support from the Sensory Support Service and will usually require additional element 3 funding.
Pupil Characteristics:

- Learner has moderate, severe or profound deafness and language and communication is significantly delayed
- The hearing loss is significantly affecting understanding of the world and access to the curriculum
- Communication may be oral, or may require the introduction and ongoing support of sign language. Speech may not be intelligible, and specific programmes of work overseen by a highly specialist speech and language therapist (Sensory Support) may be required.
- Communication with others requires adult support
- Individualised intervention plans are required to develop language and communication, as there is likely to be delayed receptive and expressive skills
- 1:1 support is required within the classroom to facilitate access to the curriculum, promote self esteem and confidence, and support communication and interaction with others (advice and training from Sensory Support)
- There may be additional compounding factors such as late diagnosis, EAL, additional learning needs

Quality First Teaching to meet need:

Staff in the setting should receive some training (face to face or written depending

on need) from Sensory Support. This will cover deaf awareness and strategies to facilitate learning for hearing impaired youngsters within the classroom environment. A basic level of training is available, but for high needs learners bespoke packages will be offered which focus on the impact of the deafness on the specific individual. For settings working with these learners, ongoing training for class teacher, specialist training for LSAs, and whole school staff training is recommended. All training will expand on the following points:

Acoustics
- Simple acoustic treatment of a room can make a significant difference to a hearing impaired learner
- Keep background noise to a minimum; projectors, heaters, music
- The bottom of chairs and tables can be treated with felt pads to minimise scraping sounds. Similarly, pencil and pen pots on tables could have felt attached to the bottom to minimise clattering on hard surfaces
- Hard surfaces such as windows and/noticeboards can be modified- putting blinds/curtains at windows makes a big difference, having fabric as part of wall displays also helps
- Where possible, doors to classrooms or learning spaces should be kept closed to avoid further sound from outside encroaching on the room. For example, If the grass is being cut outside or if there is a lot of traffic, close the windows
- Use of a 'noise level monitor' app can help groups of children regulate the noise they generate when working
- Create a quiet area if possible

Equipment and auxiliary aids (many hearing impaired young people will have been provided with a range of equipment)

- Use any equipment provided efficiently and consistently. If a child has equipment fitted, they have it to enable them to hear. Please ensure it is working. This may involve assigning a member of staff to be trained and carry out daily checks of all equipment
- If lessons involve listening to recordings of voice, music etc, ensure (by seeking advice from Sensory Support) that additional technology has been provided
- Use the radio transmitter optimally, as per training provided

Classroom organisation and management

- Be mindful of room and activity positioning to ensure the clearest possible view of the teacher
- Consider seating so that the child can be near the focus of any discussion about tasks, or during whole class teaching sessions
- Remain aware of the importance of social interactions
- Support verbal interactions with the use of visual aids, remodelling and rephrasing, commenting and expanding on what has been said, repeating the contributions of other children
- Back up verbal interactions which may be missed with visual clues, gestures signs if used
- Children should be encouraged to communicate their knowledge and

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understanding accurately using a variety of approaches
- Advice should be sought on developing literacy and language skills from professionals skilled in working with children with a hearing impairment.

Individual support for learning

- Listening fatigue is common in children with hearing impairment, as considerable extra effort is required to filter out what is useful information from what is not (ie background noise). Even short breaks built into learning blocks will improve concentration. Quiet times in quiet spaces will impact favourably on learning
- A nominated key worker is hugely advantageous, for checking equipment and providing a 'safety net' to reinforce aspects of the curriculum identified as missed/challenging
- Emotional wellbeing is crucial to learning, and advice should be sought from Sensory Support Service around ways to develop deaf identity and self advocacy

Additional interventions within the setting:

For some learners, the QFT will need to be supplemented with additional interventions. These should be planned using the assess/plan/do/review approach, and may be done in conjunction with a specialist teacher of the deaf. Alternatively they may be school based in response to a particular identified need eg the development of reading/phonic skills, or of social communication skills. Interventions could include:

- Small group work in a quiet space, reinforcing key points where acoustic cues are more accessible
- Paired work with a peer with more advanced language to provide good clear models
- Adult supported interactions around play/work activities
- 1:1 sessions with an adult in quiet situations to develop attending and or turn taking behaviour
- Pre and post tutoring curriculum content
- Language support activities which are based on the 'here and now' - the best motivator to learn to understand/express language is if it is of direct relevance. Home made books about family/hobbies/diaries are a good way to spark interest in the written word
- A named member of staff to act as a 'reference point', offering 10 minutes per day for equipment checking and discussions around wellbeing
- Special arrangements/adaptations for examinations may be required to meet the needs of HI learners.

When should we seek external support?

- Further outside support should be sought if concerns remain after 2 cycles of assess/plan/do/review and limited progress has been made
- If schools are intending to apply for top up funding, there must be clear evidence of how element 2 funding has been used, implementing the QFT strategies and additional interventions outlined above

Pathways to further external support

- If school suspect a hearing loss which is undiagnosed, advice can be sought from the SSS. Parents should be directed to seek the advice of their GP. The GP can refer for full investigation and testing at Freeman Hospital Audiology department. If a loss is identified, referral will be made directly by them toSSS.
- 'Request for Support' forms can be found on the SSS website, reached via the Local Offer page. Advice can also be sought by telephone 01670 624854 or e mail nicola.taylor@northumberland.gov.uk. Assessment by the Service can only be carried out following a confirmation of hearing loss, or request for advice by an Audiology/ENT professional. The assessment will take place in school with parents and school staff, and will determine levels of direct support offered.
- School could initiate an Early Help Assessment and invite suitable professionals to attend a planning meeting.
- If the child has needs that may be best met through a multidisciplinary approach, a referral to the 'Early Intervention Hub' would be appropriate.

Other useful websites/sources of advice and guidance

The National Deaf Childrens Society (NDCS) www.ndcs.org.uk

National Sensory Impairment Partnership (NatSIP) www.natsip.org.uk

Action on Hearing Loss www.actiononhearingloss.org.uk

North East Region Cochlear implant Programme
http://southtees.nhs.uk/services/ear-nose-and-throat/audiology/cochlear-implant-programme/

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SECTION 8

Meeting the special educational needs of children and young people with MULTI-SENSORY IMPAIRMENT /DEAFBLINDNESS

This guidance was written by the Sensory Support Service, Tel 01670 624 854

Please read this information in conjunction with sections on meeting needs for Hearing and Visually Impaired learners

Introduction -identification of needs
A learner with multi-sensory impairment (MSI) is one who has permanent losses in both hearing and vision, where the vision is not correctable by spectacles. It is sometimes known as deafblindness or dual sensory impairment.   - It is a very low incidence condition, but requires highly specialist intervention and support due to the impact of both aspects of loss   - Learners with MSI may present challenging behaviour due to the barriers they face with communication   - Children with multi-sensory impairment range from those with mild losses to those who are profoundly impaired, and they cover the whole ability range. A number have additional learning/physical/medical needs   - MSI causes difficulties with communication, access to information and mobility   - MSI will generally have been identified in the pre school phase, and the Sensory Support Service (SSS) (www.northumberland.gov.uk/Children/Needs/Sensory.aspx) are likely to be involved already   - If so, schools/settings can expect contact prior to school entry to discuss a child's needs, and the likely impact of the MSI on their ability to learn in an educational context   - Children and young people diagnosed with MSI receive support from the SSS according to need; this is allocated using a set of nationally recognised criteria   - MSI learners are likely to be HIGH NEEDS, and are all highly individual in the way they are affected by the impairments
Quality First Teaching:
Some MSI learners needs will be best met via Quality First Teaching alongside monitoring or low levels of visits from the Sensory Support Service. Pupil Characteristics:

- Learner has a functionally mild hearing impairment (according to BATOD descriptors). It may be unilateral or bilateral, and could be conductive, sensori neural or of auditory neuropathy/dyssynchrony in nature; In addition they will have a mild visual impairment
- Learner has a functionally moderate hearing impairment (as above) but is very well settled with their personal aids and is achieving at school in line with age expectations; with reasonable adaptations the visual impairment needs can be managed within the classroom
- MSI may be affecting understanding of the world, communication with others and access to the curriculum

High Needs:

MSI learners who have high needs will be in receipt of high levels of support from the Sensory Support Service and will usually require additional element 3 funding.

Pupil Characteristics:
- Learner has moderate, severe or profound deafness and language and communication is significantly delayed; in addition they have a moderate, severe or profound visual impairment
- The MSI is significantly affecting understanding of the world and access to the curriculum, and touch becomes an imperative feature of learning
- Mobility and independence skills are severely affected and learners may require the introduction of a Mobility Officer (Sensory Support)
- Communication may be oral, or may require the introduction and ongoing support of sign language. This may be tactile signing due to impaired vision. Speech may not be intelligible, and specific programmes of work overseen by a highly specialist speech and language therapist (Sensory Support) may be required
- Communication with others requires support, and may require the employment of intervenors
- Individualised intervention plans are required to develop language and communication (spoken and/or signed), as there are likely to be underdeveloped receptive and expressive skills
- 1:1 support is required within the classroom to facilitate access to the curriculum, mobility, promote self esteem and confidence, and support communication and interaction with others (advice and training from Sensory Support)
- There may be additional compounding factors such as late diagnosis, EAL, additional learning/physical/medical needs

Quality First Teaching to meet need:

Staff in the setting should receive some training (face to face or written depending on need) from Sensory Support. For high needs learners bespoke packages will be offered which focus on the impact of the MSI on the specific individual's communication, access to the curriculum and mobility. Ongoing training for class teacher, specialist training for LSAs, and whole school staff training is

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recommended. All training will expand on the following points, but settings can expect significant support from Sensory Support around strategies specific to the learner.

Please see sections on Hearing Impairment and Visual Impairment for further detail on QFT strategies, and consider the documents together.

Acoustics
Employ strategies to ensure the listening environment is optimal. (See HI)

Equipment and auxiliary aids (many MSI young people will have been provided)
Equipment to support access to sound and visual information will have been provided, according to the severity of the impairments. Please ensure it is used effectively. (See HI/VI)

Classroom organisation and management
- Be mindful of room and activity positioning to ensure the clearest possible access to the teacher
- Consider seating so that the learner can be near the focus of any discussion about tasks, or during whole class teaching sessions
- Remain aware of the importance of social interactions
- Support verbal interactions with the use of visual and tactile aids, remodelling and rephrasing, commenting and expanding on what has been said, repeating/signing the contributions of other pupils
- Back up verbal interactions which may be missed with visual or tactile clues, gestures, signs if used
- Learners should be encouraged to communicate their knowledge and understanding accurately using a variety of approaches
- Advice should be sought on developing literacy and language skills from professionals skilled in working with children with a hearing impairment

Individual support for learning
- Attention and listening fatigue will be an issue for an MSI learner as considerable extra effort is required to filter out what is useful information from what is not (ie background noise and visual distractions). Short breaks built into learning blocks will improve concentration. Quiet times in quiet spaces will impact favourably on learning
- A nominated key worker is hugely advantageous, for checking equipment and providing a 'safety net' to reinforce aspects of the curriculum identified as missed/challenging
- Emotional wellbeing is crucial to learning, and advice should be sought from Sensory Support Service around ways to develop deafblind identity, self advocacy and independence

Additional interventions within the setting:

Interventions should be planned using the assess/plan/do/review approach. This may be done in conjunction with a specialist teacher of the deaf/visually impaired/MSI, or for learners with lower levels of need may be school based in response to a particular

identified need eg the development of reading/phonic skills, or of social communication skills. Interventions could include:

- Small group work in a quiet space, reinforcing key points where acoustic cues are more accessible
- Ensure materials are visually accessible, enlarged, tactile diagrams, braille etc (See VI)
- Paired work with a peer with more advanced language to provide good clear models
- Adult supported interactions around play/work activities
- 1:1 sessions with an adult in quiet situations to develop attending and or turn taking behaviour
- Pre and post tutoring curriculum content
- Language support activities which are based on the 'here and now' - the best motivator to learn to understand/express language is if it is of direct relevance. Home made books about family/hobbies/diaries are a good way to spark interest in the written word
- A named member of staff to act as a 'reference point', offering time every day for equipment checking and discussions around wellbeing
- Special arrangements / adaptations for examinations may be required to meet the needs of an MSI learner

When should we seek external support?

- Further outside support should be sought if concerns remain after 2 cycles of assess/plan/do/review and limited progress has been made
- If schools are intending to apply for top up funding, there must be clear evidence of how element 2 funding has been used, implementing the QFT strategies and additional interventions outlined above

Pathways to further external support

- Request advice from the Sensory Support Service - 'Request for Support' forms can be found on the Service website, reached via the Local Offer page. Advice can also be sought by telephone 01670 624854 or e mail nicola.taylor@northumberland.gov.uk. Assessment can be carried out once medical information is available
- School could initiate an Early Help Assessment and invite suitable professionals to attend a planning meeting
- If the child has needs that may be best met through a multidisciplinary approach, a referral to the 'Early Intervention Hub' would be appropriate

Other useful websites/sources of advice and guidance

SENSE www.sense.org.uk

Deafblind UK www.deafblind.org.uk

Scottish Sensory Centre www.ssc.education.ed.ac.uk

The National Deaf Childrens Society (NDCS) www.ndcs.org.uk

National Sensory Impairment Partnership (NatSIP) www.natsip.org.uk
Action on Hearing Loss www.actiononhearingloss.org.uk

North East Region Cochlear implant Programme
http://southtees.nhs.uk/services/ear-nose-and-throat/audiology/cochlear-implant-programme/

SECTION 9

Meeting the special educational needs of children and young people with Physical Difficulties

For specialist advice on Physical Difficulties please contact the NHS Physiotherapy Service, 0344 8118111

For advice on specialist equipment please contact NHS Joint Equipment Loans Service (JELS), 01670 730595

For advice on physical adaptations to your site / buildings:
- Academies, contact the Education Funding Agency
- Voluntary Aided Schools (Church of England / Catholic), contact the Diocese education team
- Local authority maintained schools, contact the Education Capital Team, Northumberland County Council

Indicators of need:

Learners with physical difficulties may have a wide range of needs. This could be a difficulty with fine motor skills in a number of specific classroom tasks, or a severe mobility issue where they require assistance with all aspects of their lives.

Usually the cause of the physical difficulty is present at birth or emerges during childhood. Occasionally the difficulty is the result of injury or illness later in life.

A physical difficulty should be considered a Special Educational Need if the learner:

- Has a significantly greater difficulty in learning than the majority of others the same age or

- Has a disability which prevents / hinders him or her from making use of facilities generally provided for other learners

For some learners the introduction of a specific piece of assistive technology or an adaptation to the school site will remove the barrier to learning. Others will require additional ongoing support and equipment to access all the opportunities available to their peers.

In some complex and exceptional cases the physical need may be associated with an ongoing medical need. In these cases an Individual Healthcare Plan (IHP) will be written jointly by health and education professionals. The IHP sets out what arrangements should be made and how to manage risks associated with the medical need or medical technology involved.

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Quality First Teaching to meet need:

In this section we consider Physical Difficulties separately from cognitive learning difficulties. This means the advice given here focuses mainly upon meeting the physical need so learners can access Quality First Teaching in the usual way.

- Make sure you are familiar with the assessments made by Physiotherapy or Occupational Therapy services. They will give the practical advice you need to adapt your teaching or environment. There may also be an Individual Healthcare Plan.
- Make sure your are familiar with any specialist equipment assigned to the learner. That could include mobility equipment (such as walking frames or wheelchairs), classroom equipment (such as adapted pens / keyboards / tables / chairs) or equipment to maintain the physical wellbeing of the learner (such as standing frames or splints).
- For each learning activity you are planning, consider what arrangements if any will need to be made to include the learner. The considerations will be very different for different curricular activities. Work with your SENCO to make those plans or preparations.

Additional interventions within the setting:

- Each school should also have an Accessibility Plan. If you have identified aspects of school life which the learner is struggling to access, due to the Physical Difficulty, it may be necessary for the Headteacher and Governing Body to review the Accessibility Plan. They can make adaptations or seek help and advice from NHS services and the local authority.

When should we seek external support?

- If the staff at your school are not confident that they have the correct training or knowledge to support a Physical Disability they should contact the NHS service supporting that learner.
- Does the learner need additional support in-school from an adult or other resources or equipment? The SENCO will review this and use available funding to meet the needs. If higher levels of funding are needed the SENCO / Headteacher can also apply to the local authority for High Needs top-up funding. In some complex cases help and resources may be available from NHS services too.

Pathways to further external support

You may seek additional support or advice from these services:

Physiotherapy Service
0344 8118111

Occupational Therapy Service
01670 564050

Joint Equipment Loans Service
01670 730595

Other useful websites/sources of advice and guidance
NHS Northumbria children's services and therapies https://www.northumbria.nhs.uk/our-services/childrens-services

SECTION 10

Safeguarding Disabled Children

IMPORTANT - If you have an immediate safeguarding concern please follow your own school's policy and inform the appropriate person without delay. If the concern arises outside school hours you may also contact Social Care or the Police at any time.

Research evidence suggests that children with additional needs are more vulnerable to abuse than all other children. It is important that within the school setting **all** staff have relevant safeguarding training and are fully aware of the additional vulnerabilities of these children. A key role of the SENDCo is working in partnership with the designated safeguarding lead to ensure that all school policies and procedures aimed at keeping children safe, including the child protection policy, reflect that additional vulnerabilities of SEND children.

What we know about what puts disabled children at risk

Factors that increase risk and lessen protection for disabled children include:

- attitudes and assumptions – e.g. a reluctance to believe disabled children are abused; minimising the impact of abuse; and attributing indicators of abuse to the child's impairment
- barriers to the disabled child and their family accessing support services
- issues related to a child's specific impairment – e.g. dependency on a number of carers for personal or intimate care; impaired capacity to resist/avoid abuse, difficulties in communicating; and an inability to understand what is happening or to seek help
- limited opportunities for disabled children to seek help from someone else
- a lack of professional skills, expertise and confidence in identifying child protection concerns and the lack of an effective child protection response.

What we know about disabled children's experiences of abuse

Research suggests that:

- disabled children are at a greater risk of physical, sexual and emotional abuse and neglect than non-disabled children

- disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- disabled children in residential care face particular risks
- bullying is a feature in the lives of many disabled children.

What might help improve the protection of disabled children

Research has identified a number of activities that can help to protect disabled children. These include:

- personal safety skills activities, including sex and relationships education, that raise disabled children's awareness of abuse and ability to seek help
- peer support, which can have a beneficial effect on reducing bullying and enabling children to explore issues and make decisions.
- creative therapies, which can provide children with opportunities to express themselves through indirect and non-verbal means.

How else we can improve protection for disabled children

We need to share and build on existing knowledge and good practice and work together towards ensuring equal protection for disabled children. There is a need:

- to develop a wider and deeper evidence base to help us better understand the vulnerability of disabled children to abuse and how they can be protected.
- to raise awareness about the abuse of disabled children and challenge attitudes and assumptions that act as barriers to protection
- to promote safe and accessible services
- to raise disabled children's awareness of abuse and ability to seek help including access to personal safety skills training
- for agencies to build on good practice and measures already in place that help ensure the effective delivery of child protection and criminal justice services for disabled children.

Northumberland Safeguarding Board procedures have clear guidance on protecting children with disabilities from abuse and these can be accessed at:
http://northumberlandlscb.proceduresonline.com/chapters/p_abuse_disabld.html

For additional guidance, please see **Safeguarding Disabled Children: Practice Guidance** (issued by the DfE in July 2009)

SECTION 11

Role of the Special Educational Needs and Disabilities Co-ordinator (SENCO)

The SEND Code of Practice (Jan 2015) sets out in detail how different bodies should fulfill their duties for learners with additional needs.The role of the SENCO is a pivotal role from preschool through school-age to further education and preparing for adulthood.

The key paragraphs in the Code are:

- The role of the SENCO in pre-school / Early Years settings, *paras 5.52-5.54*
- The role of local authority Area SENCOs for pre-school settings, *5.55-5.58*
- The role of the SENCO in schools, *6.84-6.94*

If you need support or advice regarding your role as a SENCO please contact any of our SEND services or e-mail sen@northumberland.gov.uk.

> **'SENCO' or SENDCO'?**
> The national Code of Practice changed the legislation in 2014 to include both SEN and Disabilities. Previously it had been SEN only. The Code still refers to the role as a 'SENCO,' but also puts emphasis on working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for learners who are disabled.

Guidance

A SENCO is the champion for all learners in their school who have a special educational need and/or disabilities. They are an advocate for ensuring the needs of learners are met.The role is varied, challenging, and incredibly rewarding. There are many aspects to the job but the most important priority is to ensure that the needs of the learner are at the heart of all decisions made - breaking down, where possible, barriers to learning to accelerate progress. A SENCO is not an expert in all areas of special educational needs or disabilities but they are the co-ordinating professional within the school/setting and must be tenacious in working with professionals, within and beyond the school, to best meet the needs of the learners in their care.

A SENCO must have **understanding and empathy** for children with SEND and for their families, be **honest** about what is and what is not being provided and above all, demonstrate a commitment to **improving outcomes** and doing the very best for the learner.

The SENCO will lead on:

- The **IDENTIFICATION** of children with special educational needs in the school;
- Ensuring there is **HIGH QUALITY TEACHING** for learners with SEND
- Developing effective **SEND PROVISION** for learners, in-school and through external support
- **TRACKING** and **MONITORING** the outcomes for learners with SEND and reporting this to senior leaders and governors.

What does a SENCO do?

- Liaise with families and with children and young people with SEND to support them and to understand their views and use this information to improve and develop provision for SEND.
- Work closely with teachers in school to support the identification of learners with special educational needs.
- Arrange for the learner's needs to be assessed and set targets for improvement.
- Work with the Head Teacher and other teachers to identify barriers to learning and develop effective ways of overcoming those barriers.
- Request support from services external to schools such as Educational Psychologists or specialist teachers. Whilst this means completing and submitting forms/requests this responsibility lies firmly with the SENCO and time additional to PPA should be given to assist with this as well as identified admin support.
- Monitor, assess and review the outcomes for all SEN learners within the school.
- Work with the Head Teacher, senior and middle leaders to ensure that learners with SEN are given a high priority in all decision-making.

What responsibilities does a SENCO have?

- Overseeing the day-to-day operation of the school/setting's SEN policy.
- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with special educational needs.
- Meeting and liaising with parents/carers of children with special educational needs.
- Meeting and liaising with other providers, outside agencies, educational psychologists and external agencies.
- Maintaining up to date records for all learners with special educational needs.
- In addition, a SENCO will often be a first point of contact for teachers, teaching assistants and parents when concerns arise. This is a crucial part of the role as it ensures the SENCO is made aware of emerging needs and can act quickly where concerns arise.

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The SENCO should have **status** in school. Status is a combination of your role/position and credibility. In some schools the SENCO is part of the Senior Leadership Team.

1. Whole-school SEN coordination:

A SENCO has the ultimate responsibility of managing and coordinating the well-being, learning and education of all SEN pupils in their school. A SENCO is required to be adaptable and deal with tough and sensitive situations in the face of adversity.

SENCOs must be aware of any changing SEND legislation, practices and policies and potential funding changes that could affect the standard of education for learners with SEND. SENCOs are also responsible for the whole-school improvement of outcomes for pupils with SEND. SENCOs, in conjunction with the Head teacher, are responsible for the development and monitoring of the school's SEND policy to ensure it is suitable for the learners with SEND and is providing them with the best opportunities to meet their needs.

2. Strategic planning:

SENCOs should be involved in leading the development of the school's priorities for SEND, setting targets to improve outcomes for learners and identifying the actions that need to be taken to achieve them. This can be as part of the whole school development plan, or in a separate plan for SEND. In order to do this, SENCOs need to be involved in the self-evaluation process so that they are clear about what is effective in the school and what needs to be improved. This can be through analysis of pupils' assessment information, observation of classroom teaching and scrutiny of teachers' planning and pupils' work, discussion with pupils and their families, an audit of staff's professional development needs and a review of the impact of any school-based intervention. Where SENCOs are not able to fulfil aspects of this monitoring work directly, they can receive information from other leaders to inform their planning.

4. SEN Funding:

Each school is provided with allocated funding to use specifically for their pupils with SEND. A SENCO should know the school's funding arrangements and have a role in the monitoring process to ensure that funding is being deployed appropriately and is having a positive impact on pupils' outcomes. .

5. Monitoring and evaluation:

A SENCO must carefully and regularly monitor the school's SEND practice and policy. This is to ensure the educational needs of all SEND learners are met and are provided with the best opportunities for maximising their individual educational potential. The SENCO should also liaise with the nominated SEND Governor to ensure that the governing body fulfils their responsibilities in relation to learners with SEND.

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6. Leading and training staff:

SENCOs have the important task of improving the knowledge and understanding of the professionals, parents and governors within school to meet the needs of learners with SEND. A better and clearer understanding of a pupil with SEND will help both SENCOs and the relevant staff of the school to ensure that each learner is provided with suitable special educational provision where necessary.

What should parents/carers expect from a SENCO?

SENCOs need to demonstrate commitment to working in partnership with the school/external agencies and other professionals. The SENCO is responsible for implementing any plans or provisions agreed for the learner.

Parents expect to be kept well-informed about the provision for their child and should be invited to regular review meetings where they can discuss how things are going. In school, the SENCO is expected to advocate on their behalf to ensure everyone who regularly works with their child knows how best to support them.

The SENCO is not expected to be an expert in every aspect of SEND. Learners can present with a wide range of different needs at different levels and no individual can be a specialist in every area. However, it is the job of the SENCO to liaise with the relevant professionals to better understand the needs of each learner and to co-ordinate the appropriate support and provision. The SENCO must have a thorough knowledge of the SEND Code of Practice and other relevant legislation so that they are fully aware of the school's duties and responsibilities.

SECTION 12

Person Centred Reviews

This guidance was written by Psychological Services. Its purpose is to help schools and others get the best from formal SEND reviews, so plans are co-produced and aspirational.

Please remember that from at least 14 years of age the key focus of any review/plan is Preparation for Adulthood i.e. what will the young person be doing <u>after</u> they leave education, which is normally at 18 years of age.

The choices and pathways from 14-18 years of age should prepare the young person for those adulthood goals.

What is a person centred review?
A person centred review is an approach to conducting any review meeting which puts the child/ young person and their parents at the heart of the process and makes it a more relaxed, informal experience. It is founded on the belief that people should be in control of their lives and at the centre of any meeting held.   The process explicitly recognises the contributions of the family, the young person and the school, acknowledging that the young person and their families are experts and that school staff and others have specific knowledge and contributions to make.
Why hold a person centred review?
Person centred reviews are a requirement of the Special Educational Needs Code of Practice (DfE, 2014):   Paragraph 9.168 '(annual) Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings, including their right to request a Personal Budget'.   Paragraph 9.176 'The meeting must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children, parents and young people should be supported to engage fully in the review meeting'.
Evidence suggests person centred reviews can ...
- be powerful in facilitating meaningful participation and result in more meaningful goals (Hayes, 2004).   - improve overall outcomes for students in SEN programmes (Keyes et al, 2003).

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- be a positive experience for young people and their parents (White and Rae, 2016).

Preparing for the meeting

The facilitator informs participants; teachers, families, professionals and particularly the child/young person that the meeting will be conducted using person centred approaches and what this will mean.

Send out information with the invitation so that parents/others are prepared for the structure of the meeting and have time to collect their thoughts and ideas.

Ask the pupil how they would like to be involved in their meeting. Some pupils may not want to participate at the meeting itself but will want their views represented in other ways e.g. writing or someone advocating for them. Others may only want to be present for part of the meeting. It's important to explain how the meeting will run as once they understand the format many pupils will want to participate for all of the meeting.

To make it even more of a collaborative process, the pupil could chose a music track they might want to have played as people arrive. Ask them as well for their favourite biscuits/drinks to be served at the meeting. The pupil could choose to share some of their recent work during the meeting. To make it more personalised friends and peers could be asked to positively comment on the pupil's strengths using post-it notes.

To find out about the pupil's views prior to the meeting it can be useful to have a structured discussion to prepare them for the meeting.
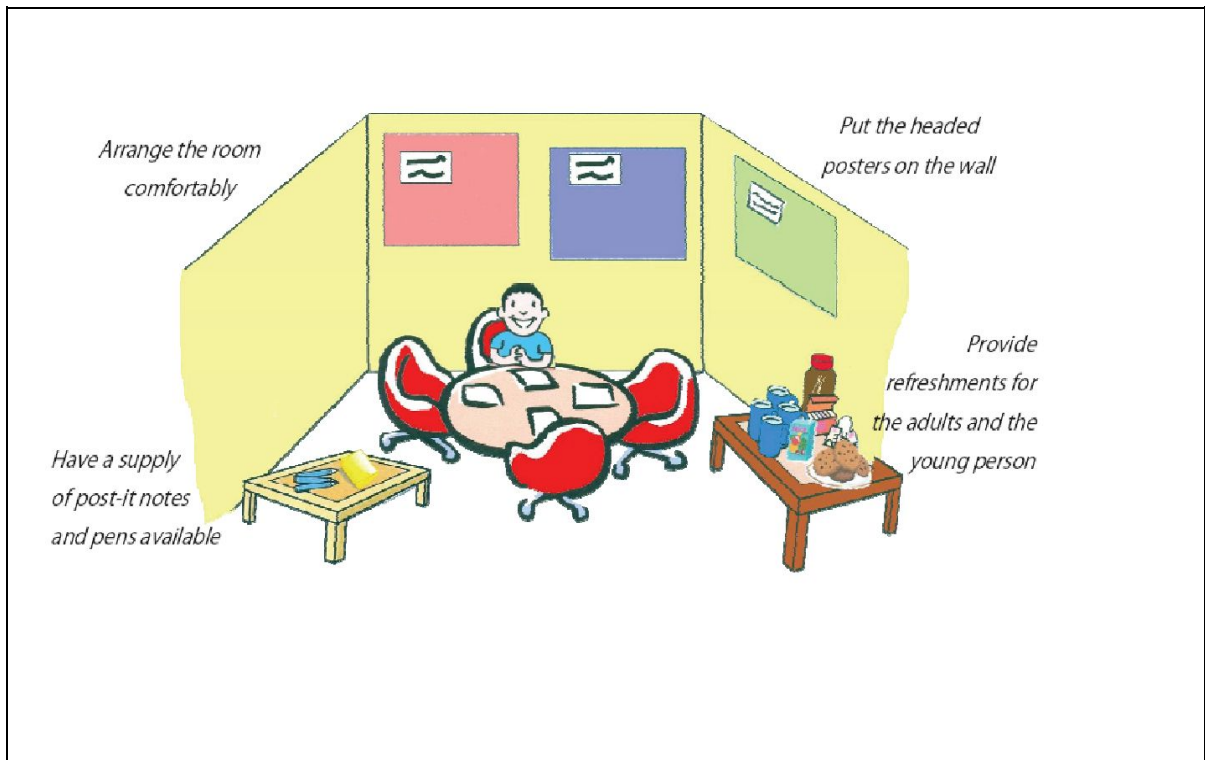Some ideas for conversation starters, could include:

- I enjoy…
- I am good at…
- The most difficult thing is…
- I would like to get better at..

Preparing the room

Set up a number of sheets of flipchart paper around the room. This will help you to structure the meeting and be a visual aid for participants:

- Who is here?
- What we like and admire about…..?
- What is important to <PUPIL> in the future (longer-term outcomes)?
- What is important to <PUPIL> now (short-term outcomes)?
- What input would help <PUPIL> in and out of school (provision)?

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Arrange the room comfortably

Put the headed posters on the wall

Have a supply of post-it notes and pens available

Provide refreshments for the adults and the young person

During the meeting

Welcome everyone. Explain the purpose of the meeting, e.g. to review the young person's Statement/EHC and to ensure everything is in place to meet their needs. Explain the structure of the meeting using the headed posters.

Post-it notes can be used for participants to write comments on to be stuck onto the relevant poster or the facilitator can scribe the participants' contributions. If you are aware that a family member attending the meeting has a literacy difficulty and may feel threatened at the thought of writing their ideas down, you may choose not to use post-it notes.

Start with the Who is Here? Poster and ask everyone to introduce themselves, write their name on a post-it note and place it on the poster. Follow the structure of the headed posters with all comments being written and placed on the posters.

Facilitate a safe atmosphere in which everyone present especially the child / young person is able to express their views. Summarise the action plan and ensure that it is clear who is responsible for any necessary actions and how these will be monitored.

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SECTION 13

Preschool support for SEND

'Preschool' means young children from birth to Nursery age. If the child is in childcare or nursery they are considered to be in a form of education. Most children will follow a 'mainstream' programme but some, the SEND learners, will need support which is additional and different to their mainstream peers.

Any education provision made for children younger than 2 years of age is always considered to be SEND provision.

The provision can be of any type, including nurseries, day care, childminders and out of school clubs.

In Northumberland we have specialist pre-school SEND services to support young children whatever their age and circumstances. The services work in partnership with Health Visitors and any other partners connected to the support of the child.

The SEND services are:

Portage, Tel 01670 622741 or 624716
Portage is a team of specialist home visitors who work both into family homes and education settings. They provide direct support for families and training for providers. The children they support will usually have significant delays in at least two areas of development.

Early Years Team, Tel 07768335879 / 07818032773
This service supports providers to develop their ability to meet statutory requirements and successfully include young children with additional needs.

Sensory Support Service, Tel 01670 624 854
Our specialist team supports children from birth who have hearing impairments, visual impairments or multi-sensory impairments. They offer support direct to children and families and will support providers to successfully include children with sensory needs.

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