Ordinarily available educational provision

for children and young people with Special Educational Needs and Disabilities (SEND) in and across Barnet maintained mainstream schools, academies, early education settings, sixth forms and colleges of further education.

This guidance document describes the provision that should be ordinarily available in state funded education settings in Barnet.

This description of ordinarily or normally available educational provision for SEN provides us all with a benchmark / baseline / common set of expectations about what provision should be made for the majority of children and young people with SEN, within the structure for funding early education settings, schools, academies, free schools and colleges of further education.

Schools and education settings should read this in the context of their responsibility to operate a Graduated Response to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings.

Ordinarily available provision is made from funding ordinarily available to the setting through their core or delegated budget. The education setting must always consider their graduated response and show evidence of interventions over time, before they consider that it may be necessary for an EHC assessment to take place.

This document will help schools and Local Authority officers to make decisions.

a) At a setting level as plans are made to meet pupil or student needs, and
b) At a Local Authority level when a Panel considers whether there is evidence that in spite of the setting applying the Graduated Response over a reasonable period of time, provision is needed for the pupil that is over and above what is ordinarily available.

This is not a tick list, and must be read in the context of the SEND Code of Practice and the national High Needs funding approach.

Contents

Introduction

1. This document provides a framework to describe educational provision that should be ordinarily available for children and young people between the ages of 2 and 19 who have SENs and whose educational provision is made available at SEN Support.

2. The statutory guidance set out on the "Special Educational Needs and Disability Code of Practice: 0-25 years" (DFE January 2015) provides the structure and framework for the identification, assessment of SEND.

3. Essential supplementary reading is provided for those in further education and early education settings. DFE supported professional guidance is also available, in particular that available through the SEND Gateway (NASEN) and other relating to specific types of SEN and disability.

4. The DFE has aligned the way it funds educational settings to provide for children and young people with SEND, with the statutory framework that is set out in the SEND Code of Practice (that are available to them in their budgets to put in place a range of processes, approaches and provision).

5. Most children and young people with SEND are provided for within inclusive education, with some of these being placed at SEN Support. For some children their SENs and disabilities will be provided for through high quality, differentiated teaching, whereas others may need some special arrangements, such as small group teaching in some subjects, environmental adaptations, use of assistive technology, or some individualised and small group support and teaching at times each day or through the week, or assistance in play, social communication and interaction.

6. This document describes a wide range of approaches that can be expected to be ordinarily available for children and young people, including those at SEN support. It cannot describe every intervention or strategy but indicates the type of arrangements that are typically available. Having discussed the development of this document with professional staff, some parents and some school and setting based professionals, a wider exploration of documents and guidance by established organisations have been considered, including OFSTED, DFE, (the National Association for SEN) NASEN, the Council for Disabled Children (CDC) and various disability specific organisations. These are listed in footnotes throughout the document. It describes how the graduated approach and the Assess, Plan, Do and Review Cycle should be operated and describes approaches, strategies and arrangements that should be put in place by the education setting.

7. There is also a brief reminder about how education settings are funded and the importance of a description of what provision should be "ordinarily available", to assist parents, settings and the Local Authority when consideration takes place about whether or not a child or young person may need educational provision at a level above that which is described as "*ordinarily available*".

Principles for all professionals working with children and young people who have SEN or disabilities.

8. The DFE [1] sets out the following principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:
   - taking into account the views of children, young people and their families; ensuring that they are involved in discussions and decisions about their individual support (this is a 'must' in the COP para1.3)
   - enabling children, young people and their parents to participate in decision-making

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[1] "SEND Code of Practice" DFE Published June 2014; updated May 2015.

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- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood"
- helping children and young people to prepare for adult life form the earliest possible age.

High needs funding – how the system works[2]

9. There are 2 main components of the national high needs funding system. These are **core funding** and **top-up funding.** Core funding is a part of each school's and academy's budget, according to the schools' funding formula. It also has two parts. In schools and academies, the 2 parts of Core funding are:
   - Element 1 The age-weighted pupil unit funding, and
   - Element 2 Funding to meet the first £6,000 of additional support, that is within the school's delegated budget

   Core funding makes provision that is "*ordinarily available".*

10. For Colleges of further education and sixth forms, Element 1 represents the funding that all students attract for their study programmes. Lower level SEN support reaches the college through the institution's disadvantage funding, which is part of their mainstream 16-19 funding allocation. Element 2 funding is only provided as a part of funding for students with higher level needs and who require provision that is not ordinarily available. If the total costs for a student amount to £6,000 or less, the student is not described as a High Needs student.

11. Colleges plan in advance with Local Authorities so that they know how many places on what type and level of course are needed for young people with SEND. The SEND Code of Practice (para 7:28) explains that, *"All school and academy 6th forms, sixth form colleges, further education colleges and 16-19 academies are provided with resources to support students with additional needs including young people with SEN and disabilities.".*

12. These colleges and sixth forms receive an allocation based on a national funding formula for their "core" provision. This core provision ensures that there is capacity to make special educational provision that is ordinarily available for many of their students with additional needs, including SEN and disabilities.

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[2] High Needs funding operational guide 16-17
https://www.google.co.uk/search?q=high+needs+funding+operational+guide&oq=high+needs+funding+operational+guide+&aqs=chrome..69i57.7099j0j9&sourceid=chrome&ie=UTF-8

13. The High Needs funding system does not apply for institutions that provide only for children under 5. Early education grant funds 570 hours of early education for children who are 3 and 4, and for some 2 year olds. The Local Authority provides some discretionary enhanced funding, and access to a specialist education support service, to help early education settings provide for young children with SEND. There is no element within early education grant that is driven by formula and therefore able to fund the equivalent of Element 2.

14. More information is available on the Local Offer Site about the High Needs funding scheme in Barnet.

Defining Ordinarily Available provision

15. The SEN Code of Practice (para 6:15) says that

> "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that <u>ordinarily available</u> to pupils of the same age."

16. So, ordinarily available provision is provision that mainstream schools, academies and colleges make available for children and young people from their own budgets. For early education settings, it includes provisions funded by Early Years High Needs Funding from the Local Authority for a small number of children, in addition to the early education grant (where other funding arrangements are in place, for example Nursery Schools, the considerations may be different).

17. Ordinarily available provision is what is made for children whose special educational provision can be reasonably provided from the resources ordinarily available to the school. The SEND Code links high quality teaching with ordinarily available provision, explaining in para 6:15 that " …..*higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support.*"

18. The SEND Code of Practice described a graduated response and the Assess, Plan, Do and Review cycle (see later) through which children and young people, placed at SEN Support have their needs met.

19. Paras 6:96 – 6:99 of the SEND Code, explain that schools (including academies) are expected to:

    i.   Make provision available for children with SEND from their delegated budgets
    ii.   Provide high quality teaching
    iii. Plan the use of their SEN resources to support the progress of children with SEND, in the context of their other resources, such as pupil premium
    iv. To be clear about the provision they make for SEN from within their Core budget (Elements 1 and 2) and up to a nationally prescribed threshold

20. Therefore a description of the type of provision that should be ordinarily available across Barnet will assist in ensuring equity in decision making about when a child or young person might need higher level provision through an EHC assessment and possible an EHC Plan, and therefore the distribution of Element 3 funding to schools, Colleges and settings.

The Graduated Response

21. Educational provision that is ordinarily available for children and young people who attend Barnet maintained schools, academies in Barnet, early education settings in Barnet and colleges of further education and sixth forms that provide for Barnet learners, is inextricably linked with how these institutions are funded to provide for SEND. It is also inextricably linked with the specification of what these education settings should do, and what processes they should follow.

22. Schools must provide a graduated response to childrens' SEND, including a graduated approach to support. The four stages of action are described as Assess, Plan, Do and Review.

23. The structure used for describing activities that will be amongst those used in education settings as part of their "*ordinarily available provision*", is:
     (i)   Assess, Plan, Do, Review
     (ii)   Teaching and Learning
     (iii)   People, Processes, Policies and Resources.

Ordinarily Available Provision - Assess, Plan, Do and Review

24. Schools (and other settings) should demonstrate, through evidence, the application of the Assess/Plan/Do/Review (APDR) cycle over time.[3] Earlier decisions and actions are revisited and reviewed. New approaches and plans are put into place. External help and advice is accessed where necessary. [4]

25. This means that as schools and settings seek advice, and if they decide to seek an EHC assessment, they should be able to provide clear evidence, over time, of the application of the APDR process, including the targeting of resources and strategies that individualise, focus and monitor the arrangements for the child or young person.

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[3] SEN Support and the Graduated Approach (NASEN 2015) http://www.sendgateway.org.uk/resources.html?interest=statutory-legal
[4] SEN Code of Practice: para 6:14 – 6:27; 6:44 – 6:56

26. Colleges too should take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. They should involve the student and, particularly for those aged 16 to 18, their parents, closely at all stages of the cycle, planning around the individual.

27. Early education settings should apply the assess, plan, do, review cycle. This should incorporate setting based observations, including where these are themed to focus on specific issues such as play, or interaction, or language, and where pre-planned and suitable activities for the "theme" are arranged. Reflecting on what is observed with other staff and with parents is important. EYFS progress checks against EYFS goals assist in monitoring progress.

28. A suite of documents prepared by the Council for Disabled Children and 4 Children, "SEN and Disability in the early years: a Toolkit" provide a holistic and thorough range of guidance and help, specially targeted on Early Years settings. [5]

ASSESS

- Schools (and settings) should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. [6]

- High quality and accurate ongoing / formative assessment is in place, with effective tools and early assessment materials in use. [7] Different approaches to supporting learning are explored, ensuring other approaches to a reliance on individualised support

- The school / setting uses a variety of assessment tools and observations to determine the needs of the child or young person and to assess and monitor progress, including where this is in areas other than attainment.

- When necessary, the school / setting will liaise with external agencies for assessments of a child or young person's needs. Parents are always involved and theirs and the child or young person's views are sought and recorded.

- Risk assessments are used as appropriate and in discussion with parents/carers, are clearly set out and explain processes in place to manage risks and secure improved outcomes for the pupil.

- Potential issues arising from homework are assessed and taken into account by teachers.

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[5] http://www.foundationyears.org.uk/2015/06/sen-and-disability-in-the-early-years-toolkit/
[6] "Schools' Guide to the SEND Code of Practice" DFE Sept 2014
[7] SEND Code of Practice, DFE 2015, paras 6:45-6:56

PLAN

- All information gathered through previous on-going assessment is summarised and shared with parents so that areas of strength and difficulty are set out and explained. [8]

- The SENCO, class teacher, and specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and agree a date by which progress will be reviewed.

- A written and individualised plan reflects priority needs, describes targets, specifies outcomes and is clear about progress will be measured or reviewed. The Plan includes detail of teaching approaches, equipment, support for learning and when and where enhanced teaching takes place.

- All staff are made aware of the nature of the child or young person's learning needs, teaching strategies and how support is provided. [9]

- Data systems enable easy access by staff to information about children's learning and additional needs. [10]

- Child or young person and parents are involved in action-planning, target-setting and progress reviews. This will ensure that appropriate decisions are made about what needs to happen next and that progress and successes can be celebrated.

- The advice of specialist professionals, including the SENCO, is incorporated.

- The teacher will ensure that the pupil understand the targets they are working to achieve.

- Home-school communication channels are specified and understood by all.

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[8] SEND Code of Practice, DFE 2015, para 6:39
[9] SEND Code of Practice, DFE 2015, para 6:49
[10] SEND Code of Practice, DFE 2015, para 6:49

DO

A key member of staff (ordinarily the teacher or SENCO) acts as a reference point for child or young person, staff and families. A school / setting checklist to guide staff in school should be available. [11]

S/he will plan, monitor and evaluate the targets set for the child or young person in liaison with outside professionals as appropriate. Interventions will be put in place following advice and/or based on hypotheses about approaches that will be effective. The impact of the interventions and approaches to teaching, and supporting learning will be recorded as part of daily assess/plan/do/review approach.

The class teacher will usually have an integral role with regards to the implementation of key strategies and monitoring progress. The SENCO and class teacher will collectively ensure the appropriate support is inplace.

Time should be allocated for staff to reflect on, discuss and evaluate their practice in relation to students with special educational needs and the rationale that underpins practice, to create a consensus and consistency across the staff team.

Materials, resources, equipment are prepared, reviewed, adapted and their impact recorded.

Where necessary, staff are assigned to support the child/young person – and receive suitable training, support and guidance. The impact and effectiveness of the support on the child's learning, including the child's view of the way in which s/he is supported – should be recorded and considered on a day to day basis and in more structured monitoring and review discussions. [12]

Staff engage proactively with parents and carers of students and are open and approachable to discuss issues with the child or young person's family.

Staff are able to monitor and assess for access arrangements and record reasonable adjustments needed and put in place.

Carefully planned targets and programmes recommended by therapists, specialist teachers, educational psychologists. Programmes are delivered by school staff, who are trained and advised by therapists, specialist teachers and educational psychologists as required.

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[11] A Checklist for Effective targeted intervention (NASEN 2015)
[12] Effective Adult Support – a quick guide to maximising the impact of teaching assistants and other adults who support teachers (NASEN 2014)

Robust systems in place to record when a child receives a particular type of support/intervention – its length, frequency, focus, who delivered, the pupil's responses – learning (and emotional / social)

Special interests, strengths and favourite activities are identified and utilised to motivate and engage students in learning.

Analysis of factors likely to exacerbate anxiety/stress for individual students informs systems to address and manage this.

An individual provision map/school-based plan/IEP shows all provision for the pupil, including that which is specifically available at SEN Support.

Parents are kept informed, using approaches such as a descriptive time-table, home school diary, weekly email exchange.

REVIEW

The effectiveness of interventions, support, enhanced planning should be reviewed with a focus on the impact on the pupil's progress (including non-attainment factors such as: confidence, well-being, attendance; anxiety, peer relationships). Good teaching involves a continuous review of progress and adjustment of teaching approaches. Teachers will develop a better understanding of what approaches secure better outcomes for the pupil, and will have a range of evidence and analysis to discuss with colleagues, parents and specialist professionals. This discussion and reflection on evidence is an essential part of a planned discussion or meeting with parents to review the progress of a pupil.

The SEN Code requires that progress towards meeting planned outcomes should be reviewed at least termly. This should be part of ongoing tracking and will inform future planning for the next term, feeding into on-going plans and action.

Review meetings may be attended by the SENCO, especially if there are concerns about progress or achieving outcomes. The review will include a reflection against outcomes and an adjustment if appropriate.

External specialists should be involved by the school where staff consider that specialist advice and guidance may be required. This will ordinarily be where expected progress is not achieved following well-planned and monitored approaches over a period of time, and changes to the way in which support is provided and in some circumstances, the amount of support for learning.

Areas of focus for on-going review and review meetings can include:

- Have agreed targets been achieved?
- What evidence is available from day to day and week to week monitoring and record keeping?
- Where individual or small group support has been provided, how has learning been transferred into other learning activities in the classroom?
- What are parents' views about progress, nature of support and interventions, their child's responses?

- What are the child / young person's views?
- How does learning from the review inform and adapt future teaching approaches, targets, outcomes and planning?
- What changes are needed to the pupil's daily learning programme, how he or she is supported to learn, the way in which curriculum is differentiated and taught, approaches, equipment, social experiences etc
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Ordinarily Available Provision – Teaching and Learning

29. In addition to the specification of some of the activities that are expected from settings as part of the APDR cycle, examples of teaching and learning arrangements that may have been put in place at SEN support are set out below.

TEACHING & LEARNING

High quality and differentiated teaching is in place and has been observed and supported by the SENCO and school leaders.

Strong, positive relationships are established between staff and students.

A broad and balanced curriculum is available and accessible to all pupils. Teachers have high expectations and use appropriate assessment to set ambitious targets. Early Years education providers work with the statutory framework of the Early Years Foundation Stage.[13]

Class and subject teachers make regular assessments of progress for all pupils and identify those whose progress is slower than that of peers from the same baseline, and where the attainment gap is not closing and may be widening.

Simple changes are made to the classroom environment to support individual differentiation. Reasonable adjustments are made flexibly and according to need, to include:
- Changes to the physical layout of the classroom
- Adaptations to the way in which technology is used to support teaching and learning
- Visual aids and prompts to support the use of spoken language
- Planned and unplanned learning breaks for individual pupils
- Quiet areas of the classroom

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[13] https://www.gov.uk/government/collections/early-learning-and-childcare-guidance-for-early-years-providers

When needed input and advice can be sought from specialist advisory teachers for visual impairment, hearing impairment, physical difficulties or Autism.

Teachers and professionals have access to appropriate training opportunities to support children and young people with SEN or disabilities. The training settings provide for their staff should include professional development to secure expertise at different levels (as stated in SEN COP 0- 25 para: 4:32):

- **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

- **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and

- **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

Staff who are responsible for delivering specific interventions should have accessed the appropriate training.

Children will have targeted teaching in the identified areas of learning need either individually, in pairs or small groups.

Targeted teaching takes place regularly (from weekly to daily) and is recorded to support the APDR process

In-class support for learning is structured, directed by the teacher and results from pre-planning between the teacher and any support staff.

Planned and supported arrangements extend the child or young person's participation within the curriculum and develop independent learning and extend self- monitoring.

Enhanced adult support to assist learning is delivered in targeted subject areas, in areas of particular need and can take place in the classroom, in individualised learning spaces, with other pupils in groups or individually, and in the playground or lunch hall according to target and outcome.

Individualised teaching approaches and learning responses, depending on the needs of the child or young person.

Support needed will be tailored and adapted according to the child or young person's achievements and progress towards desired outcomes.

Teaching in mainstream classrooms enables individual and small group teaching and can be enhanced with teaching on a withdrawn basis where necessary. Any withdrawal activities will be planned to ensure minimum disruption to the child's inclusion and timetable.

Differentiation to ensure inclusion and access to the curriculum and a suitable mix of challenge and success across the curriculum, can include:

- Adjustment of pace, consideration of the order and/or number of activities to maintain attention, focussed work to ensure subject-specific vocabulary is identified and taught, strategies to develop organisational skills, managing equipment, promoting independence skills and the presentation of information (e.g. information is presented visually as well as orally).

- Additional adults will be used creatively and flexibly to teach and support learning, directed by the class or subject teacher and according to the child or young person's needs; examples include: refocusing attention, facilitate understanding of a task or written text, reinforce taught concepts in learning activities, assist in social interaction, assist in curriculum access / adaptation, support students during transitions between tasks and locations, promote independence and facilitate social use of language.

A child or young person may have some access to:
- another supportive area in school during unstructured times of the day, for example lunch time clubs, social skills groups, learning support room
- structured peer support in breaks and lunchtimes that is supervised at various levels, for example enabled playground interaction; support to play games; enhanced supervision to enable access to school canteen or meals
- peer support that is planned, reviewed and developmentally appropriate.

Learning activities that include physical activity or movement are well organised, structured and planned to promote full access to practical activities.

Strategies to improve:
- motivation
- attention
- social communication
- self-esteem
- emotional well-being
are embedded in to and across day to day learning activities and experiences.

Marking policies are adapted to take account of individual pupil need.

Pastoral support arrangements aim to enhance self-esteem, build confidence and enable anxiety management, providing opportunities to use specific approaches, such as buddying, rewards, responsibilities. In-school systems seek pupil views on preferences for activities in non-lesson times in their free time (e.g. at break and lunchtimes) both inside and outdoors; behaviour and discipline arrangements; individual views about anxieties.

Where necessary and appropriate, pupils will have access to targeted programmes to teach social interaction and social understanding.
This will include:
- (i)   social understanding and social communication ,
- (ii)   Learning how to manage and regulate emotions
- (iii)   Developing empathy
- (iv)   Developing self-awareness
- (v)   Opportunities to build social relationships naturally as part of the school day e.g. shared interest clubs or activities

Pupils have access to:
- specialist teaching programmes, for example daily precision teaching; touch-typing; handwriting; daily supported reading; study skills
- ICT equipment and appropriately structured software
- homework clubs and revision guides
- activities for all students including the extended curriculum and exam concessions, where appropriate
- distraction reduced areas for work and/or breaks

Students are consulted on what to do in their free time (e.g. at break and lunchtimes) both inside and outdoors, and are supported, as appropriate, by the provision of activities and opportunities for games and interactions with others.

Students and their families are provided with guidance/support as necessary, including appropriate software and adapted materials to enable assisted learning in school and to enable improved homework outcomes.

Teachers work together between schools to plan and support the transfer or transition between schools of vulnerable learners. Plans are drawn up involving parents and the child or young person, making good use of examples of successful practice including resources developed to support transition, for example http://www.sendgateway.org.uk/resources.transition.html

Careers Advice

Maintained schools and pupil referral units (PRUs) have a statutory duty[14] to ensure pupils from Year 8 until Year 13 are provided with independent careers guidance appropriate to their needs and targeted support where necessary. Academies, including 16-19 academies, free schools and FE colleges are subject to this duty through their Funding Agreements.

At KS4 flexible teaching arrangements may include:
- Alternative/vocational courses
- Timetabling for reduced options to facilitate supported study options

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[14] under section 42A of the Education Act 1997

- Links with FE colleges
- Cross school arrangements may be planned for alternative accreditation in order to deliver full curriculum entitlement.
- Support arrangements (on/off site) for Awards and Vocational Courses.
- Where work experience takes place, there is increased supervisory/planning support.
- Work related learning and college opportunities.

Some 14-16 year olds may be enrolled in FE Colleges or 6th forms [15]

TEACHING & LEARNING
additional matters relating to mainstream 6th forms and Colleges

All young people must continue in learning until their 18th birthday. "Learning" means
- full time education in school or college,
- traineeships,
- apprenticeships, or
- supported internships.

All students, including those with SEND, should follow a high quality study programme which provides stretch and progression. Study programmes[16] should be designed to enable students to progress to a higher level of study than their prior attainment. Students should gain qualifications and study English and Maths, where this can be a functional skills qualification instead of a GCSE. For students who are not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society. [17]

The 6th form and the student will agree what the study programme is, and the qualification and non-qualification planned hours that make up the programme. The students Individual Learner Record, records all the planned learning hours and (non-qualification) planned employability, enrichment and pastoral hours. Work based learning enables students, including those with SEND, to have first-hand experience of work.

A full time course has a minimum duration of 540 hours [18] and there is no set cap or defined maximum hours. The hours of the programme are those above the minimum that are required by the student to complete the programme. Planned hours can be counted as non-qualification activity.[19]

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[15] https://www.gov.uk/government/publications/enrolment-of-14-to-16-year-olds-in-full-time-further-education

[16] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/493452/16_to_19_study_programmes_departmental_advice_Jan_2016_update.pdf

[17] P13 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education__guide_to_the_0_to_25_SEND_code_of_practice.pdf

[18] https://www.gov.uk/guidance/16-to-25-young-people-with-high-needs-funding-principles-for-2015-to-2016#post-16-study-programmes

Planned hours include:
- Planned tutor led activity on courses leading to qualifications (where the awarding organisation is recognised by Ofqual)
- Planned hours of tutorials, work experience or work preparation
- Planned hours on other activities relevant to the student's study that are organised and planned by the College or 6th form

In addition to learning spent on the qualification bearing course, students can take part in enrichment, employability and pastoral activities[20], that are:
- for informal certificates
- for tutorial purposes
- spent on work experience and other work related activities
- spent on enrichment, volunteering and/or community activities organised by or on behalf of the 6th form.

Examples of activity include:
- tutorials and one to one sessions for:
  o Revision, supported study, mentoring / coaching, citizenship awards / Duke of Edinburgh Award, work experience (support in applications and interview practice), visits to employers organised by the 6th form and any activity that offers enrichment to the student and are relevant their learning, personal and social development.

FE and sixth form colleges are required to provide students up to and including those who are 18 years old, with independent careers advice appropriate to their needs including targeted support where necessary.

TEACHING & LEARNING
additional matters relating to Early Years Education

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework [21]. The EYFS framework also requires practitioners

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[19] Check current EFA guidance

[20] https://www.gov.uk/guidance/16-to-19-funding-planned-hours-in-study-programmes#planned-hours-and-funding-allocations

to review children's progress and share a summary with parents. In addition, the 'Early Years Outcomes'[22] is an aid for practitioners, including child minders, nurseries and others such as inspectors, to help them to understand the outcomes they should be working towards. The Council for Disabled Children has described what it expects to see in "Universal Inclusive Practice" in the early years. [23]

If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate. The summary must highlight areas where:

- good progress is being made

- some additional support might be needed

- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

In addition to the Ordinarily Available Provision described above, the following are more tailored to early education:

Differentiation

- Use of props, visual aids to support spoken language and instruction
- Smaller activity groups, with children grouped according to developmental stage
- Play is supported to assist with experience and enjoyment
- Imaginative play is explicitly taught
- Enable children who have difficulty speaking to have time to respond
- Use signs and symbols to aid expression of needs and wants
- Frequent opportunities and incentives for children to communicate
- Picture exchange systems
- Environment is zoned in a way that the child can interpret
- Signals for key times of day – in a manner that is understood by the child
- Now and next are reinforced and repeated
- Personal care and toileting area is able to be used for personal care assistance and teaching skills
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[21] https://www.gov.uk/government/collections/early-learning-and-childcare-guidance-for-early-years-providers
[22] Early Years Outcomes https://www.gov.uk/government/publications/eyfs-profile-exemplication-materials
[23] http://www.foundationyears.org.uk/files/2015/06/Section-3-Universal-inclusive-practice.pdf

Resources

- Labels, pictures and symbols – used to help the child interpret the environment and also as a means to indicate activity and organisation of the classroom
- Staff targeted for planned, timed and structured activities for named children – individually and in small groups
- Target named staff for key times, including play, toileting, snacks, arrival and departure – to ensure consistency in approaches by adults
- Staff training
- Input and advice following discussion and observation from specialist teacher, therapist, educational psychologist, teacher of the deaf, visually impaired, PD or autism.
- Enhanced support for transition to school

Strategies

- Adults support their communication through gesture, signs, visual supports
- Adults use reduced language and allow students processing time
- Students understand the purpose and duration of the task; they know what to do, and what will happen next.
- Tasks are meaningful and intrinsically motivating.
- Help in engagement with more adult direction and interpretation of setting and environment
- Staff use praise for positive reinforcement
- Physical activity used to refocus on cognitive tasks
- Sensory experiences to avoid escalation and provide pleasurable, no pressure breaks
- Adults help students to recognise anxiety and negative emotions and to implement strategies to emotionally regulate themselves
- Adults join in with child's selected activity to introduce language, concepts
- Direct individual teaching on key tasks / targets / concepts
- Assistance with social engagements and play – enabling interaction with peers
- Pre-teaching of vocabulary

Helping children and young people to prepare for adult life form the earliest possible age.
Professionals across Education, Health and Social Care should support children and young people with SEND to prepare for adult life **from the earliest possible age** to help them to achieve the best outcomes in employment, independent living, health and community participation.

These ambitions should be encouraged from the very start of a child's education by maintaining a focus on developing independence and self-help skills, and participation in the life of nursery, school and the wider community from the earliest years. Independence and participation should form part of the review of a child's progress throughout their school career.

(SEN Code of Practice para 8.5)

Ordinarily Available Provision – People, Policies and Processes

30. These descriptors set out what can be reasonably expected of schools, early education settings, colleges and sixth forms as they make provision for children and young people with SEN from within the ordinarily available provision.

PEOPLE, POLICIES AND PROCESSES
In schools, academies and colleges

Teachers are:
- responsible and accountable for the progress and development of pupils in their class, including where support staff are involved.
- appropriately qualified and experienced
- supported to gain skills and knowledge in areas that will improve their teaching and support of child or young person with SEN
- able to access support and guidance from the SENCO in school
- supported to access advice and training where needed
- responsible for differentiating the curriculum to accommodate the needs of all pupils and students in the class
- equipped with the skills to implement the assess, plan, do and review cycle effectively

All Staff

- are aware of the needs of the pupil or student as necessary
- have access and are familiar with planning documents, pupil passports, pupil profiles, learning plans
- are clear about what is expected of them in relation to named pupils/students and groups of pupils/students.
- plan to implement a child or young person's individual targets into their teaching where the child or young person is in their teaching group.

Adults support learning in the classroom by:

- being familiar with how the child or young person learns, and the child or young person's individualised targets.
- assisting with pre-teaching, including on subject vocabulary, new concepts, early experience of practical activities
- facilitating involvement of pupil in whole or small group learning activities
- teaching daily programme of skills / concepts in fixed timetable periods, and monitored by subject or class teacher

- classroom presence to refocus, encourage, explain, facilitate responses
- supporting targeted subject areas, being prepared for what is to be taught and understanding the learning needs of the pupil/student.
- making sure transactional supports are consistently available (e.g. schedules, and within task check lists)
- to monitor the impact of any support provided

Staff are trained in the needs of the pupil / student and understand how to:
- communicate instructions
- communicate new knowledge and concepts
- provide opportunities for skills reinforcement and practice
- recognise when a child is using behaviour to communicate
- deliver specific programmes / interventions

In maintained schools and nursery schools, and Academies

The SENCO:
- is a qualified teacher
- requirements for SENCO qualification are in place where necessary [24]
- plays an important role in the strategic development of SEN policy and provision in the school.
- has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- has sufficient time and resources to carry out these functions.
- has access to sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities. [25]
- supports staff with guidance, advice and direct assistance in the assessment and interventions for children at or who are being considered for SEN support in the school
- advises the leadership team of what is necessary with regard to staff and resources.

In Early Years settings

- grouped providers should identify a SENCO
- childminders are encouraged to identify a SENCO to operate between them
- the SENCO role involves:

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[24] Para 6:90 SEND Code of Practice Jan 2015
[25] Para 6:91 SEN Code of Practice Jan 2015

      o   ensuring all practitioners in the setting(s) understand their responsibilities to children with SEN
      o   ensuring all practitioners understand their setting's approach to identifying and meeting the needs of young children with SEN
      o   advising and supporting colleagues
      o   ensuring the close and continuing involvement of parents, and that their views inform action taken by the setting
      o   liaising with external professionals

- The Area SENCO is provided by the Local Authority and works across early years' settings, so that:
      o   There is expertise and experience amongst local early years settings to support children with SEN
      o   There is guidance and advice from an experienced practitioner to settings
      o   Sufficient and appropriate SEN related training is in place
      o   Impartial information is made available to parents
      o   Links between health, education and social care are facilitated
      o   The process of transition to full time education is supported and planned

In Colleges of Further Education and sixth form Colleges

There is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools. This person should contribute to the strategic and operational management of the college.[26] The College should have access to and make good use of specialist skills and expertise to support the learning of students with SEN.

FE Colleges should be involved in transition planning between schools and college. All students should be asked before or at entry to declare if they have a learning need, disability or medical condition which will affect their learning. [27]

SEN support should be evidence based, informed by effective practice elsewhere and personalised to the students.

Policies and Processes

Policies are in place which address issues to do with equality of access [28], SEN and behaviour, children with medical needs

The school's SEN Information Report is on its web-site. Nursery schools must prepare a report on the implementation of their SEN Policy[29]. The

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[26] SEN Code of Practice para 7:22

[27] (p10) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education__guide_to_the_0_to_25_SEND_code_of_practice.pdf

[28] http://www.legislation.gov.uk/ukpga/2010/15/contents Equality Act 2010

EYFS Stage Framework includes information on how to identify and support children with SEN and Disabilities, and the Early Years Outcomes guide all early education providers in understanding the outcomes they should be working towards.

Schools and Colleges must have regard to the SEN Code, use their "best endeavours" for pupils and students with SEN and co-operate with the Local Authority to identify and meet the needs of young people with SEN.

Schools and Colleges must not discriminate against disabled children or young people, and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. Providers should have a policy that reflects this and relates to the Equality Act 2010. [30]

Early years settings must make information available to parents about how they support children with SEN and disabilities.

Record Keeping

Schools, academies and Colleges determine their own approaches to record keeping, ensuring evidence based and accurate recording of plans, interventions, progress and other impact measures. In Early Years settings, records must be maintained on individual children, as required by the EYFS framework, and must be available to parents.

In Colleges the ILR (Individualised Learner Record) data is recorded accurately and in a timely way, compatible with funding rules. The student profile should be kept up to date, recording support and discussions with the student, and accurate evidence of what support has been provided over what time with what impact – especially in relation to achieving outcomes. [31]

 External Support

The school, academy, or College has arrangements in place so that staff and students can access specialist advice, assessment and intervention from:
- specialist teachers (such as autism, dyslexia, inclusion, behaviour, hearing and visual impairment, physical disability)
- educational psychology
- speech and language therapy
- occupational and physiotherapy
- school health services
- CAMHS

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[29] Early Years Guide to the SEN Code of Practice Sept2014 (p9)

[30] Part 6, Chapters 1 and 2 of the Equality Act 2010 http://www.legislation.gov.uk/ukpga/2010/15/contents

[31] P11 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education__guide_to_the_0_to_25_SEND_code_of_practice.pdf

- PRU advice and support
- SENDIASS (SEN and Disability Information and Advice Support Services) – previously Parent Partnership

Multi-agency support for pupils whose needs extend beyond SEN and relate to community or family support, is coordinated through a Common Assessment Framework (CAF) as required

Engagement with parents

Parents/carers are offered advice on how best to support the young person at home towards the outcomes set at SEN Support.

Early Years providers must review each child's progress when the child is between 2 and 3 and provide parents with a short written summary of their child's development, focusing particularly on:
- Communication and language
- Physical development, and
- Personal, social and emotional development

In further and continuing education, the young person should be supported to involve his or her parents in discussions about education and learning.

Preparing for Adulthood [32]

All those who work with children and young people with SEN or disabilities, should support them to prepare for adult life from their earliest years, so they achieve the best outcomes in:
- Employment
- Independent living
- Health, and
- Community participation

Preparation for adult life should be a more explicit element of the support and planning for teenagers.

From Year 9 onwards, EHC Plan Reviews must focus on preparing for adulthood outcomes. (SEND Code of Practice para 8.10)

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[32] http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund & p120 SEN Code of Practice Jan 2015

Schools and Colleges should work together to provide taster courses, link programmes and mentoring so that young people with SEND become familiar and more confident about their transition to College.[33]

Independent Careers Guidance is provided to all students between 13 and 18 years of age, including colleges of further education and sixth forms.

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[33] P13 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education__guide_to_the_0_to_25_SEND_code_of_practice.pdf

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Ordinarily available – by categories of SEND – descriptions of provision to help education settings

31. The following sections provide suggestions about SEN or disability specific interventions and approaches. Many of the descriptors in the "Teaching and Learning" sections will be applicable to the majority of pupils with SEND. In addition to these brief sets of SEN specific descriptors, there is a list at the end of this document of SEN / Disability specific organisations where there are nationally used frameworks for making provision, developing the school / setting environment etc.

32. There are advisory teachers in Barnet, either in specialist provision or as part of the Specialist Teaching Team. They can be contacted via the following email address: specialist.team@barnet.gov.uk

33. Cognition and Learning

Cognition and Learning – Ordinarily Available Provision

Teachers develop a range of concrete/visual materials to establish concepts and skills. The child or young person have access to:-

- Simplified language reinforced by visual materials and modelling.
- Developmentally meaningful visual supports during activities to help students structure and identify stages in a task.
- Appropriate methods and materials included in lessons, applied in a planned and systematic way with careful record keeping to evidence impact and effectiveness through outcomes and acquired competencies and skills
- Differentiated approaches for content, pace, use of language by teacher, approaches to communicate taught concepts, how learning is recorded and generalised.
- Catch up programmes where they are underachieving.
- Structured and planned opportunities to:
  - follow oral based foreign language courses,
  - be supported by peers in practical lessons such as Art, Science, PE, Technology
  - follow a differentiated programme and learn alongside peers
  - take part in curriculum groups
  - take part in social skills groups and activities
  - access to mulit-sensory teaching approaches.

ICT equipment and appropriately structured software is readily available and able to:

- support visual access to the curriculum,
- develop and support basic skills
- promote alternative approaches to recording
- develop and practice responses to games, questions
- develop and practice communication skills

Strategies to develop and extend listening and attention, including availability of distraction free environment for some teaching and learning

Everyday assistive devices to aid access to the curriculum (e.g. pencil grips, sloping writing surfaces) are readily available

Support with homework through in-school clubs, and/or after school homework clubs, and/or individually differentiated homework tasks, and/or extra time for activities.

Curriculum and support groups where students are working with peers at different abilities and access to peers to provide role models for language, communication skills and for co-operative and independent application to task.

Peer support approaches are embedded into school practice, for example Circles of Friends, Buddying.

Targeted peer and adult support enables independence in social activities at lunchtime and break and supports independence at lunchtime.

Evidence based interventions such as precision teaching and reciprocal teaching.

34. Autism

Autism – Ordinarily Available Provision

Environmental

Regular sensory audits, which involve the students with autism, and which consider potential sensory challenges and identify how these will be managed in the classroom and larger school environment.

Low arousal areas are available within the school to support focused learning as required by the student with autism

Guidelines are in place to encourage staff to adopt a calm, empathic approach and to give students with autism time to process and respond to instructions.

The effect of external environmental factors is taken into account when analysing students' behaviour that staff find challenging.

Clearly defined spaces/areas for personal equipment and places of safety/withdrawal are identified and available for students with autism as required.

Areas within a classroom/ school are clearly defined and labelled to help students understand the function of each area.

Students are prepared for transitions to new staff, groups, rooms and peers each year. Transitions are supported with visually presented materials meaningful to the individual.

Approaches to Teaching

Students have the opportunity to engage in physical and sensory activities that enable them to reach and sustain a calm alert state. Where possible teachers use students' interests to motivate and engage them.

Flexibility of approach is demonstrated by making adjustments to activities, lessons, timetables and their delivery, as necessary, for students with autism.

Teachers will have the flexibility to allow some students to complete academic work away from the main group, where it is too difficult for them to manage social and academic demands simultaneously.

The curriculum addresses the learning needs of students with autism. Teachers consider differences in learning style and motivation when planning.

Personalised visual supports are provided (as appropriate to the individual) to ensure that the sequence of activities during the day is understandable and predictable.

Learning activities are well organised, structured and planned, and, where possible, advance warning is given of any changes to familiar routines in a way that is meaningful to the student with autism.

Social Communication / Interaction

Child or young person have some opportunities for support in understanding and developing social relationships with peers and understanding of social situations.
Social understanding, interaction and communication will be specifically taught and facilitated in real life contexts.

The process and quality of the learning experience (not just outcomes) is assessed from the perspective of the student with autism and considers the particular demands of whole c/ass/group working.
A range of communication strategies is used to facilitate two-way communication.

Staff

There is a named and experienced/ trained member of staff (lead practitioner/SENCO) with general knowledge about autism and specific information about individual child or young persons. Good contact is maintained between that person (and other members of staff as necessary) and the Advisory Teacher for the autism spectrum for the school.

Training about autism at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff, drivers, escorts, and lunch-time supervisors).

Supply staff and new staff are informed about the needs of students with autism through an induction programme ensuring that these staff know where to access immediate support.
Short communication passports inform new and supply staff about the needs, learning and communication styles of the students with autism.
Behaviour policies are flexible enough to enable staff to consider the needs and understanding of students with autism. Responses to behaviours that challenge are proportionate, and meaningful interventions are used rather than uniform sanctions.

(see later reference to the Autism Education Trust)

Specific Learning Difficulties – Ordinarily Available Provision

Assessment and observation

Appropriate and informed application of recognised individual reading, spelling, numeracy test

Observational assessments of learning and emotional responses to different learning contexts.

Targeted Interventions

Assessment over time, using structured and robust programmes to develop specific skills.

Staff

Staff are skilled and able to develop their awareness of all specific learning difficulties (SpLD)

Skilled staff can plan interventions and monitor progress and engage with child and parents.

Skilled staff can identify and help the child or young person to understand their learning strengths and weaknesses

Teaching Assistants (TAs) supported to develop skills, and monitored by the SENCO in delivering daily programmes

Class and subject teachers understand approaches to meeting the needs of child or young person with SpLD and the use of multi-sensory teaching approaches.

Access to a specialist teacher who has followed a recognised course of training (with appropriate accreditation and / or experience) in effective practice in the teaching and assessment of child or young person with SpLD.

All teachers will be aware of the implications and impact of specific learning difficulties on the way a child or young person learns. Teachers adapt curriculum planning and delivery to accommodate to the child or young person's preferred way of learning.

Approaches to teaching and skills development and consolidation

Pre-planning of lessons and differentiation of delivery and written task expectations

Differentiated reading prompts and materials

Differentiated and carefully presented numeracy tasks

Strategies and support materials to help compensate for weak working memory.

Support/strategies/interventions (as required) to:
- A structured approach to teaching reading & phonics;
- A structured approach to teaching spelling ;
- Addressing a variety of learning styles within a lesson;
- The use of multi-sensory teaching strategies including visual structure;
- Allowing the employment of various methods of recording encouraged e.g. mind mapping, ICT;
- Ensuring child strengths as well as difficulties are known to all those working with the child;
- Giving study skills support (age appropriate);

Individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets. This might include some bespoke timetabled sessions with regular access to individual teaching.

Access to programmes to develop sequencing and organisational skills

Activities to develop fluent handwriting using a structured programme and addressing underlying fine motor skills and/or opportunities to develop word-processing skills

Access to specialist teaching and learning programmes for dyslexia, which are multi-sensory, well-structured with opportunities for repetition and consolidation of skills.

Small group and/or individual teaching using structured cumulative materials to develop basic skills.

Multi-sensory teaching strategies, such as a focus on phonological awareness, a motor skills programme.

Developmentally appropriate materials e.g. audio books.

Functional literacy and numeracy focus at upper KS 2 onwards if appropriate

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Child or young person will have access to an additional adult who can provide regular support to:
- Develop attention and listening skills
- Support group work linked to learning areas
- Support practical work with concrete/visual materials to establish concepts and skills
- Support over-learning and revision to support child or young person who have difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills.

Resources

Opportunities for alternative forms of recording which enable child or young person to demonstrate knowledge without the requirement for an extended written response.

Touch typing

Access to appropriate technology and software

Evidence based interventions: for example, reference to Brooks (2013) systematic review and evaluation of literacy interventions:

http://www.interventionsforliteracy.org.uk/widgets_GregBrooks/What_works_for_children_fourth_ed.pdf

36. Social, Emotional and Mental Health

Understanding needs

Assessments of strengths and weaknesses; social and emotional development using behavioural checklists to establish a baseline.

Utilising appropriate assessments to identify needs and also monitor progress. Examples include: Boxall Profile – primary & secondary, Strength and Difficulties Questionnaire, Scaling activities, Measures of children's mental health & psychological wellbeing, ABC behaviour monitoring.

Utilising standardised assessment tools focusing on areas of emotional development.

Recording and tracking of the frequency, intensity and duration of behavioural incidents using e.g. antecedent, behaviour, consequence (ABC); functional analysis.

Rigorous application of APDR Cycle to understand learning behaviours and when best pupil responses occur

Other agencies and services

Advice/assessment/analysis of strengths and needs from specialists and outside professionals e.g. Advisory Teacher; CAMHS; Educational Psychologist; Primary/Secondary Project.

 Clear arrangements in place with local health partners and other organisations for making referrals to CAMHS e.g. the Common Assessment Framework.

 Individual counselling and/or therapeutic support from external agencies as appropriate, linking with professionals eg CAMHS, Educational Psychologist and external bodies to ensure quality assurance and safe practice

 Advice and options can be explored through expertise in PRU.

Whole School Policies and Processes

Behaviour Policy reflecting the ethos of the whole school community and part of the induction programme for all members of the community

Pastoral support to supplement usual pastoral care arrangements

Social and emotional aspects of learning embedded across the curriculum and directly taught through PSHE and in small groups.

Environmental

Teaching and learning environment audited frequently and changes made to support positive behaviour and learning e.g. a low stimulus work area; out of class work area/support unit; access to additional support.

Grouping and peer interaction / timetabling

Access to grouping that enables child or young person to work with peers who provide good role models for social interaction and appropriate behaviour.

Bespoke timetabled sessions may include access LSU/behaviour unit; Nurture Group; mentoring; buddying

Strategies

Child or young person are provided with the opportunity to reflect on own behaviour (e.g. use of a self-monitoring diary).

Additional opportunities for physical activity.

Additional targets may be set through a Behaviour Management Plan (BMP) or Pastoral Support Plan (PSP) in consultation with parents/carers, relevant professionals and other agencies

Flexible approach to curriculum delivery to take into account their needs, strengths and preferred ways of learning

Alternative placements for example, college courses, considered for KS4

Access to evidence based interventions. Examples include: FRIENDS intervention, Think Good, Feel Good, Socially Speaking, Circle of Friends, Motivational Interviewing , SEAL resources.

Staff

Staff adapt teaching approaches (e.g. cuing child or young person with name and individual instruction).

Key worker, teacher or TA to act as a stable reference point.

Relevant training and CPD is made available at the whole school, individual and specialist level e.g. Attachment Theory; Nurture Principles;

response to School Anxiety; awareness of Mental Health and Emotional Wellbeing. Resources in SEND Gateway, and the IDP programme are considered and explored http://www.idponline.org.uk/downloads/ps-besd.pdf

Staff trained in restorative approaches to conflict resolution; solution focused approaches

Staff trained in a BILD accredited approach to positive handling e.g. Team Teach.

37. <u>Physical Disabilities and complex medical needs</u>

Staff

Teachers will be supported by SENCo and physical disabilities (PD) advisory teacher to develop strategies for inclusive practice in the classroom. Opportunities and comprehensive resources for motor skill development offered within the school curriculum.

Training about PD and medical needs at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff, drivers, escorts, and lunch-time supervisors).

Teachers and teaching assistants understand the roles and responsibilities of health services, including therapists, and incorporate their advice into planning – learning programmes, healthcare plans,

Training in personal care, moving and handling is provided where necessary.

Classroom – teaching and organisation

Flexibility of approach is demonstrated by making adjustments to activities, lessons (including PE), timetables and their delivery, as necessary.

Teaching takes account of physical and medical needs and outcomes are differentiated to allow for a focus on developing their targets.

Specific activities to overcome physical difficulties e.g., reducing written work.

The curriculum actively promotes positive attitudes to disability.

Alternative ways of recording are used across the curriculum including homework.

Differentiation techniques are widely used to promote full access to practical activities

The curriculum addresses learning needs (including styles of learning and uneven ability profiles) as well as their emotional well-being, their communication needs and life skills.

There is equality of access to activities, including the extended curriculum, PE, school trips and visits.

Strategies are utilised to facilitate the child or young person's ability to understand and make needs known e.g. visual supports, signing as appropriate.

Personal care

Flexible support available in schools include dressing/undressing, toileting needs and medical needs.

Processes

Clear procedures are in place to ensure the management of medications.

To initiate and review a health care plan to address the student's needs.

Accessibility plan in place.

All staff including supply staff and new staff are informed about the needs of students with PD and medical needs through an induction programme ensuring that these staff know how to support the needs of PD child or young person.

Environmental

Clearly defined spaces/areas for personal equipment and places of withdrawal are identified and available for therapies, developmental programmes and / or special arrangement for personal hygiene.

Careful consideration is given to the position of child or young person with PD in the classroom to allow for maximum independence of movement/access to resources and equipment.

Reasonable adjustments and adaptations are made to the curriculum and the school environment.

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38. <u>Speech, Language and communication</u>

The Learning Environment

Access to a learning context that facilitates a child or young person's' exposure to language and gives consideration to the organisation of space and provision of materials. This includes:
- Learning areas and resources that are clearly defined and labelled with pictures and words.
- Space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area.
- child or young person's work displayed and labelled appropriately, some that invite comments from child or young person.
- An appropriate range of fiction and non-fiction books.

The organisation of Teaching and Learning, including activities

The child or young person has access to structured opportunities in the classroom to support language development that get the balance right between how much the adults talk and how much pupils talk and which may include:
- Small group work facilitated by an adult, within the classroom or on a withdrawal basis.
- Interactive book reading facilitated by an adult (e.g. asking predictive questions, joining in with repetitions etc.).
- Structured opportunities for students to engage in high-quality conversations with peers and adults.
- Attempts to actively include all students in small group activities.

Teaching approaches and strategies

All staff are aware of the importance of high quality interactions with child or young person and use a range of techniques which may include:-
- Acknowledging the child or young person's needs such as getting down to the child's level, pacing language used, and confirming contributions.
- Supporting them in developing their language skills such as labelling and using appropriate open-ended questions.
- Asking questions which help child or young person to think through a response.
- Using visual supports to reinforce language including symbols support, visual timetables, talking frames, pictures and props.
- Direct language learning such as commenting and extending e.g. telling child or young person the next steps in a piece of communication.
- Modelling language responses such as scripting.
- Encourage and praise non-verbal communication such as good listening skills and offer specific feedback to children.
- Ensuring that the classroom is an "asking friendly" setting to encourage questions.

- Access to resources (e.g. 'toolkit') developed by the speech and language team to enable schools to provide targeted support.

Targeted support for child or young person may address:
- Specific SLCN such as vocabulary development, narrative skills, comprehension and inference, use of language, sentence structure, the speech sound system, sequencing and active listening skills.
- Social use of language skills
- Organisational and sequencing skills
- Curriculum skills
- Social, emotional and behavioural skills related to SLCN

Use of technology and expert input to support learning.

Advice will be sought from professionals including speech and language therapist, the advisory teacher on interventions or other adjustments that need to be made in the classroom.

Clinic based therapy if advised. Direct involvement of school staff with the therapist to reinforce, teach skills programmes and incorporate into ongoing teaching and learning activities.

- Resource production
- Social language skills
- Support in decoding language
- Specific language teaching
- Organisational strategies

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39. <u>Visual Impairment</u>

Understanding the child or young person's needs and the implications of their visual impairment for their learning (where glasses do not correct vision sufficiently to remove significant barriers to learning)

The SENCO and all school staff who teach or have contact with the child or young person, should know about and understand the child or young person's visual impairment and its implications for their learning, in particular on:
- Educational progress
- Speed of working and access to information
- Communication skills, especially reading and writing
- Mobility and awareness of the educational environment
- Social contact and interaction with peers
- Self-esteem and emotional well-being

Planning

As part of supporting a child or young person with visual impairment the school may need to:
- Plan and deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities.
- Give specific consideration to the manner in which the curriculum is presented.
- Consider purchasing specialist equipment.
- Encourage social interaction with peers through a range of support approaches.
- Consider access arrangements for assessments and exams.
- Promote positive attitudes towards visual impaired people within the school environment and local communities, with advice from the VI team.

Curriculum Adaptation

Planning and delivering the curriculum is adapted to address all their learning needs, as well as support their social, emotional, communication and physical skills. Accessible materials will often reduce the amount of support that a child / young person needs. Modified teaching and learning materials are prepared in advance, with pre-planning between teacher and support staff. Materials may be available from other schools who have prepared them for other students in previous years. Use required font size for print. Pre-teaching may help as may follow up tutorial time. Make best use of in-class technology such as white board, I Pads, computers, audio enabled programmes etc. Seem ICT assessment from Barnet SEN ICT technology consultant.

Effective use of support for learning

Partnership approaches between the class teacher, the SENCOP and the teaching assistant will need to careful planning and preparation and targeted use of teaching assistants. Often this is used for pre-teaching and post lesson, checking on grasp of concepts taught.

Information to parents on a range of matters including relevant organisations, parent groups and extra-curricular activities, transition planning and general information about Visual Impairment.

Specialist Guidance

School staff to seek advice from external specialists eg: Specialist Advisory Teacher for Visual Impairment, Barnet with Cambridge Education.

The specialist advisory teacher can provide support, advice and information to parents on a range of matters including information about the child or young person's visual impairment and what it means to them, transition planning between phases of education and information about other sources of support for them and their child.

The specialist teacher will keep the child/young person under review, agreeing with parents and the educational setting how often review is needed, and agreeing dates of monitoring visits.

Health and specialist education staff work collaboratively to support the school / setting, the child and the parents.

40. <u>Hearing Impairment</u>

Understanding the child or young person's needs and the implications of their deafness for their learning

Deaf or hearing impaired children span a range of hearing loss. This includes all conditions that result in a child or young person being unable to hear sounds within the range of frequencies present in normal speech at volumes less than 20dB louder than the average. The hearing loss may be temporary or permanent, affect one ear or both and may only affect certain frequencies of sound. In addition the support described is also available to children and young people who have Auditory Neuropathy Spectrum Disorder even when there is an absence of hearing loss.

The SENCO and all school staff who teach or have contact with the child or young person, should know about and understand the child or young person's hearing loss or deafness, and its implications for their learning, in particular on:
- Educational progress
- Attention and focus, and distractibility
- Communication skills, especially reading and writing
- Their ability to understand and be comfortable in the educational environment
- Social contact and interaction with peers
- Self-esteem and emotional well-being

Planning and adaptation of the curriculum, teaching approaches and learning environment

As part of supporting a child or young person with a hearing impairment the school should:
- Undertake a thorough assessment of the pupil's needs and set out what they find difficult and what they don't.
- Explain what measures or adjustments can be put in place to reduce the impact of the deafness on their learning.
- Liaise and plan with the specialist teacher of the deaf (available from the Barnet HI team)
- follow and apply specialist advice on:
  - the best seating position in classrooms;
  - managing the acoustic environment; managing the communication in the classroom to optimise the child's understanding;
  - training on the use of hearing aids in the classroom and/or at home;
  - suggestions for teaching resources and activities to assist the child or young person's learning and acquisition of skills, particularly communication skills;

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- augmentative means of communication;
- training for staff in using specialist equipment;
- helping the child develop the use of 'clarification strategies' when they have not understood what is said.

- Differentiated classroom activities should reflect student's individual needs and ensure full access to and participation in all activities.
- Curriculum presentation should consider how it will be accessible and interpretable by the pupil with a hearing loss.
- Understand the use of any hearing aids in the classroom, in school, and put in place a system whereby the aids can be kept, monitored etc if the child does not wear them all of the time, or they need charging or battery replacement
- Consider purchasing specialist equipment or software, for example sub-title system for showing films and presentations. Teachers understand how to encourage and enable use of specialist equipment such as personal radio aids and portable soundfield systems,
- Encourage and facilitate social interaction with peers, explaining to other children how they can ensure their peers can hear and understand what they are saying and that they can communicate with him/her in a modified or adjusted manner.
- Explore and put in place appropriate approaches to learning support, ensuring the pupil is involved in the planning
- Consider access arrangements for assessments and exams.
- Promote positive attitudes towards deaf and hearing impaired people within the school environment and local communities, with advice from the HI team.
- Speech and Language Therapists will be involved as part of the integrated support from specialist teachers, audiologists and school. They may provide period of direct input and/or monitoring oversight – dependent on pupil need and educational progress.

Environmental Adaptation

Planning and delivering the curriculum is adapted to address all their learning needs, as well as support their social, emotional, communication and physical skills. Ensure teachers and teaching assistants are suitably skilled and trained.

The school should have a hearing/deaf friendly, acoustically adapted as necessary. learning environment. Staff should be in regular contact with specialist teachers of the deaf who will help the link between audiology services and the school / setting.

Specialist hearing equipment is in place with planned review with external exoerts and to involve child/young person and their parents.

Specialist Guidance

School staff to seek advice from external specialists eg: Specialist Advisory Teacher of the Deaf, Barnet with Cambridge Education.

The specialist teacher of the deaf can provide support, advice and information to parents on a range of matters including the choice of communication approaches, transition planning between phases of education, information about the child or young person's hearing loss and what it means to them, Information about other sources of support for them and their child, help with applying for benefits or obtaining

specialist equipment for use at home such as flashing light/vibrating smoke alarms etc.

The specialist teacher will keep the child/young person under review, agreeing with parents and the educational setting how often review is needed, and agreeing dates of monitoring visits.

Health and specialist education staff work collaboratively to support the school / setting, the child and the parents.

41. Other Sources of Information for Schools and settings in making provision for children and young people with SEN.

The description of provision that should be ordinarily available across maintained mainstream schools and academies in Barnet, aims to help schools make the link between the SEN statutory framework and their use of delegated budgets to support pupils with SEN. There are other sources for support that also provide advice and guidance. The references below and throughout the Guidance will assist schools, early education settings and post 16 providers to develop and improve their SEND provision.

1. CDC – the Council for Disabled Children provides a range of resources to support the implementation of the SEND reforms, including a Briefing for Schools *"What do the SEN and Disability Reforms mean for Schools?"*
http://www.councilfordisabledchildren.org.uk/media/1061292/schools-briefing-sep-15.pdf

2. NASEN – the National Association for Special Educational Needs – has a SEND Gateway, providing free access to high quality information, resources and training on SEN and disability. www.sendgateway.org.uk . There are case studies http://www.sendgateway.org.uk/resources.html?keyword=&type=resources&sort_by=date&info_type=case-studies   that provide real life examples of how children and young people with SENs are taught and supported.

3. The Autism Education Trust – provides Autism competency frameworks for schools, early years settings and post 16 providers, each supported with Autism standards for the particular phase of education.
http://www.councilfordisabledchildren.org.uk/media/1061292/schools-briefing-sep-15.pdf   .

4. The Communication Trust – provides a range of resources, including "*Communicating the Code*" which provides additional information in relation to children and young people with speech, language and communication needs, to support practitioners to implement the SEN Code of Practice. This resource can be found at
https://www.thecommunicationtrust.org.uk/media/362413/ctc_all_sections_with_links.pdf , and others, including Communication Checklists "*Making your place great for Communication*" by searching the Communication Trust Web-site on
www.thecommunicationtrust.org.uk

5. The Dyslexia Specific Learning Difficulties Trust (The Dyslexia-SpLD Trust) www.thedyslexia-spldtrust.org.uk   and a linked micro-site www.interventionsforliteracyy provides a number of resources to support schools and other education providers, as well as parents.

6. The Inclusion Development Programme – a part of the Government's strategy to improve outcomes for children with SENs and first outlined before the current SEN Code of Practice and recent reforms. It provides a suite of materials aimed to support teachers, teaching assistants and trainee teachers to increase their knowledge and skills in working with children and young people with a range of SENs. With information provided through on-line DVD presentations, supported by written guidance, the areas of BESD (now

SEMH), Autism, SLCN and Dyslexia are covered at primary and secondary level, with all except Dyslexia covered for the Early Years foundation stage. www.idponline.org.uk

7. The Downs Syndrome Association has a section on its web-site for professionals http://www.downs-syndrome.org.uk/for-professionals/ covering stages of education from early years to further education.

8. NATSIP (the National Sensory Impairment Partnership) www.natsip.org.uk provides a range of information to support the learning and development of children and young people with hearing and/or visual impairments from early years to post 16.

9. The RNIB has a professionals' area where it provides guidance on teaching and learning for blind and partially sighted children from early years to young adults. http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/guidance-teaching-and-learning

10. The NDCS (the National Deaf Children's Society) has a professionals area where it enables the downloading of professional resources t those working with deaf or partially hearing children and young people http://www.ndcs.org.uk/professional_support/other_academic_and_professional_resources/education_resources.html .

11. SCOPE http://www.scope.org.uk/support/professionals provides a support and information resource for teachers and other professionals as well as promoting and facilitating links between teachers.

12. pdnet - a network for those supporting learners with physical disability, enables the sharing of a range of professional resources to support the learning and education of children with physical disabilities. www.pdnet.org.ukk. Video resources on the SEND Gateway consider the way in which a teaching assistant can provide personal care. https://www.youtube.com/watch?v=C_6KeetE0AQ&index=12&list=PLo71rs7uZTvW2BwGEpkTiXazBzfx8-naN

References
The DFE "*SEND Code of Practice*" (January 2015) ,
The DFE "*Schools' Guide on the SEND Code of Practice"* (September 2014)
"*A quick guide to the SEND Code of Practice: 0-25 years (2014) and its implications for schools and settings"* (NASEN)
"*Further Education: A guide to the SEND Code of Practice"* DFE 2014
"*Early Years: A Guide to the SEND Code of Practice"* DFE 2014